



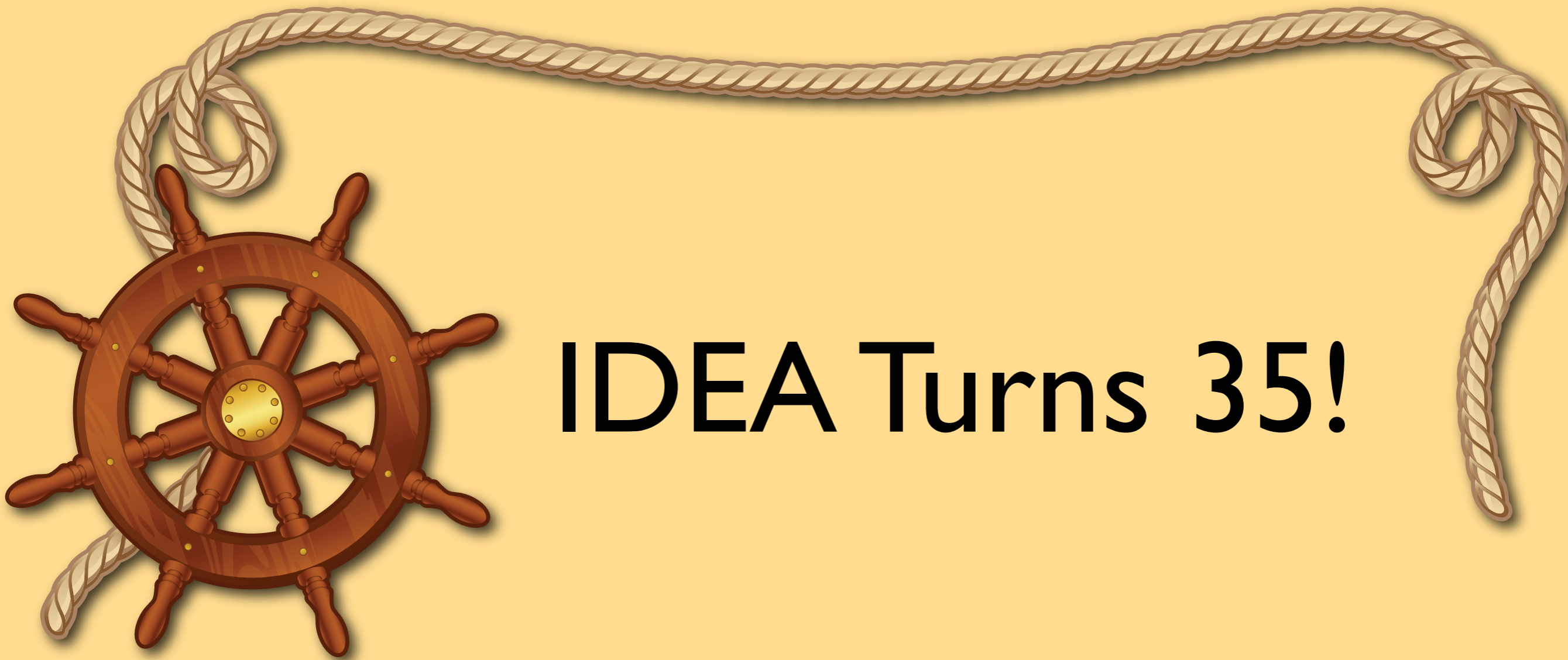
Holding Strong at the Helm!

*Bambi J. Lockman, Chief
Bureau of Exceptional Education
and Student Services*

November 9, 2010



Cruising the National Ports



IDEA Turns 35!

IDEA: Charting the First 35 Years

- 1975: Education of All Handicapped Children's Act (EHA) - mandated FAPE for children, 3-21
- 1986: EHA amendments - mandated services from birth
- 1990: Individuals with Disabilities Education Act (IDEA) - FAPE must prepare student for education, employment, and independent living
- 1997: IDEA amendments - expanded initiatives for transition services from high school to adult living
- 2004: IDEA - revised the IEP process, due process, and discipline provisions



ESEA Reauthorization



ESEA Reauthorization

- Improving Student Achievement
- System of Data Collection and Measurement to Ensure Accountability and Effective Measurement of Student Performance and Achievement
- Improving Administrator and Teacher Effectiveness
- Career and College Readiness Standards
- Funding and Resources for Effective Implementation





Higher Education Opportunities Act (HEOA)

Summary HEOA Provisions

- Enacted August 14, 2008
- Provisions for education of students with ID/DD
- Allows students enrolled in programs to be eligible for work-study jobs, Pell grants and Supplemental Educational Opportunity Grants
- Authorizes inclusive comprehensive transition and post-secondary programs



Definition

- Transition and Postsecondary Program for Students with Intellectual Disabilities as:
- A degree, certificate, or nondegree program that is—
 - Offered by an institution of higher education;
 - Designed to support students with intellectual disabilities seeking to
 - continue academic
 - career technical
 - independent living instruction at an institution of higher education in order to prepare for gainful employment; and
 - includes an advising and curriculum structure



TPSID



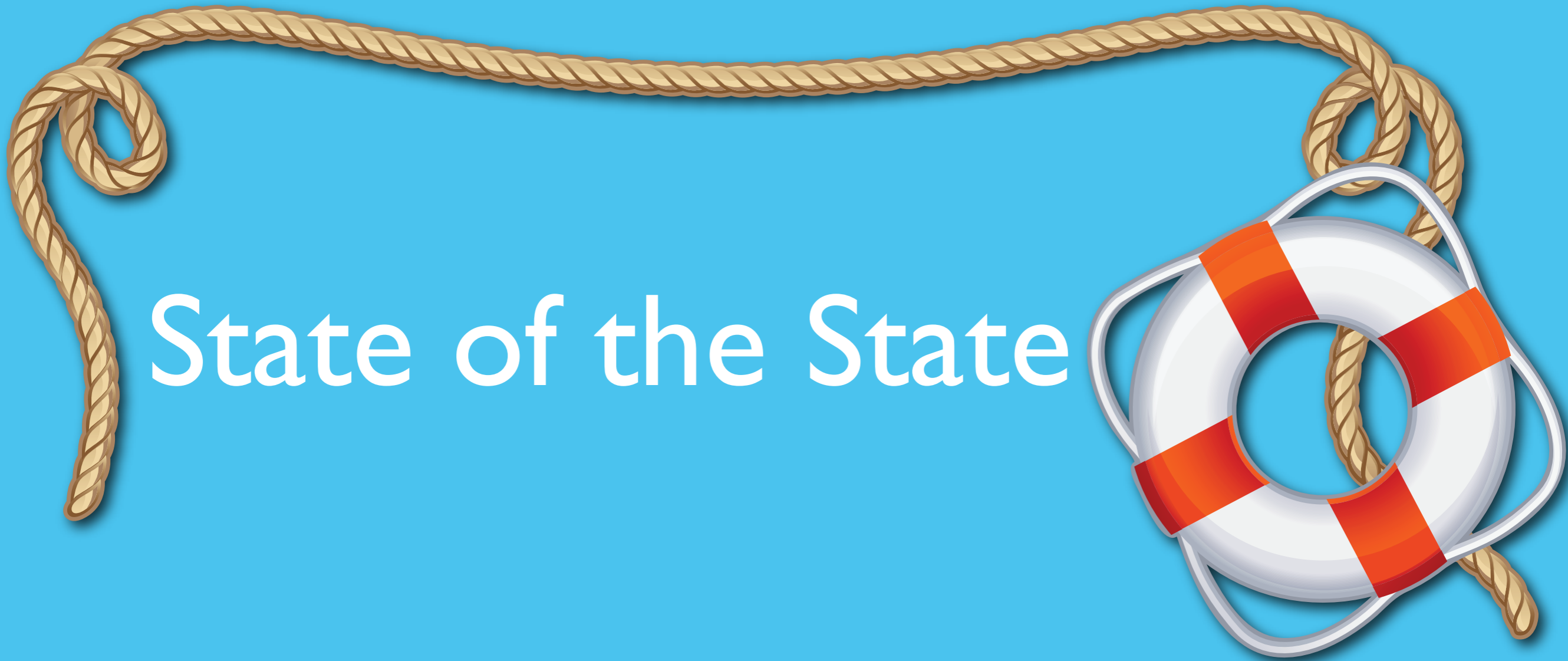
Comprehensive **T**ransition **P**rograms for **S**tudents with Intellectual **D**isabilities





