

State Advisory Committee

for the Education of Exceptional Students



FLORIDA DEPARTMENT OF
EDUCATION

fldoe.org

2018

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**

Keith Berry, co-chair
Enrique Escallon, co-chair
Catherine Rudniski, vice-chair
Kara Tucker, parliamentarian

Bureau of Exceptional Education and Student Services

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State of Florida
Department of State

2018

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 (birth through 26 years of age)
- 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 bureau chief of BEESS (or a designee) serves as an ex officio member of the SAC. Additional representatives may be appointed at the sole discretion of the commissioner. (See SAC Membership List.)

Responsibilities

The SAC has the following responsibilities:

- Advise the 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 2018, the SAC held meetings on July 16-17 and December 3-4, 2018. Major presentation and discussion topics during the meetings included, updates on the State Systemic Improvement Plan (SSIP), an analysis of prevention and intervention statewide as well as restraint and seclusion. 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 and leadership of Florida's exceptional student education (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 students with disabilities (SWD). Those who provided comments consistently noted that SAC was contributing significantly to making a positive difference for SWD.

(See Evaluation Summary available from BEESS.)

Annual Report

This annual report represents the organization and work of the SAC during 2018 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
2018**

Name	Representation
Maria Barbeyto	Parent – Miami-Dade County
Keith Berry	Parent – Leon County
Jerry Brown	Other state agency serving children with disabilities
James M. Clark	Parent – Hernando
Zera “Kay” Daniel	Representative of McKinney-Vento Homeless Assistance Act Program
Hannah Ehrli	Parent – Orange County
Enrique Escallon	Parent – Miami-Dade County
Dr. Antoine Hickman	Administrator of programs for children with disabilities – Broward County
Cindy T. Jones	State Juvenile Justice Agency
Dr. Timothy King	Administrator of programs for children with disabilities – Flagler County
Richard La Belle	Family Network on Disabilities
Richard Lockenbach	Program Manager – Florida Developmental Disabilities Council
Laura Mazyck	Office of Independent Education and Parental Choice – FDOE
Monique McCaskill	State education official; Department of Children and Families – Leon County
John Miller	Individual with a disability – Broward County
Melissa “Lisa” Miller	Parent – Polk County
Carmen Noonan	Parent – Indian River County
Cassandra Pasley	Director of the Division of Children’s Medical Services

Debra Rains	Assistant Head of School – Private School; parent
Tom Rankin, Deputy Director of Programs	Other state agency serving children with disabilities
Tamar Riley	Associate Professor – Dade County
Grace Roberts	Parent – Hillsborough County
Terry Roth	Administrator of programs for students with disabilities – Clay County
Catherine “Cat” Rudniski	Individual with a disability – Pinellas County
Cecilia Rueda-Hill	Parent – Brevard County
Casey Scott	Parent – Leon County
Sarah Sequenzia	Parent – Orange County
Ann Siegel	Other Agency Serving Children with Disabilities Disability Rights Florida Parent – Broward County
Abigail Skipper	Parent – Polk County
Tracie Snow	Florida School for the Deaf and the Blind Parent – St. Johns County
Laura Sokalski	Parent – Hillsborough County
Kimberley Spire-Oh	Attorney – Palm Beach County
Dr. Lisette Levy Tacher	Parent – Leon County
Kara Tucker	Individual with a disability – Duval County
Kendell Vinot	Parent – Pasco County
Sheila Ward	Other State Agency- Division of Vocational Rehabilitation

The SAC is appointed by the commissioner in accordance with 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

July 16-17, 2018

Florida Department of Education (FDOE)
K-12 Public Schools
Bureau of Exceptional Education and Student Services (BEESS)

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

**Double Tree Hotel
Tallahassee, Florida
July 16, 2018**

Meeting Report

Monday, July 16, 2018

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

Members

(See SAC Membership List 2018, SAC Designee List and SAC Representation Chart, SAC Member Notebook, Tab 2)

Berry, Keith
Brown, Jerry
Clark, James
Daniel, Zera
Ehrli, Hannah
Escallon, Enrique
Hickman, Antoine
Jones, Cindy
King, Timothy
La Belle, Richard
Lockenbach, Richard
Mazyck, Laura
Miller, Melissa
Noonan, Carmen
Rankin, Tom
Riley, Tamar
Roberts, Grace
Scott, Casey
Sequenzia, Sarah
Siegel, Ann
Skipper, Abigail
Snow, Tracie
Spire-Oh, Kimberley
Tucker, Kara
Verra-Tirado, Monica
Vinot, Kendell
Ward, Sheila

Designees

Hajdukiewicz, Marcy (for Cassandra Pasley)
McCaskill, Monique (for Courtney Smith)
Ryan, Christopher (for Terry Roth)
Wilkinson, Monique (for Lisette Levy)

FDOE/DPS/BEESS Representatives

Bozik, Anne, program specialist
Brattain, Jessica, program specialist
Katine, April, educational program director (SAC liaison)
Kowalczyk, Aimee, parent services (SAC liaison)
Metty, Wendy, program specialist
Musgrove, Karrie, program specialist
Strickland, Patricia, program specialist
White, Judy, educational program director
Whitfield, Christy, Just Read, Florida!/BEESS
Winkler, LeNita, program specialist

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

Enrique Escallon, co-chair
Keith Berry, committee co-chair welcomed everyone.
April Katine, SAC liaison, BEESS
SAC members provided in-depth introductions.
Keith Berry and Enrique Escallon welcomed everyone and reviewed the roles and responsibilities

Bureau Update, Monica Verra-Tirado, Bureau Chief**Results Driven Outcomes Updates****From Preschool to Post-School Outcomes**

Preparing Florida's Students to Become College and Career Ready

- Equity
- Access
- Attainment

The Emphasis of the Individuals with Disabilities Education Act (IDEA) 2004

"Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities" (20 U.S.C. §1400(c)(1))

SSIP

- Research points to the importance of a standard high school diploma for SWD.
- There is a need to increase the graduation rate for Florida's SWD to ensure that all students are college, career and life ready.

Moving from Access to Attainment:

Statewide Equity and Excellence

Increase number of students graduating college and career ready

- Improve graduation rate
- Decrease dropout rate
- Improve post-school outcomes results

Summary of SSIP

Florida's state-identified measurable result:

- Increase the statewide graduation rate for SWD from 52.3% (2012-13 graduates) to 62.3% (2017-18 graduates)
- Close the graduation gap (baseline 23.2 percentage points in 2012-13) for SWD in half (≤ 11.6 points) (2017-18 graduates)

Summary of SSIP

The focus of the SSIP implementation is to build both the state educational agency's (SEA) and all local educational agencies' (LEA) capacity to implement a continuous improvement process that will:

- Improve the SEA's support for LEAs through results driven accountability through a multi-tiered approach
- Improve district capacity for improvement activities
- Lead to increased graduation rate for SWD, narrowing the graduation gap and decreasing drop out
- Florida's theory of action is based on the evidence-based practices (EBPs) identified in "Moving Your Numbers: What Matters Most and Key Practices" (NCEO, 2011).
- The following six key practices are critical for the SEA and LEAs to facilitate improved learning and achievement for all students, including SWD.
 - Use data well
 - Focus your goals
 - Select and implement shared instructional practices
 - Implement deeply
 - Monitor and provide feedback and support
 - Inquire and learn

What Matters Most for SEAs and LEAs

Focus on what adults do—intentionally and collectively—to include and assist all students in learning at higher levels.

Florida's theory of action is also based on the EBP of the use of a high school early warning system to identify students who are at risk of dropping out or not graduating with their cohort.

Early warning systems provide key data to support continuous improvement in academic and social and emotional support for all students, as well as specific

evidence-based interventions for students with the most significant needs (Issue Brief: Early Warning Systems, U.S. Department of Education [USDOE] 2016).

High School Warning System

- The use of a high school early warning system must lead to implementation of specific evidence-based strategies in order to impact graduation and decrease drop out.
- An example of one such EBP that is available to districts and schools is Check & Connect, an intervention used with students who show warning signs of disengagement with school and who are at risk of dropping out (What Works Clearinghouse, 2018).
- Florida is implementing Check & Connect as part of its federally awarded State Personnel Development Grant.

SSIP Activities by Phase

Key Actions in Florida's SSIP Implementation

Phase I SSIP (2014-15)

- Data and infrastructure analysis
- Identification of focus and state-identified measurable result
- Development of theory of action
- Identification of action needed to support improvement and build capacity
- Stakeholder involvement and input
- Report to Office of Special Education Programs (OSEP) Spring 2015

Note: The results of these actions were described in the first eight slides of this presentation.

Phase II SSIP (2015-16)

- Development and implementation of multiyear plan to address:
 - SEA infrastructure development to support LEAs in a multi-tiered approach with a results driven accountability approach
 - Technical assistance and support for LEAs in implementing EBPs provided in a multi-tiered approach including universal, targeted and intensive support
 - Develop plan to evaluate progress
 - Stakeholder involvement and input
 - Report to OSEP Spring 2016

Note: The results of these actions were described in the first nine slides of this presentation.

Phase III Year 1 SSIP (2016-17)

- Evaluation of the plan and reporting of progress:
 - Results of the ongoing evaluation
 - Extent of progress
- Stakeholder involvement and input
- Revisions to the plan

- Report to OSEP Spring 2017 (*see SSIP Phase 3 Year 1 Report for more information)

Note: Revisions to the evaluation plan were described in slide 8 of this presentation.

Phase III Year 2 SSIP (2017-18)

- Evaluation of the plan and reporting of progress:
 - Results of the ongoing evaluation
 - Extent of progress
- Implement revisions to the plan based on stakeholder input from Phase III Year 2
- Report to OSEP Spring 2018

Multi-Tiered System of Supports for Districts

- Intensive supports (Tier 3) – Most focused, targeted, frequent support in addition to and aligned with universal supports that are provided to individual districts in response to identified needs.
- Supplemental supports (Tier 2) – More focused, targeted, frequent support in addition to and aligned with universal supports that are provided to subgroups of districts in response to identified needs.
- Universal supports (Tier 1) – General, statewide support designed to inform, assist, and improve results for all districts.

Phase III Year 2 Evaluation of Progress in SSIP Implementation

SSIP Evaluation Question #1

- To what extent is the SEA and the LEAs utilizing the six key practices framework to implement EBPs known to improve graduation and decrease drop out for SWD? (survey and anecdotal)

Data on LEA Implementation was reviewed

- Implementation score by practice 2017 and 2018
- Use data well
 - Accuracy of graduation rate prediction
 - Accuracy of prediction and prediction basis
- Focus goals
- Select and implement shared instructional practices
- Implement deeply
- Monitor and provide feedback and support
- Inquire and learn

Survey Comments on LEA Implementation

- Use Data Well
 - “Professional Learning Communities are in place at the district, school and grade level and review data in order to identify needs and set goals.”
 - “We hold quarterly data chats at the district level; schools do so with school teams.”

- Focus Your Goals
 - “Our district professional learning community’s primary focus is to analyze data, set goals and align resources based on those goals.”
 - “Parents participate in the development of the school improvement plans, as well as the district improvement plan.”
- Select and Implement Shared Instructional Practices
 - “Our district has implemented a common observation and walk-through tool. Principals have participated in on-going training in this tool.”
 - “The district and schools have worked together to develop standards-based curriculum maps.”
- Implement Deeply
 - “Professional development has been offered in target areas. Principals are encouraged to be instructional leaders.”
 - “The structure of our evaluation system requires district and school leaders to be active in classrooms and to provide feedback to teachers.”
 - “District and School Leaders are participating in Lead with Focus: Evaluating the Essentials for School and District Improvement.”
- Monitor and Provide Feedback and Support
 - “Our district has gotten relatively proficient in monitoring; however, there is much work to be done in how to provide effective feedback.”
 - “We are in year 1 of the 5 Dimensions of Teaching and Leading tool and believe this will continue to build staff understanding of high quality instructional strategies.”
- Inquire and Learn
 - “Professional Development linked to the 5 Dimensions tool includes learning sessions with powerful conversations with peers on how to continue to build staff capacity.”
 - “Principals are working in small groups to conduct classroom walkthroughs to provide feedback to each other on the process.”

Data on SEA Implementation

SEA progress toward Improved Implementation

- The SEA has improved in all six key practices.
- The areas of greatest strength areas overall are:
 - Using data well
 - Implementing shared instructional practices; focus goals and monitor and provide feedback are also areas of strength
- The areas of greatest need are:
 - Implement deeply
 - Inquire and learn

Survey Comments on SEA Implementation

- Use Data Well
 - LEA states, “The desktop monitoring calls have been beneficial in modeling for us how FDOE monitors data.”

- LEA states, “Sharing models of drilling down deeper to better inform our practice is helpful and needed.”
- Focus Your Goals
 - LEA states, “Stronger emphasis for SWD in the overall school improvement planning process is needed.”
- Select and Implement Shared Instructional Practices
 - LEA states, “Information on common formative assessments is needed.”
- Implement Deeply
 - LEA states, “Increasing awareness of benefits of SIM [Strategic Instruction Model] strategies for all students may assist with greater use of them.”
 - LEA states, “Examples of other districts’ success in this area would be helpful.”
- Monitor and Provide Feedback and Support
 - LEA states, “Examples of other districts’ success in this area would be helpful. How do other districts communicate instructional strategies to parents?”
 - LEA states, “We have no clear definition on monitoring on formative indicators.”
- Inquire and Learn
 - LEA states, “Guidance in monitoring reflection and learning efforts throughout the district is needed.”

LEA Progress Toward Improved Implementation

- The majority of the LEAs included in this evaluation report making progress with the six key practices.
- The areas of greatest improvement overall are:
 - Using data well
 - Implementing shared instructional practices
- The areas of greatest need are:
 - Implement deeply
 - Monitor and provide feedback and support

SEA Progress Toward Improved Implementation

- The SEA has made progress with the six key practices.
- The areas of greatest improvement overall are:
 - Using data well
 - Implementing shared instructional practices
- The areas of greatest need are:
 - Implement deeply
 - Monitor and provide feedback and support

Data Quality

- The LEA survey used for the SSIP District Self-Assessment Guide is intended for use by district leadership teams gauging the district’s degree of implementation and progress overtime associated with effective practices identified by Moving Your Numbers (e.g., using data well).

- The SEA survey was adapted using the district self-assessment guide with indicators specific to SEAs from Moving Your Numbers: Six Key Practices guide.
- Challenges to surveys are that the data are self-reported and some members of both the LEA and SEA teams have changed overtime.
- An additional challenge is that increased use of the six key practices may result in a more critical analysis of current level of implementation as compared to the baseline year.

Stakeholder Input on Evaluation of Implementation

- Characteristics of Effective Practice: SAC Recommendations Reviewed
 - Key Practice 4: Implement Deeply
 - Key Practice 5: Monitor and Provide Feedback and Support

Phase III Year 2 Evaluation of Progress in SSIP Implementation

SSIP Evaluation Question #2

- To what degree have there been improvements in the graduation and a decrease in drop out? (federal graduation rate and federal dropout rate)

SEA Data on Outcomes Reviewed

- Percentage point gap between all students and SWD (Federal Uniform Graduation Rate)
- Dropout rate for SWD

LEA Data on Outcomes Reviewed

- LEA graduation for SWD
- LEA dropout rate for SWD
- Graduation gap in percentage points

Progress Toward Achieving Outcomes

- The SEA has increased the graduation rate for SWD 10% since 2014-15 (Phase I SSIP)
- The SEA closed the graduation gap between SWD and students without disabilities by 4.7% since 2014-15.
- The SEA has reduced the dropout rate by 2.8% since 2014-15.
- The majority of LEAs in this evaluation have shown an increased graduation rate, decreased dropout rate and have closed the graduation rate gap when comparing 2015-16 to 2016-17.

The State of the State

What Does IDEA Say About Inclusion?

- Children with disabilities are educated with their peers without disabilities to the maximum extent possible
- Removal of children from the regular education environment occurs only when the nature or severity of the disability is such that education in the regular classes

with the use of supplementary aids and services cannot be achieved satisfactorily

What Does Florida Say About Inclusion?

According to section 1003.57(1)(a), Florida Statutes (F.S.):

“The school district shall use the term ‘inclusion’ to mean that a student is receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a teacher is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student’s needs based on current research.”

Inclusion Data Were Shared

- Regular class placement
- Seven largest states percentage of SWD in regular class placement 2015-16
- Regular class placement: from 2005-06 to 2016-17

Historic Moment Summer 2014

- Section 1003.438, F.S., was repealed as of July 1, 2015 eliminating the special diploma
- Students who began ninth grade in 2014-15 or later may not work toward a special diploma
- The majority of SWD will continue to earn a standard diploma by meeting the same graduation requirements as all students. All students will work toward a standard diploma

Florida's Graduation Rates Data Were Shared

- Standard diploma rate: from 2005-06 to 2016-17
- Graduation rates – SWD (White, Black and all)
- Graduation gap – White and Black students
- Graduates with disabilities
- Number of students earning special diploma
- Federal dropout rate: 2011-12 through 2016-17
- Federal dropout rate: 2012-13 to 2016-17

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
- Post-school outcomes for SWD (performance) were shared

The National Assessment of Educational Progress (NAEP)

- The largest nationally representative and continuing assessment of what America's students know and can do in various subject areas.
- Florida's performance demonstrates that inclusion works
- NAEP information retrieved from <https://www.nationsreportcard.gov/>

NAEP Data Were Shared

Average scores and gaps for seven largest states for:

- Fourth grade math
- Eighth grade math
- Fourth grade reading
- Eighth grade reading

Access – Best Practices for Standards-Based Instructional Support

Five-year trend data for BEESS indicator:

- No more than 10% of SWD will participate in the reading/English language arts (ELA) statewide, standardized assessment in the alternate assessment for students with significant cognitive disabilities.
- No more than 10% of SWD will participate in the alternate assessment for students with significant cognitive disabilities. Statewide, standardized math assessments include math (Grades 3-8) and end-of-course exam (EOC).

1% Cap

The Every Student Succeeds Act Language on Prohibition of Local Cap – w(D)(ii)(II) Prohibition on Local Cap Nothing in this subparagraph shall be construed to permit the Secretary or a SEA to impose on any LEA a cap on the percentage of students administered an alternate assessment under this subparagraph, except that an LEA exceeding the cap applied to the State under clause (i)(I) shall submit information to the SEA justifying the need to exceed such a cap.

Florida Standards Alternate Assessment (FSAA) Data Shared

Percentage of Students Participating in the Alternate Assessment by Primary Exceptionality

- Intellectual disability (InD): 58.5%
- Autism spectrum disorder (ASD): 31.6%
- Other health impairment: 4.1%
- Specific learning disability: 1.4%
- Orthopedic impairment: 1.0%
- Other: 3.2%

Percentage of Students Participating in the Alternate Assessment by Primary Exceptionality (N=761)

- Language impairment: 306
- Emotional-behavioral disability (EBD): 141
- Deaf or hard of hearing: 108

- Hospital or homebound: 79
- Traumatic brain injury: 70
- Vision impairment: 38
- Dual sensory impairment: 12
- Speech impairment: 7

Percentage of Students Participating in the Alternate Assessment by Primary Exceptionality

- ASD
- InD

Five-Year Trend Data for BEESS Indicator:

- At least 80% of SWD who participate in the alternate assessment for students with significant cognitive disabilities will be proficient in reading.

Five-Year Trend Data for BEESS Indicator:

- At least 80% of SWD who participate in the alternate assessment for students with significant cognitive disabilities will be proficient in math.

FSAA Performance

- 2015-16
 - State average of grades 3-10 ELA scoring at level 3 or above – 53%
 - State average of grades 3-8 math and EOCs scoring at level 3 or above – 52%
- *Field test year – No approved cut scores
- 2016-17
 - State average of grades 3-10 ELA scoring at level 3 or above – 55%
 - State average of grades 3-8 Math and EOCs scoring at level 3 or above – 54%
- *Cut scores approved

Parent Services

ESE Parent Survey

Indicator 8

- The percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

ESE Parent Survey Results

Fiscal Year	PreK		K-12	
	Total Responses	Response Rate (%)	Total Responses	Response Rate (%)
2012-13	1,827	7.9%	9,261	2.8%
2013-14	3,189	13.8%	21,784	6.6%
2014-15	2,717	11.8%	20,016	6.0%
2015-16	4,195	17.5%	34,155	10.0%
2016-17	4,399	18.2%	33,194	9.4%
2017-18	4,564	19.1%	37,871	10.3%

School Year	At or Above Standard (%)	
	PreK	K-12
2012-13	75.6%	74.5%
2013-14	73.2%	75.6%
2014-15	72.2%	74.3%
2015-16	73.0%	77.0%
2016-17	73.3%	77.7%
2017-18	83.2%	80.0%

Secured Seclusion and Restraint Data Shared

- Number of restraints and number of students restrained 2012-13 through 2017-18
- Number of seclusions and number of students secluded 2012-13 through 2017-18
- Restraint by grade 2017-18
- Seclusion by grade 2017-18
- Restraint by exceptionality 2017-18
- Seclusion by exceptionality 2017-18
- Types of restraint 2017-18
- Crisis management strategies used 2017-18

SEA Determinations

State Determinations

- Beginning in 2014, the USDOE used both compliance and results data in making Part B determinations, giving each equal weight in making each state's determination.
- 2018 state determinations made by the USDOE used both compliance and results data, giving each equal weight in making each state's determination, identical to last year.

