Bureau of Exceptional Education and Student Services (BEESS)

Judith White, Bureau Chief
Dr. Erin Sampson, Senior Educational Program Director, Instructional Support Services

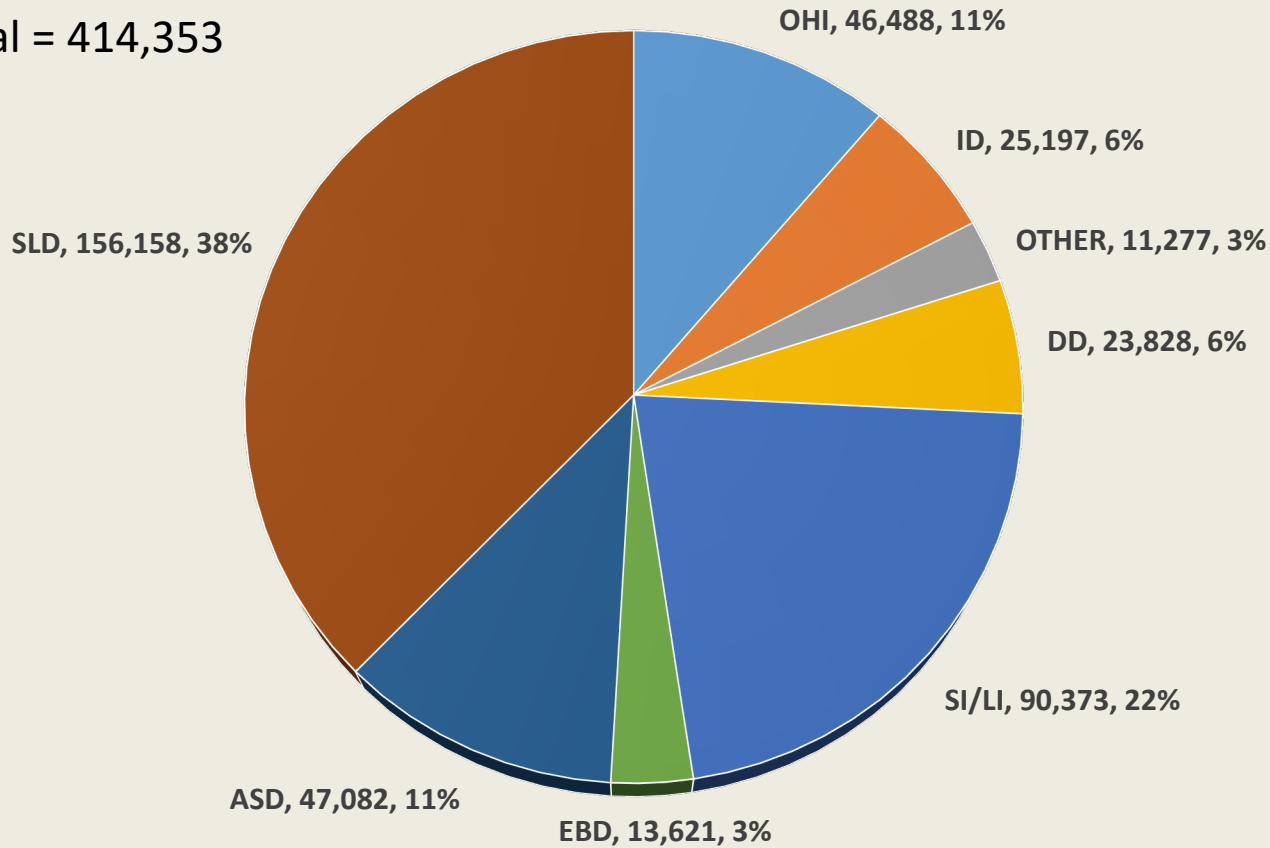FLORIDA DEPARTMENT OF
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Today's Topics