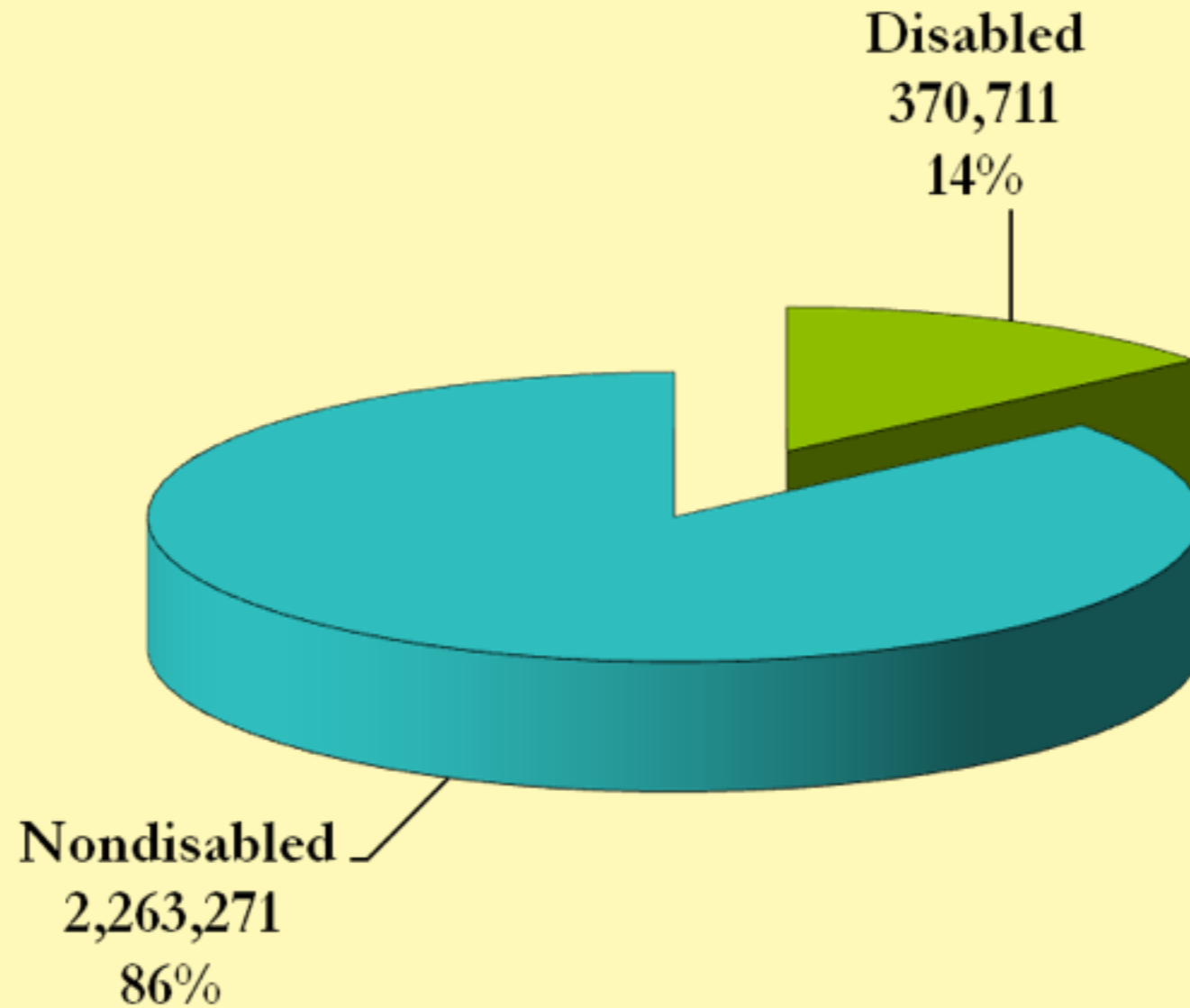
***Home Port
Florida Update***

State of the State



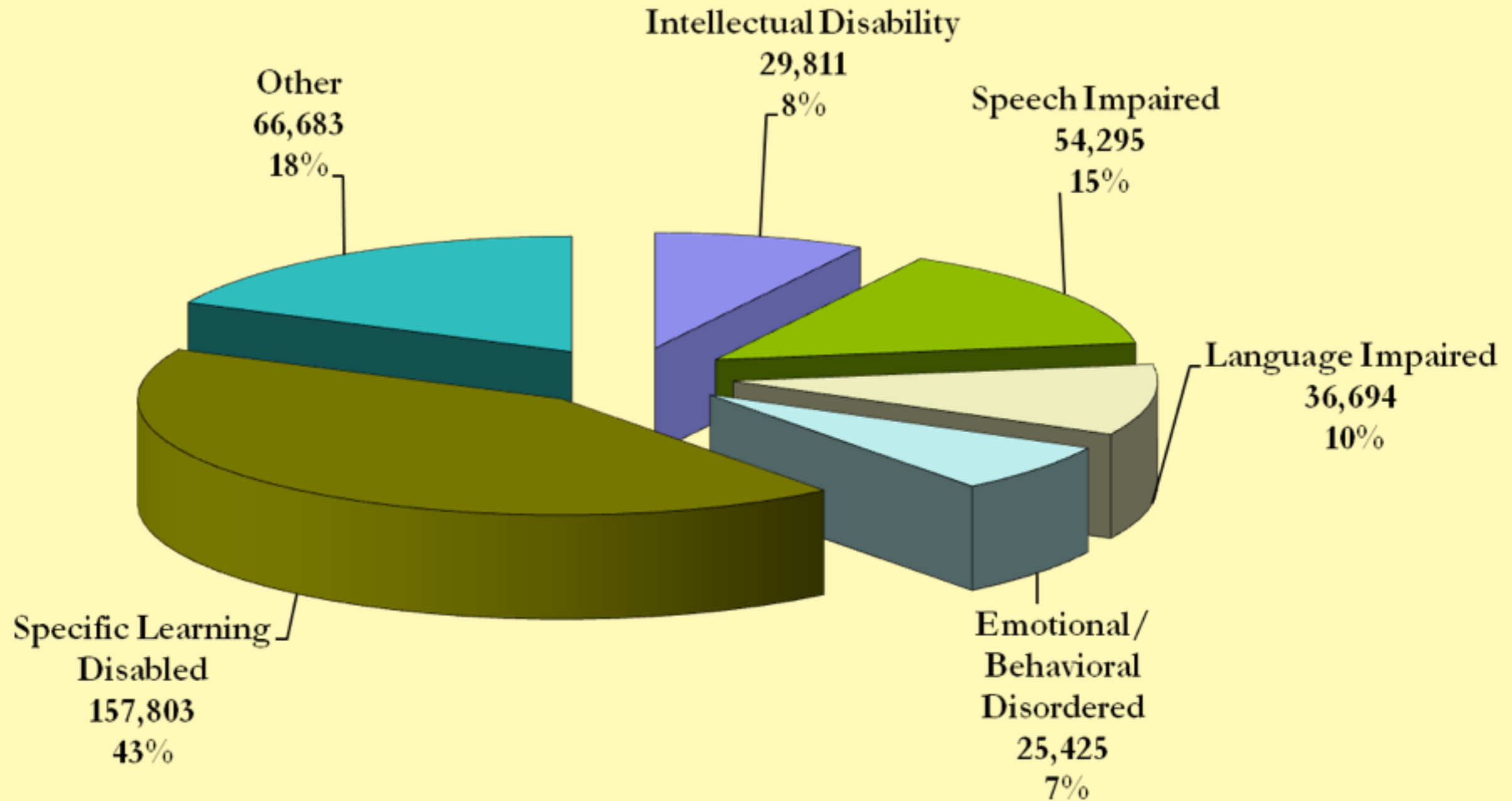


State of the State Students with Disabilities (% of Total School Population)



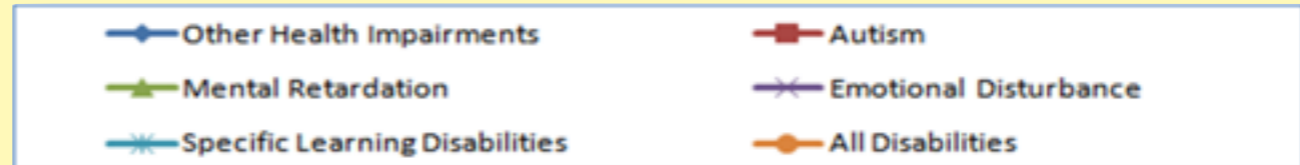
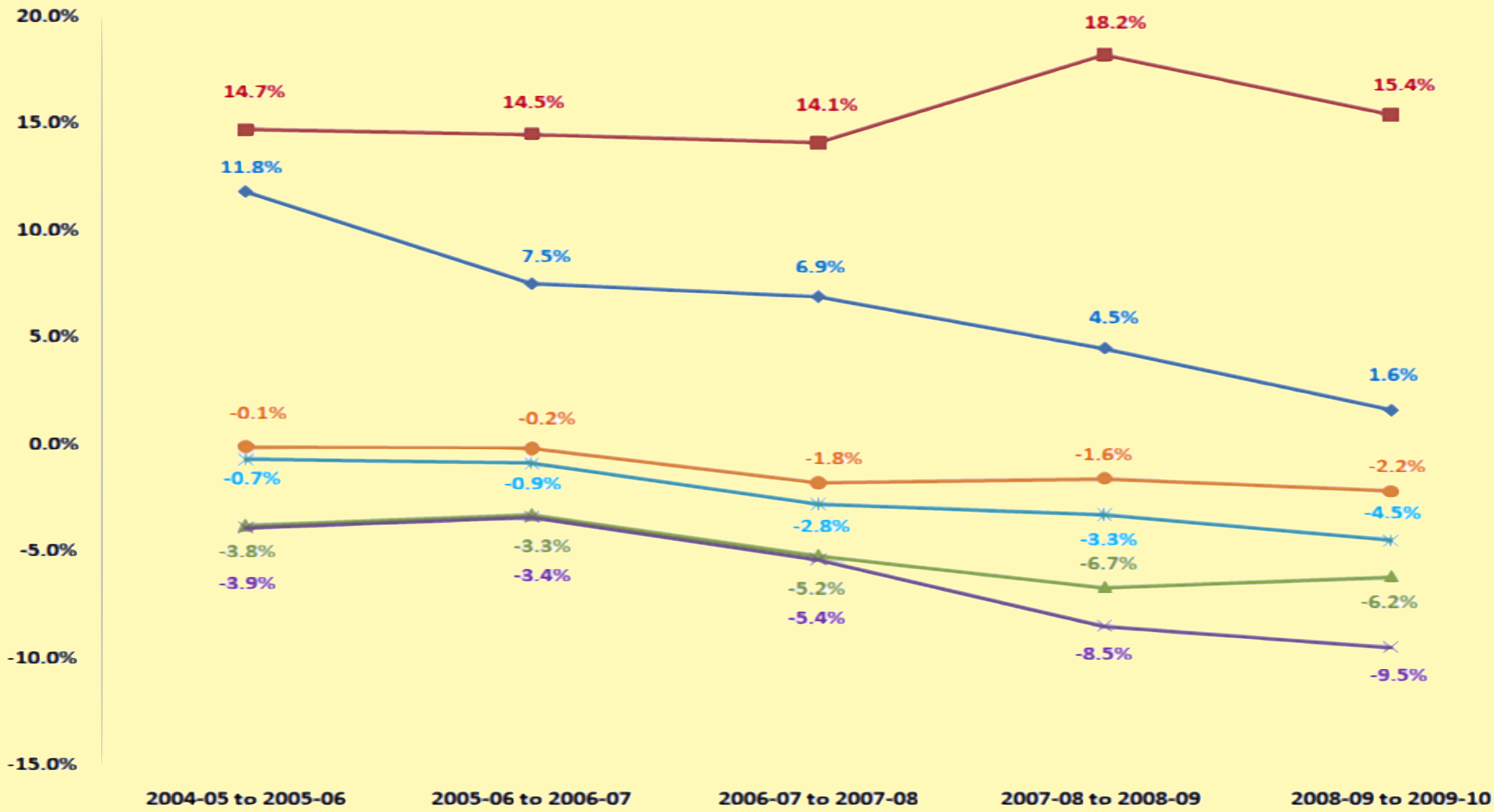
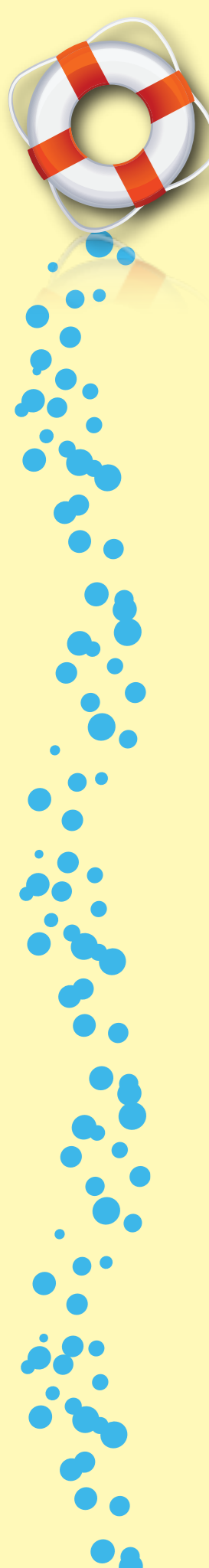
Source: EIAS Membership Briefs, October 2009