State Determination, Compliance Elements

Compliance Matrix

- Data for all compliance indicators
 - Disproportionate representation
 - 60-day evaluation timeline
 - Part C to Part B transition
 - Transition individual educational plans (IEPs)
 - Timeliness of complaint and due process hearing decisions
 - Timely and accurate data submissions
 - Long-standing noncompliance

2018 SEA Determinations for Seven Largest States

Florida: Needs Assistance (74.58%)

- California: Needs Assistance (67.08%)
- Illinois: Needs Assistance (69.58%)
- New York: Needs Assistance (62.08%)
- Ohio: Meets Requirements (83.33%)
- Pennsylvania: Meets Requirements (89.17%)
- Texas: Needs Assistance (72.5%)

2018 Part B Matrix Shared

- 2018 Part B results-driven accountability percentage: 54.17%
- 2018 Part B compliance matrix: 95%

State Determination, Performance Elements

- Percentage of fourth and eighth grade SWD participating in regular statewide assessments in math and reading
- Percentage of fourth and eighth grade SWD included in NAEP testing in math and reading
- Percentage of fourth and eighth grade SWD scoring basic or above on NAEP in math and reading
- Percentage of SWD who dropped out
- Percentage of SWD who graduated with a regular high school diploma (exit data, not cohort)

Florida Determination Scores

- Compliance points: 19/20 = 95%
- Results points: 13/24 = 54.17%
- Florida determination: 74.58% Needs Assistance

2018 LEA Determinations

- Step one: Any district required to set aside 15% of IDEA, Part B funds for coordinated early intervention services (CEIS) 2017-18 and 2018-19 will automatically be identified as Needs Intervention; any district required to set aside 15% of IDEA, Part B funds for CEIS for 2018-19 (but not in 2017-18) will automatically be identified as Needs Assistance.
- Step Two: Points are earned based on the compliance and performance criteria listed below. The 2018 point values resulting in the determination categories are as follows:
 - Meets requirements: 13-17 points
 - Needs assistance: 8-12 points
 - Needs intervention: 4-7 points or in Needs Assistance four consecutive years
 - Needs substantial intervention: 0-3 points

2018 LEA Determinations (Compliance)

Compliance Criteria

• No critical state financial audit findings related to the education of students with disabilities. Source: Fiscal Year 2017 Auditor General Reports
• SPP 9 - No disproportionate representation in special education found to be due to inappropriate identification. Source: Survey 2, 2017-18
• SPP 10 - No disproportionate representation in specific disability categories found to be due to inappropriate identification. Source: Survey 2, 2017-18
• SPP 11 - At least 95 percent of students with parental consent to evaluate were evaluated within 60 days. Source: Web-based data collection, 2016-17
• SPP 12 - At least 95 percent of children referred by Part C prior to age 3 who were found eligible for Part B had an IEP developed and implemented by their third birthdays. Source: Survey 5, 2016-17 and Survey 2, 2017-18 matched with FLDOH Early Steps, 2016-17 data
• SPP 13 - At least 95 percent of transition IEPs found to be compliant with secondary transition IEP requirements. Source: BEESS Compliance Self-Assessment, 2016-17
• At least 95 percent of 2015-16 findings of noncompliance corrected within one year and demonstration of correct implementation of related regulation. Source: BEESS tracking systems for desk top monitoring and state complaints via the General Supervision Website
• Submission of valid, reliable and timely data in all four areas below: <ul style="list-style-type: none">▪ SPP 5 - at least 95 percent of errors corrected for placement/age errors or fewer than 10 errors at the end of the verification activity (2017-18 data);▪ SPP 11 - timely submission of data (2016-17 data);▪ SPP 12 - timely submission of the district verification file (2016-17 data); and▪ CEIS - did not set aside funds for CEIS (required or voluntary), but reported students receiving services in 2016-17, or set aside funds and did not report students being served.

2018 LEA Determinations (Performance)

Performance Criteria for Graduation and Dropout: Districts that meet or exceed the state target and if the district improved from the prior year receive the following points:

SPP 1 – Federal Uniform Graduation Rate
• At or above the state target of 58.3% for 2015-16 (1 point)
• At or above the state target of 60.3% for 2016-17 (1 point)
• Improvement from 2015-16 to 2016-17, meeting of 2016-17 state target, or change of less than 1% from 2015-16 to 2016-17 (1 point)
SPP 2 – Federal Dropout Rate
• At or below the state target of 13.4% for 2015-16 (1 point)
• At or below the state target of 11.7% for 2016-17 (1 point)
• Improvement from 2015-16 to 2016-17, meeting of 2016-17 state target, or change of less than 1% from 2015-16 to 2016-17 (1 point)

Performance Criteria for Least Restrictive Environment (LRE): Districts that meet, exceed or make improvement toward the state target, with no decrease from the previous year, receive the following points:

SPP 5 – Least Restrictive Environment
• At or above the state target of 83% for 2017-18 regular class placement (3/3 points)
• Within 10% of the 2017-18 state target and any improvement in LRE rate from 2016-17 to 2017-18 (2/3 points) (73-82% and improvement)
• Within 10% of the 2017-18 state target and no decrease greater than 5% from 2016-17 to 2017-18 (1/3 point) (73-82% and no decrease greater than 5%)

State Targets Increased for the 2018 Determination Performance Criteria

State targets for:

- Federal uniform graduation (2016-17): 60.3%
- Federal uniform graduation (2015-16): 58.3%
- Dropout (2016-17): 11.7%
- Dropout (2015-16): 13.4%
- Regular class placement (2017-18): 83%
- Regular class placement (2016-17): 82%

2015-18 LEA Determinations Review

- 2015 LEA Determinations (Compliance and CEIS only)
 - 61 Districts Met Requirements
 - 14 Districts in Needs Assistance (seven districts were CEIS)
- 2016-LEA Determinations: (Compliance and Performance Criteria and CEIS)
 - 38 Districts Met Requirements
 - 33 Districts in Needs Assistance (five districts in CEIS first year)
- Four districts in Needs Intervention (four districts in CEIS more than one year)
 - 2017 LEA Determinations: (Compliance and Performance Criteria and CEIS)
 - 36 Districts Met Requirements
 - 33 Districts in Needs Assistance (three districts in CEIS first year)
 - Seven districts in Needs Intervention (six districts in CEIS in multiple years and one District is CEIS first year and four years of Needs Assistance))

- 2018 LEA Determinations (Compliance and Performance Criteria and CEIS)
 - 47 Districts Met Requirements
 - 19 Districts in Needs Assistance
 - 11 Districts in Needs Intervention (five districts in CEIS for two or more years; two districts that had been CEIS for multiple years are no longer CEIS this year)

2018 LEA Determinations

Summary

- The number of districts in Meets Requirements increased more than 20% from 2017
- The number of districts in Needs Assistance decreased more than 40% from 2017
- Nine districts earned a perfect score of 17 points in 2018
- Districts in Needs Assistance
 - One district for the first time since 2014
 - 14 Districts for the third consecutive year since 2014
- Districts in Needs Intervention
 - For districts due to Needs Assistance for four years
 - Five districts due to CEIS
 - One district due to total points earned

2018 LEA Determination Summary for Performance Criteria

- Graduation Rate
 - 48 districts met the state target
 - 64 districts improved
 - 20 districts decreased
- Dropout Rate
 - 34 districts met the state target
 - 40 districts improved
 - 29 districts increased

2016-18 LEA Determination Summary for Compliance Points

- Districts that did not meet requirements for state performance plan (SPP) 11
 - 2016—6 districts
 - 2017—13 districts
 - 2018—13 districts
- Districts that did not meet requirement for SPP 13
 - 2016—22 districts
 - 2017—18 districts
 - 2018—12 districts
- Districts that did not earn points for Valid and Reliable Data
 - 2016—9 districts
 - 2017—7 districts
 - 2018—6 districts

Districts that Moved from Needs Assistance in 2017 to Meets Requirements in 2018

- Bay
- Escambia
- Gadsden
- Hamilton
- Hardee
- Lake Wales
- St. Lucie
- Taylor
- Walton

Graduation Rate (2016-17): Districts that Met State Target of 60.3% (48 districts)

• Very Large Districts		• Medium Districts		• Small Districts	
• Broward	63.8%	• Leon	68.1%	• Gadsden	60.6%
• Hillsborough	64.5%	• Hernando	68.2%	• Okeechobee	61.4%
• Orange	67.1%	• Okaloosa	68.4%	• Calhoun	65.2%
• Pinellas	67.1%	• Santa Rosa	70.5%	• Washington	65.9%
• Duval	70.7%	• Bay	71.9%	• Levy	66.7%
• Dade	70.3%	• Clay	74.3%	• Bradford	68.4%
• Palm Beach	70.9%			• Suwannee	70.2%
• Large Districts		• Medium/Small Districts		• Madison	71.4%
• Pasco	62.6%	• Charlotte	65.1 %	• Lake Wales	75.7%
• Volusia	62.6%	• Martin	67.2%	• Gilchrist	77.8 %
• Manatee	64.0%	• Sumter	70.5%	• FLVS	78.8%
• Osceola	70.0%	• Indian River	71.1%	• Dixie	80.0%
• Brevard	70.1%	• Walton	71.4%	• Glades	90.0%
• Sarasota	71.8%	• Hendry	72.6%	• South Tech	95.7%
• Seminole	73.0%	• Nassau	86.5%	• FAMU	100.0%
• St. Johns	74.1%			• FAU	100.0%
• Collier	74.9%			• FSU	100.0%
• St. Lucie	83.7%			• UF	100.0%

Dropout Rate (2016-17): Districts that Met State Target of 11.7% (34 districts)

<ul style="list-style-type: none"> Very Large Districts <ul style="list-style-type: none"> Broward 9.3% Large Districts <ul style="list-style-type: none"> Escambia 3.5% Osceola 4.1% Seminole 5.2% St. Lucie 6.3% Collier 9.4% St. Johns 10.7% Pasco 11.6% Medium Districts <ul style="list-style-type: none"> Leon 4.0% Santa Rosa 5.5% Clay 8.4% Bay 8.7% Okaloosa 10.0% 	<ul style="list-style-type: none"> Medium/Small Districts <ul style="list-style-type: none"> Nassau 0.8% Indian River 4.1% Columbia 5.7% Martin 8.0% Putnam 10.6% Small Districts <ul style="list-style-type: none"> FAMU 0.0% FAU 0.0% FSU 0.0% Hamilton 0.0% Liberty 0.0% Taylor 0.0% UF 0.0% Suwannee 2.0% Wakulla 2.2% 	<ul style="list-style-type: none"> FSDB 3.6% Dixie 4.5% South Tech 6.9% Gilchrist 8.3% Hardee 8.5% Madison 9.1% FLVS 10.8%
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Regular Class Placement (2017-18): Districts that Met State target of 83% (18 districts earned 3 least restrictive environment [LRE] points)

<ul style="list-style-type: none"> Very Large Districts Large Districts <ul style="list-style-type: none"> Collier 84.6% Manatee 88.7% St. Johns 88.3% Seminole 83.2% Medium Districts Medium/Small Districts <ul style="list-style-type: none"> Liberty 83.5% Hendry 84.2% 	<ul style="list-style-type: none"> Small Districts <ul style="list-style-type: none"> Levy 84.8% Suwannee 85.3% Flagler 84.8% FAU 87.4% Union 87.9% Gilchrist 89.1% Bradford 89.1% Madison 86.6% FSU 94.6% FLVS 95.7% UF 100.0% FAMU 100.0%
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**Regular Class Placement (2017-18): Districts Within 10% of the 2017-18 State Target and Any Improvement in LRE Rate from 2016-17 to 2017-18 (73-82%)
(31 districts earned 2 LRE points)**

<ul style="list-style-type: none"> Very Large Districts <ul style="list-style-type: none"> Pinellas 73.6% Brevard 74.9% Broward 80.7% Duval 82.1% Orange 82.1% 		<ul style="list-style-type: none"> Medium Districts <ul style="list-style-type: none"> Hernando 77.8% Clay 82.8% 		<ul style="list-style-type: none"> Glades 80.1% Lafayette 81.5% Hamilton 82.4% 	
<ul style="list-style-type: none"> Large Districts <ul style="list-style-type: none"> St Lucie 74.0% Lake 75.6% Osceola 76.5% Sumter 77.6% Martin 78.9% Pasco 79.2% Santa Rosa 79.7% Highlands 79.7% Sarasota 80.1% Lee 80.2% Walton 81.6% 		<ul style="list-style-type: none"> Medium/Small Districts <ul style="list-style-type: none"> Monroe 79.5% Columbia 80.8% 			
		<ul style="list-style-type: none"> Small Districts <ul style="list-style-type: none"> Gadsden 76.6% Lake Wales 76.7% Holmes 77.1% Franklin 77.3% Hardee 77.6% Okeechobee 77.8% Wakulla 79.0% Taylor 80.0% 			

**Regular Class Placement (2017-18) Districts Within 10% of the 2017-18 State Target and No Decrease Greater than 5% from 2016-17 to 2017-18 (73-82%)
(12 districts earned 1 LRE point)**

<ul style="list-style-type: none"> Very Large Districts <ul style="list-style-type: none"> Palm Beach 74.5% 		<ul style="list-style-type: none"> Medium Districts <ul style="list-style-type: none"> Indian River 73.3% Okaloosa 82.9% 			
<ul style="list-style-type: none"> Large Districts <ul style="list-style-type: none"> Polk 73.7% Escambia 77.4% 		<ul style="list-style-type: none"> Medium/Small Districts <ul style="list-style-type: none"> Putnam 74.6% Nassau 81.9% 			
		<ul style="list-style-type: none"> Small Districts <ul style="list-style-type: none"> Baker 74.9% Dixie 76.7% Desoto 77.5% Jefferson 78.7% Calhoun 80.4% 			

Disability Rights Analysis of Crisis Prevention Intervention Services Statewide

Anne Siegel, director, Advocacy, Education and Outreach, Disability Rights Florida

We Will Cover

- Florida law
- Definitions
- Crisis management
- Districts
- Incident reports quarters 1, 2 and 3
- Seclusion
- Trauma-informed care (TIC)

Florida Law

- Section 1003.573, F.S. – Use of restraint and seclusion on students with disabilities
- Source: <https://www.flsenate.gov/Laws/Statutes/2018/1003.573>

Definitions

- Restraint is a crisis intervention in which a student is physically or mechanically held.
 - Does not include all touching.
- Seclusion is a crisis intervention in which a student is isolated from others.
 - Not the same as “Time Out.”

Prohibited Restraints

School personnel may not use a mechanical restraint or a manual or physical restraint that restricts a student’s breathing.

Crisis Intervention

- Restraint or seclusion is a crisis intervention and is not a positive behavior intervention.
- Restraint or seclusion should not be included on an IEP or on a positive behavior intervention plan.

Curriculum

- The programs listed in the following are the curriculum utilized by the school districts in the state of Florida.
- Disability Rights Florida does not endorse the use of restraint or any of these programs.
- The descriptions were taken from the crisis management vendors.

Crisis Prevention Institute (CPI) and Nonviolent Crisis Intervention® (NCI)

- CPI’s trauma-sensitive, person-centered NCI training focuses on prevention and de-escalation techniques and other alternatives to the use of restraint. It also

includes safer, less-restrictive physical interventions to be used only as a last resort when a student presents an immediate risk of harm to self or others.

- Source: <https://www.crisisprevention.com/Blog/January-2014/Restraint-Reduction-and-CPI-Training>

CPI/NCI

- The emphasis of NCI training is on preventive techniques and verbal de-escalation; however, safe, nonharmful control techniques are also taught. Just knowing that there are safe options builds staff confidence. This leads to fewer disruptive incidents because more behavior is defused before it becomes physical.
- CPI Certification
 - Four-day instructor certification
 - One-day seminar
 - Two-day foundation course
- NCI Certification
 - 24-hour instructor program certification
 - 12-hour certification

Professional Crisis Management (PCM)

- PCM focuses primarily on prevention, before a crisis occurs. Although not every incidence of aggression can be predicted and prevented with 100% reliability, using proactive prevention methods can greatly reduce crisis. The PCM system covers four crisis strategies: prevention, de-escalation, intervention, post-crisis intervention components, depending on the level of certification.
- Source: <https://www.arcbrowardlearning.com/professional-crisis-management>
- PCM is based on a behavior analytic model of intervention that utilizes established scientific techniques for de-escalating confrontive, disruptive and aggressive behaviors.
- In crisis situations, PCM procedures actively teach the individual how to relax.
- Source: <http://bsotr.com/pdf/PCM%20Brochure.pdf>
- Certification
 - PCM
 - Instructor course: four days.
 - Basic course: six hours
 - Practitioner course: 14 hours
 - Practitioner 1 course: 18 hours
 - Practitioner 2 course: 22 hours

Safe Crisis Management (SCM)

- SCM's fundamental purpose is the prevention and safe resolution of challenging and explosive behavior.
- SCM is more comprehensive in its theory, prevention, nonphysical, physical and post-incident counseling than other programs.

- SCM emphasizes strength-based nonphysical intervention in order to reduce the frequency of physical interventions.
- Source: <https://safecrisismanagement.com/wp-content/uploads/2018/11/Main-Brochure-2018.pdf>
- This program has been reviewed and it was determined that this program lacks the type of published, peer-reviewed research and is therefore not able to be rated.

Certification

- Instructors can be certified in five days (35 hours).
- Staff training can be provided in two or three days (12 or 18 hours).

Handle With Care (HWC)

- HWC's physical program is an extension of its verbal program, and comes from the same intent, namely, to assist the student or client to gain mastery over his or her emotions and behavior so that they will be able to manage emotions skillfully without the assistance of staff.
- HWC has a special holding method for use with smaller children as young as 3 years of age and other modifications for clients with orthopedic and physical conditions that would otherwise preclude the use of a restraining hold
- Source: <http://handlewithcare.com/trainings/physical-intervention>
- The primary restraint technique holding method can be used in standing, seated, prone and supine configurations.
- Certification
 - Instructor certification:
 - 10 participants: one day
 - 20 participants: two days
 - Verbal skills training program: one day
 - Basic physical skills training: one day

Techniques for Effective Adolescent and Child Handling (TEACH)

- TEACH prevents aggressive behavior by recognizing early signs of agitation and reinforcing positive alternatives.
- Based on TIC: assumes an understanding of the prevalence and impact of trauma and sanctuary harm in the treatment setting.
- TEACH utilizes blocking techniques, releases and restraints.
- Source: <http://www.pesinc.net/TrainingFormats.html>
- Certification
 - Train-the-trainer certification: three days
 - Trainer re-certification: one day
 - Prevention and personal safety: one day
 - Safe therapeutic intervention: two days

Violence Intervention Techniques and Language (VITAL)

- VITAL was developed by a veteran of 25 years of the Palm Beach Police Department and Chief.

- Verbal de-escalation skills and nonaggressive restraint techniques.
- Utilized by school resource officers, school staff and administrators.
- Source: <https://www.lifesafetysolution.com/school-safety.html>
- Certifications
 - No information available for certifications.

Techniques for Effective Aggression Management (TEAM)

- TEAM teaches participants to identify factors that can escalate to aggression or violence. It gives participants the knowledge and skills they need to confidently handle disruptive behavior and keep themselves safe.
- Source: <https://hss-us.com/risk-consulting-and-training/aggression-management>
- Certifications
 - Certified Trainer Program: two-day instructor
 - Essential Module: 70 min e-learning, teaches how to identify factors that can escalate to aggression or violence.
 - Advanced Module: two-hour instructor led; teaches strategies to help protect others and themselves during physical attack.

Protection Action Response (PAR)

- PAR, a verbal and physical intervention system designed to prevent conflicts.
- PAR promotes a restraint-free approach in certification training, specialized training, and practice and procedures.
- This training is for all Department of Juvenile Justice (DJJ) staff who have daily interactions with youth within DJJ.
- Source: <http://stophurtingkids.com/wp-content/uploads/2013/05/Promoting-a-Restraint-Free-Environment-Strengthening-the-Hands-Off-Approach-through-Training.pdf>
- Certifications
 - Trainer certification: 80 hours
 - Facility employee training: 40 hours
 - Program employee training: 32 hours

Crisis Management Program Used by Districts Shared

Restraint and Seclusion Reports FDOE

- Quarter 1: August 1 – October 31, 2017
- Quarter 2: November 1, 2017 – January 31, 2018
- Quarter 3: February 1 – April 30, 2018

Seclusion

- School personnel may not close, lock or physically block a student in a room that is unlit and does not meet the rules of the state fire marshal for seclusion time-out rooms.

TIC

- According to the Substance Abuse and Mental Health Services Administration's (known as SAMHSA) concept of a trauma-informed approach, "A program, organization, or system that is trauma-informed:
- Realizes the widespread impact of trauma and understands potential paths for recovery;
- Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system;
- Responds by fully integrating knowledge about trauma into policies, procedures, and practices; and
- Seeks to actively resist re-traumatization."
- A trauma-informed approach can be implemented in any type of service setting or organization and is distinct from trauma-specific interventions or treatments that are designed specifically to address the consequences of trauma and to facilitate healing.