- General BEESS Updates
  - State systemic Improvement Plan
- Dispute Resolution Overview
- Youth Mental Health Awareness Training
- Mental Health Support During COVID
- Addressing ESE Pre-Kindergarten Federal Indicators
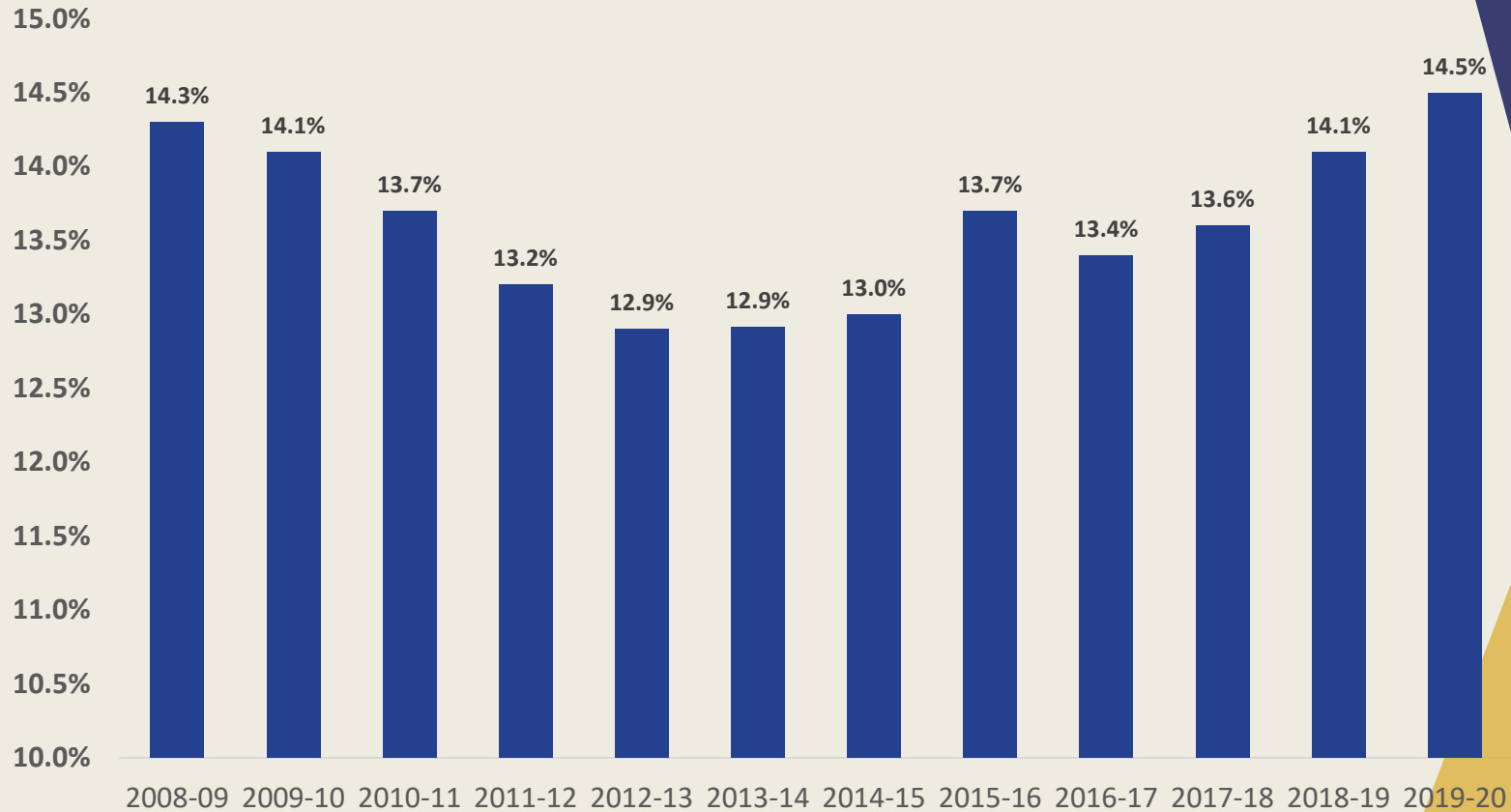- ESSA Impact on Federal 1% Alternate Assessment Cap

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Florida's Students with Disabilities Fall 2019

Total = 414,353

Pie chart data:
- OHI, 46,488, 11%
- ID, 25,197, 6%
- OTHER, 11,277, 3%
- DD, 23,828, 6%
- SI/LI, 90,373, 22%
- EBD, 13,621, 3%
- ASD, 47,082, 11%
- SLD, 156,158, 38%

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SWD as Percent of Total Population

Total 2019-20 membership = 2,858,949

Regular Class Placement

Year	Percentage
2007-08	62.0%
2008-09	64.3%
2009-10	67.4%
2010-11	69.2%
2011-12	67.8%
2012-13	70.7%
2013-14	71.3%
2014-15	74.4%
2015-16	73.0%
2016-17	73.7%
2017-18	75.2%
2018-19	76.2%
2019-20	76.7%