State of the State Students with Disabilities

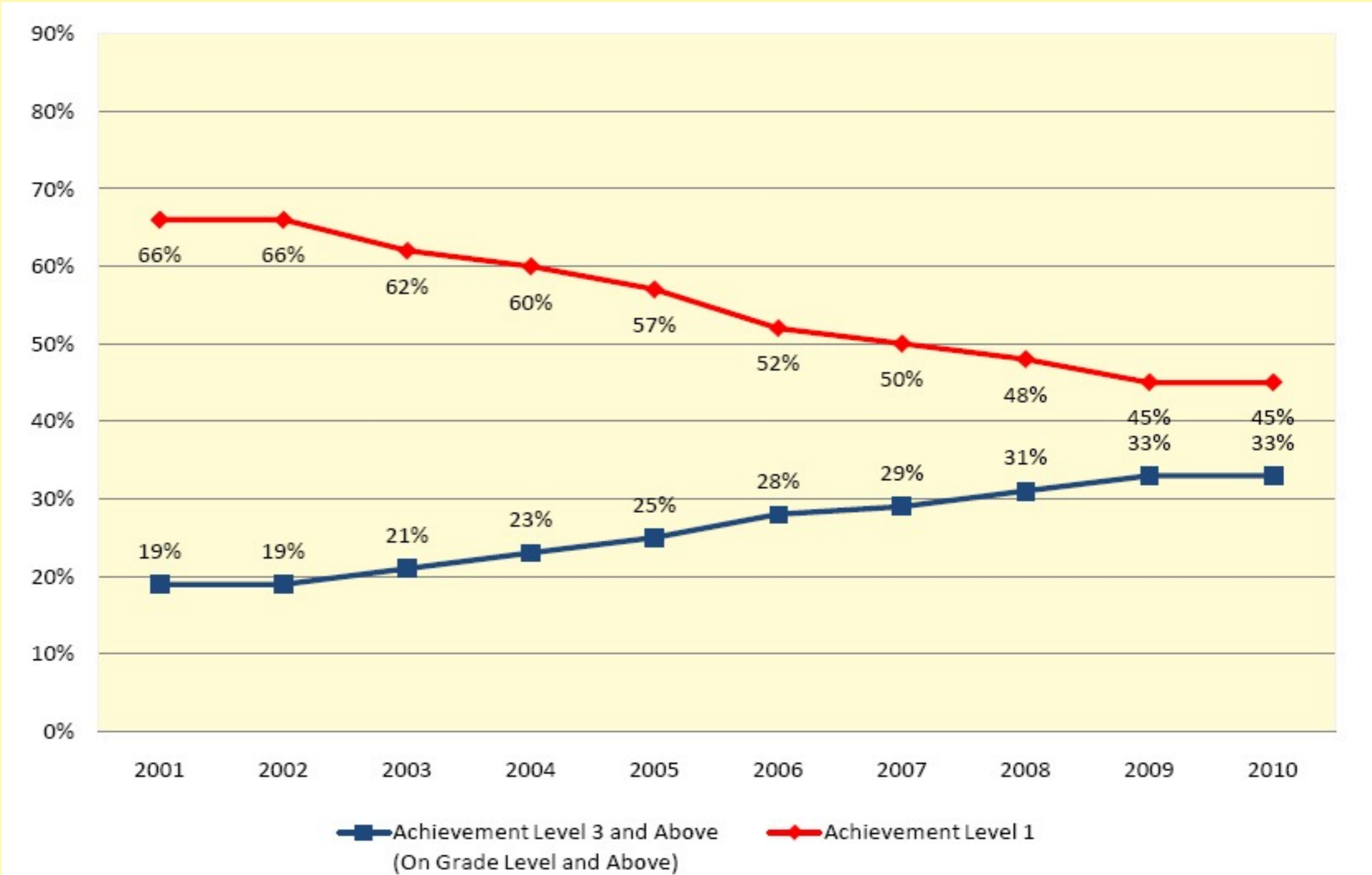


Source: EIAS Membership Brief, October 2009.

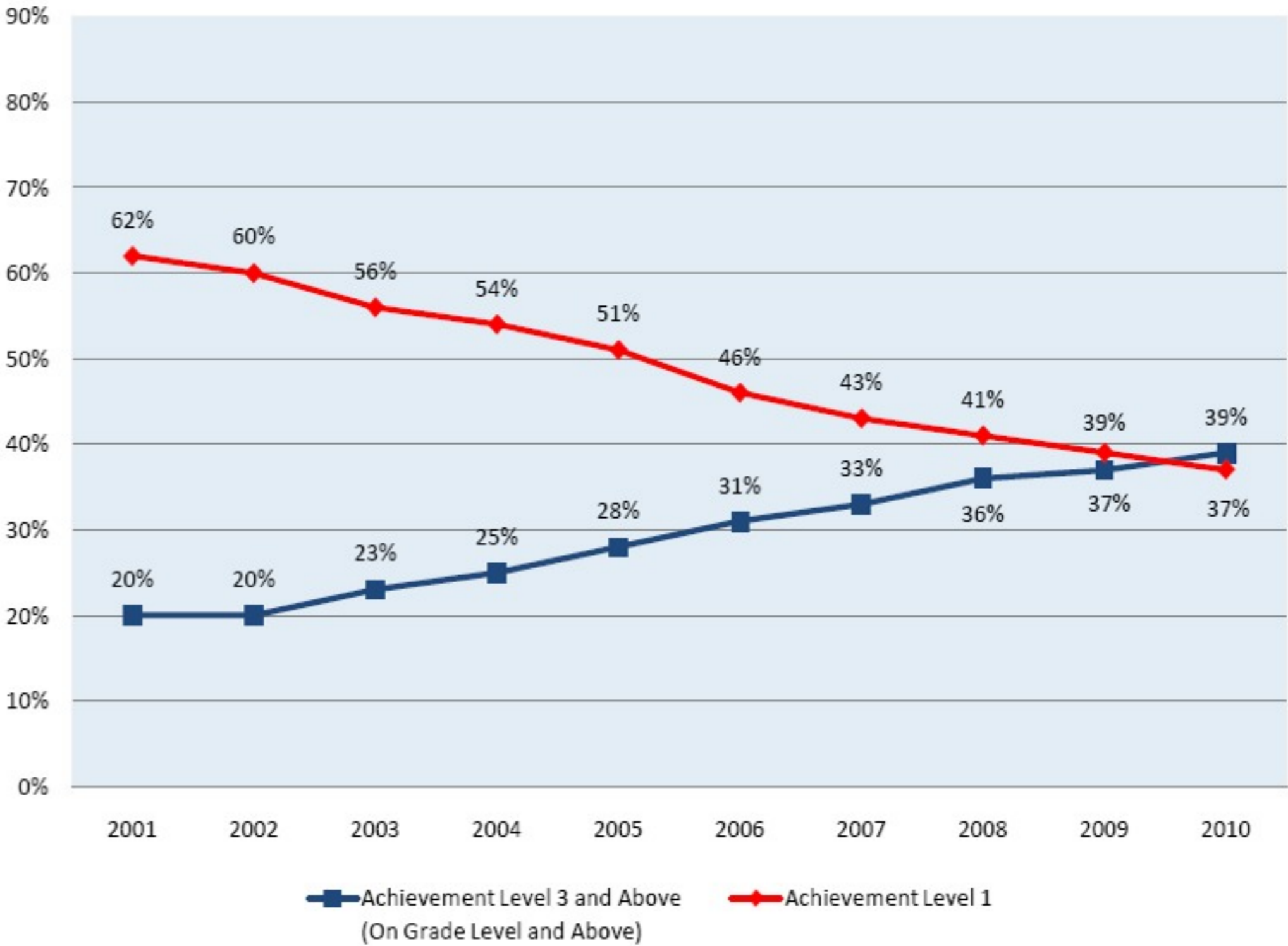
Percent Annual Growth, Students with Disabilities and Selected Disability Programs 2004-05 through 2009-10



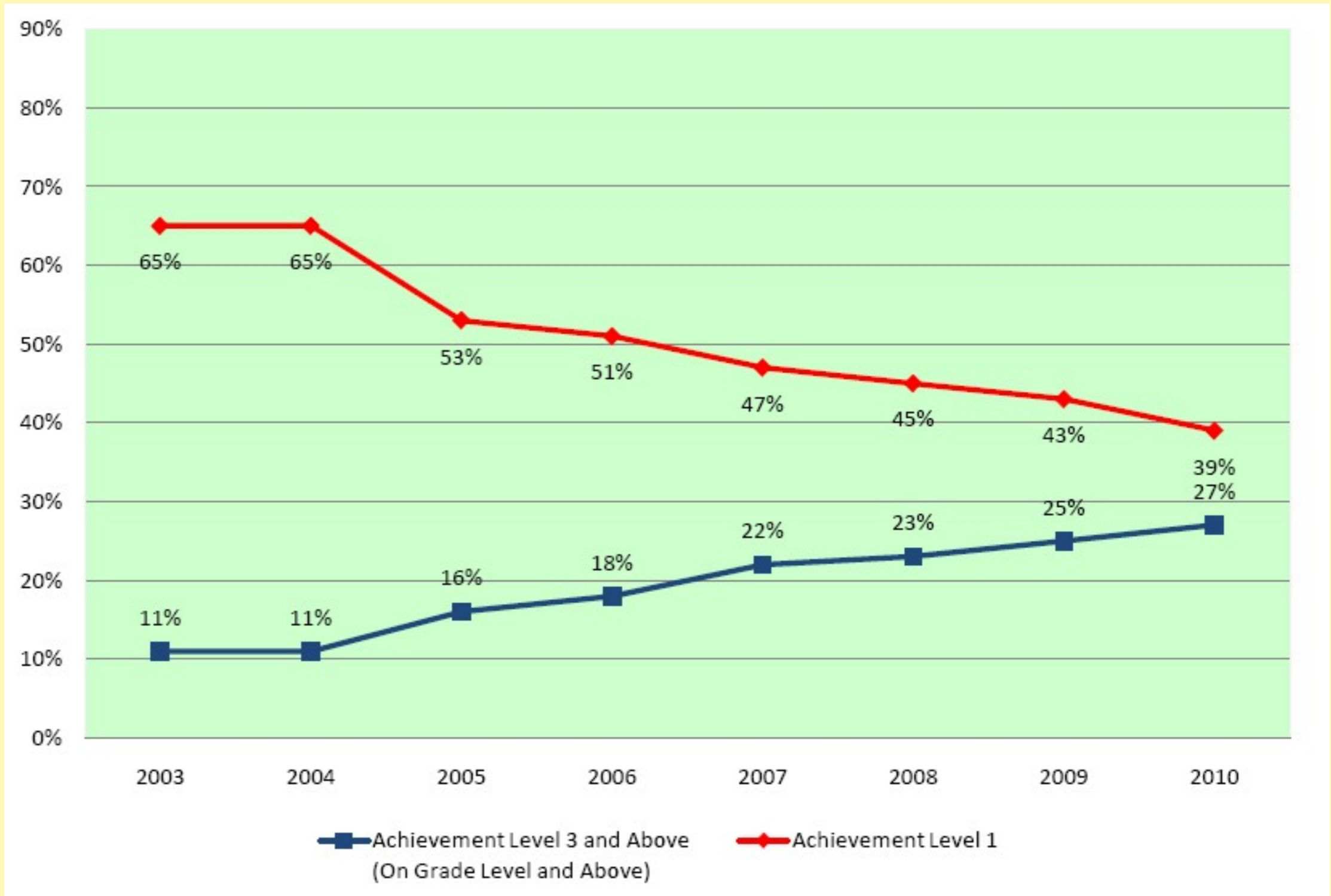
2010 FCAT Reading Students with Disabilities Grades 3-10