FSAA: Performance Test and Datafolio Overview

Jessica Brattain and Angela Nathaniel, FDOE

The Florida Assessment Program Design

- Fully aligned to Florida access courses
- All items sets are aligned to:
 - Florida Standards access points and essential understandings
 - Next Generation Sunshine State Standards (NGSSS) access points

FSAA – Performance Task (FSAA-PT) Overview

- Administered to each student individually by the student's teacher, a certified teacher, or other licensed professional who has worked extensively with the student and is trained in the assessment procedures
- Designed to show student mastery of Florida Standards Access Points and NGSSS Access Points
- Students typically select an answer to a question from three response options represented by pictures, text, numbers, or symbols
- Students use their primary mode of communication

FSAA – Datafolio Overview

- For students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels.
- Designed to show student progress on a continuum of access toward academic content rather than mastery of academic content.
- For students being assessed via Datafolio, teachers submit student work samples across three collection periods throughout the school year.
- Samples are teacher developed from typical classroom activities and tasks that are aligned to Access Point Standards.

- Student evidence from all three collection periods is submitted by the teacher via an online system and independently scored to determine the student's progress.
- FSAA – Datafolio Key Points:
 - Focus on access to (not mastery of) standards
 - Focus on increased accuracy and independence
 - Measures student growth over time
 - Student compared only to self, not larger peer group
 - Designed to reflect/incorporate classroom activities

FSAA Resources

FSAA Portal

- Home page: <https://fsaa-training.onlinehelp.measuredprogress.org>
- FSAA Assessment Planning Resource Guide

Assessment Participation Checklist

- Who should be assessed with the FSAA?
 - Individual IEP teams are responsible for determining whether SWD will be assessed through administration of the general statewide, standardize assessments or instructed in access points and assessed via the FSAA
 - IEP teams will use the Assessment Participation Checklist to make this determination

FSAA Service Center

- Standard hours: Monday-Friday 8:00 a.m. – 5:00 p.m. EST
- Extended hours will be available with the opening of the online system (dates TBD) Monday-Friday 7:00 a.m.-8:30 p.m. EST
- Phone: 1-866-239-2149
- E-mail: fsaaservicecenter@measuredprogress.org

FSAA-PT: Design Overview

2018 Mode of Administration

- 2018 FSAA-PT will be administered in a paper-based format only
- Teacher will continue to record student responses in the Test Booklet and enter the responses online following administration

Item Set Design

- The FSAA-PT items are developed as sets that include three tasks written to a Florida Standards or NGSSS Access Point.
- Each item set is built with three levels of cognitive demand—with Task 1 representing the least complex task and Task 3 representing the most complex tasks.
- The FSAA-PT test design provides tiered participation within the assessment for students working at various levels of complexity and provides students the opportunity to work to their potential for a greater range of access and challenge.

Design – Universal Design for Learning

- Elements of universal design for learning are utilized during development to ensure equal access to items for all students
- Different formats and adjustments ensure access for all students:
 - Tactile/braille materials
 - One-sided booklets
 - Object replacement

Text-Based Writing Prompt Design

- Writing prompts are designed to assess a student's ability to compose a product in response to text
- All students in grades 4-10 are presented with:
 - A selected response writing item set consisting of five questions (Writing Prompt 1)
 - An open-response item (Writing Prompt 2)

Contents and Grades Assessed

Grade Level	ELA	Math	Science	Algebra 1 EOC	Geometry EOC	Biology 1 EOC	Civics EOC	U.S. History EOC
3	X	X						
4	X	X						
5	X	X	X					
6	X	X						
7	X	X					X	
8	X	X	X					
9	X							
10	X							
High School				X	X	X		X

FSAA-PT: Assessment Components

FSAA-PT Components

- Test booklet
- Response booklet
- Passage booklet
- Cards packet and strips packet

FSAA Test Booklet

- Content standard pages
- Item tables
- Administration instructions
- Color coded by grade

FSAA Response Booklet

- Each content has own booklet
- Stimulus and response options will include a combination of pictures, words, numbers and symbols.

FSAA Passage Booklet

- Includes passages and passage graphics
- Passages will be needed for selected item sets in ELA including Writing

Cutout Cards and Strips

- Indicated as “Cutout” in item table
- Although precut, the materials may need some organization before administration

FSAA-PT: Florida Standards Access Point

Item Set Design Teacher-Gathered Materials

Some items will require the teacher to provide objects to administer a task:

- Indicated in the materials column and on the content standards page
- Place objects on the blank page in response booklet
- Response booklet will note: “This page has been intentionally left blank. Please use teacher-gathered materials; they may be placed on this blank page.”

Scaffolding at Task 1

- Task 1 is re-presented with only two response options
- Incorrect response is covered or removed (if no response cover the first incorrect option in the Materials column)
- Cover response option with paper or remove – do NOT cover with hand
- Only applied in Sessions 1 and 2

Scaffolding at Task 1 Examples were shared

Repeating the Teacher Script first through third presentation

Redirection and Reinforcement

- Redirection strategies may be used if:
 - Consistent with the cues used during daily instruction
 - For redirection and refocusing only; they should not cue the correct answer to the student
- Some items require the student to give more than one response
 - “That’s one sentence. Now you need to give me one more.”
- Redirection and Reinforcement
 - Pointing

FSAA-PT: Text-Based Writing Assessment

- Writing Prompt 1 – Selected-Response
 - Five selected-response questions in response to a passage
- Writing Prompt 2 – Open-Response
 - Standardized scripted series of steps that allow students to create a product in response to a passage
 - Teachers upload or enter student writing products online when administration is complete

After Administration: Student Response Entry

- Teachers enter responses online when administration is complete
- Teacher Self-Reflection Form
 - Voluntary
 - Provide feedback on procedures and practices
 - Valuable
 - Gain insight on preparatory, personal development and training needs
- FSAA-PT Administration Survey
 - Anonymous online survey
 - Opportunity to provide valuable feedback related to the FSAA-PT program

FSAA-PT

Practice Materials

- Teacher training
 - Provide teachers the opportunity to become familiar with:
 - Assessment materials
 - Administration of the assessment
 - Type of preparation needed
- Student preparation
 - Provide students the opportunity to interact with assessment components
 - Ensure familiarity with task design
 - Identify the appropriate mode of responding
 - Determine appropriate pacing
 - Identify accommodations

- PDF versions for printing
- Available on the FSAA Portal

FSAA – Datafolio Information, Design and Administration

FSAA – Datafolio Information

- Portfolio assessment using a collection of student evidence
- Administered during classroom instruction by the student's teacher
- Focus on access to standards with respect to student's primary communication mode
- Goal is increased accuracy and independence over time

FSAA – Datafolio Assessment Design

- Three standards per content area/course
 - Two to three activity choices per standard to choose from
 - Five to eight opportunities per activity choice
- Three types of evidence: observation, work product, digital recording
- One-to-one administration within classroom environment
 - Evidence collected across three collection periods throughout the school year
 - Assessment View System – online platform for uploading student work evidence

The FSAA – Datafolio Process

- Determine eligibility
- Determine baseline level of assistance (LOA)
- Administer the assessment
- Score the assessment

Who Participates in the FSAA – Datafolio?

- Approximately 600 students in Florida in 2016-17
- Students with the most significant cognitive disabilities
- IEP teams are responsible for determining whether SWD will be assessed through administration of the general statewide standardized assessment or the FSAA, and then further, which component (Performance Task or Datafolio)
- IEP teams use the Assessment Participation Checklist and the FSAA – Datafolio Participation Checklist to make these determinations
- If, based on the FSAA Assessment Participation Checklist, it is determined that it is appropriate for a student to participate in the alternate assessment, an IEP team may then use the FSAA – Datafolio Participation Checklist to determine whether it is appropriate for the student to participate in the FSAA – Datafolio
- FSAA – Datafolio Participation Checklist was shared

What is a LOA?

- Support provided by the teacher to help the student access the curriculum
- Not how the student responds
- Not an accommodation provided to the student to help the student respond

FSAA – Datafolio: LOA

- Level of support provided by the teacher to help the student access the curriculum
- Reasons for using LOA:
 - Reflects classroom practices and implementation of supports that are typically provided to the student to help him/her respond
 - Acknowledges the variety of teacher supports required for students to access the curriculum while providing an additional mechanism for demonstrating growth in this unique population
- Non-engagement: student actively refuses to engage in activity
- Physical assistance: hand over hand teacher physically guides to correct response
- Gestural assistance: teacher gestures to correct response; student selects answer
- Verbal assistance: teacher tells student correct response; student selects answer
- Modeling assistance: teacher models how to arrive at a correct response; student applies and selects answer
- Independent: No assistance required

FSAA – Datafolio Overview: LOA

- The goal is to move the student along the continuum of assistance toward independence by decreasing the LOA provided and increasing student accuracy within the context of content to show progress between collection periods.

FSAA – Datafolio: Administering the Assessment

- The FSAA – Datafolio is administered during three collection periods throughout the school year.
 - Collection period 1 is used to determine the student's baseline LOA.
 - Collection periods 2 and 3 are used to determine whether the student has demonstrated growth through increased accuracy or moving to his or her LOA goal.
- Student assessed on three standards in each content area:

	Reporting Category	Access Point Standard	Activity Choices
ENGLISH LANGUAGE ARTS	Key Ideas and Details	Summarize a portion of text, such as a paragraph or chapter.	<ul style="list-style-type: none"> Identify what happens in the beginning of a story. Identify what happens at the end of a story. Sequence what happens first, next, and last.
	Craft and Structure	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<ul style="list-style-type: none"> Identify domain-specific words from content-area texts. Define a domain-specific word by using the context of the text.
	Integration of Knowledge and Ideas	Summarize the text or a portion of the text read, read aloud, or presented in diverse media.	<ul style="list-style-type: none"> Identify the topic of a text. Identify key details of the topic in a text. Organize key details.

- The method of assessing each standard is determined by using the activity choices shown on the Blueprint for that standard.
- Blueprint and Activity Choices: Grade 3 ELA Example Given
- Blueprint and Activity Choices: Grade 3 ELA Example Given

FSAA – Datafolio: Collect Evidence

- After administering the assessment for each standard, the test administrator submits an Evidence Collection Form for each of the three standards assessed in each content area.
- The Evidence Collection Form specifies the standard being assessed, the activity choice used to assess the standard, and the collection period.
- The test administrator notes the LOA the student required to respond to the activity and the percentage of accuracy with which the student responded.

FSAA – Datafolio: Scoring at the Standard Level

- Assessments are scored after collection period 3.
- Students receive a score on each of the three standards assessed for each content area.
- Scores are based on the student's progress toward the LOA goal and the accuracy with which he or she responded to the activity choice.
- The score assigned to each standard is based on the FSAA – Datafolio Progress Rubric.

FSAA – Datafolio: Progress Rubric

- Student shows “progress” when accuracy or LOA increases from Collection Period 1
- Student “meets the LOA goal” when LOA goal and accuracy is achieved on over 50% of the opportunities assessed
- Student “exceeds the LOA goal” when accuracy is achieved at 70% or higher by Collection Period 3
- or
- LOA is one or more levels higher than the original LOA goal with accuracy by Collection Period 3

2018-19 Administration Window

- Collection Period 1: September 4 - September 28, 2018
- Collection Period 2: November 14 - December 21, 2018
- Collection Period 3: March 11 - April 5, 2019

Small Group Work

Parent Involvement and Engagement – Rich LaBelle and Aimee Kowalczyk

K-12 Access – Lisa Miller and Jessica Brattain

K-12 Standards – Tracie Snow, Kimberley Spire-Oh and Karrie Musgrove

Transition – Sheila Ward and Wendy Metty

Social Emotional – TBD and Anne Bozik

Early Childhood – TBD and Lenita Winkler

Wrap Up for Day and Reflections**Meeting Adjourned**

Tuesday, July 17, 2018

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

Members

Berry, Keith
Blades, Laurie
Brown, Jerry
Clark, James
Daniel, Zera "Kay"
Ehrli, Hannah
Escallon, Enrique
Hickman, Antoine
Jones, Cindy
King, Timothy
La Belle, Richard
Lockenbach, Richard
Mazyck, Laura
Noonan, Carmen
Riley, Tamar
Roberts, Grace
Siegel, Ann
Skipper, Abigail
Snow, Tracie
Spire-Oh, Kimberley
Tucker, Kara
Verra-Tirado, Monica
Vinot, Kendell
Ward, Sheila

Designees

Hajdukiewicz, Marcy (for Cassandra Pasley)
McCaskill, Monique (for Courtney Smith)
Ryan, Christopher (for Terry Roth)
Wilkinson, Monique (for Lisette Levy)

FDOE/DPS/BEESS Representatives

Bozik, Anne, program specialist
Brattain, Jessica, program specialist
Katine, April, educational program director (SAC liaison)
Kowalczyk, Aimee, program specialist (SAC liaison)
Musgrove, Karrie, program specialist
Metty, Wendy, program specialist
Oberschlake, Jan, program specialist
White, Judy, educational program director
Whitfield, Christy, Just Read, Florida!/BEESS
Winkler, LeNita, program specialist

Small Group Report

Parent Involvement and Engagement

Attendees:

Rich LaBelle, Family Network on Disabilities (FND)

Kendal Vinot, parent

Keith Berry, parent

Monique McCaskill, Department of Children and Families (DCF)

ESE Parent Survey

- Data reviewed by grade level. The rate of response declines every single year the child is in ESE.
- Survey return data were shared and broken out by grade.
- A member shared that her child's school district used social media to market survey and provided the link.
- The Parent Engagement and Involvement Strategic Plan was reviewed and discussed.

The letter drafted by SAC to the Commissioner of Education, addressing disproportionality is headed to the commissioner.

The group also discussed drafting a letter to the commissioner to request the elimination of prone restraint.

The group recommended that SAC have quarterly meetings and FND offered to host these via web.

K-12 Access

Attendees:

Jessica Brattain, FDOE

Lisa Miller, Polk advisory/parent

Jerry Brown, special education administrator, Department of Corrections

Sarah Sequenzia, Orange County parent liaison/parent

Jessica Brattain reviewed requests from the December 2017 SAC Meeting. A presentation on the new FSAA was shared with SAC and information related to new monitoring activities for private schools that receive state scholarship funding. As requested, verbiage was updated within the Access Strategic Plan to ensure that the 1% CAP was understood clearly.

Jessica Brattain shared information and data related to the BEESS Five-Year Strategic Plan for LRE and Access. LRE continues to move in the right direction. Access is a new group and is focusing on participation and performance on the new FSAA. Performance on the new FSAA has increased over the first two years of the new assessment.

A discussion around who was responsible for the new monitoring activities of private schools receiving state scholarship funding occurred. Jessica Brattain confirmed that

the School Choice Office will be hiring four new positions to oversee monitoring activities. The Access Group felt that BEESS should be involved in the monitoring activities.

The group shared concerns related to students with specific learning disabilities who are still participating in the FSAA. Jessica Brattain shared that the numbers are improving and will continue to be monitored. The group also expressed concerns related to educational leadership programs not being made more aware of inclusive practices, specifically for students with significant cognitive disabilities participating in the FSAA.

The Access Group charted the following items:

- BEESS should be involved in the on-site monitoring of private schools receiving state scholarship funding
- Districts should be asked for specific plans to correct enrollment of students with specific learning disabilities in access courses, participating in the FSAA
- Collaborate with State Colleges Ed. Leadership Programs to focus on inclusion of students on access points
- Increase frequency of best practices for inclusive education reviews for districts that are not improving self-contained (5B) data

K-12 Standards

Attendees:

Timothy King, district ESE administrator

Tamar Riley, Institute for Higher Education

Kimberly Spire-Oh, Learning Disability Association of Florida State University

Tracie Snow, Florida School for the Deaf and Blind

James Clark, individual with a disability

Grace Roberts, parent

Karrie Musgrove, BEESS

Christy Whitfield, Just Read, Florida!

Discussion around the Strategic Plan

Inclusion

Questions:

- Can we set the percentage when placement is an individual team decision?
- Why are percentages established as the same number for all five years (unchanging)? Why not incremental change? 85% is locked in by current plan?

Suggestions:

- Revisit 15%/85% goal for next year to be incremental
- Address barriers to inclusion:
 - Teacher training for general education/ESE
 - More hands-on support from experts in classroom
 - Parent involvement, training
 - Time and quality are issues
 - Lack of district vision for inclusion (outcome data)
 - Money limitations

ELA

Comment:

- Again, some indicators and rates of improvement are locked in by feds.

Suggestions:

- Need to be more transparent with improvement. Show realistic incremental change.
- Increase time and opportunities for informal collaboration, networking, sharing of best practices in schools. Listserves?
- Multi-tiered system of supports could be vehicle for sharing best practices.
- Develop incentives for district leaders>teachers to try new approaches

Math

Suggestions:

- Highlight most-improved districts at the Administrators' Management Meeting, other public events including topical calls
- Need more avenues for collaboration and teamwork between districts and also between general education and ESE.

Transition

Attendees:

Sheila Ward, VR

Cecilia Rueda-Hill, parent

Kara Tucker, person with a disability

Enrique Escallon, parent

Carmen Noonan, parent

Antoine Hickman, Broward County Schools

The most common theme was providing parents with more information and supports:

- Strategies for this would help to facilitate information to family participation in IEP meeting
 - Collaboration with the districts on how to communicate with parents
 - Start early—Transition does not begin in high school
 - Offer an IEP training for parents new to ESE
 - Inform parents of their rights
 - Encourage districts to collaborate more closely with parent training and information centers. Such as FND and Parent to Parent
 - Provide parents with electronic resources and options such as webinars
 - Provide transition resources and services to stakeholders
- Strategies for preparing students and their families to be life ready
 - Indicator 14 discussion #3
 - Competitive employment
 - Independent living actions into the strategic plan
 - Add transition to the parent involvement strategic plan
 - Train parents on IDEA versus the Americans with Disabilities Act. 504s transfer to college, IEPs do not
 - Age of majority does not mean parents cannot be involved

Social Emotional

Attendees:

Anne Bozik, BEESS

Ann Siegel, Disability Rights Florida

Kay Daniel, Bay County Schools private school representative/parent

Chris Ryan, Clay County Schools

Laurie Blades, DCF

Strategic Plan areas: Positive Behavior and Student Engagement (Indicators 4a/b, CEIS and Restraint and Seclusion) and Best Practices for Appropriate Evaluation and Identification (Indicators 9 and 10)

Anne Bozik shared information and data related to the BEESS Five-Year Strategic Plan and corresponding One-Year Action Plan for Positive Behavior and Student Engagement and Appropriate Evaluation and Identification. The Social-Emotional Learning (SEL) group is a new group and is focusing on positive behavioral supports and TIC, among other topics. Other subjects discussed during the meeting were restraint and seclusion (RS), over-identification of Black students identified as students with an EBD or intellectual disability, under-identification of Black and Hispanic students as students with ASD and disproportionate discipline of Black students.

A discussion arose regarding why Indicator 10 had a value of 0% for noncompliance in the strategic plan and how we can quantify and determine if students are being identified and appropriately identified for ESE eligibility. A suggestion was made to strengthen this portion of the strategic plan to address the under-identification of Black and Hispanic students with ASD. Concerns were also stated about students who are expelled before they are identified as students with ESE needs and then not identified as students with ESE needs, with corresponding possible supports.

Discussion arose regarding RS and while members acknowledged that the RS data shared during the SAC meeting indicated that RS rates of incident have declined, there was also concern that some districts may not be reporting RS incidents that are occurring. The fact that younger students are most restrained led to the observations that they are easier to “handle” and have less communication and self-regulation skills. Questions arose as to how to train teachers on alternate methods to address challenging student behaviors and how to de-escalate students when they are in crisis. There was also concern that de-escalation techniques trained on may not be implemented with fidelity. Discussion also occurred as to whether discretionary project personnel knew of RS trainings and it was shared that they are aware of these and can also provide training. The ASD and EBD alternatives to RS modules housed on the Center for Autism and Related Disabilities and Florida positive behavioral interventions and support websites, respectively, were discussed. Concerns were also noted that Baker Acts may now be being implemented as an alternative to RS so districts can keep their RS incident rates decreased. Ms. Bozik shared that The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) state director, Nickie Zenn, is a member of a statewide Baker Act task force and she will ask Ms. Zenn to provide an

update during the December 2018 SAC meeting. This group would also like specific information about Baker Act incidents pre- and post-Parkland shooting. The group also expressed concern that school resource officers and law-enforcement officials do not have to report RS as it was felt districts may also be utilizing these personnel instead of school personnel so that their RS incident data are kept artificially low. The group requested that peer districts who have reduced their RS and suspension rates possibly present at the next SAC meeting or in a public venue such as the Administrators' Management Meeting so that other districts can learn from them.

Questions arose from the group regarding Senate Bill 7026 and what this legislation will mean for students with ESE needs including whether ESE students will have access to these additional mental health services, as it might be felt that they "already get these" as ESE students. The group has requested that Dr. Verra-Tirado provide an update on Senate Bill 7026 during the December 2018 SAC meeting.

The group also wants to increase district and school awareness of TIC, how to intervene in a TIC-sensitive manner and how to respond to students throughout the day in this manner. Gaining knowledge about specific and practical means to implement TIC strategies was stressed. Ms. Bozik shared that she and Ms. Zenn have presented both bureau- and statewide on TIC and discussed first aid mental health training and that all SEDNET program managers were and are required to be trained in this so that they can train district and school personnel. The group requested they be trained in TIC and that a TIC 101 and 102 presentation led by Ms. Zenn will occur in October 2018.

Discussion about SEL curriculums arose and a suggestion was made that the FDOE require districts to implement SEL curriculums in grades K-12. The National Technical Assistance Center was mentioned as a possible resource for this subject.