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Dropout Rates - SWD

Bar chart of SWD dropout rates:

Year	Rate
2011-12	21.6%
2012-13	20.3%
2013-14	19.2%
2014-15	18.7%
2015-16	17.3%
2016-17	15.9%
2017-18	13.0%
2018-19	9.9%
2019-20*	9.4%

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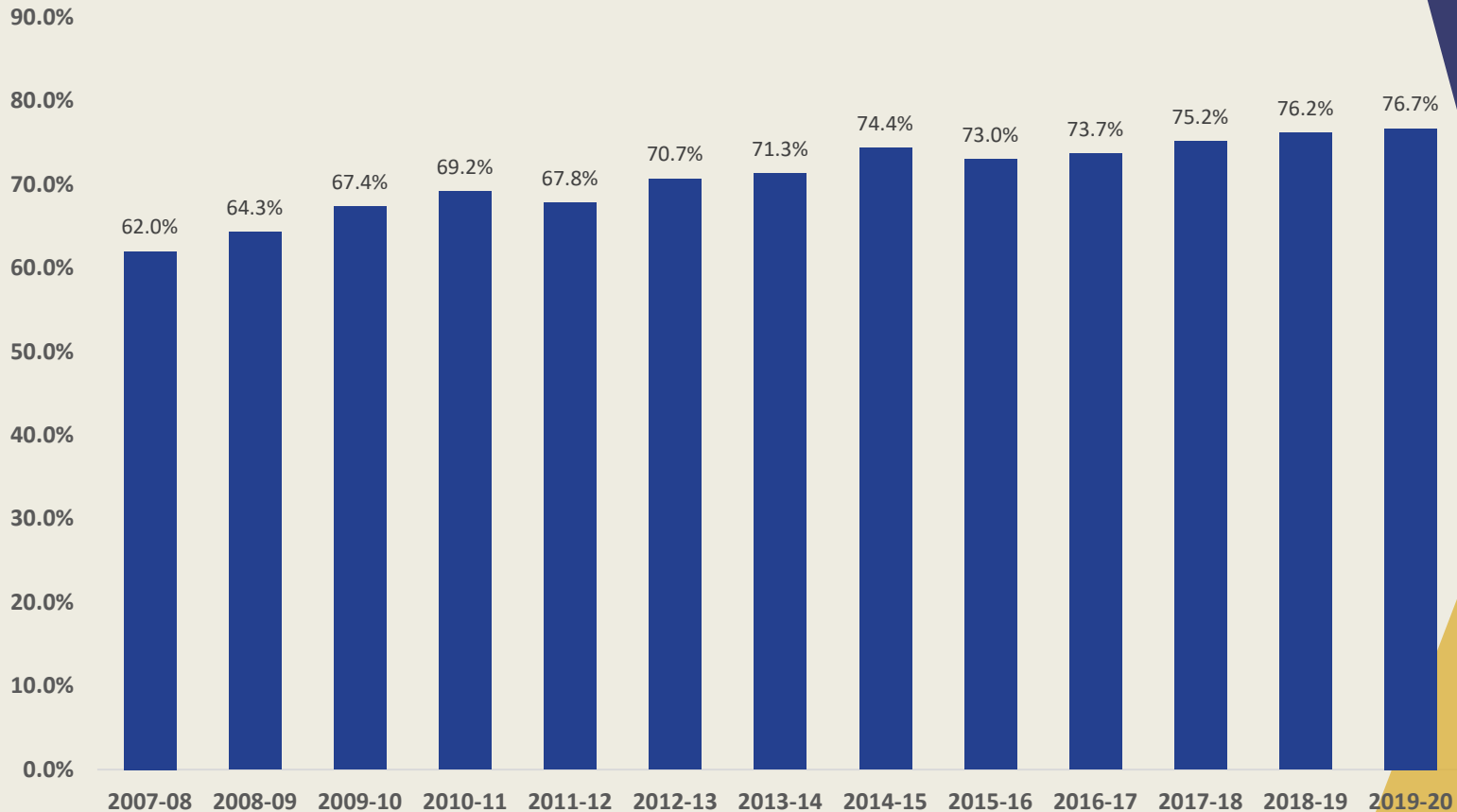