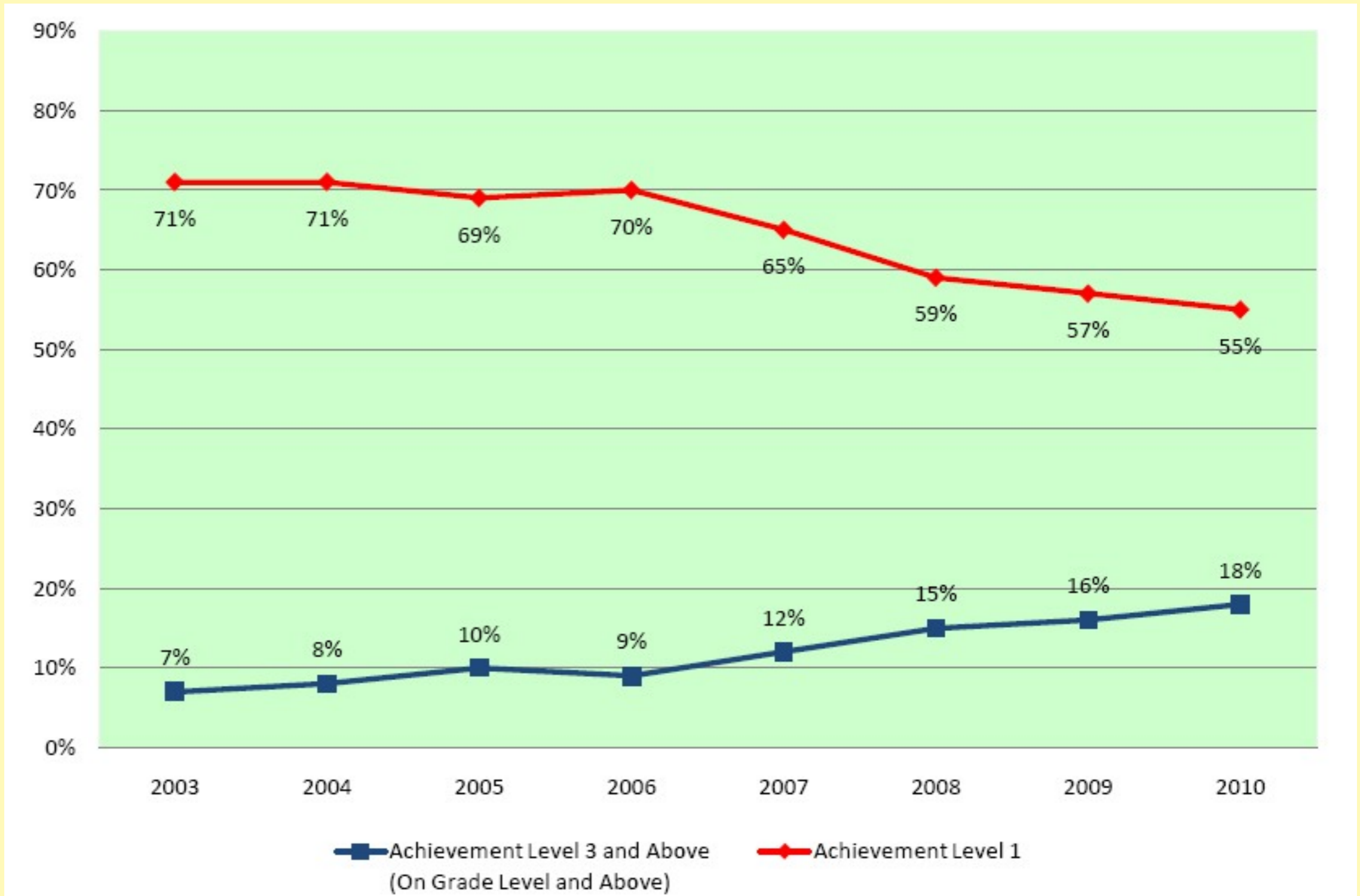
2010 FCAT Math Students with Disabilities Grades 3-10



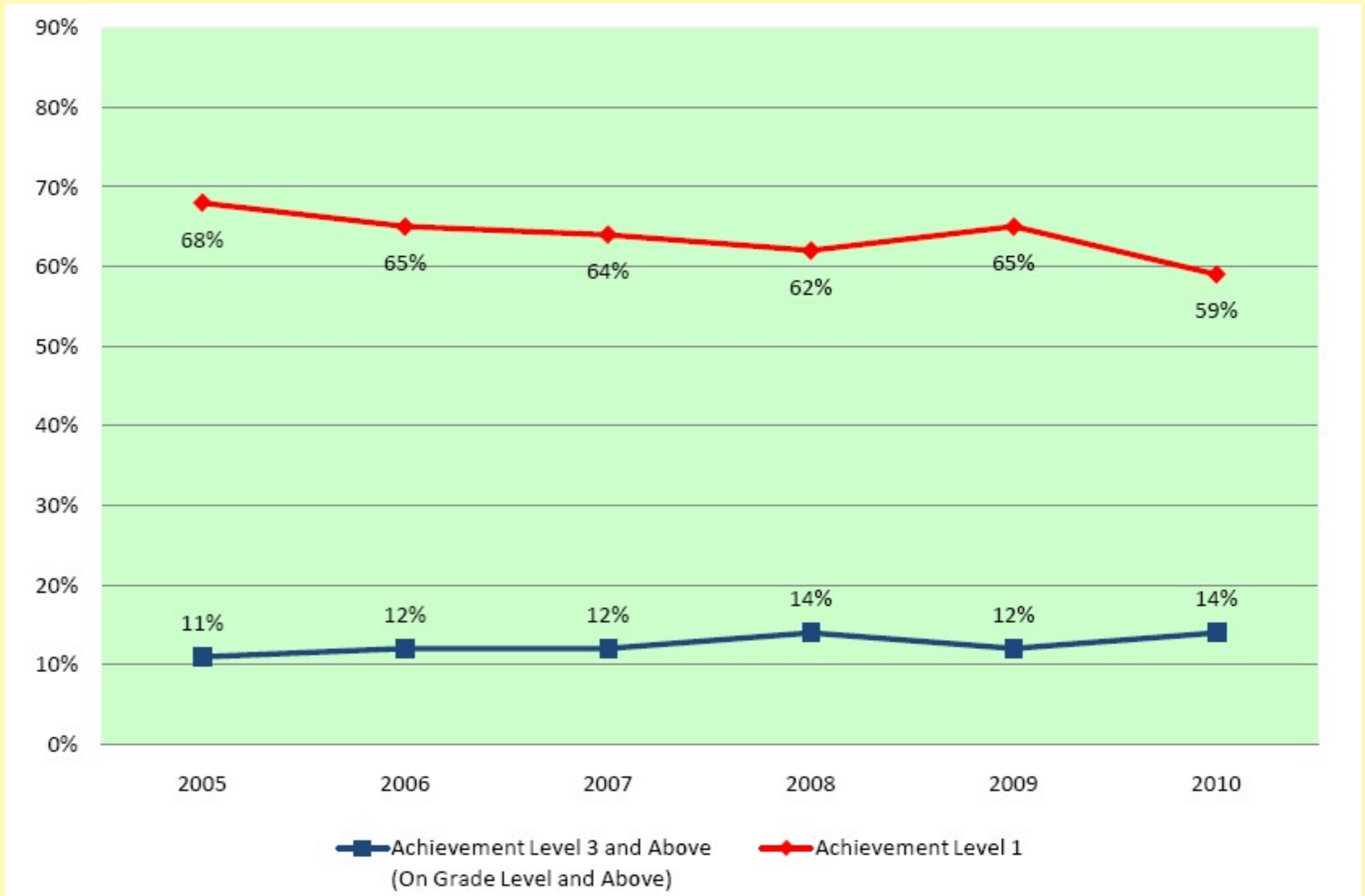
2010 FCAT Science Students with Disabilities Grade 5



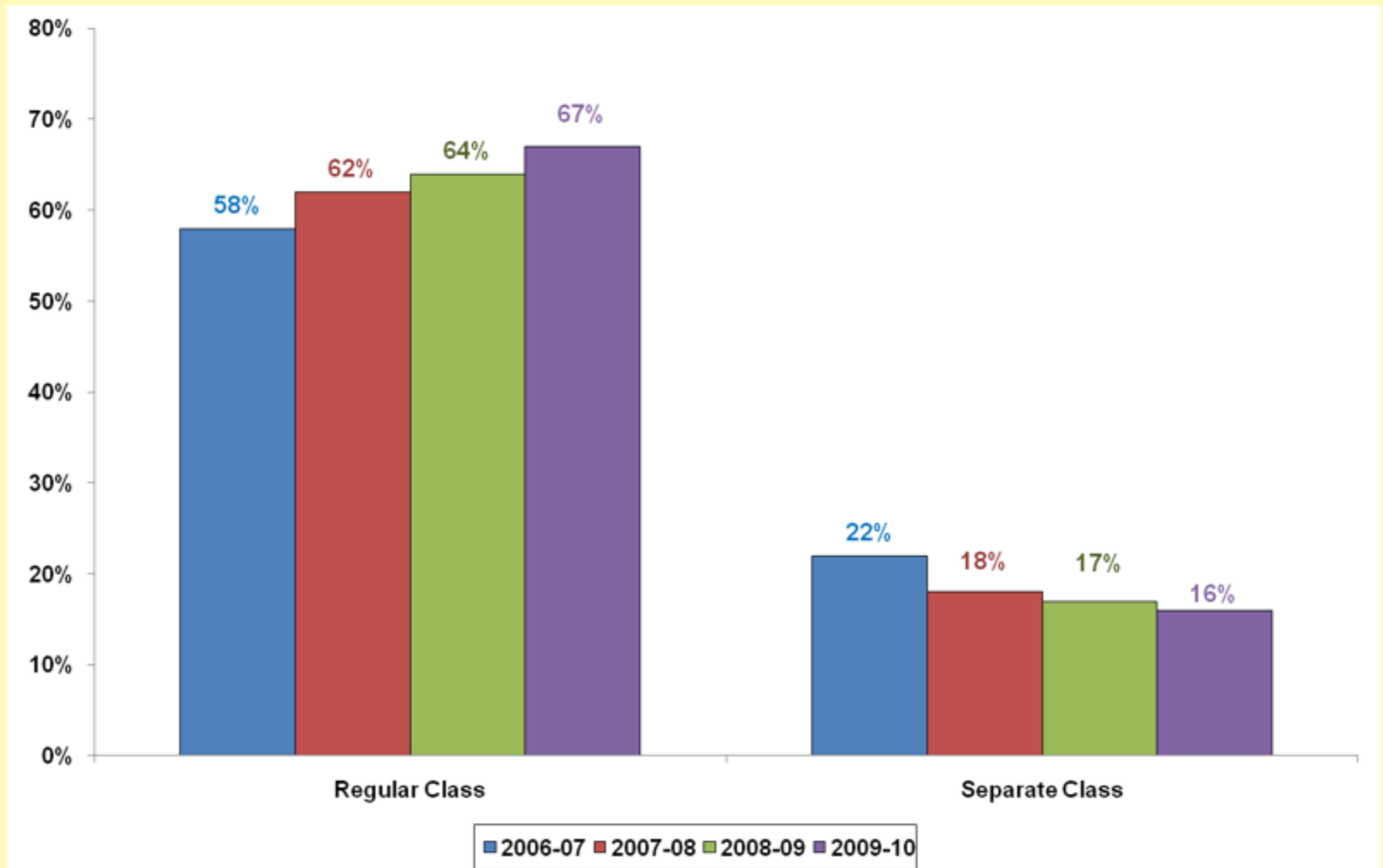
2010 FCAT Science Students with Disabilities Grade 8