Questions also arose as to whether DJJ facilities and personnel are trained in TIC. Ms. Bozik will provide an update on this subject based on her work with the state TIC workgroup, which is currently addressing this subject. Group members also discussed the Adverse Childhood Experiences study.

Takeaways from and for this group included:

- How to reduce RS incidents; debriefing with students was listed as a positive and effective strategy to do so. Creating and implementing effective behavior intervention plans so situations do not escalate to the level where RS is needed was also suggested as was utilizing TIC techniques. Teaching young students (the most-restrained age group) specific alternatives to their challenging behaviors and methods to address their reduced communication and self-regulation skills was also stressed. Teaching SEL curriculum was also noted as a means to address this concern.
- The group suggested that teachers intentionally and specifically teach "soft skills"; such as social skills and not just have a focus on academics. The group also reiterated their belief that the FDOE should require districts and schools to utilize SEL curriculums.

- The group feels there is an increase in anxiety and depression presently in our society, as well as increased bullying, social media concerns and negative public discourse.

Resource and Information Requests from the group include:

- Baker Act data (Laurie Blades and Nickie Zenn will provide)
- Monthly RS data
- For future analysis, comparison of district safety plans to determine if district RS and Baker Acts correspondingly reduce.
- An explanation on how students' mental health information, which is now required/requested when students register for school, will be stored and utilized, to include privacy safeguards.
- A determination of which, if any, districts are implementing SEL curriculums (Office of Safe Schools).

Training Requests:

- National Technical Assistance Center for TIC (Laurie Blades from DCF will investigate)
- PBIS training on the evaluation and creation of functional behavior assessments and behavior intervention plans (Anne Bozik can arrange)
- District best practices related to RS, suspension and expulsion reductions (SEDNET quarterly reports and district ESE policies and procedures)
- PowerPoint created and presented regarding school safety plans (Laurie Blades from DCF can provide)

The group elected Ann Siegel as the group lead and the July 2018 SAC meeting was adjourned.

Early Childhood

Attendees:

LeNita Winkler, BEESS – co-leader

Marcy Hajdukiewicz, FDOH – co-leader

Laura Mazyck, FDOE/School Choice – note taker

Hannah Ehrli, Orange County ESE PreK teacher – reporter

Monique Wilkerson, FDOH/Early Steps – time keeper

Judy White, BEESS

LeNita Winkler shared information and data related to the BEESS Five-Year Strategic Plan for Prekindergarten. Child Outcomes (Indicator 7) shows an increase in all domains in the 2016-17 data. The 2017-18 data have not come in yet. LRE for Indicator 6A increased and 6B decreased for 2017-18, which is good. Data show transition from Part C to Part B at 100% (Indicator 12) again in 2016-17; however, Marcy Hajdukiewicz with FDOH felt that there is an inaccuracy. LeNita Winkler will consult with others to determine if there are any discrepancies. School Readiness (BEESS Indicator) has had no available data since 2013-14; however, FDOE is waiting on data from the STAR testing to be posted for 2017-18.

Early Childhood is a new group and is focusing on the prekindergarten parent survey, low items numbered 7, 20 and 25.

A discussion around ways to provide parents with information on how to get other services (#7), offer parents training about preschool special education (#20) and connect families with one another for mutual support (#25). The group suggested for #20, a Potluck with child care for new parents to be matched with seasoned parents. Providers can provide samples of what to do at home to work with their child. Brainstorm some behavior solutions to share with parents in need. Have a survey at open house for assessing parental needs. Increase parental participation in the preschool parent survey. Family Café is a wonderful resource to share with parents to assist in item #25.

The Early Childhood Group charted the following items:

- Discussion on increasing of developmental delay age cutoff. Request made for input in what age would be best. What advantages and disadvantages to moving the age? Monica Verra-Tirado joined the conversation.
- Add action plans to the Preschool Strategic Plan to include assisting in the increase of the preschool parent survey items numbered 7, 20 and 25.
- Data request – SWD for STAR testing results for 2017-18.
- SPP 7C2 – possible barriers in varying use of curriculum between districts (how are standards being used across districts?).
- Adaptive behaviors were the lowest baseline for growth over personal social and communication; however, communication is the lowest within age expectations.
- Among adaptive, communication and personal social domains, the personal social domain was the highest in growth and within age expectations.
- Look for the discrepancy in Indicator 12 data matching FDOH data (92% vs. 100%).
- Should we include: How do districts communicate instructional strategies to PreK parents?
- Look at why K-12 school choice does not include PreK.
- (18.2% response) Items numbered 7, 20 and 25 – Group will collaborate before December (revisit info sheet on Parent Portal under the Florida Diagnostic and Learning Resource System).

BUSINESS MEETING

- The co-chair (Enrique) opened the phone for public comment. There was no public comment at this time.
- Tracie Snow moved to accept the minutes from the July 2017 SAC meeting. Cindy Jones seconded the minutes. Motion passed.
- Co-chair (Enrique) opened discussion of the action items that were discussed at the executive meeting. The co-chair (Keith Berry) presented his proposal on revising the green sheet.

- Action on the green sheets from the December 2017 SAC meeting was shared.
 - a. Rich LaBelle shared the proposed draft letter to the Commissioner of Education recommending to reduce and eradicate disproportionality for SWD. Hannah Ehrli moved to accept. Sheila Ward seconded the motion. Motion passed.
 - b. Exploration for alternative options for SAC members, such as attendance by conference call or virtually, will be explored.
 - c. It was requested that the PreK ESE Survey items be shared with the PreK small group. They were shared.
 - d. A request for the ESE Parent Survey Data to be broken out by grade and age. This information was compiled and shared with the small group.
- Submitted Green Sheets:
 - a. Presentation request for the December 2018 meeting on TIC and mental health including the roles and responsibilities in education including teachers and families.
 - b. Recommendation to Monica Verra-Tirado to consider the elimination of prone restraint in Florida schools. Recommendation that a work group be formed to research this issue prior to the next meeting. Kimberly, Antione and Laurie agreed to be part of the work group and report back to the SAC in December 2017. Rick Lockenbach moved to approve the motion. Kim Spire-Oh seconded the motion. Motion passed.
 - c. Review and expand training to postsecondary educational leadership on the inclusion of SWD, including students on access points and who have more complex needs. Lisa Miller motioned to move and Sheila Ward seconded. Motion passed.
 - d. Request for FDOE to explore the possible option for additional SAC meetings throughout the year. Making the meetings quarterly instead of bi-annual. Rich LaBelle motioned to move. Kimberley Spire-Oh seconded. Motion passed.
- Dates for the next meeting was discussed. December 3-4, 2018, were selected.
- Election of New Officers: A nominating committee was formed and consists of Enrique Escallon, nominating chair and Tamar Riley and Tracie Snow have agreed to be members of this committee. Rich LaBelle motioned and Rich Lockenbach seconded. Motion passed.

Meeting Adjourned

State Advisory Committee

for the Education of Exceptional Students

STATE ADVISORY COMMITTEE MEETING REPORT

December 3-4, 2018

Florida Department of Education (FDOE)
K-12 Public Schools
Bureau of Exceptional Education and Student Services (BEESS)

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

**Double Tree Hotel
Tallahassee, Florida
December 3-4, 2018**

Meeting Report

Monday, December 3, 2018

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

Members

(See SAC Membership List 2018, SAC Designee List and SAC Representation Chart, SAC Member Notebook, Tab 2)

Berry, Keith
Brown, Jerry
Ehrli, Hannah
Escallon, Enrique
Hickman, Antoine
Jones, Cindy
King, Timothy
LaBelle, Rich
McCaskill, Monique
Miller, John
Miller, Lisa
Noonan, Carmen
Pasley, Cassandra
Raines, Debra
Riley, Tamar
Roth, Terry
Rudniski, Catherine
Scott, Casey
Siegel, Ann
Skipper, Abigail
Snow, Tracie
Sokalski, Laura
Spire-Oh, Kimberley
Tacher, Lisette
Tucker, Kara
Verra-Tirado, Monica
Ward, Sheila

Designees

London, Pamela (for Tom Rankin)

Smith, Amelia (for Laura Mazyck)

FDOE/DPS/BEESS Representatives

Brattain, Jessica, educational program director (SAC liaison)

Katine, April, educational program director

Kowalczyk, Aimee, parent services (SAC liaison)

Metty, Wendy, program specialist

Musgrove, Karrie, program specialist

Ortiz, Fernandito

White, Judy, educational program director

Winkler, LeNita, program specialist

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

Enrique Escallon welcomed everyone and reviewed the roles and responsibilities. Members gave in-depth introductions.

BEESS Update, Monica Verra-Tirado, Bureau Chief, BEESS

From Preschool to Post-School Outcomes

Preparing Florida's Students to Become College and Career Ready

- Equity
- Access
- Attainment

State Systemic Improvement Plan (SSIP)

Summary of SSIP

- Research points to the importance of a standard high school diploma for students with disabilities (SWD).
- There is a need to increase the graduation rate for Florida's SWD to ensure that all students are college, career and life ready.

Moving from Access to Attainment: Statewide Equity and Excellence

Increase Number of Students Graduating College and Career Ready

- Improve graduation rate
 - Decrease dropout rate
 - Improve post-school outcomes results
- Statewide equity and excellence

Summary of SSIP

Florida's state-identified measurable result:

- Increase the statewide graduation rate for SWD from 52.3% (2012-13 graduates) to 62.3% (2017-18 graduates)
- Close the graduation gap (baseline 23.2 percentage points in 2012-13) for SWD in half (≤ 11.6 points) (2017-18 graduates)

The focus of the SSIP implementation is to build both the state educational agency's (SEA's) and all local educational agencies' (LEAs') capacity to implement a continuous improvement process that will:

- Improve the SEA's support for LEAs through results-driven accountability through a multi-tiered approach
- Improve district capacity for improvement activities
- Lead to increased graduation rate for SWD, narrowing the graduation gap and decreasing dropout
- Florida's theory of action is based on the evidence-based practices identified in "Moving Your Numbers: What Matters Most and Key Practices" (NCEO, 2011).
- The following six key practices are critical for the SEA and LEAs to facilitate improved learning and achievement for all students, including SWD:
 - Use data well
 - Focus your goals
 - Select and implement shared instructional practices
 - Implement deeply
 - Monitor and provide feedback and support
 - Inquire and learn

What Does the Individuals with Disabilities Education Act Say About Inclusion?

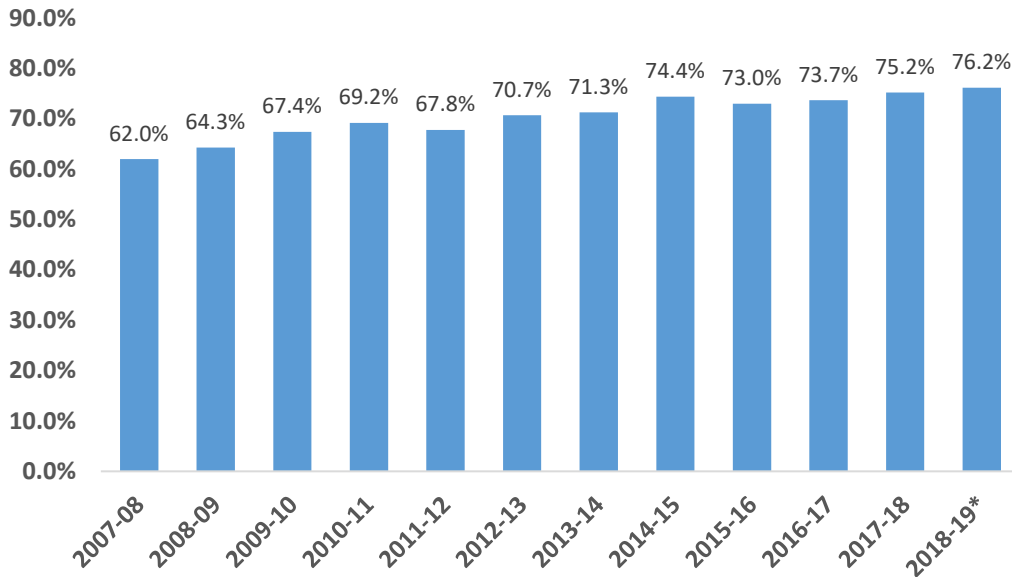
- Children with disabilities are educated with their peers without disabilities to the maximum extent possible
- Removal of children from the regular education environment occurs only when the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily

What Does Florida Say About Inclusion?

According to section (s.) 1003.57(1)(a), Florida Statutes (F.S.):

"The school district shall use the term 'inclusion' to mean that a student is receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a teacher is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research."

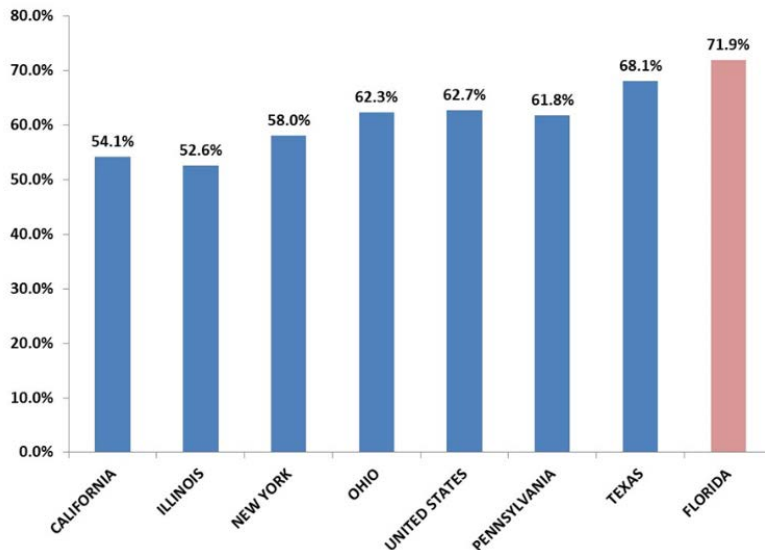
Regular Class Placement (Ages 6-21)



*Preliminary as of 10/12/2018.

Does not include parentally placed private school students (PPPSS) or Department of Corrections students in the denominator, federal does—that is why they are not the same.

Seven Largest States Percent of Students with Disabilities in Regular Class Placement 2015-16



Florida has the largest percentage of SWD in regular class placements in 2012-13 among the seven largest states (USDOE, Data.gov website).

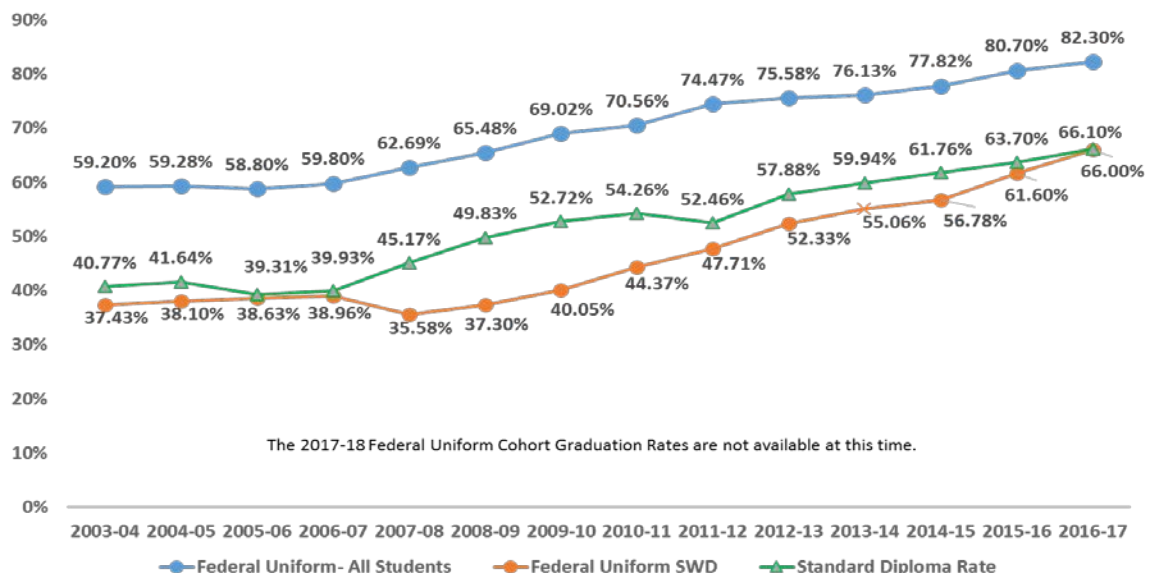
Calculation:

- The numerator is the total number of SWD ages 6-21 who spent >80% of the time in regular classes in 2012-13.
- The denominator is the total number of SWD ages 6-21 in 2012-13.
- Federal data include PPPSS and Department of Corrections in denominator, state does not, which is why the numbers are different.

Historic Moment Summer 2014

- S. 1003.438, F.S., was repealed as of July 1, 2015, eliminating the special diploma.
- Students who began ninth grade in 2014-15 or later may not work toward a special diploma.
- The majority of SWD will continue to earn a standard diploma by meeting the same graduation requirements as all students. All students will work toward a standard diploma.

Graduation Rate Comparisons
The 2017-18 Standard Diploma Rate 79.6%





Standard Diploma Rate: 2005-06 to 2017-18

State Improvement
40.3-percentage point increase between 2005-06 and 2017-18

➡ District Improvement

- ➡ 19 districts > 50% in 2005-06
- ➡ 36 districts > 50% in 2011-12
- ➡ 52 districts > 50% in 2012-13
- ➡ 55 districts > 50% in 2013-14
- ➡ 63 districts > 50% in 2014-15
- ➡ 64 districts >= 50% in 2016-17
- ➡ All districts ≥ 50% in 2017-18

➡ District Variability

- ➡ 2 districts < 30% in 2011-12
- ➡ 5 districts < 30% in 2012-13
- ➡ 3 districts < 30% in 2013-14
- ➡ 1 districts < 30% in 2014-15
- ➡ 0 districts < 30% in 2016-17
- ➡ 0 districts < 30% in 2017-18
- ➡ 3 districts > 90% in 2011-12
- ➡ 4 districts > 90% in 2012-13
- ➡ 4 districts > 90% in 2013-14
- ➡ 5 districts > 90% in 2014-15
- ➡ 7 districts > 90% in 2016-17
- ➡ 20 districts > 90% in 2017-18

Standard Diploma Rate: 2005-06 to 2012-13

1. This figure shows the standard diploma rate from 2005-06 to 2012-13.
2. The standard diploma rate refers to the percentage of SWD who exit with a standard diploma.
3. The standard diploma rate is not part of the State Performance Plan.

State Improvement:

Florida's standard diploma rate increased 18.6 percentage points from 39.3% in 2005-06 to 57.9% in 2012-13.

District Improvement:

The number of districts with a standard diploma rate greater than 50% increased from 19 districts in 2005-06 to 52 districts in 2012-13.

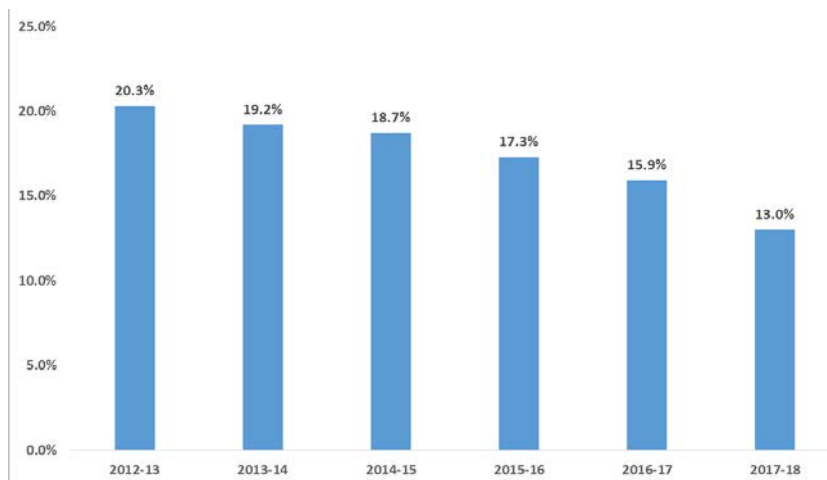
District Variability:

In 2012-13, five districts had a standard diploma rate <30% and four districts had a standard diploma rate >90%.

Outlier Districts:

- In 2012-13, the five districts that had a standard diploma rate <30% were Jefferson, Washington Special, Bradford, Hamilton, and Florida Virtual School.
- In 2012-13, the four districts that had a standard diploma rate >90% were Indian River, Union, FAMU Lab School, and FSU Lab School.

SWD Dropout Rate*
2012-13 through 2017-18



*Source: ED Facts File C009

The dropout rate is moving in the right direction, but there is still a gap that needs to be closed. We have obtained a grant through the State Personnel Development Grant and are supporting Strategic Instruction Model and Check and Connect.