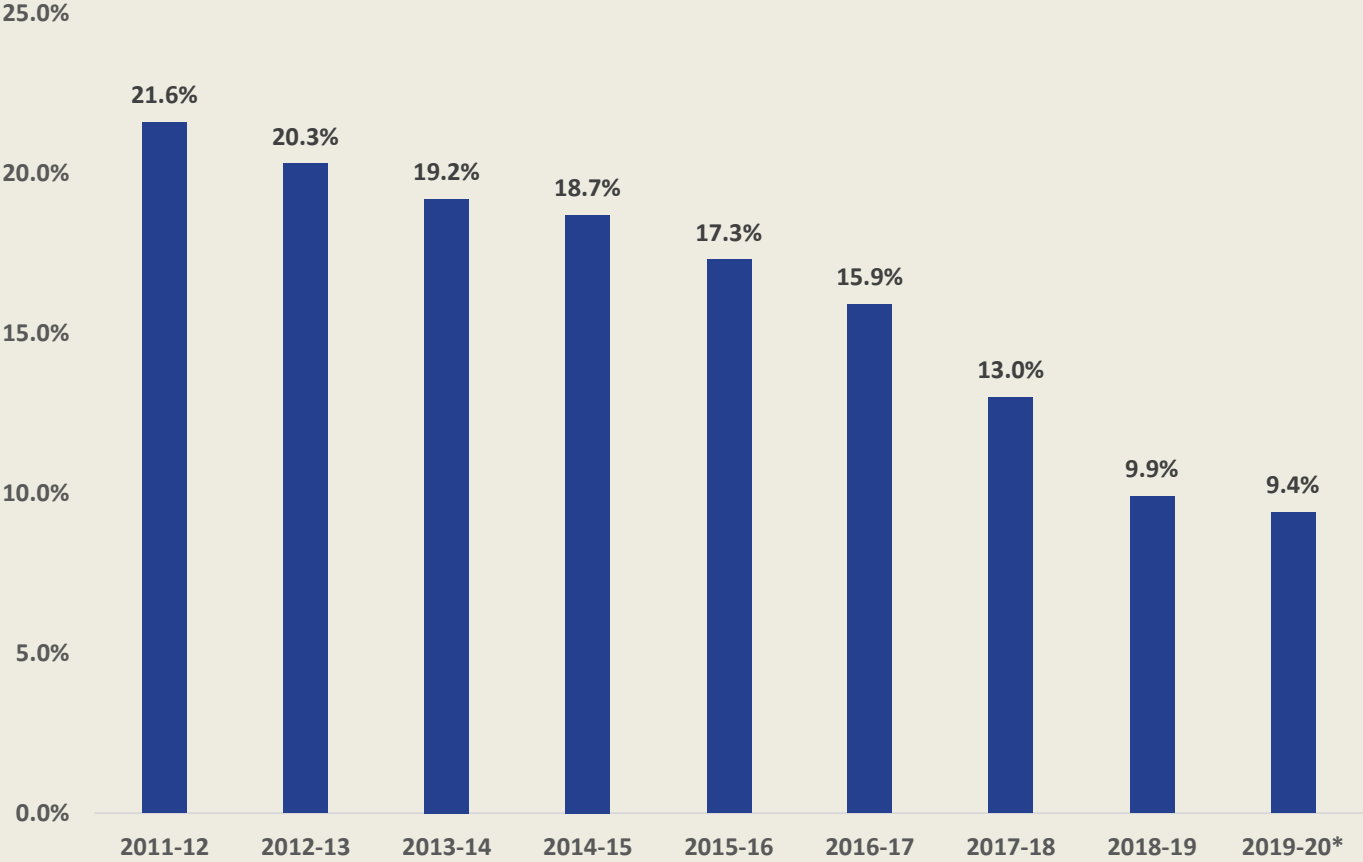
* Preliminary Exit Data

Florida's Graduation Rates

Gap between SWD and all students decreased from 21 percentage points in 2014-15 to 6.3 points in 2018-19

Legend:
- Federal Uniform-All Students
- Federal Uniform-Students with Disabilities
- Standard Diploma Rate for SWD