2010 FCAT Science Students with Disabilities Grade II



Least Restrictive Environment Students with Disabilities Ages 6-21



State of the State

Students with Disabilities

- Successes

- The population of students **identified** as disabled is in **overall decline**
- Trend data show overall **increases** in student **FCAT scores** grades 3-10 in reading math, and science
- More students with disabilities are being served in the **regular class**; **fewer** are being served in **separate classes**



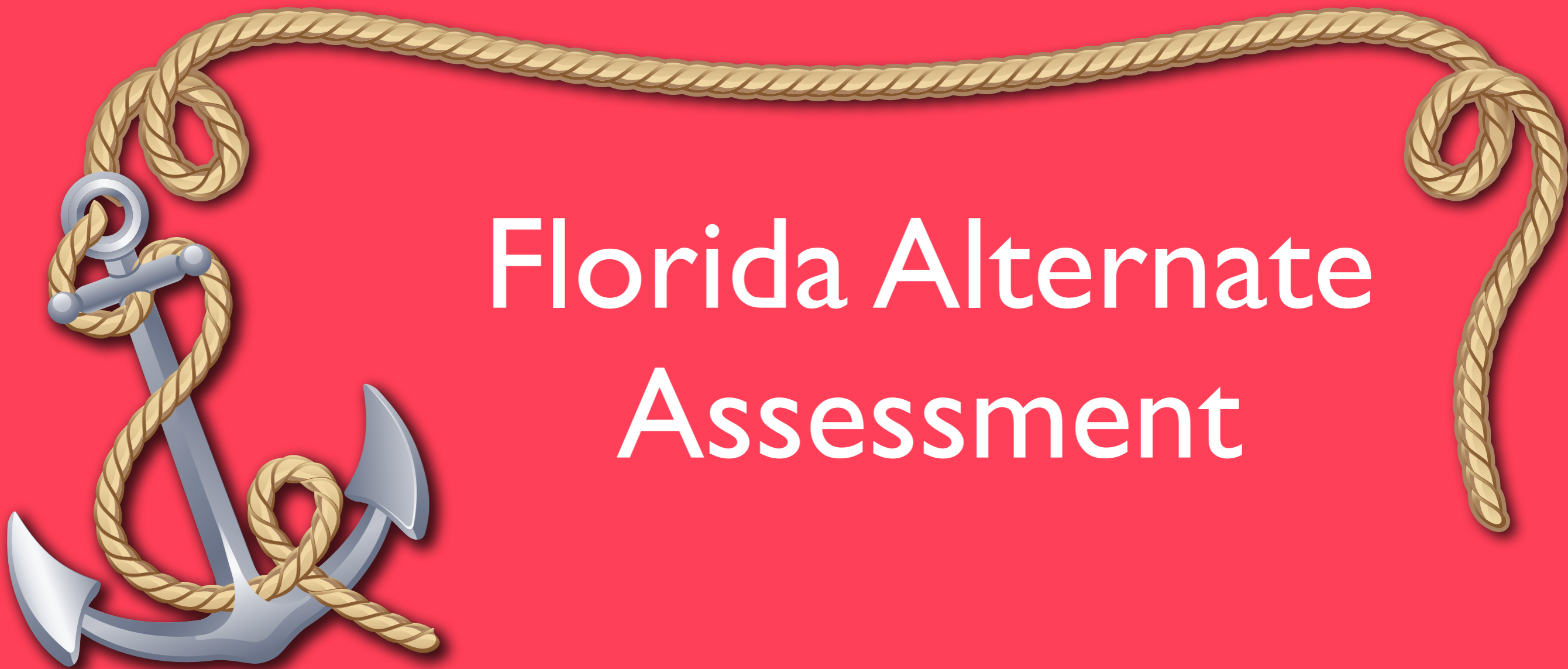
State of the State

Students with Disabilities

- Concerns

- Student **FCAT reading scores** remained flat for 2010
- The population of students identified with **autism spectrum disorders** continues to **grow** at a rapid pace





Florida Alternate Assessment

Results by Academic Area

- Reading 2010 (2009)*
 - Emergent = 30% (33%)
 - Achieved = 26% (26%)
 - Commended = 45% (42%)

* Percentages have been rounded and therefore may not sum to exactly 100%



Reading Results



Commended (Levels 7-9)

45

42

Achieved (Levels 4-6)

26

26

Emergent (Levels 1-3)

30

33

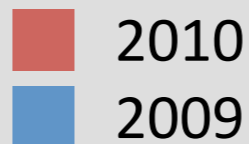
0

13

25

38

50



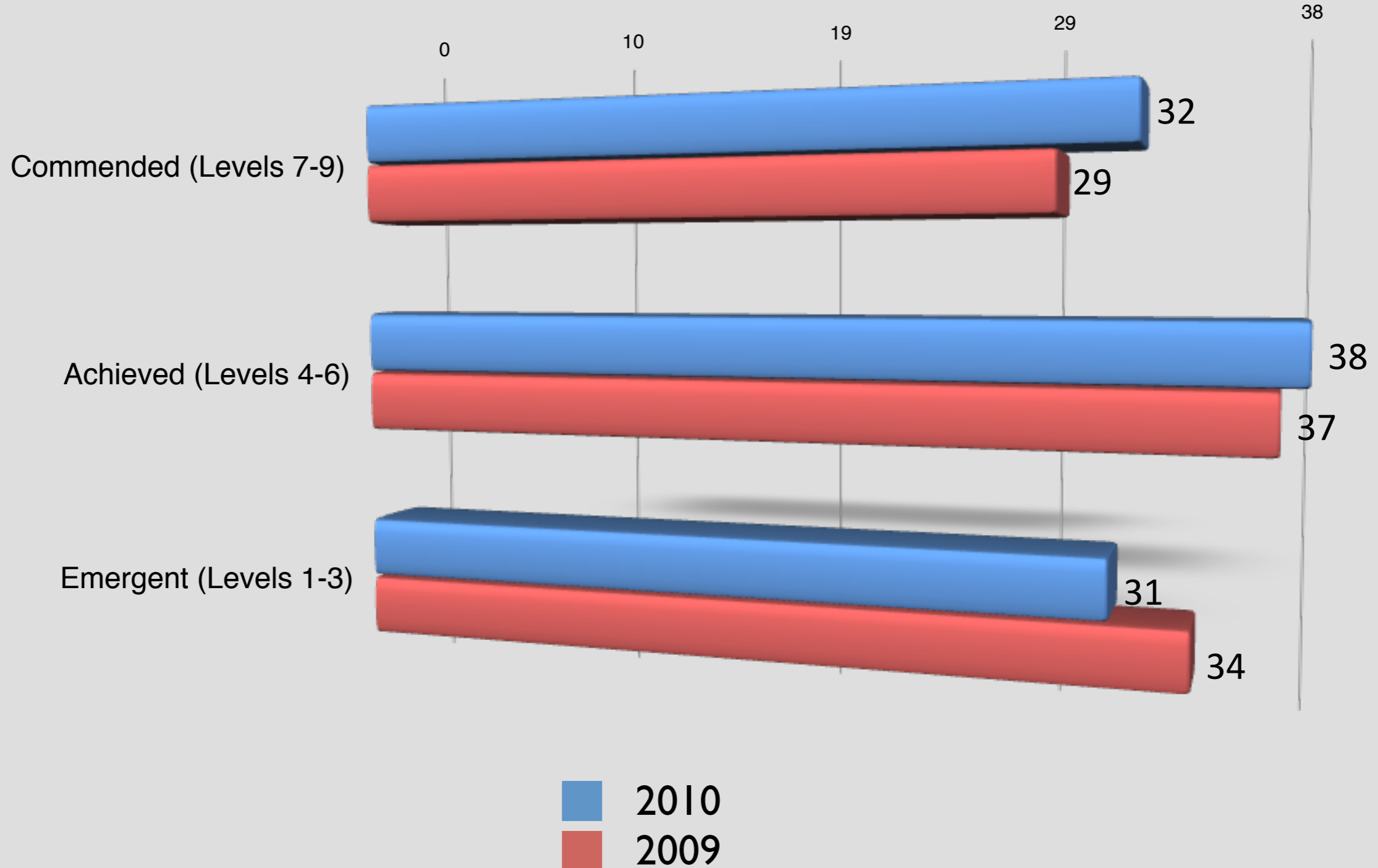
Results by Academic Area

- Mathematics 2010 (2009)*
 - Emergent = 31% (34%)
 - Achieved = 38% (37%)
 - Commended = 32% (29%)