SWD Dropout Rate* **2012-13 through 2017-18**

State Improvement
7.3%-percentage point decrease between 2012-13 and 2017-18

➡ **District Improvement**

- ➡ 50 districts < 20% in 2012-13
- ➡ 59 districts < 20% in 2016-17
- ➡ 66 districts ≤ 20% in 2016-17

➡ **District Variability**

- ➡ 9 districts > 30% in 2012-13
- ➡ 7 districts > 30% in 2013-14
- ➡ 6 districts > 30% in 2014-15
- ➡ 6 districts > 30% in 2015-16
- ➡ 4 districts > 30% in 2016-17
- ➡ 4 districts > 30% in 2017-18
- ➡ 15 districts < 5% in 2012-13
- ➡ 14 districts < 5% in 2013-14
- ➡ 14 districts < 5% in 2014-15
- ➡ 20 districts < 5% in 2015-16
- ➡ 17 districts < 5% in 2016-17
- ➡ 17 districts < 5% in 2016-17

Dropout Rate: 2005-06 to 2012-13

1. This figure shows the dropout rate from 2005-06 to 2012-13.
2. The dropout rate refers to the percentage of SWD dropping out of high school.

State Improvement:

Florida's dropout rate decreased 1.7 percentage points from 5.5% in 2005-06 to 3.8% in 2012-13.

District Improvement:

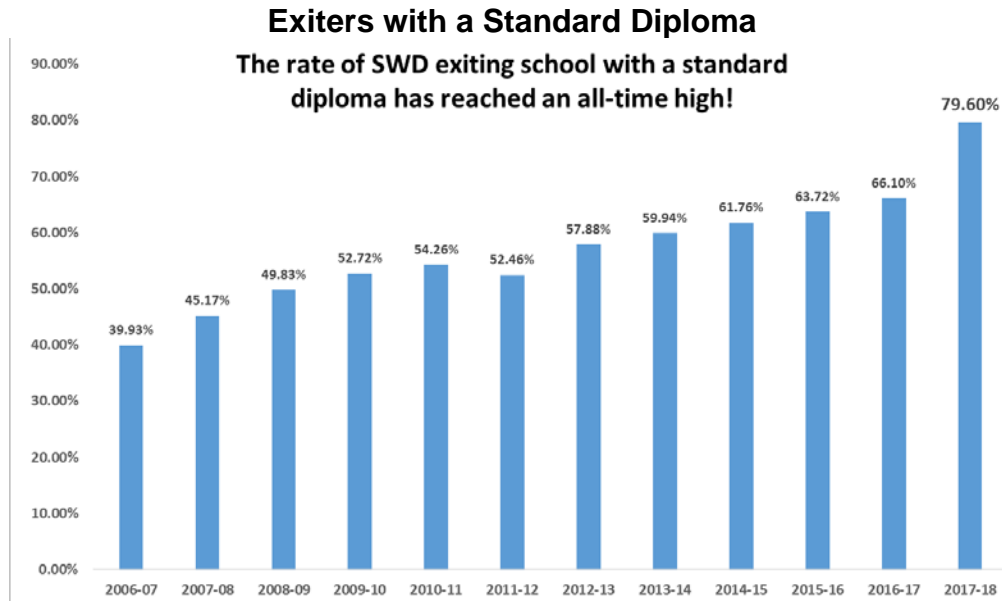
The number of districts with a dropout rate less than 3.5% increased from 18 districts in 2005-06 to 46 districts in 2012-13.

District Variability:

In 2012-13, 8 districts had a dropout rate >7% while 15 districts had a dropout rate < 1%.

Outlier Districts:

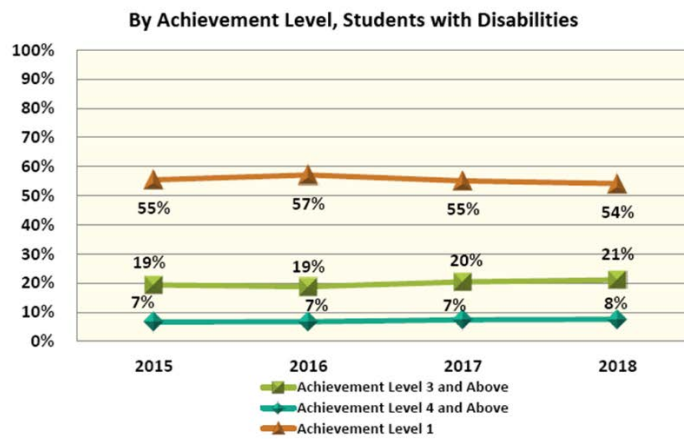
- In 2012-13, the 8 districts that had a dropout rate >7% were: Hernando, Duval, Highlands, Hendry, Hardee, Bradford, Okeechobee, and Polk
- In 2012-13, the 15 districts that had a dropout rate <1% were: Gulf, Indian River, Jefferson, Lafayette, Liberty, Madison, FSDB, Washington Special, FAU Lab School, FSU Lab School, FAMU Lab School, Nassau, Columbia, Seminole, and Gilchrist.



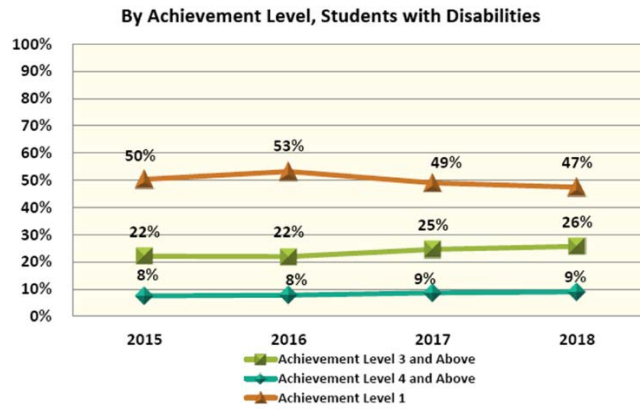
State Improvement

Academic Results

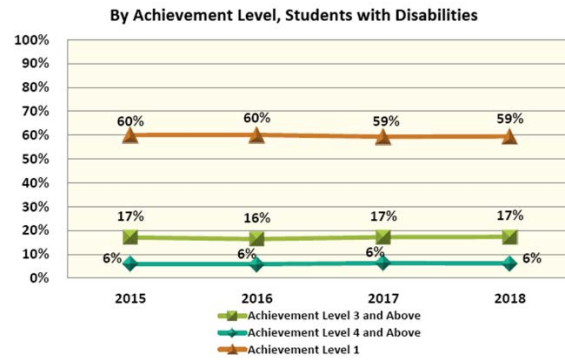
English Language Arts – FSA Grades 3-10



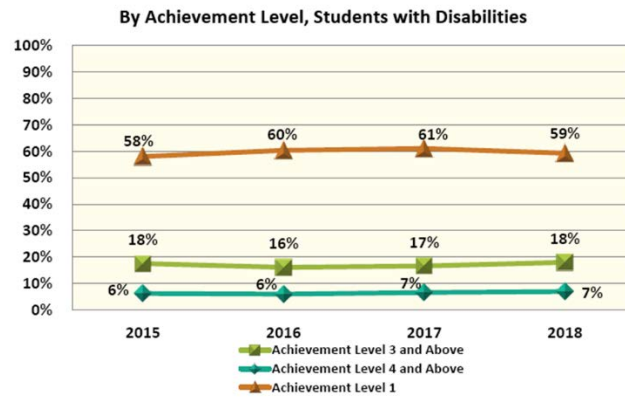
English Language Arts – Grades 3-5



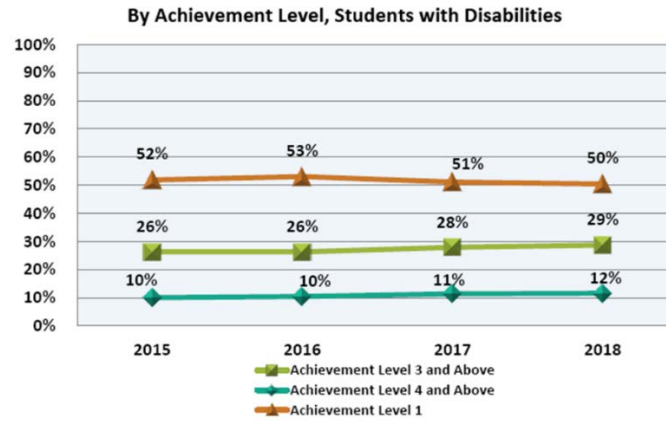
English Language Arts – Grades 6-8



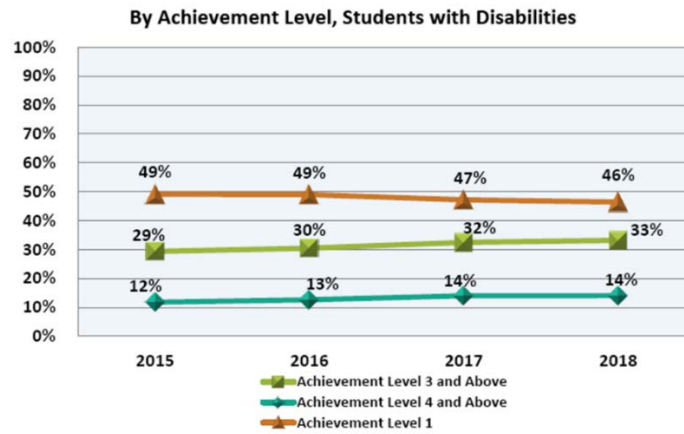
English Language Arts – Grades 9-10



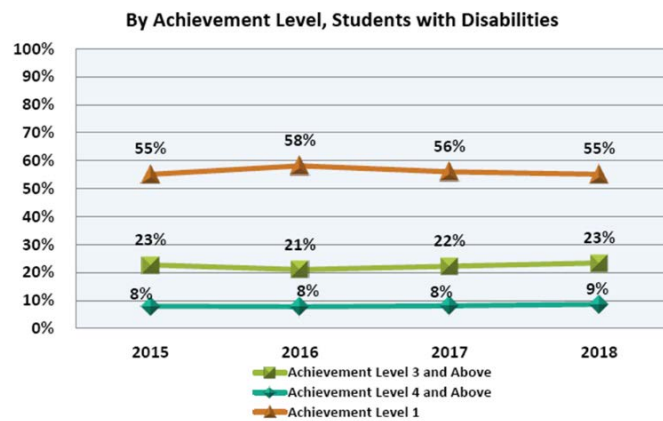
Mathematics – FSA and EOCs Grades 3-8



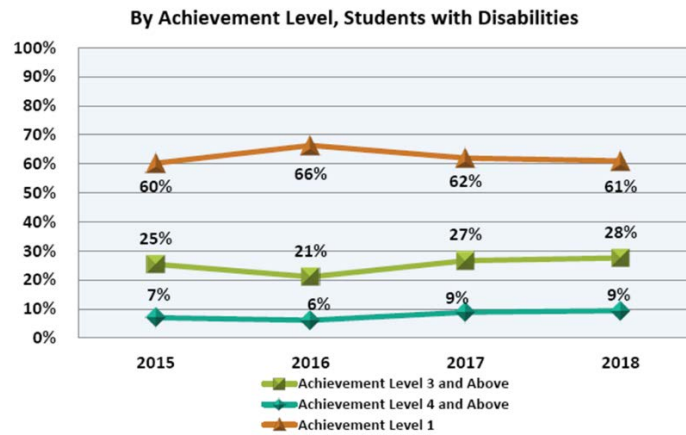
Mathematics – FSA and EOCs Grades 3-5



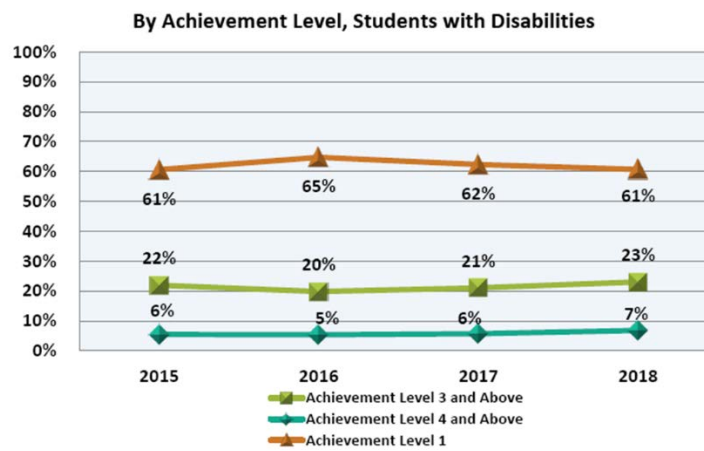
Mathematics – FSA and EOCs Grades 6-8



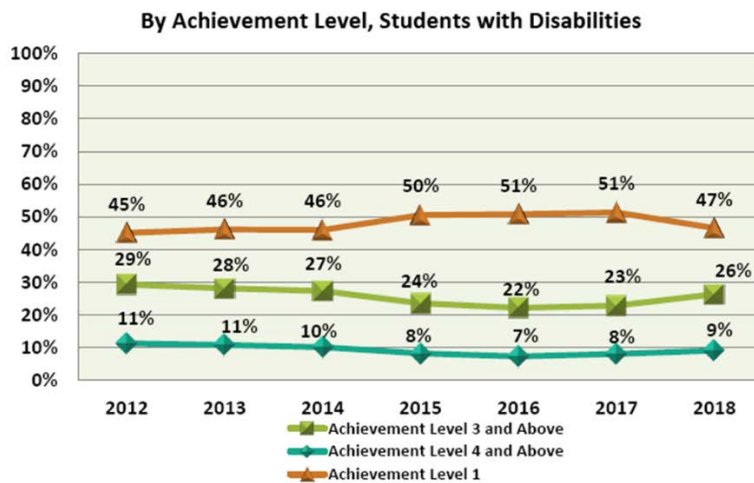
Mathematics – Algebra 1 EOC



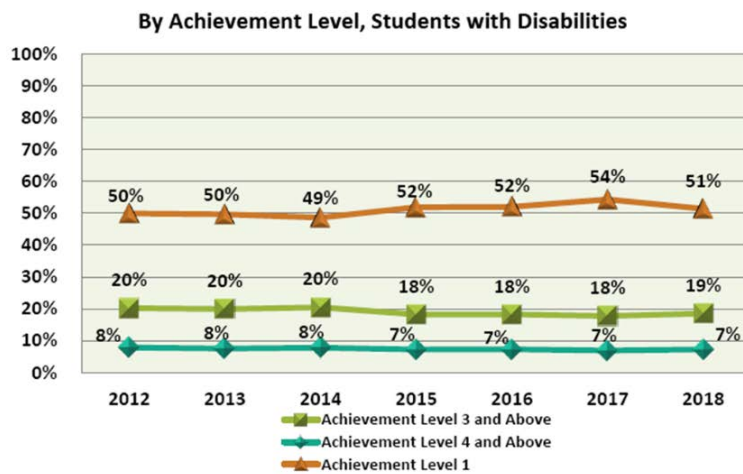
Mathematics – Geometry EOC



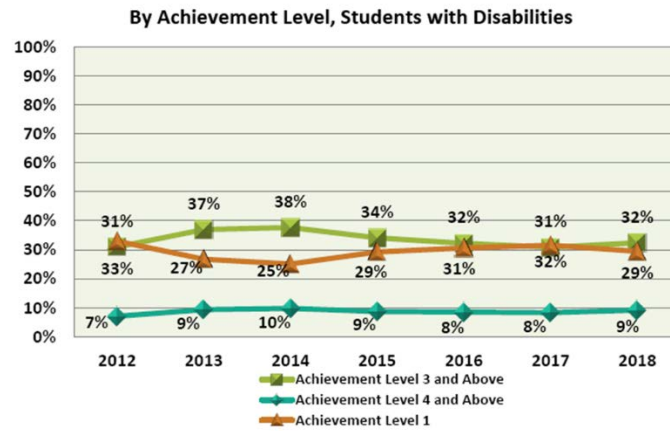
Science – Grade 5



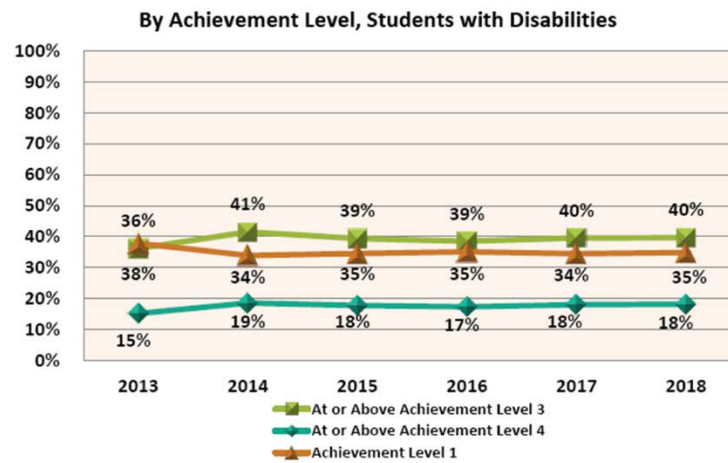
Science Combined – Grade 8 (Statewide Science Assessment and Biology 1 EOC)