Federal Uniform-All Students:
- 2009-10: 69.0%
- 2010-11: 70.6%
- 2011-12: 74.5%
- 2012-13: 75.6%
- 2013-14: 76.1%
- 2014-15: 77.8%
- 2015-16: 80.7%
- 2016-17: 82.3%
- 2017-18: 82.3%
- 2018-19: 86.9%
- 2019-20: 88.6% (preliminary)

Federal Uniform-Students with Disabilities:
- 2009-10: 40.1%
- 2010-11: 44.4%
- 2011-12: 47.7%
- 2012-13: 52.3%
- 2013-14: 55.1%
- 2014-15: 56.8%
- 2015-16: 61.6%
- 2016-17: 66.1%
- 2017-18: 77.0%
- 2018-19: 80.6%

Standard Diploma Rate for SWD:
- 2009-10: 52.7%
- 2010-11: 54.3%
- 2011-12: 52.5%
- 2012-13: 57.9%
- 2013-14: 59.9%
- 2014-15: 61.8%
- 2015-16: 63.7%
- 2016-17: 66.0%
- 2017-18: 79.6%
- 2018-19: 85.7%

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* Preliminary Exit Data

Federal Uniform Graduation Rate by Gender and Ethnicity (SWD)

Bar chart showing Federal Uniform Graduation Rate by Gender and Ethnicity (SWD) for years 2016-17, 2017-18, and 2018-19.

Category	2016-17	2017-18	2018-19
White Female SWD	71.60%	81.60%	85%
White Male SWD	65.70%	77.50%	79.90%
Black Female SWD	65.90%	78.70%	83.60%
Black Male SWD	57.80%	69.40%	74.80%
Hispanic Female SWD	72.80%	82.20%	86%
Hispanic Male SWD	66.80%	76.20%	79.70%
Asian Female SWD	78.80%	93.30%	89.50%
Asian Male SWD	67.80%	90%	88.40%
2+ Race Female SWD	70.80%	74.90%	83.20%
2+ Race Male SWD	59.10%	74.50%	77.40%

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Post-school Outcomes for SWD

	Higher Education	Higher Education or Competitively Employed	Employed or Continuing Education
2008-09	26.9%	37.5%	50.1%
2009-10	27.5%	38.6%	51.0%
2010-11	27.5%	38.6%	51.9%
2011-12	26.6%	38.3%	50.4%
2012-13	28.3%	42.1%	53.8%
2013-14	28.6%	43.7%	55.7%
2014-15	28.5%	43.2%	54.9%
2015-16	27.8%	43.8%	56.2%
2016-17	24.3%	50.6%	58.8%
2017-18	25.58%	55.03%	62.97%

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State Systemic Improvement Plan (SSIP)

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State Identified Measurable Result (SIMR)

- Improve federal uniform graduation rate for all students with disabilities

- Decrease graduation gap between students with disabilities and all students
    - We have far exceeded our targets of 62.8% rate by 2018-19 and cutting the gap in half

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Six Key Practices – Framework for Systemic Change

- Use Data Well
- Focus Your Goals
- Select and Implement Shared Instructional Practices
- Implement Deeply
- Monitor and Provide Feedback and Support
- Inquire and Learn

http://www.movingyournumbers.org/

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Multi-tiered System of Support (MTSS) 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.

Compassion and Grace During COVID

- No on-site monitoring visits fall 2020.

- Follow up calls were made to districts visited in 2019-20 and extensions offered on required action report submission deadlines.

- 1% self-assessment deadline (required by our approved 2019-20 waiver) extended.

- T-16 (secondary transition) monitoring deadline extended.

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2019-20 Dispute Resolution Overview

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Dispute Resolution in Florida

Bar chart comparing dispute resolution data across three school years.