* Percentages have been rounded and therefore may not sum to exactly 100%



Mathematics Results

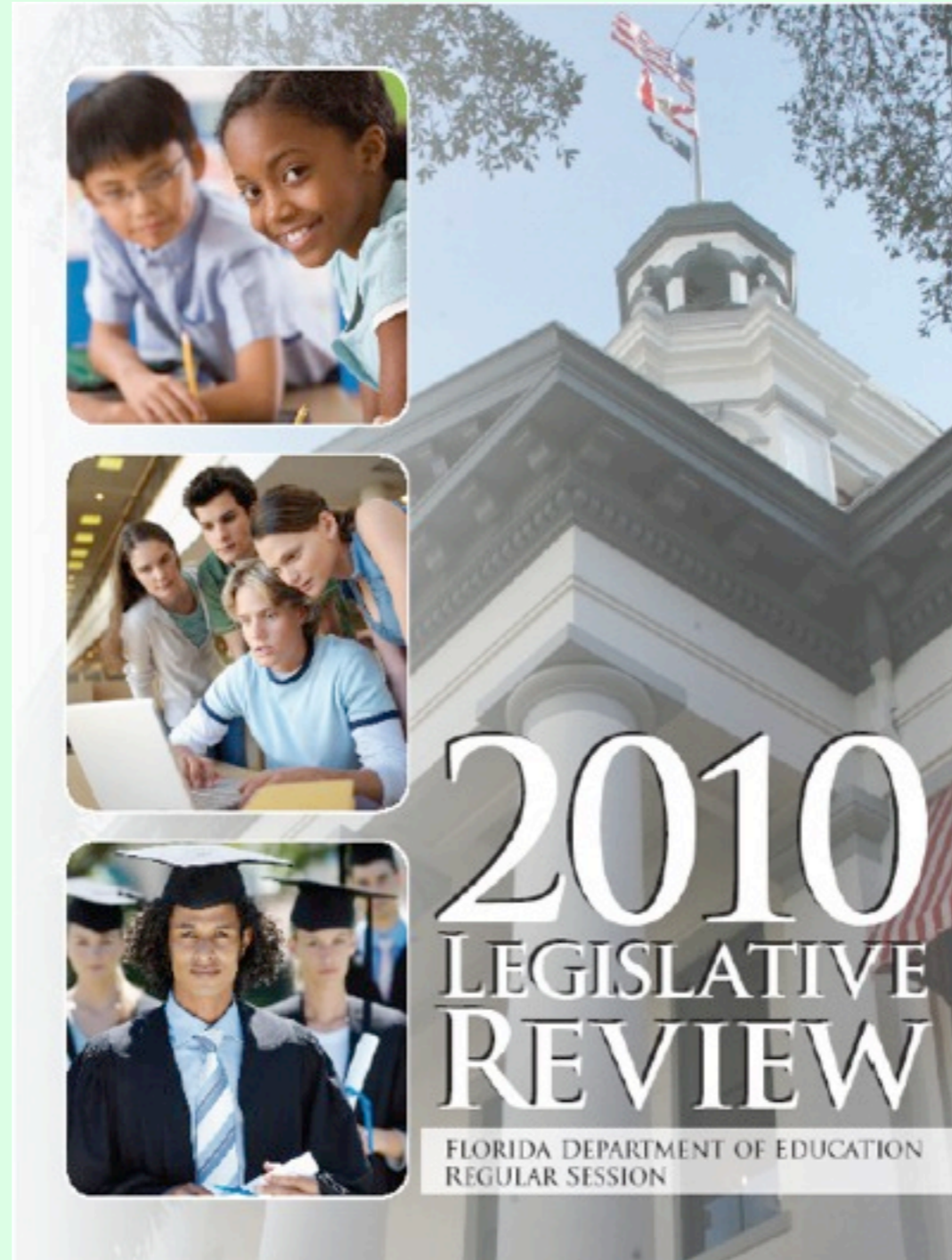




***2010 Legislation
Charting the Course***

2010 Legislative Review

www.fldoe.org/gr/pdf/Legislative-Review-Book.pdf



Senate Bill 4

Education Accountability

- Students with disabilities must take End of Course (EOC) Exams
- Section 1003.428,(8)(b)2., F.S., permits IEP teams to determine that an EOC cannot accurately measure the students abilities, taking into consideration allowable accommodations, shall have the results waived for purpose of determining grade and credit

Effective – July 1, 2010



House Bill 1073

Section 1003.573, F.S.

- Revising Restraint/Seclusion and Time-out Technical Assistance Papers (TAPs)
- FDOE Reports from web-based system

Section 1012.582, F.S.

- Identify professional development resources

Effective – July 1, 2010



Section 1012.582, F.S.

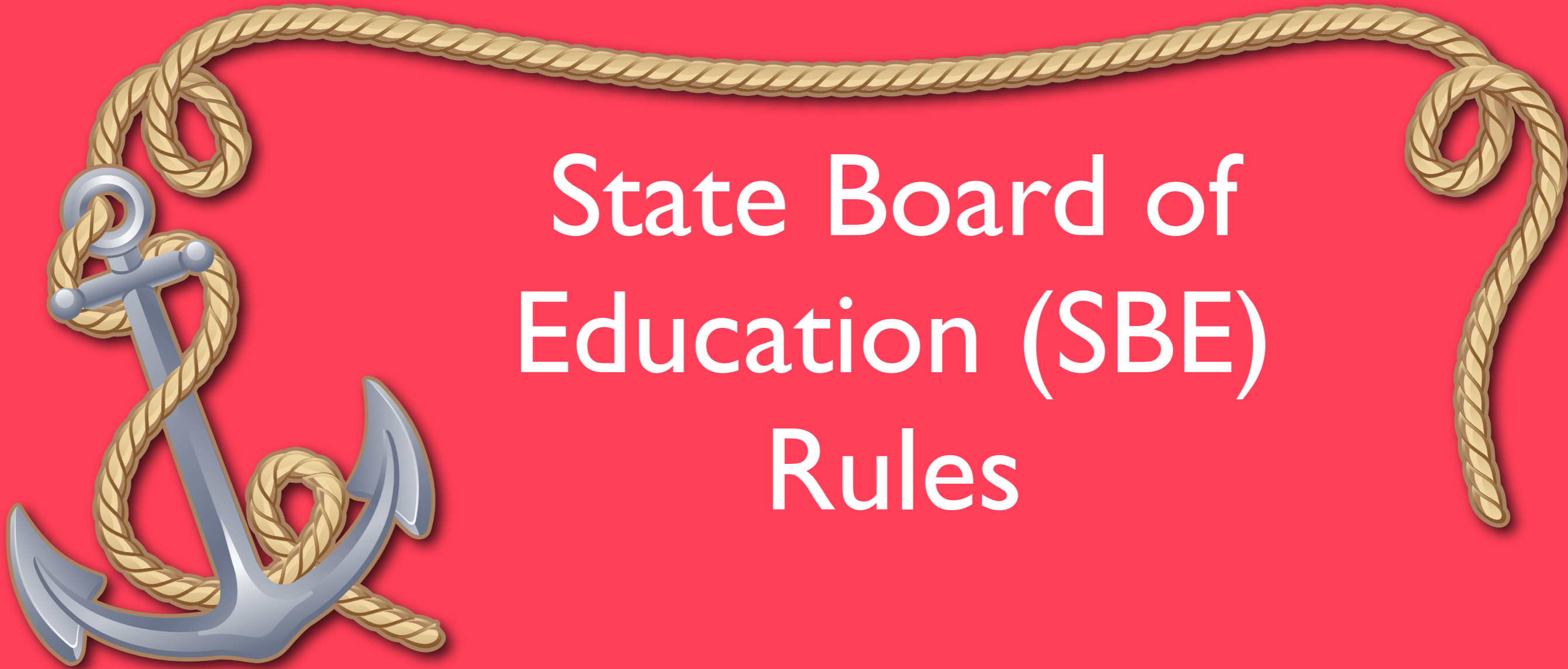
Status:

- Stakeholder workgroup - August 31, 2010
- Collected and analyzed information provided by stakeholders on existing professional development
- Identified “gaps”



Navigational Tools

State Board of
Education (SBE)
Rules



SBE Rules in Process

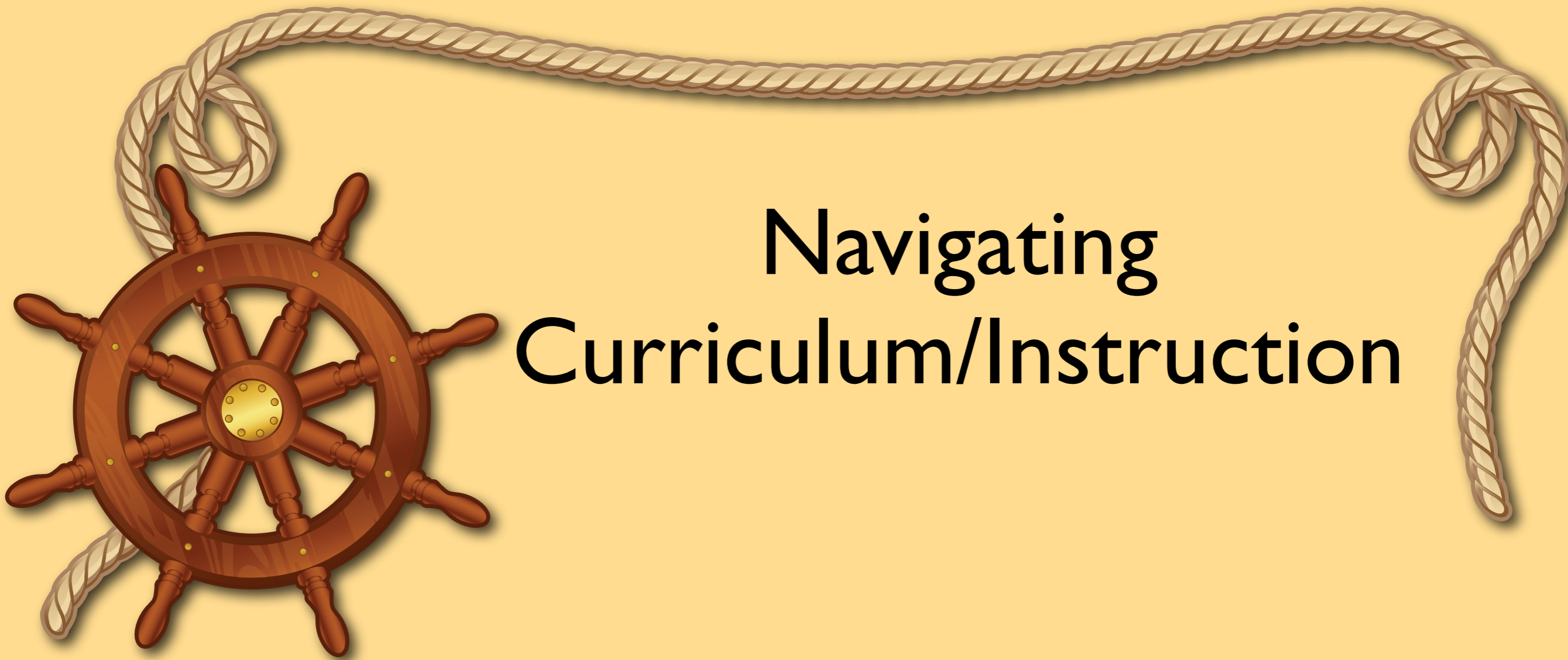
- Graduation Requirements for Certain Students with Disabilities (6A-1.09961)
- Hospital Homebound (6A-6.03020)
- Physical Therapy (6A-6.03024)
- Occupational Therapy (6A-6.03025)
- Prekindergarten Disabilities (6A-6.03026)
- Established Conditions (6A.6.03030)
- Developmentally Delayed – Birth to Three (6A-6.03031)



SBE Rules in Process

- Use of Epinephrine Auto-Injectors (6A-6.0251)
- Surrogate Parents (6A-6.0333)
- Discipline Procedures for Students with Disabilities (6A-6.03312)
- General Education Intervention Procedures, Identification, Evaluation, Reevaluation and the Initial Provision of Exceptional Education (6A-6.0331)
- Contractual Arrangements with Nonpublic Schools (6A-6.0361)