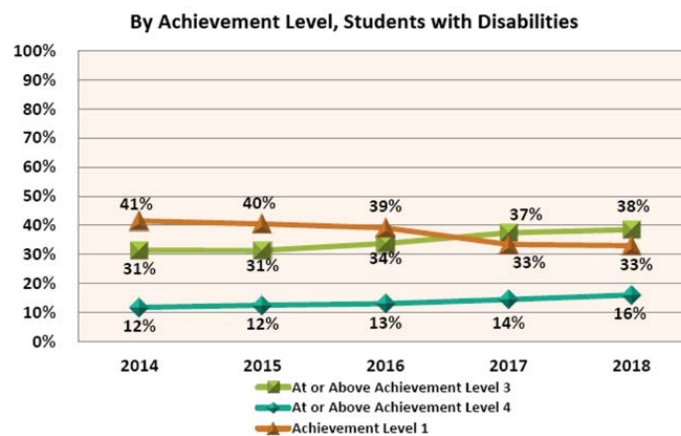
Science – Biology 1 EOC



Social Studies – U.S. History EOC



Social Studies – Civics EOC

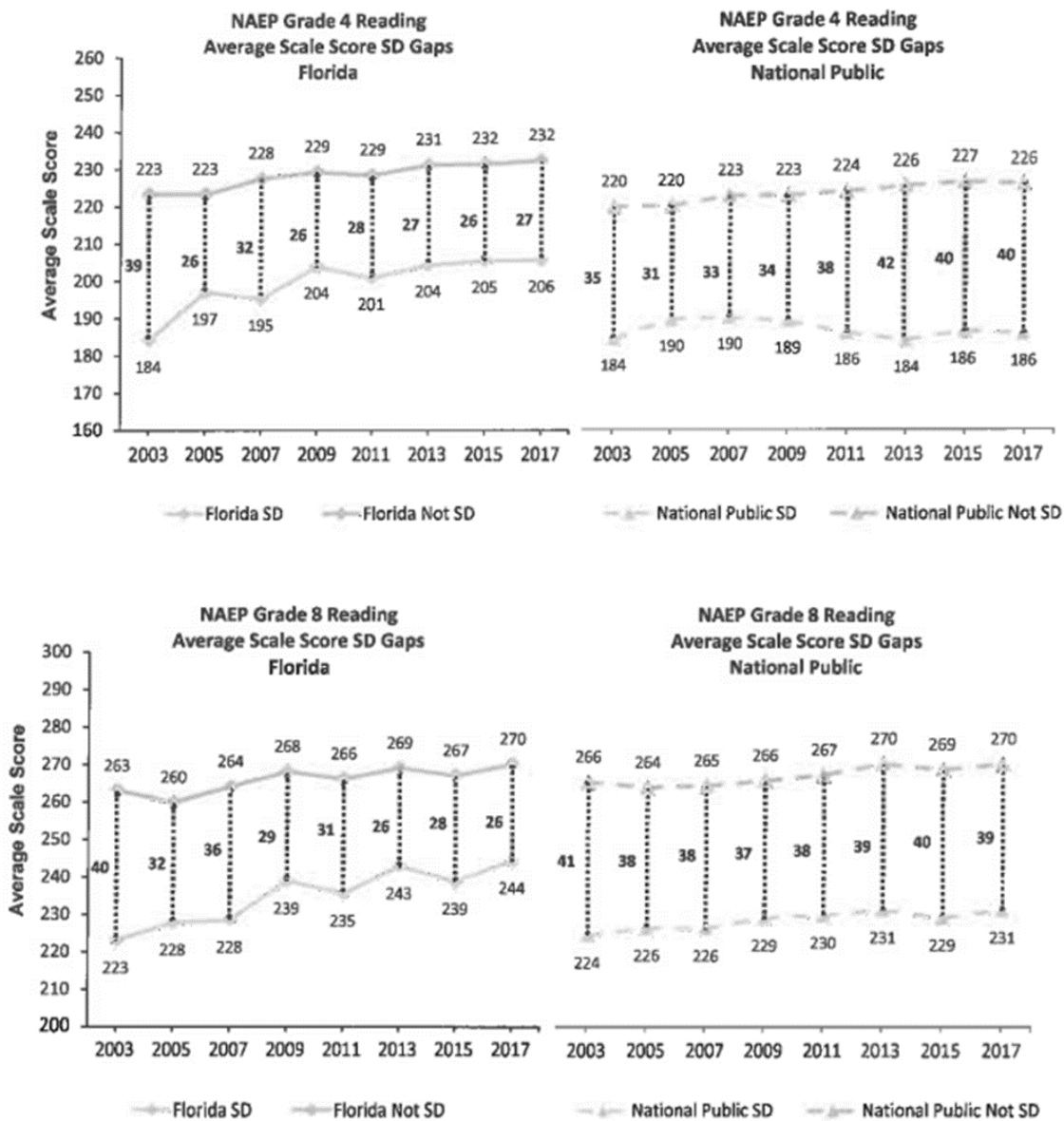


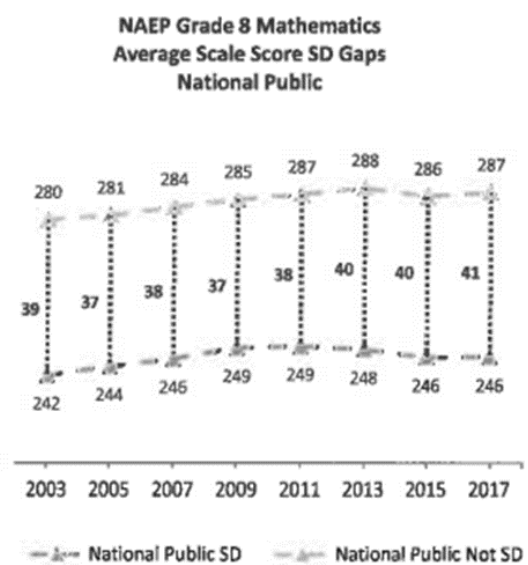
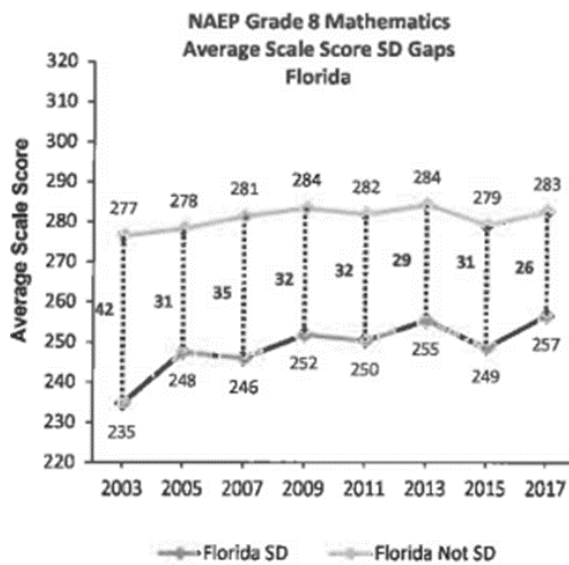
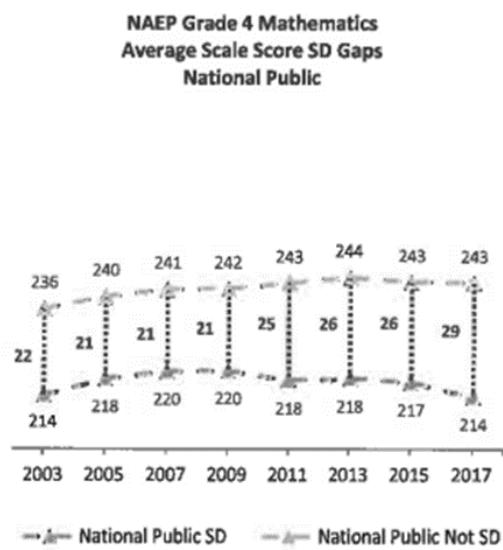
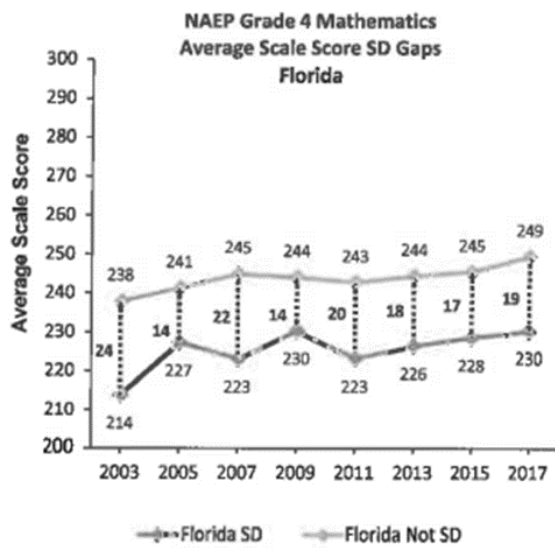
2017 National Assessment of Educational Progress (NAEP) Results

The NAEP

The largest nationally representative and continuing assessment of what America's students know and can do in various subject areas.

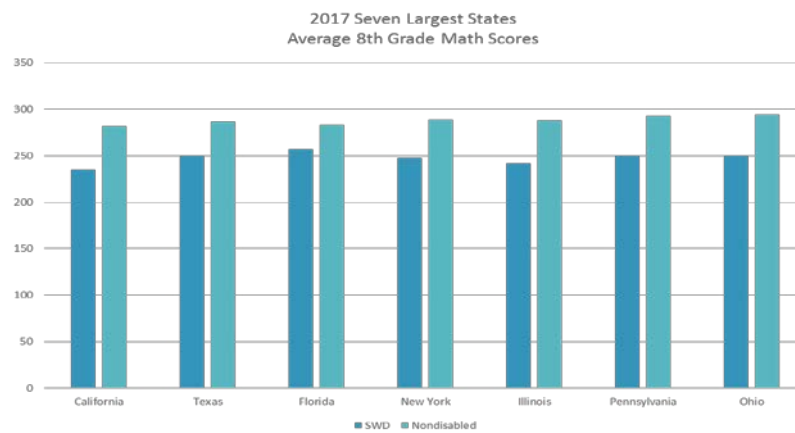
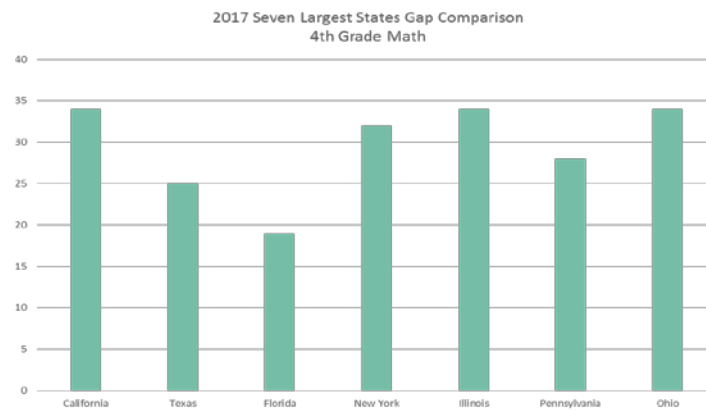
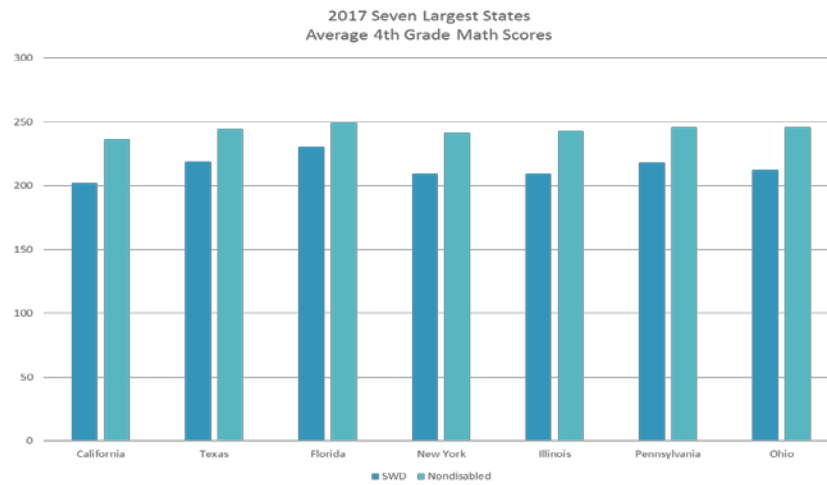
- Florida's performance demonstrates that inclusion works

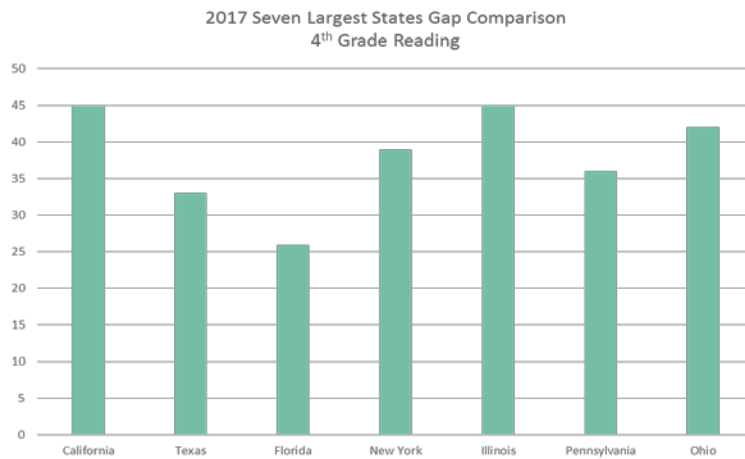
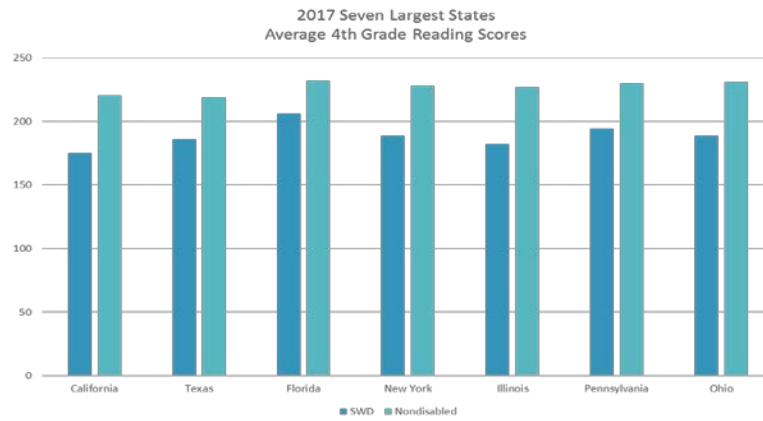
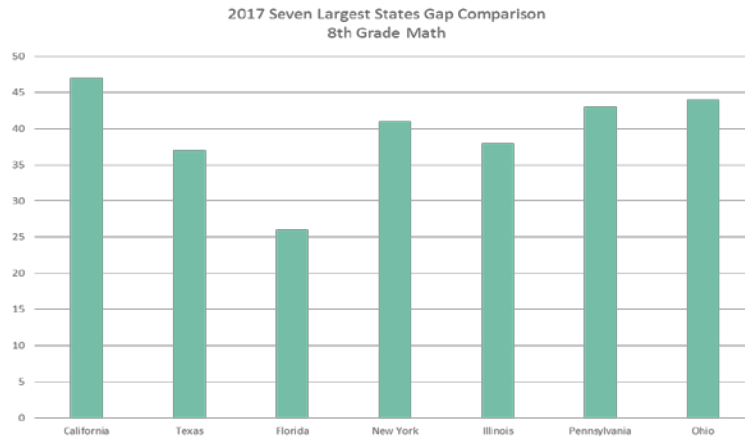


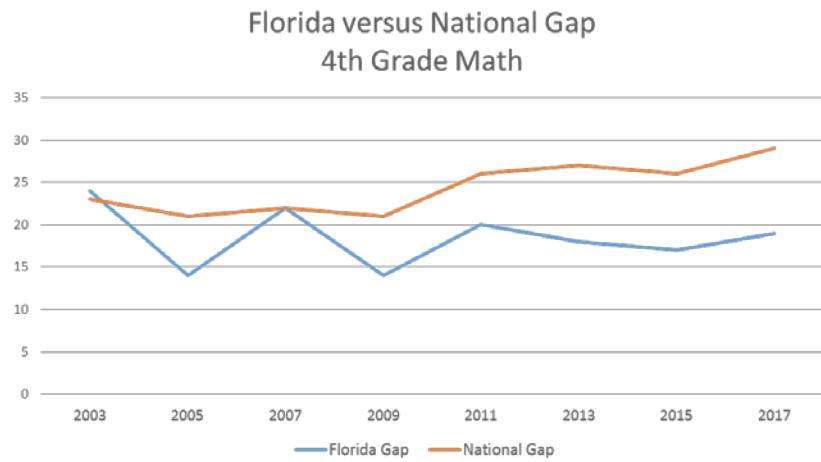
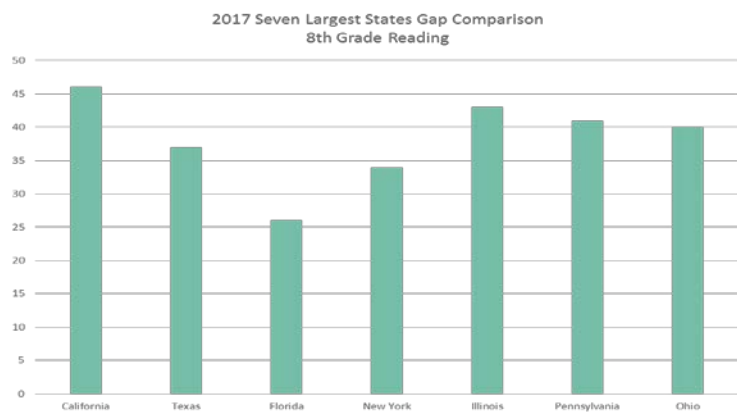
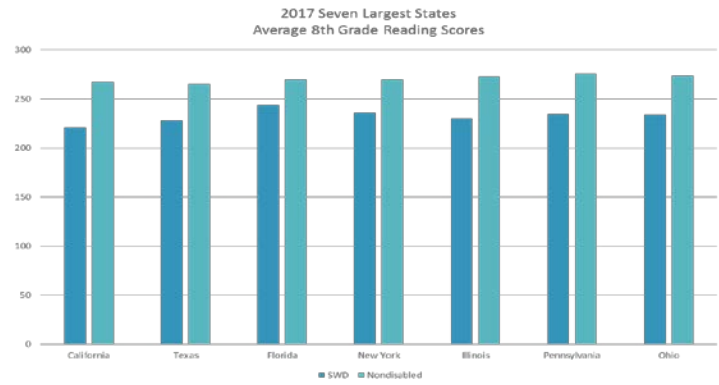


The NAEP

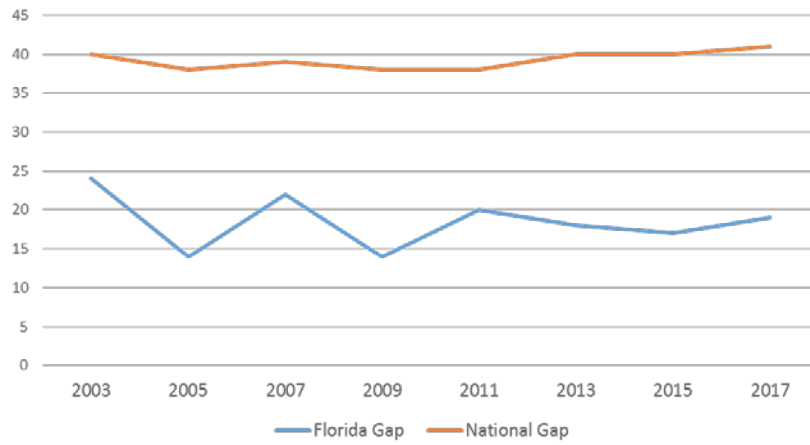
Average Scores and Gaps for Seven Largest States



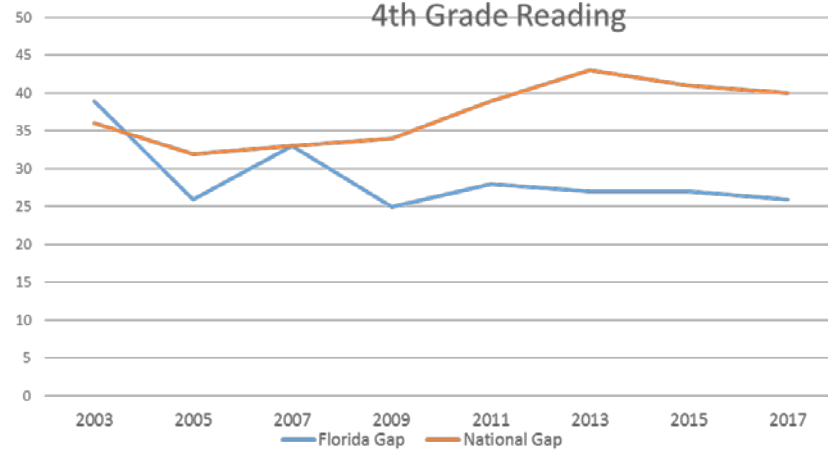




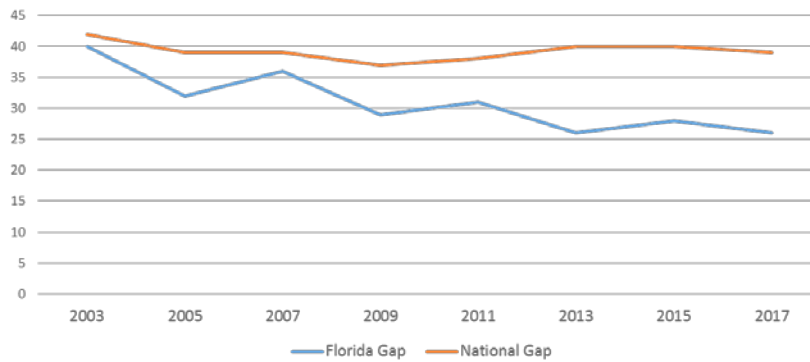
Florida versus National Gap
8th Grade Math



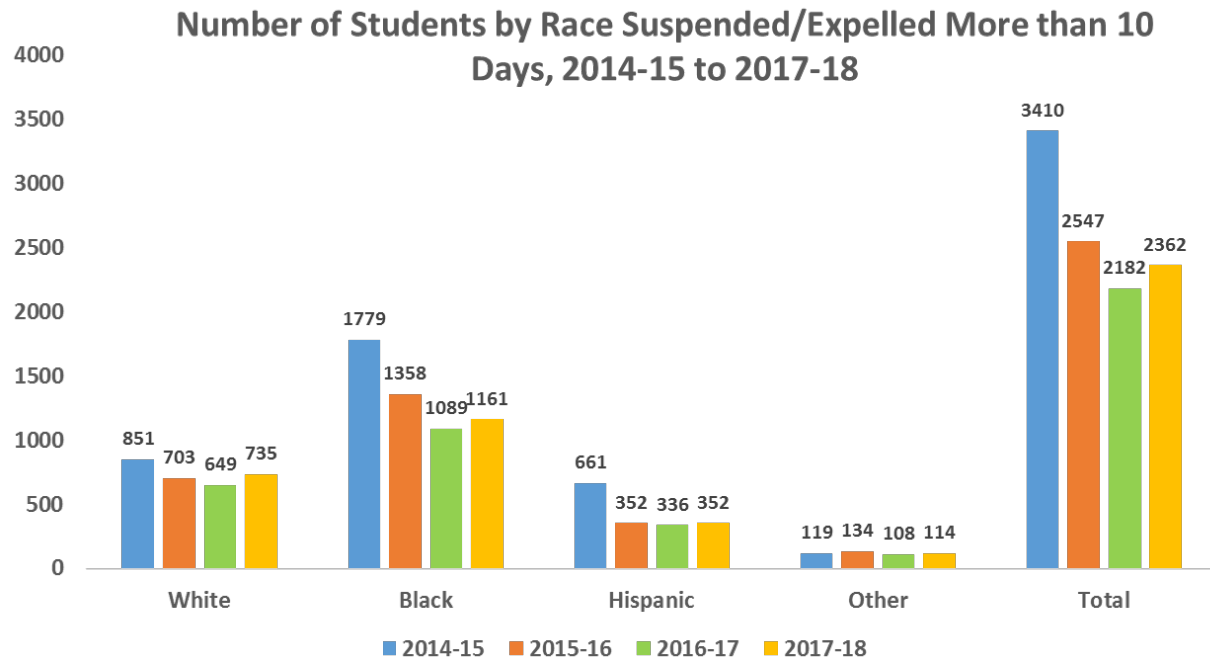
Florida versus National Gap
4th Grade Reading