Filed Due Process
- 2019-2020: 173
- 2018-2019: 231
- 2017-2018: 207

Mediation Requests
- 2019-2020: 62
- 2018-2019: 82
- 2017-2018: 53

Filed Complaints
- 2019-2020: 189
- 2018-2019: 167
- 2017-2018: 134

Legend: ■ 2019-2020 ■ 2018-2019 ■ 2017-2018

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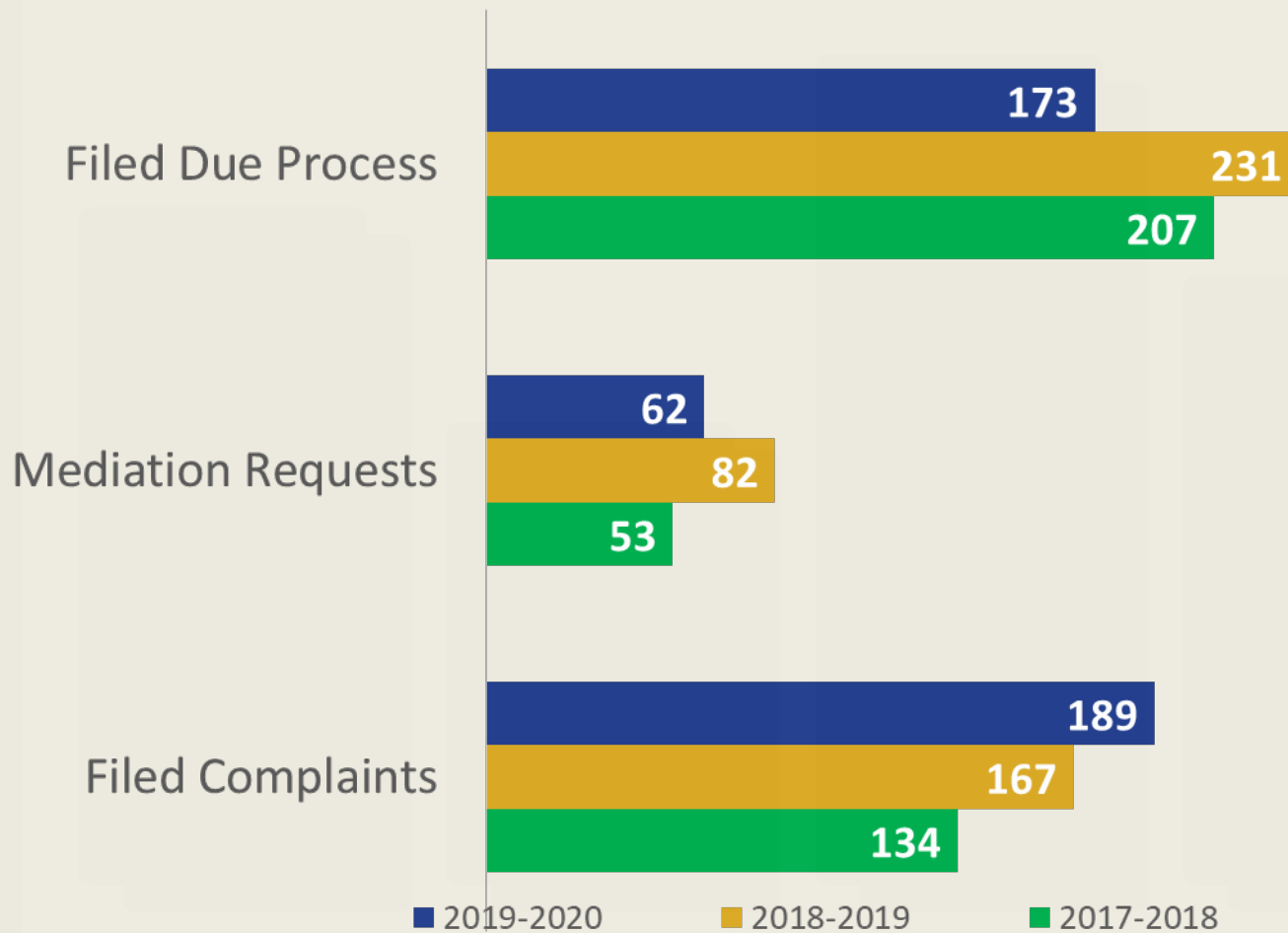
Complaints and Non-Compliance
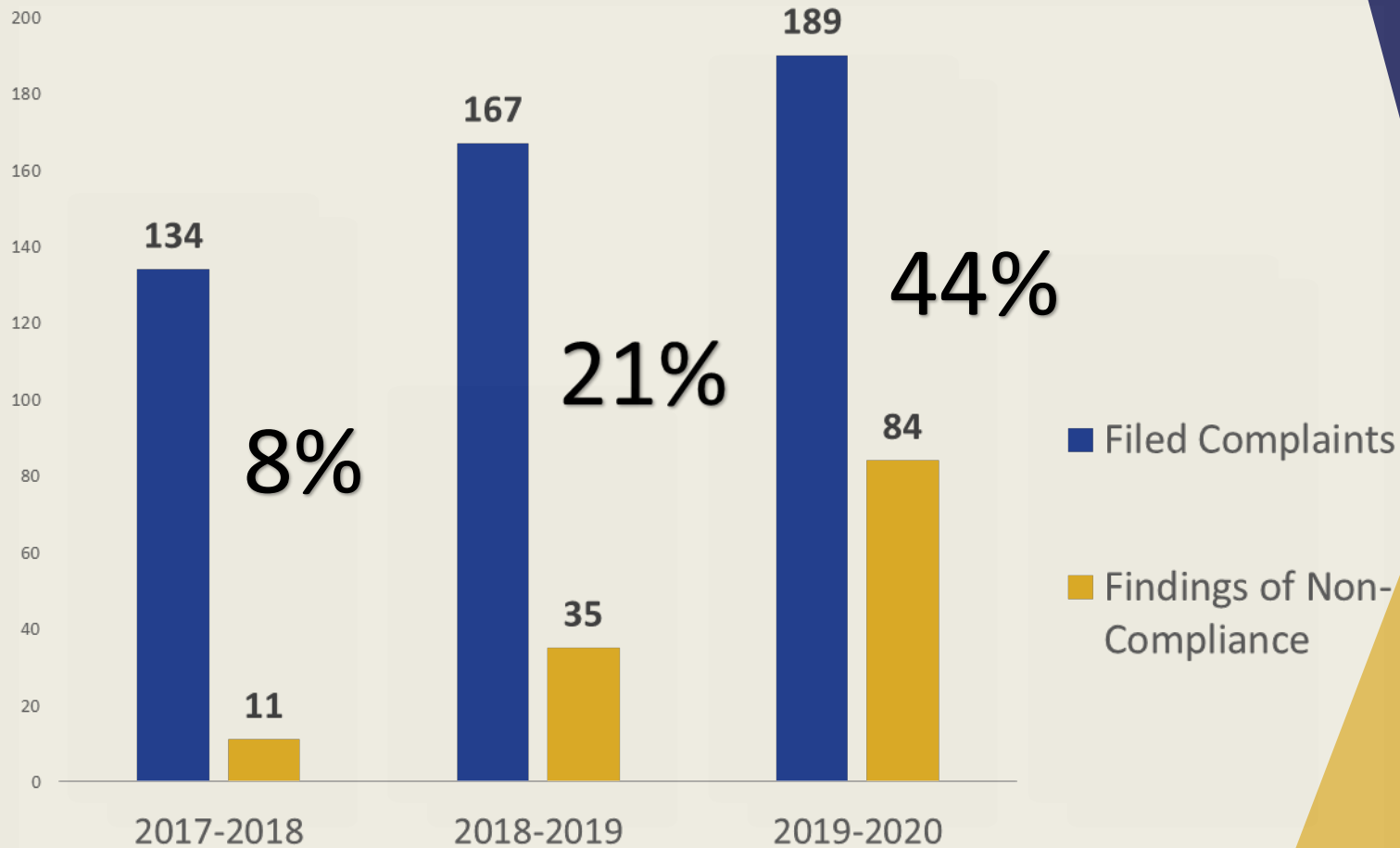
FDLRS Associate Centers by Region