Navigating Curriculum/Instruction

Florida Counseling for Future Education Handbook

Secondary Counseling for Students with Disabilities

- Differences between IDEA, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA)
- Students' rights and responsibilities in postsecondary education
- Counseling tips for assisting high school students with disabilities
- Financial aid information
- Links to relevant websites
- www.FACTS.org (under Counselors and Educators, Advising Manuals)



Common Core State Standards (CCSS)

- Adopted by the Florida SBE on July 27, 2010
- Full implementation: 2012-13
- Assessment: 2014-15
- Inclusive of students with disabilities and English Language Learners (ELL)

<http://www.corestandards.org/the-standards>



Course Code Directory (CCD)



Scheduling Method Service Delivery pg. 13-16

CCDNarrative1011.pdf (application/pdf Object) - Mozilla Firefox

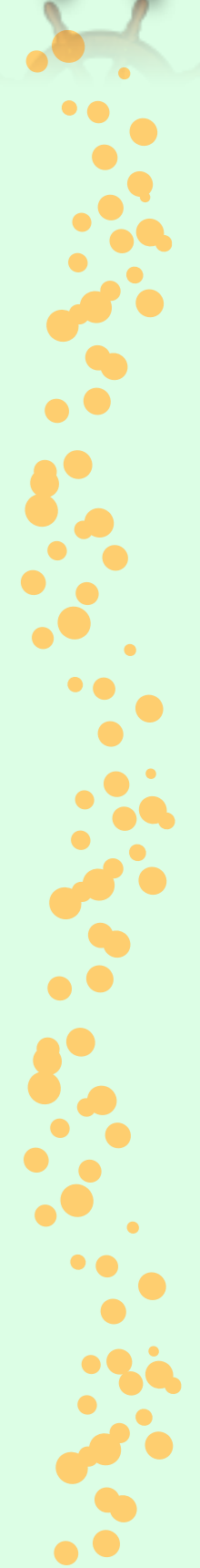
http://www.fldoe.org/articulation/CCD/files/CCDNarrative1011.pdf

CERTIFICATION/HIGHLY QUALIFIED REQUIREMENTS FOR DIFFERENT SCHEDULING METHODS USED FOR STUDENTS WITH DISABILITIES

Information is provided in the table below on scheduling methods/service delivery with corresponding certification and HQT requirements based on various types of courses. **Districts should exercise discretion in implementing these options based on the consideration of appropriateness to student needs and related staffing issues.**

Type of Course	Scheduling Method/Service Delivery	Certification Requirements in accordance with SBE Rule 6A-1.0503, F.A.C.	HQT Requirements in accordance with NCLB	Additional Comments
1. Basic education	<p>One teacher (basic education) is providing instruction.</p> <p>AND</p> <p>An ESE teacher is providing consultation services in accordance with a student's IEP.</p>	<p>Basic education teacher must meet certification requirements in accordance with the basic education course number.</p> <p>ESE teacher must meet certification requirements for any ESE area. <i>Note: If consultation is provided to address a student's visual impairment in accordance with the IEP, the required certification is visually impaired. If consultation is provided to address a student's hearing impairment in accordance with the IEP, the required certification is hearing impaired. If consultation is provided to address a student's dual sensory impairment, see Section 4 for the applicable certifications. If consultation is being provided by an occupational or physical therapist, or speech-language pathologist, see Section 4 for applicable</i></p>	<p>Basic education teacher must meet HQT requirements for basic core academic subjects taught.</p> <p>ESE teacher is not required to meet HQT requirements since this teacher is not providing instruction in the core academic subject.</p>	<p>For consultation services as identified in the student's IEP the basic education teacher and ESE teacher meet face-to-face <u>or</u> via conference call or virtual technologies on a regular basis to plan, implement, and monitor instructional alternatives designed to ensure that the student with a disability is successful in the general</p>

start | Inbox - Microsoft ... | in the CCD section... | CCD - Message (H... | WWE Handout - ... | Call with ESE and ... | AMM 2010 B3.ppt | CCDNarrative1011... | AMM 2010 | AMM 2010 | 6:44 PM



Timeframe for ESE Academic CCD Course Deletion

- Elementary courses – **deleted** 2011-2012
- Middle school courses – **deleted** 2012-2013
- High school courses – **deleted** 2014-2015
 - Incoming 9th graders for the 2010-2011 school year will be the last cohort that can use the ESE 9-12 courses.



Proposed Access Courses

Currently working on Social Studies

Middle School

- World History
- Civics
- American History

High School

- World History
- American History
- Government
- Economics



2010-11

ESE – CTE Course Changes

The following courses will be **deleted**:

- 7980040 – Agriculture Education
- 7980050 – Business Technology Education
- 7980060 – Diversified Education
- 7980070 – Health Science Education
- 7980080 – Family and Consumer Science Education
- 7980090 – Industrial Education
- 7980100 – Marketing Education



2010-11

ESE – CTE Course Changes

Replace deleted courses with
7980030 – Job Preparatory Education



Next Steps

- Update documents to align with the changes in the CCD for 2010-11
- Access Courses – anticipated development schedule
 - Summer 2010 – Social Studies
 - Spring 2011 – Language Arts and Math (as needed)
 - Spring 2011 – PE and Health



Tightening the Hatches



Assessment

Computer-based Testing

- Fall 2010 retakes - paper/pencil
- Spring 2011 - computer-based
 - Algebra I EOC
 - Grade 10 FCAT Mathematics
 - Grade 10 FCAT Mathematics Retakes
- Spring 2011 FCAT Reading Retakes may be pencil/paper or computer-based
- Computer-based testing system, TestNav 6.9





Captain's Inspection

SPP/APR

LEA Determinations

Balancing Results and Compliance

The primary focus of Federal and State monitoring activities shall be on –

- improving education **RESULTS** and functional **OUTCOMES** for all children with disabilities
- ensuring that States meet the **program requirements**, with emphasis on those most related to **improving results**



SPP/APR Clusters



- Indicators 1, 2, 13, and 14
 - Graduation rate, dropout rate, transition IEPs, and post school outcomes
- Indicators 3, 4, and 5
 - Participation and Performance in state assessment, suspension/expulsion, and LRE (6-21)
- Indicators 6, 7, and 12
 - LRE (3-5), early childhood outcomes, and C to B transition



SPP Indicator 3/4/5 Cluster News:



17 exemplar districts were identified, indicating that they have:

- Highest rates of performance on assessments
- Lowest rates of suspension and expulsion
- Highest rates of inclusion



3/4/5 Exemplar Districts are:

- Broward
- Clay
- Collier
- Gilchrist
- Glades
- Gulf
- Nassau
- Okaloosa
- St. Johns
- Seminole
- Sumter
- Wakulla
- Walton
- FAU Lab
- FSU Lab
- UF Lab



Educational Environment and Indicator 20

- Accurate reporting of educational environment by age
- For public reporting (LEA profile) less than 100% will mean a N for indicator 20
- For LEA determinations substantial compliance (95% accuracy) will apply





***Crew's Review
of
General Supervision***



Monitoring

Self-Assessment Summary: 2009-10

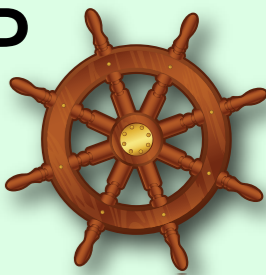
- Most challenging standards
 - Present levels of academic achievement and functional performance
 - Annual goals and short-term objectives or benchmarks
 - Alignment among present levels, annuals goals, and services
 - SPP 13



Self-Assessment Summary: 2009-10

Notable results

- IEP team did not consider the concerns of the parent
 - 63.6% (7/11 districts)
- IEP team did not consider the need for positive behavioral interventions ...
 - 20.4% (11/54 districts)
- Progress reports not provided as indicated on the IEP
 - 20.4% (11/54 districts)



Self-Assessment Summary: 2009-10

Notable results

- Parent did not receive written notice a reasonable amount of time before the meeting
 - 13.3% (6/45 districts)
- Required IEP team members were not present at the meeting
 - 13% (7/54 districts)
- Notice did not include a listing of the persons invited to the meeting
 - 11.1% (5/45 districts)
- IEP was not reviewed and revised at least annually to address lack of progress, results of reevaluation, or other changes
 - 11.1% (6/54 districts)



Monitoring 2010-11

- Level I – Self-assessment by all districts
 - SPP 13
 - Matrix of services
 - DJJ facilities, if any
 - IEPs



Monitoring 2010-11

- Level 2 – Self-assessment by targeted districts
 - Newly targeted for improvement planning
 - SPP 3/4/5 Fall Cycle
 - SPP 1/2/13/14 and SPP 9/10 Spring Cycle
 - Continuously targeted for three or more years and in 2010-11



Monitoring 2010-11

- Level 3 – On-site monitoring of selected districts (Pasco, Martin, Okeechobee, Suwannee, Polk, Monroe, Collier, Sarasota, Escambia, Hillsborough, Osceola, Palm Beach)
 - Matrix: Exceeding the state rate for 254 and/or 255
 - Pattern of poor performance on one or more indicators
 - PS/Rtl applied to ESE eligibility determinations
 - Districts selected for one of the above
 - Pilot or volunteer districts



Correction of Noncompliance

Clarification from OSEP:

- “Two prongs” of correction of noncompliance
 - District has corrected each individual incident of noncompliance
 - District is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance), based on the State’s review of updated data



Correction of Noncompliance

May States use “thresholds” for correction of noncompliance?

No, States must obtain updated data that reflect 100% compliance before a State can conclude and report that noncompliance has been corrected.

Updated data can be:

- For less than the entire reporting period (window)
- A subset of all students (sample)



Dispute Resolution



State Complaint Investigations

July 1, 2009, through June 30, 2010

- Total # filed – 101
 - Ordered – 61
 - Within 60-day timeline – 100%
 - Closed – 37
 - No jurisdiction, withdrawn; resolved locally, mediation requested, due process filed
 - Pending – 3
- Findings of noncompliance – 34

Who can file a complaint?
Rule 6A-6.03311(5)



Common Compliant Issues

- IEP development
- IEP implementation
- Teacher qualifications
- Behavior and discipline
- Evaluation/Reevaluation





First Mates

Professional Development Alternatives

(formerly known as PDA-ESE)

*Funded by Florida Department of Education
Bureau of Exceptional Education and Student Services*



www.pda-ese.org

Florida's Strategic Instruction Model® (SIM) Initiative



SIM Content Enhancement Routines and Learning Strategies are based on the work of Dr. Don Deshler and the Kansas Center for Research on Learning (KUCRL).

Local and Regional offerings scheduled for 2010-2011.
Please check <http://fdlrshrd.nefec.org/SIM.aspx> for additional information or call 386-312-2265.