Florida versus National Gap
8th Grade Reading



Suspension and Expulsion

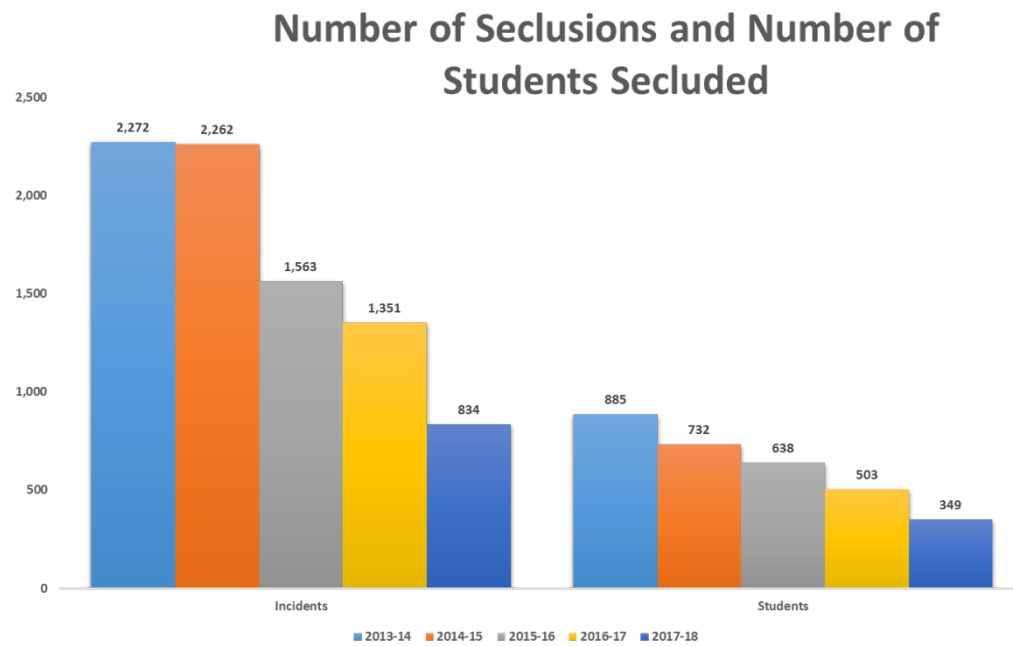
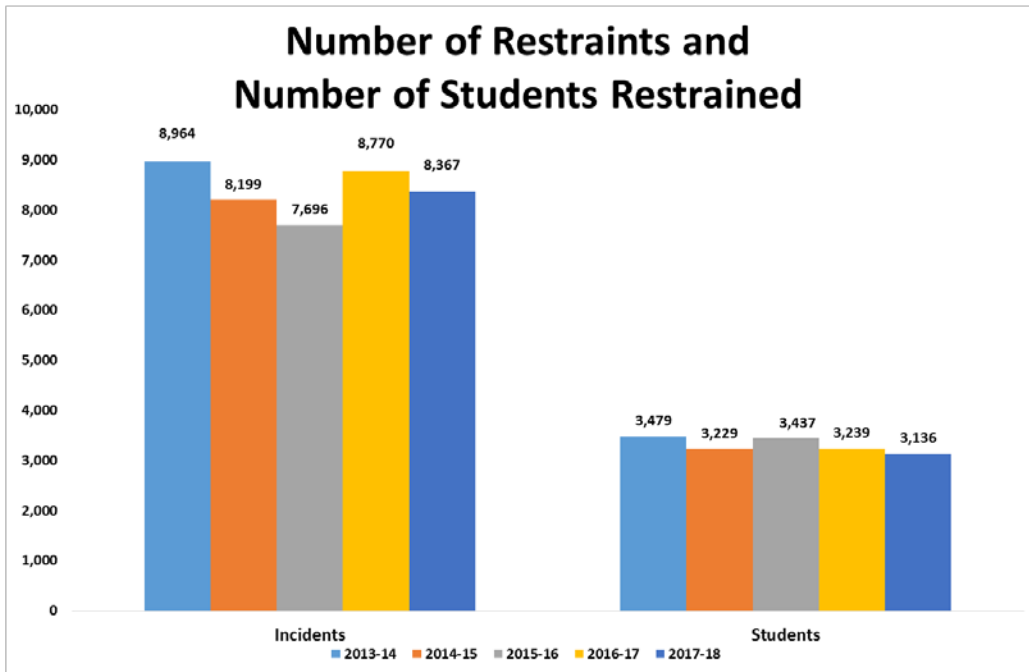


Restraint and Seclusion

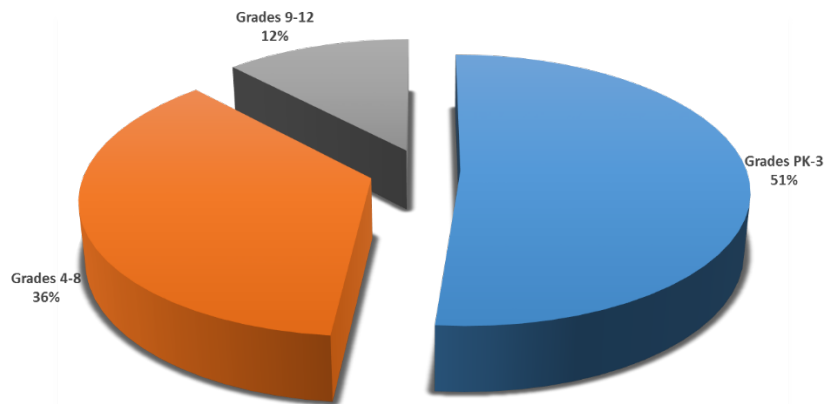
2016-17 and 2017-18 Restraint Data Comparison*

- August 1, 2017, through July 31, 2018:
 - 8,367 incidents of restraint involving 3,136 students, 0.82% restrained
- August 1, 2016, through July 31, 2017:
 - 8,770 incidents of restraint involving 3,239 students, 0.85% restrained
- For 2017-18, increase of 7,863 SWD in the Florida population
- For 2017-18, decrease of 403 incidents of restraint
- For 2017-18, decrease of 103 students restrained
- For 2017-18, 0.03% decrease of students restrained

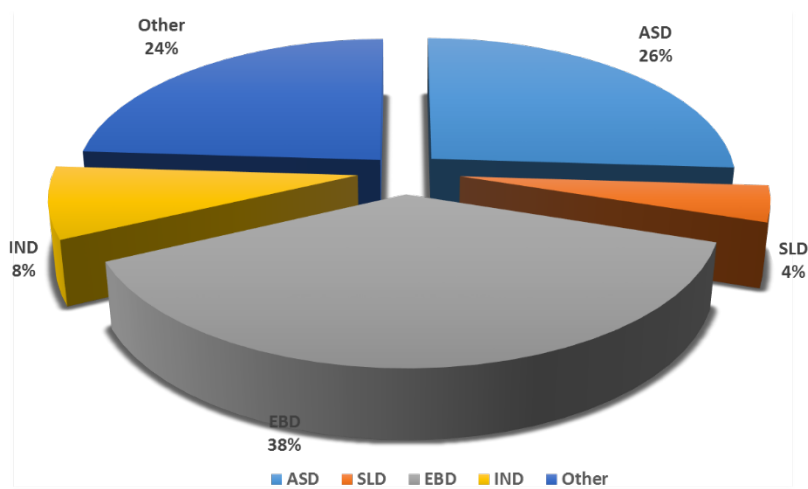
*Comparisons between August 1, 2016, through July 31, 2017, and August 1, 2017, through July 31, 2018



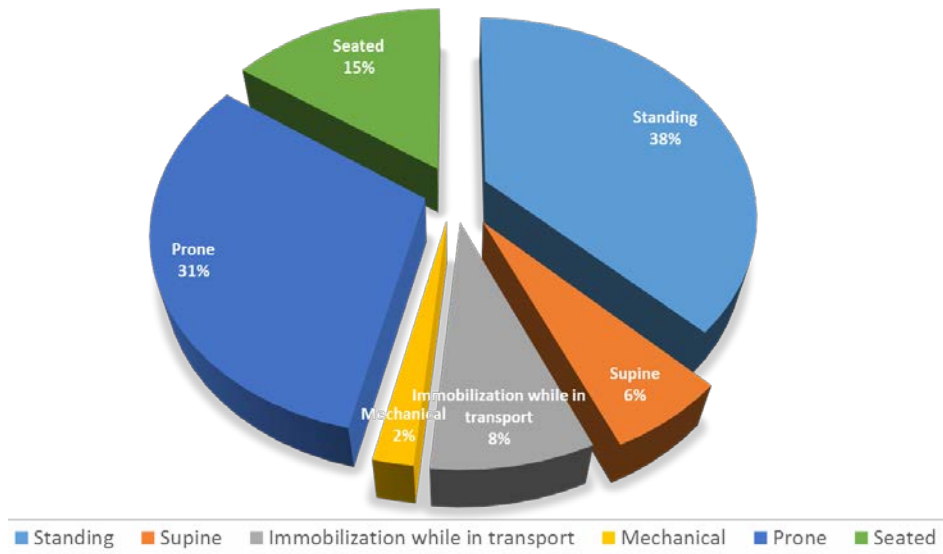
Restraint by Grade 2017-18



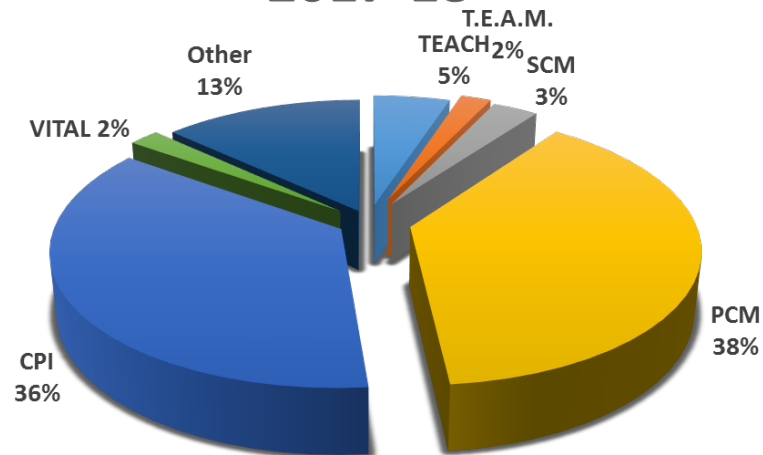
Restraint by Exceptionality 2017-18



Types of Restraint 2017-18



Crisis Management Strategies Used 2017-18



TEACH-Techniques for Adolescent and Child Handling	T.E.A.M.- Techniques for Effective Agression Management
SCM- Safe Crisis Management	PCM- Professional Crisis Management
CPI- Crisis Prevention Institute	VITAL- Violence Intervention Techniques and Language
Other	

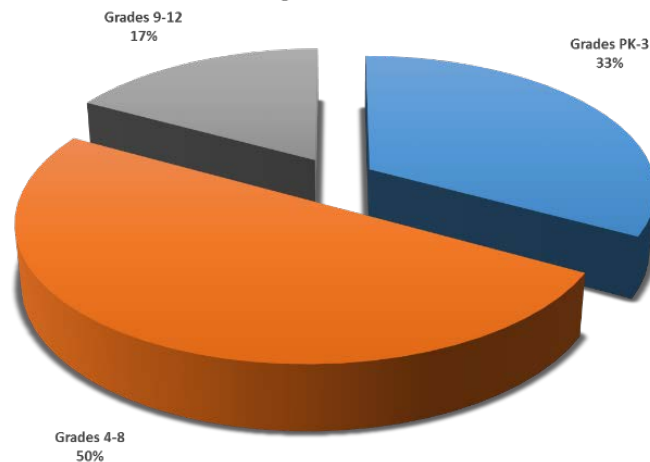
2016-17 and 2017-2018 Seclusion Data Comparison*

Seclusion:

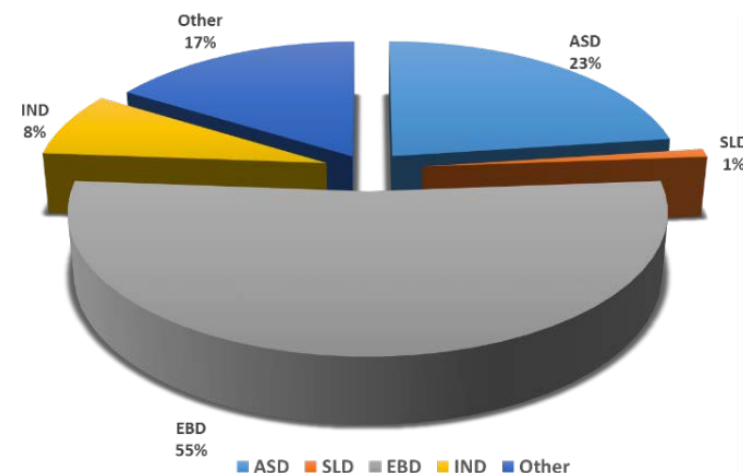
- August 1, 2017, through July 31, 2018:
 - 834 incidents of seclusion involving 349 students, 0.09% students secluded
- August 1, 2016, through July 31, 2017:
 - 1,351 incidents of seclusion involving 503 students, 0.13% students secluded
- For 2017-18, increase of 7,863 SWD in the Florida population
- For 2017-18, decrease of 517 incidents of seclusion
- For 2017-18, decrease of 154 students secluded
- For 2017-18, decrease of 0.04% of students secluded

*Comparisons between August 1, 2016, through July 31, 2017, and August 1, 2017, through July 31, 2018

Seclusion by Grade 2017-18



Seclusion by Exceptionality 2017-18



The film “Resilience” was viewed during lunch.

Global Education and the Florida Exceptional Student Education (ESE) Classroom

Dr. Hannah Ehrli

Why Do I Think It is Important as an Educator? As a Parent?

My Introduction to A Global Stage: Serbia

Why is Global Education important?

Is it “Global lessons” in your classroom?

Is it cultural competence? Cultural Awareness?

Or is a bigger picture? That what I do affects someone’s life across the world, as well as in my own backyard.

Doesn’t every child deserve an education?

When Looking at Global Education from the United Nations (UN)

- UN Convention of the Rights of Children
- UN Convention on Rights of
- Convention on the Rights of Persons with Disabilities (CRPD)
- UN Convention on HUMAN RIGHTS

CRPD

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

- 10% of the world’s population have a disability—world’s largest minority
- 80% of persons with disabilities live in developing countries
- Women with disabilities—multiply disadvantaged, experiencing exclusion
- Mortality for children with disabilities may be as high as 80% in countries where under-five mortality as a whole has decreased below 20%
- 90% of children with disabilities in developing countries do not attend school, says the United Nations Educational, Scientific and Cultural Organization
- The global literacy rate for adults with disabilities is as low as 3% and 1% for women with disabilities, according to a 1998 UNDP study
- In the Organization for Economic Cooperation and Development countries, SWD in higher education remain underrepresented, although their numbers are on the increase

CONVENTION into U.S. Stats

- An estimated 386 million of the world’s working-age people are disabled. Often employers assume that persons with disabilities are unable to work.
- A 2003 study by Rutgers University found that people with physical and mental disabilities continue to be vastly underrepresented in the U.S. workplace. One-third of the employers said that people with disabilities cannot effectively perform the required job tasks.

- A U.S. survey of employers conducted in 2003 found that the cost of accommodations was only \$500 or less; 73% of employers reported that their employees did not require special facilities at all.

Who You Are in Relation to the Rest of the World

- The UN (<https://www.un.org/millenniumgoals/>) decided in 2000 to create The Millennium Development Goals. They created eight (http://www.un.org/en/events/pastevents/millennium_summit.shtml) that were established in 2000 following the adoption of the UN Millennium Declaration (<https://www.un.org/esa/devagenda/millennium.html>)
- All 189 UN Member States (<http://www.un.org/en/member-states/>) at the time (there are currently 193) committed to help achieve the Millennium Development Goals by 2015. The following are the goals:
 - To eradicate extreme poverty and hunger
 - To achieve universal primary education
 - To promote gender equality and empowering women
 - To reduce child mortality rates
 - To improve maternal health
 - To combat HIV/AIDS, malaria, and other diseases
 - To ensure environmental sustainability
 - To develop a global partnership for development

Obviously 2015 has Come and Gone ...

So where are we now?

Some Facts from the United Nations



New Goals

<https://www.un.org/development/desa/disabilities/envision2030.html>



CRPD

- Inclusion of children with disabilities in mainstream policies, systems and services
- Capacity development of human resources across relevant sectors to address disability
- Public awareness and understanding about children with disabilities
- Data collection and research

UNICEF Disability Goals

- Be an inclusive organization for all
- To develop leadership on the rights of children with disabilities and build capacity among our staff and our partners
- Mainstream disability across all of our policies and programs, both in development and humanitarian action

European Union (EU) MODEL

- By 2020, at least 95% of preschool children who are 4 years or older should participate in early childhood education.
- EU countries are currently developing methods to monitor the quality of early childhood schooling and care. These efforts are coordinated by the Thematic Working Groups for Schools policy
- As part of the Education and Training 2020 (ET 2020) Open Method of Coordination, the Commission and Member States cooperate in the form of Working Groups.

Thinking About Global Education



So What About Florida?

- Poverty
- Homelessness
- Hunger
- Immigration
- Infant Mortality
- Maternal Health

Poverty, Homelessness and Hunger in Central Florida

- More than 350,000 Central Floridians are living in poverty—more than ever before—according to new numbers from the U.S. Census Bureau. And many of the poor are children.
- The Census Bureau's latest findings, released last week, also showed the number of kids and teens living in poverty grew substantially across Central Florida, even in relatively affluent Seminole County, where it went from 11.6 to 14.2%.
- The overall 16.2% poverty rate for the region—Orange, Osceola, Lake and Seminole counties—was above the nation's (15.6%), and significantly higher than the 11.7% average here just five years ago.
- The rates were steepest in Orange and Osceola. For those counties, at least one in four residents under age 18 now lives in poverty.
- According to newly released research, nearly 15,000 students in Orange, Osceola, Seminole and Lake counties were identified as homeless in the 2015-16 school year—nearly four times the number a decade earlier, and a higher percentage than the rest of the state.
- Throughout the first three counties, the majority of the homeless are adults with mental or physical disabilities, and about 63% are men. Some 11% are veterans, despite efforts to end veteran homelessness. But 22% of the homeless are children, most of them living in shelters, often as a result of domestic violence.

- A new count of Central Florida's homeless population shows a one-year increase of nearly 29%—to 2,074 people—but officials blame the rise on a more thorough effort to identify the homeless and vastly improved weather conditions compared to the 2016 count.
- 14.6% of the Central Florida population is food insecure, with 614,090 people who do not know where their next meal is coming from.
- 21% of children in Central Florida live in food insecure households, leaving 184,470 children at risk of going to bed hungry tonight.
- 74% of the food insecure population in Central Florida qualify based on income for the Supplemental Nutrition Assistance Program (known as SNAP) and other federal nutrition programs.
- 26% do not qualify for federal nutrition programs and often must rely on emergency food assistance programs and need better wages and employment opportunities to help them meet their basic needs.

IMPACT OF TRAUMA ON CHILDHOOD DELAY AND DISABILITY

- Trauma due to poverty
- Trauma due to environment
- Trauma due to emotional upheaval
- Trauma due to war
- Collective trauma, countrywide

Immigration

- One in five Florida residents is an immigrant, while nearly one in eight is a native-born U.S. citizen with at least one immigrant parent.
- In 2015, 4.1 million immigrants (foreign-born individuals) comprised 20.2% of the population.
- Florida was home to 2 million women, 1.8 million men, and 219,060 children who were immigrants.
- The top countries of origin for immigrants were Cuba (22.8%), Haiti (8.3%), Mexico (6.8%), Colombia (6%) and Jamaica (5%).
- In 2016, 2.5 million people in Florida (12.5% of the state's population) were native-born Americans who had at least one immigrant parent.
- Over half of all immigrants in Florida are naturalized U.S. citizens.
- Two million immigrants (53.7%) had naturalized as of 2015, and 784,395 immigrants were eligible to become naturalized U.S. citizens in 2015.
- The majority (72.4%) of immigrants reported speaking English “well” or “very well.”
- More than one in four adult immigrants had a college degree or more education in 2015, while more than one in five had less than a high school diploma.

More Than 25,000 Deferred Action for Childhood Arrivals (DACA) Recipients Live in Florida

- As of 2016, 55% of DACA-eligible immigrants in Florida, or 39,843 people, had applied for DACA.
- An additional 20,000 residents of the state satisfied all but the educational requirements for DACA, and another 10,000 would be eligible as they grew older.
- Immigrants make up one-quarter of the labor force in Florida and are integral to a range of industries.
- 2.5 million immigrant workers comprised 25.4% of the labor force in 2015.