Tuition Support Programs

Autism Endorsement

<http://www.florida-ese.org/asdendorsement/>

PreK Disabilities Endorsement

<http://www.florida-ese.org/prekendorsement/>

Para-to-Teacher

<http://www.florida-ese.org/paratoteacher/>

Speech/Language Pathology Master's Degree

Linda.Gessner@cci.fsu.edu

Autism Spectrum Disorders Distance Learning Program



www.florida-ese.org/asddistancelearning

Working with the Experts

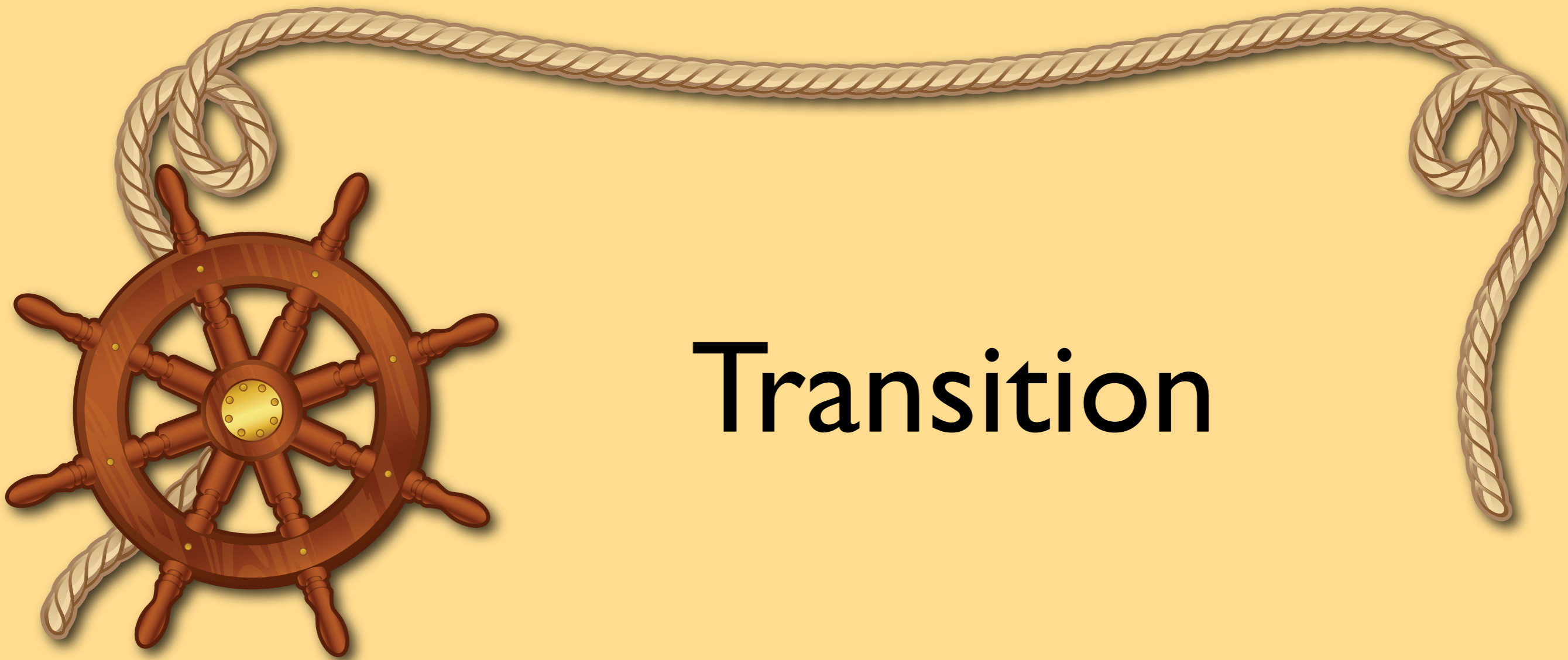


FLORIDA DEPARTMENT OF EDUCATION'S
WORKING WITH THE EXPERTS

- Overview
- Speech/Language
- OT/PT
- Visually Impaired
- Hearing Impaired
- Related Resources
- Archives

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Transition

Project 10

- Developing Online Training Modules
 - Secondary Transition and Compliance
 - Transition Assessment
 - Summary of Performance
- Website
 - District Resources (all 67 school districts)
 - Promising Practices (Junior High/Middle Schools, High School, 18-22 Programs, Postsecondary)



Secondary Transition and Compliance New Online Course



shellTemplate

file:///Volumes/shared/PROJECTS/Transition/Webcourse/index.html

Most Visited - Getting Started Latest Headlines

shellTemplate

project10 transition education network

For technical support call (800) 337-1872 or e-mail support@icm.org

Definition of Transition

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Course Content

→ Introduction and Navigation

Module:

1. Secondary Transition and Compliance
2. Transition Assessment
3. Summary of Performance

► Resources

Course Content

Help

Return to last page viewed

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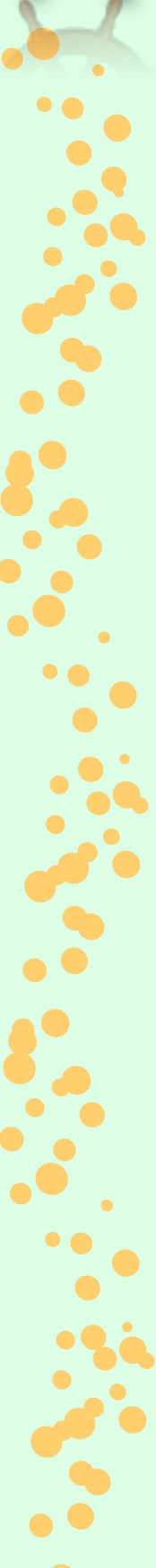
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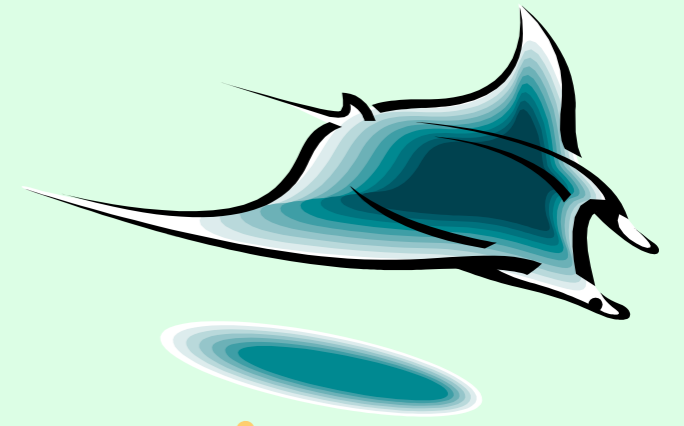
(nn), F.A.C.

1 of 9

CC



Project 10 STING RAY What is it ?



- Offers young adults with cognitive disabilities, ages 18-22, an opportunity to experience life on a college campus while developing independent living and employability skills.
- Community-based collaboration:
 - Pinellas County School District
 - Florida Department of Education
 - Governor's Commission on Disabilities
 - University of South Florida St. Petersburg, and Project 10

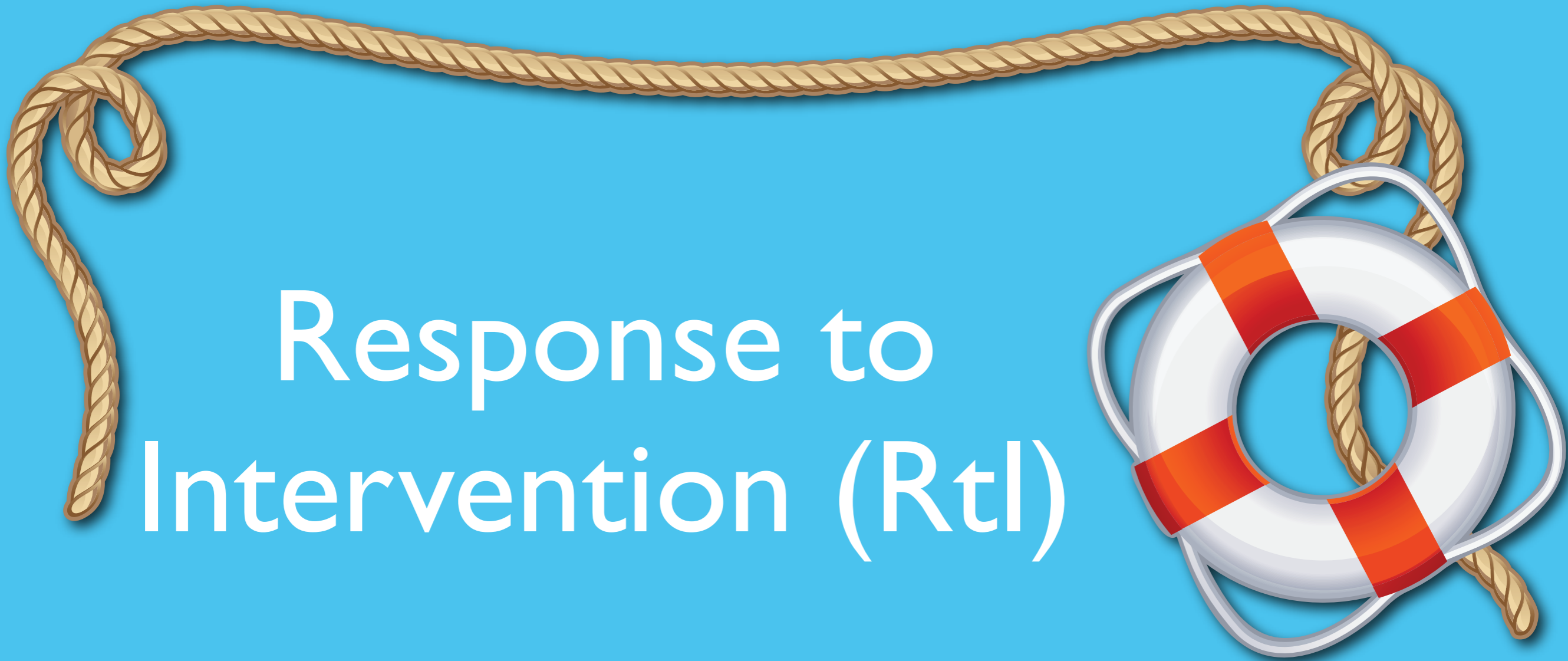


Goals

- Develop a sustainable and replicable model
- Develop a curriculum framework that can be used at either a 2 or 4 year setting with the outcome of substantial, gainful employment and mastery of independent living skills
- Employability Readiness Certificate



Response to Intervention (RtI)



Future Shifts

- LEARN Act

- Literacy core for the reauthorization of ESEA

http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=111_cong_bills&docid=f:s2740is.txt.pdf

- Blueprint for Reform 2010

- Blueprint for the reauthorization of ESEA

<http://www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf>



2010-11 Project Outlook

- Modified focus: direct training of pilot schools and statewide school leadership team training **to direct support of district leadership teams to build district capacity to implement Rtl**
- Initiate Secondary Rtl Initiative
- Development of an evidence-based coaching model
- Adding secondary mathematics and literacy resources/personnel



Math and Science Model Lessons Series

Mathematics and Science Model Lesson Series



Elementary Math Lesson

Middle School Math Lesson

High School Math Lesson

Elementary Science Lesson

Middle School Science Lesson

High School Science Lesson

Florida



Response to Intervention

These materials were funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.