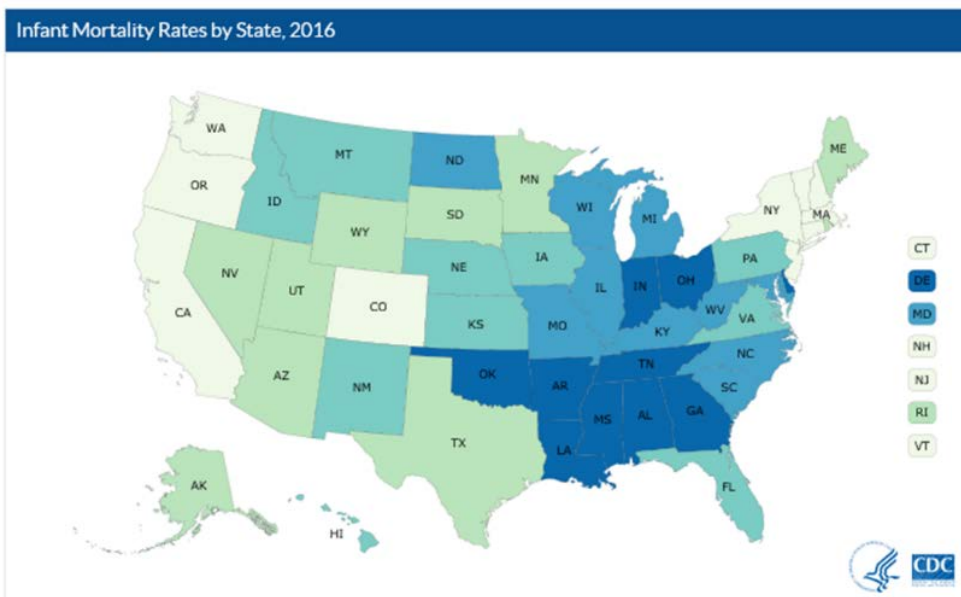
Infant Mortality

Causes of infant mortality

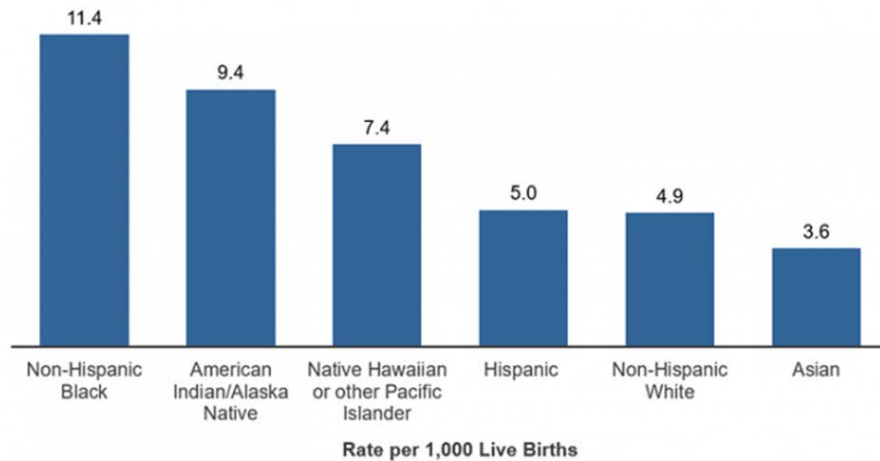
Over 23,000 infants died in the United States in 2016. The five leading causes of infant death in 2016 were as follows:

- Birth defects
- Preterm birth and low birth weight
- Sudden infant death syndrome
- Maternal pregnancy complications
- Injuries (e.g., suffocation)

Infant Mortality Rates



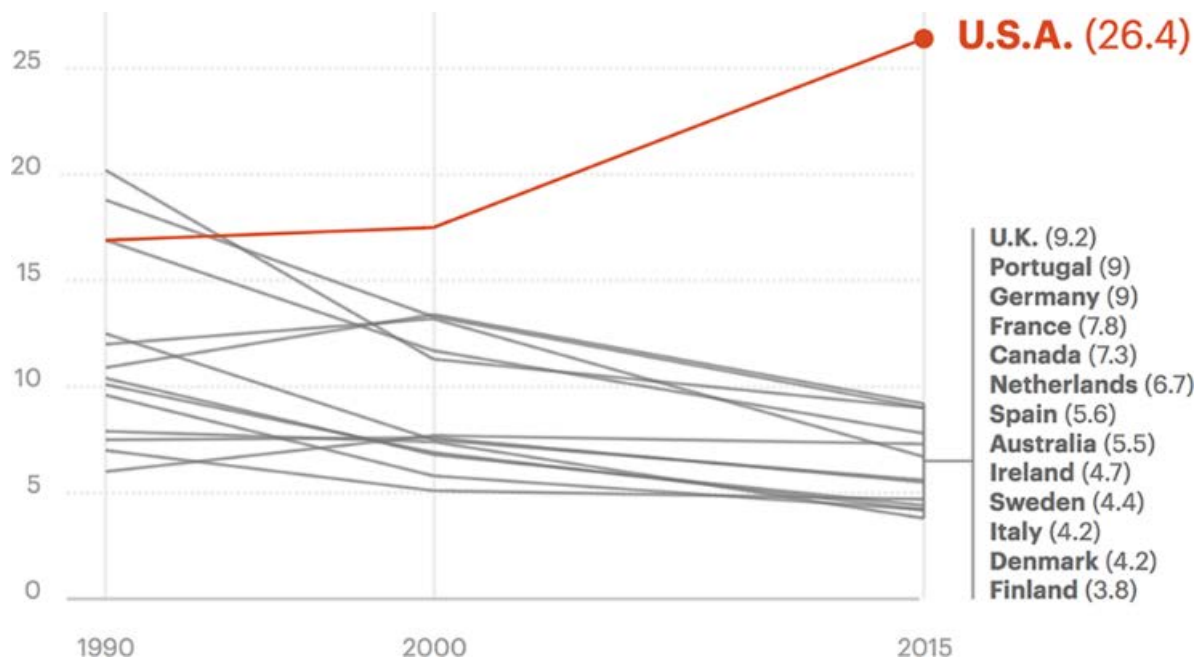
Infant Mortality Rates by Race and Ethnicity 2016



What is the Context of Childhood Delay and Disability?

- Child and family factors where women lead family
- Maternal employment or lack thereof
- Inadequate nutrition child and mother
- Maternal education
- Environmental risk factors: parasitic infections, malnutrition, and diseases
- Social and cultural factor

Maternal Mortality Is Rising in the U.S. As It Declines Elsewhere



How to Address this in Florida Education

- Global
- Food
- Water
- Education
- Health
- Comparative studies

Florida ESE Classroom

Whole Child/Health

- Access to education
- Community school/universal design for learning
- A teaching model

Ways to Engage this into Any Florida Classroom

- Awareness: How we address disability from a cultural perspective
- Inter-classroom engagement/school connections
- Fundraising/donations/interagency connections
- SKYPE, ZOOM or other internet platforms
- International connections

What We Need to Know and Be Able to Do

Kimberley Spire-Oh, Esq.

Parent, special education attorney, and co-president of Learning Disabilities Association of Florida

What is Restraint?

Restraint is intended to be a crisis intervention in which a student is physically or mechanically held to protect the student and others from harm.

<https://www.valleynewslive.com/content/news/Video-shows-9-year-old-forcibly-restrained-at-Agassiz-489072351.html?fbclid=IwAR2y2ik6RYpP14sBlo6GAsGQMrbbSna838jW5TqIBCMZeGIAkRXnFkvd5E>

What is Seclusion?

Seclusion is intended to remove a student in crisis to a quiet, isolated setting where the student can regain composure and calm down with adult supervision.

Effects of Restraint and Seclusion on SWD

http://stophurtingkids.com/2018/11/08/restraint-and-seclusion-hear-our-stories/?fbclid=IwAR2xCIFagrrA5Ge9RNMN5jK0EdRUSAygHJux2HuQnkvmzAq3uUxz_O4EPYU

Current Florida Law

In Florida, the current law regarding restraint of SWD in public schools is, in effect:

- Anyone trained in a district's chosen method of restraint can legally restrain any ESE student for any reason and for any length of time.
- There is no language restricting restraint to incidents in which a student is at imminent risk of causing serious bodily injury to self or others.

http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=restraint&URL=1000-1099/1003/Sections/1003.573.html

Current Florida Law

- Creates requirements for documentation and reporting of certain restraints and seclusion incidents
- Requires monitoring of the use of restraint and seclusion at the school, district and state levels
- Mandates the development of policies and procedures for restraint and seclusion by all school districts
- Prohibits mechanical restraint or restraint methods that inhibit breathing
- Places restrictions on seclusion so that a student is not locked in an unlit room or any room that does not meet fire codes.

Curriculum/Programs (Some More Aversive Than Others)

- Crisis Prevention Institute/Nonviolent Crisis Intervention (CPI/NCI)
- Professional Crisis Management (PCM)
- Mandt System
- Safe Crisis Management (SCM)
- Handle With Care (HWC)
- Techniques for Effective Adolescent & Child Handling (TEACH)
- Violence Intervention Techniques and Language (VITAL)
- Techniques for Effective Aggression Management (TEAM)
- Protection Action Response (PAR)

Proposed Laws

SB 62/___: An Act Relating to Students With Disabilities (Sen. Lauren Book and Rep. Ray Rodriguez, co-sponsors)

Keeping All Students Safe Act [U.S. Senators Chris Murphy (D-Conn.) and Patty Murray (D-Wash.), and U.S. Representatives Don Beyer (VA-8) and Bobby Scott (VA-3), sponsors]

Keeping All Students Safe Act

<https://edlabor.house.gov/imo/media/doc/2018-11-14%20The%20Keeping%20All%20Students%20Safe%20Act%20Fact%20Sheet9.pdf>

Establishes Minimum Standards Required for Physical Restraint, Including:

- Prohibiting the use of seclusion; mechanical restraints; chemical restraints; physical restraints or physical escort that is life threatening or that restricts breathing; physical restraint if contraindicated based on the student's disability, health care needs, or medical or psychiatric condition; physical restraint that does not comply with the other minimum standards described below; and any other form of aversive behavioral interventions.
- Minimum standards also require that physical restraint only be used when a student's behavior poses an imminent danger of serious physical injury to the student or others.
- Minimum standards require any personnel conducting the restraint to be certified unless there is an emergency situation.
- The fourth component of the minimum standards is training of school personnel.
- The fifth component is a prohibition on including physical restraint as a planned intervention.
- The final component is a requirement that each school establish procedures following the imposition of physical restraint that involves notification to the parent of the student and a meeting to discuss the incident.

An Act Relating to SWD

<https://www.myfloridahouse.gov/Sections/Bills/billsdetail.aspx?BillId=62897>

- Providing requirements for the use of physical restraint
- Providing requirements for the use of exclusionary and non-exclusionary time
- Providing requirements for documenting, reporting and monitoring the use of restraint and exclusionary or non-exclusionary time
- Requiring continuing education and in-service training for instructional personnel in teaching students with emotional or behavioral disabilities, etc.

Key Issues

- Avoid traumatizing already vulnerable students, sometimes permanently
- Prevent injury to staff and students
- Need to emphasize prevention (e.g., identifying triggers, de-escalation techniques, effective and timely use of positive behavioral supports, functional behavior analysis and behavior intervention plans.
- Need to prohibit use of aversive tactics unless absolutely necessary

How to Reach Me

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Small-Group Work

- SAC members broke into their new groups as follows:

Early Childhood (LeNita Winkler – FDOE Liaison)

- Hannah Ehrli
- Laura Sokolski
- Lisette Tacher

Social Emotional (Judy White– FDOE Liaison)

- Terry Roth
- Ann Siegel
- Enrique Escallon

Transition (Wendy Metty – FDOE Liaison)

- Abigail Skipper
- Antoine Hickman
- Carmen Noonan
- Catherine Rudinski
- Cindy Jones
- John Miller
- Kara Tucker
- Sheila Ward

Family Engagement and Advocacy (Aimee Kowalczyk – FDOE Liaison)

- Rich LaBelle
- Keith Berry
- Monique McCaskill
- Casey Scott

K-12 Access (Jessica Brattain – FDOE Liaison)

- Debra Rains
- Jerry Brown
- Lisa Miller

K-12 (Karrie Musgrove – FDOE Liaison)

- Antoine Hickman
- Kimberley Spire-Oh
- Tracie Snow
- Tamar Riley
- Timothy King

Tuesday, December 4, 2018

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

Berry, Keith
Brown, Jerry
Ehrli, Hannah
Escallon, Enrique
Hickman, Antoine
Jones, Cindy
King, Timothy
LaBelle, Rich
McCaskill, Monique
Miller, John
Miller, Lisa
Noonan, Carmen
Raines, Debra
Riley, Tamar
Roth, Terry
Rudniski, Catherine
Scott, Casey
Siegel, Ann
Skipper, Abigail
Snow, Tracie
Sokalski, Laura
Spire-Oh, Kimberley
Tacher, Lisette Levy
Tucker, Kara

Designees

Hall, Kirk (for Shelia Ward)
London, Pamela (for Tom Rankin)
Smith, Amelia (for Laura Mazyck)

FDOE/DPS/BEESS Representatives

Brattain, Jessica, educational program director (SAC liaison)
Katine, April, educational program director
Kowalczyk, Aimee, parent services (SAC liaison)
Metty, Wendy, program specialist

Musgrove, Karrie, program specialist
Ortiz, Fernandito
White, Judy, educational program director
Winkler, LeNita, program specialist

Small Groups Work Continued

Small Groups Report Out

Early Childhood

- Opening discussion regarding developmental delay age cutoff
 - Request for more information, clarification and background information
 - Request for information regarding the parent and teacher rolls in re-evaluation
- Dr. Lisette offered the following suggestions as improvements for early childhood
 - Better partnership between the Office of Early Learning (OEL) and the FDOE
 - Better support and trainings for prekindergarten teachers
 - Better alignment between school districts and private schools
 - Unified standards of teacher requirements regardless of public or private status
- Hannah E. pointed out that there were several organizations that districts should be partnering with and recalled a transition plan set in place 20 years ago regarding the 0-3 and 3-5 transitions
- Laura S. shared her experiences as a parent with Early Steps and the Florida Diagnostic and Learning Resources System (FDLRS) and how she felt there was a lack of communication. Specifically, she mentioned the experiences she had with her two daughters and their evaluations.
- Hannah E. suggested that a better understanding of stakeholders and their partnerships would be a good starting point. Additionally, she mentioned that more collaboration with teachers through conferences, surveys and focus groups would be helpful
 - “How do we understand what’s happening in the classroom without talking to the teachers?”
- LeNita mentioned the strategic plan and how it may play a role in improvements. She also gave a brief overview of the plan in its current state. Hannah E. suggested adding teachers to the group that makes the strategic plan.
- Hannah E. brought up a school district that completely separated ESE students and promoted the inclusion of prekindergarten programs on high school campuses.

Main Takeaways:

- Departments, such as BEESS, OEL and Early Steps need to be better connecting.
- We cannot rely on just disseminating information to school districts—teachers need to be informed directly as well.

Social Emotional

Discussion items:

- Judy updated group on concerns/questions/issues from last meeting.
 - Anne Bozik attended restorative practices trainings. Session is being held at AMM on this.
 - Anne reviewed all district ESE policies and procedures and has identified some districts with best practices for restraint, seclusion and expulsion reduction. She has asked them to share these practices.
 - Trauma-informed care webinars were held for SAC.
 - 300 people have been trained as trainers for youth mental health first aid.
- Concerned about suspension and expulsion, especially permanent injunction
 - Judges not allowing students in the Department of Juvenile Justice to return to school in district (ignoring the provisions of a free appropriate public education)
 - District seeking injunction to keep SWD out of school: does not solve problem, student is still in community.
- Restraint and seclusion (reviewed current technical assistance paper questions)
 - Restraint is a failure of the behavior intervention plan.
 - Do all teachers of this student know what is in the plan?
 - What is the root cause that resulted in the restraint?
 - More school resource officers (SROs) are being placed in schools because of legislation. They are law enforcement officers. They should not be involved in a restraint situation unless it would warrant a call to 911.
- Future requests: Update technical assistance on restraint and seclusion
 - Define “danger to self or others”
 - Add more on SRO involvement
 - Add new procedures if bill passes in 2019

Transition

Strategic Plan Discussion

Discussed within the group were identified tasks and goals from the strategic plan and the July SAC meeting. Recently completed webinars presented to SAC were shared including: Postsecondary Options (Florida Consortium on Inclusive Higher Education, Florida Center for Students with Unique Abilities and Project SEARCH expansion), Trauma-Informed Care. Also discussed was the Interagency Transition Services: Everything You Need to know meeting recently held to share information with parents; it was noted this meeting was also recorded and will be available for future access. Agencies represented included: Agency for Persons with Disabilities, Vocational Rehabilitation, Division of Blind Services, Florida Consortium on Inclusive Higher Education, and Florida Center for Students with Unique Abilities and Family Network on Disabilities.

Other Discussion

Stakeholders shared an increased desire to have transition information shared earlier to ensure success. Additional information related to individual educational plans (IEPs) and the language surrounding IEPs in an easy-to-understand format were discussed, stakeholders shared information, which varied depending on district. Career technical education course participation was a topic of interest shared by all as well as pre-employment transition services and districts serving as the Division of Vocational Rehabilitation (VR) vendors to provide those services.

Future requests (such as trainings, presentations and data):

Recommendations included the following:

- A product/document related to career technical education that answers the following: what it is, funding, availability, course substitutions—general overview.
- Goal—all high schools to become a VR vendor or have access to provide services including pre-employment transition services and work-based learning experiences, remove barriers to VR access
- IEP—develop a transition path at an earlier age than is required; raise awareness with parents
- Utilize Standing Up For Me (Project 10: Transition Education Network) for all SWD (currently in revision process); offer at an earlier age.
- Add indication of self-determination and self-advocacy information to the IEP and Parent Survey (has the student received/participated in self-determination/self-advocacy skills?)

Family Engagement and Advocacy

Aimee Kowalczyk shared the 2017-18 ESE Parent Survey results with the group as well as the Parent, Involvement and Engagement strategic plan.

The group expressed that disproportionality is a continued concern and discussed further.

Disproportionality

- Is BEESS providing districts with technical assistance on disproportionality?
- How is the identification of students with emotional behavioral disabilities tracked? —Has the data been received in a timely manner from districts?
- Define the risk ratio for black students
- National trend of autism spectrum disorder occurring, will schools and parents be equipped to deal with this?
- IEPs should include an escalation section

School Safety

- The Marjory Stoneman Douglas Act does not take SWD into consideration
- Is school law enforcement accurately trained when considering SWD?
- Is there clear guidance from the Office of Safe Schools? What is that guidance?

K-12 Access

Jessica Brattain reviewed requests from the July 2018 SAC Meeting. Further information was requested related to monitoring activities for private schools that receive state scholarship funding and a green sheet was completed to request a presentation related to school choice and monitoring. It was requested that monitoring related to students participating in the alternate assessment be continued.

Jessica Brattain shared information and data related to the BEESS Five-Year Strategic Plan for Access, including student participation in the statewide, standardized alternate assessment by primary exceptionality. The Access Strategic Plan Group's focus is on monitoring the participation and performance on the statewide, standardized alternate assessment. Performance has increased over the first two years of the new assessment. New data may be available by the July 2019 SAC meeting.

There was continued discussion around how private schools that receive state scholarship funding were being monitored. There was also a request for data related to students returning to public schools from private schools. The group also discussed concerns related to students participating in access points and felt that further guidance needed to be provided to parents.

The Access Group charted the following items:

- BEESS should continue monitoring alternate assessment participation, specifically for students with a primary exceptionality of specific learning disability, an other health impairment and orthopedic impairment
- Parents need direct guidance on how to handle disputes concerning issues related to access points
- Private schools receiving state scholarship funds should continue to be monitored
- Data request: Number of students returning to public school from private school and when it is occurring

K-12 Standards Strategic

Follow-up from last meeting

Discussion about strategic plan and the following:

- Barriers to inclusion
 - Training ("All In") available on the professional development portal
 - Statewide inclusion push
 - Hands in support from experts in the classroom
 - Suggested use of CPALMS—great materials
 - Parent involvement training
 - Time and quality
 - Continue through the Florida Inclusion Network and FDLRS to support schools and teachers
 - Lack of district vision for inclusion

- Monetary limitations
- Greater transparency
- Increase time and opportunity for collaboration to share best practices
- Multi-tiered system of supports as a vehicle to share best practices
- Some goals were adjusted to read 85% or 2% increase

New Topics

- Making time for math
 - Placing greater emphasis on this important skill set
 - Math endorsement
 - Time for instruction
 - Ensuring teachers in grades K-5 are prepared to teach math
- Florida Professional Development/BEESS Professional Development Alternatives Portal
 - Combine
 - Raising awareness of these resources in preservice (teaching colleges) and working teachers
- Make no-cost courses available to help with Reading Endorsement 2020
 - Districts may provide some courses
- Professional development/training in multisensory skills for dyslexia to be available for all teachers
 - Prepared from college
- Nix one-size-fits-all math and reading programs
 - Focus group comment “Where’s the teacher?”
- More programming courses to prepare ESE students for career readiness and for college
 - Business
 - Consumer
 - Life skills Math
 - Algebra/Geometry is not preparing students

Future Requests (such as trainings, presentations, data etc.):

- Request for data identifying the number of students who are foster children served in ESE by area of eligibility (green sheet was submitted, but tabled for later discussion).

BUSINESS MEETING—1 p.m.

1. The co-chair (Enrique Escallon) opened the phone for public comment. There was no public comment.
2. The co-chair (Keith Berry) determined quorum.
3. Timothy King moved to accept the minutes from the December 2018 SAC meeting. Cindy Jones seconded the minutes. Motion carried.
4. Election of Officers:
 - a. Nominees were: Tracie Snow for Co-chair and Lisa Miller for Co-Chair. Hannah Ehrli moved to accept the nomination. Abigail seconded the motion. The motion passed.

5. Discussion of Dates for the next two meetings:
 - a. July 15-16 or July 22-23, 2019
 - b. January 27-28, 2020
6. Updates on past meeting green sheets:
 - a. Presentation on restraint and seclusion by Kimberly Spire-Oh of Disability Rights Florida
 - b. Trauma Informed Care/Mental Health—was included in the restraint and seclusion presentation
 - c. More frequent meetings request—group discussed. It was proposed that SAC continue to meet only two times a year. Antoine Hickman moved to accept. Tamar Riley seconded. Motion was amended for the ability to have a webinar if needed between meetings. Motion passed. One opposed.
 - d. Request for FDOE to explore the possible option for additional SAC meetings throughout the year. Making the meetings quarterly instead of biannual. Rich LaBelle motioned to move. Kimberley Spire-oh seconded. Motion approved. It was decided that the SAC will continue to have face-to-face meetings twice a year.
 - e. The letter to the Commissioner asking to reduce and eradicate disproportionality for SWD. Letter will be routed to Commissioner December 5, 2018.

MEETING ADJOURNED

State Advisory Committee

for the Education of Exceptional Students

STATE ADVISORY COMMITTEE BYLAWS

Bureau of Exceptional Education and Student Services
K-12 Public Schools
Florida Department of Education
**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/BEESS 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.