Region 1
Emerald Coast
Escambia, Okaloosa, Santa Rosa
PAEC
Washington, Bay, Calhoun, Franklin, Gulf, Holmes, Jackson, Liberty, Walton,
Miccosukee
Leon, Gadsden, Jefferson, Taylor, Wakulla, FAMU Lab School, FSU Lab School

Region 2
Gateway
Hamilton, Columbia, Lafayette, Madison, Suwannee
NEFEC
Putnam, Baker, Bradford, Flagler, St. Johns, Union, FSDB
Crown
Duval, Clay, Nassau
Springs
Marion, Alachua, Citrus, Dixie, Gilchrist, Levy, UF Lab School

Region 3
Action
Orange, Lake, Osceola, Seminole, Sumter, UCP Charter
East
Brevard, Volusia
Galaxy
St. Lucie, Indian River, Martin, Okeechobee, EYDC-Fla. State School-District #70

Region 4
Gulfcoast
Pinellas, Hernando, Pasco
Hillsborough
Hillsborough
Sunrise
Polk, Hardee, Lake Wales Charter
Suncoast
Sarasota, Charlotte, Manatee
Heartland
Highlands, Desoto, Glades, Hendry

Region 5
Island Coast
Lee, Collier
Alpha
Palm Beach, FAU Lab School, Southtech Charter
Reach
Broward
South

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www.fdlrs.org

Finding of Noncompliance by Region 2019-20 (2018-19)

Region 1: 13 (9)

Region 2: 12 (9)

Region 3: 30 (25)

Region 4: 17 (14)

Region 5: 12 (7)
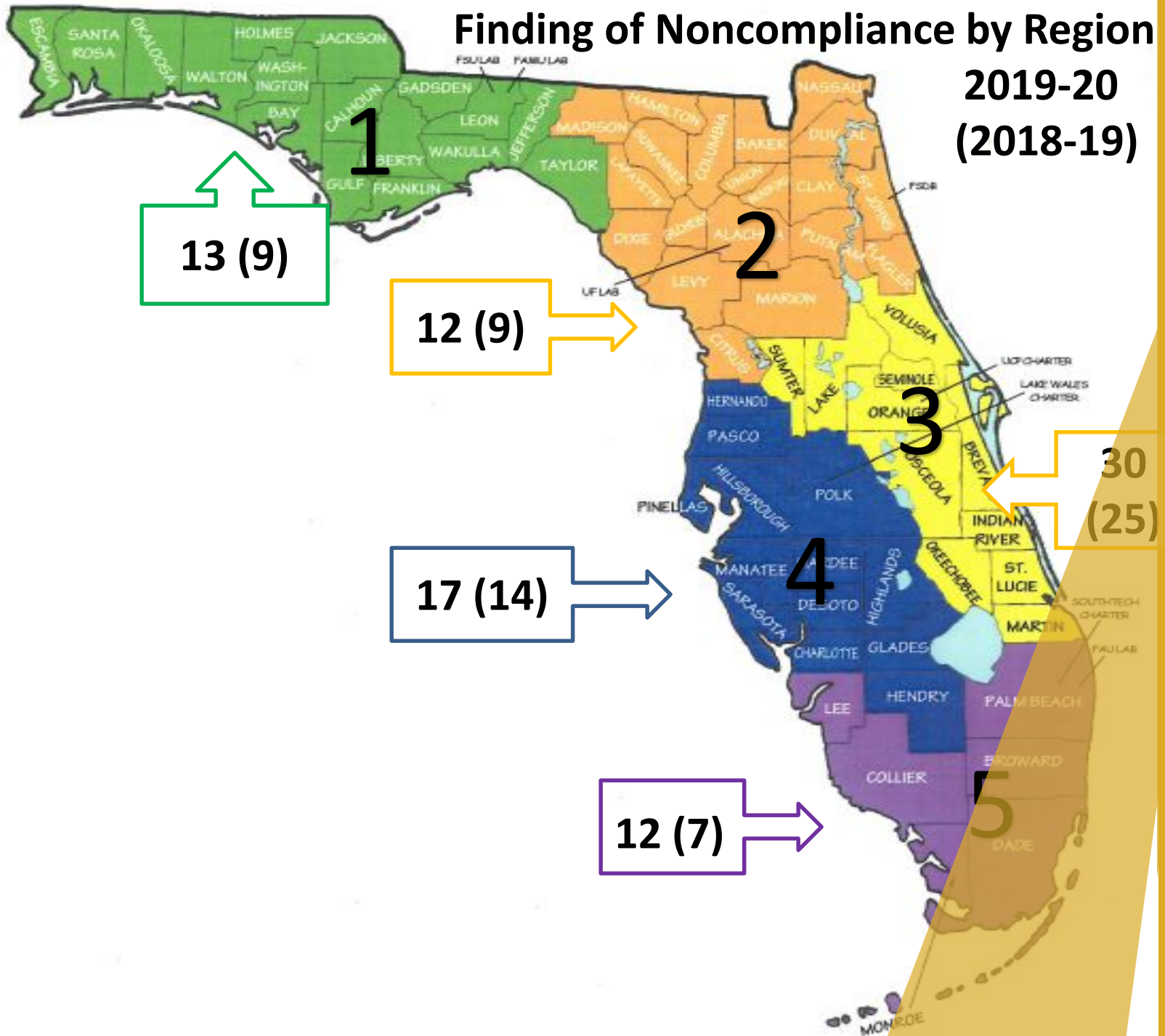
Systemic Issues by Region
2019-2020
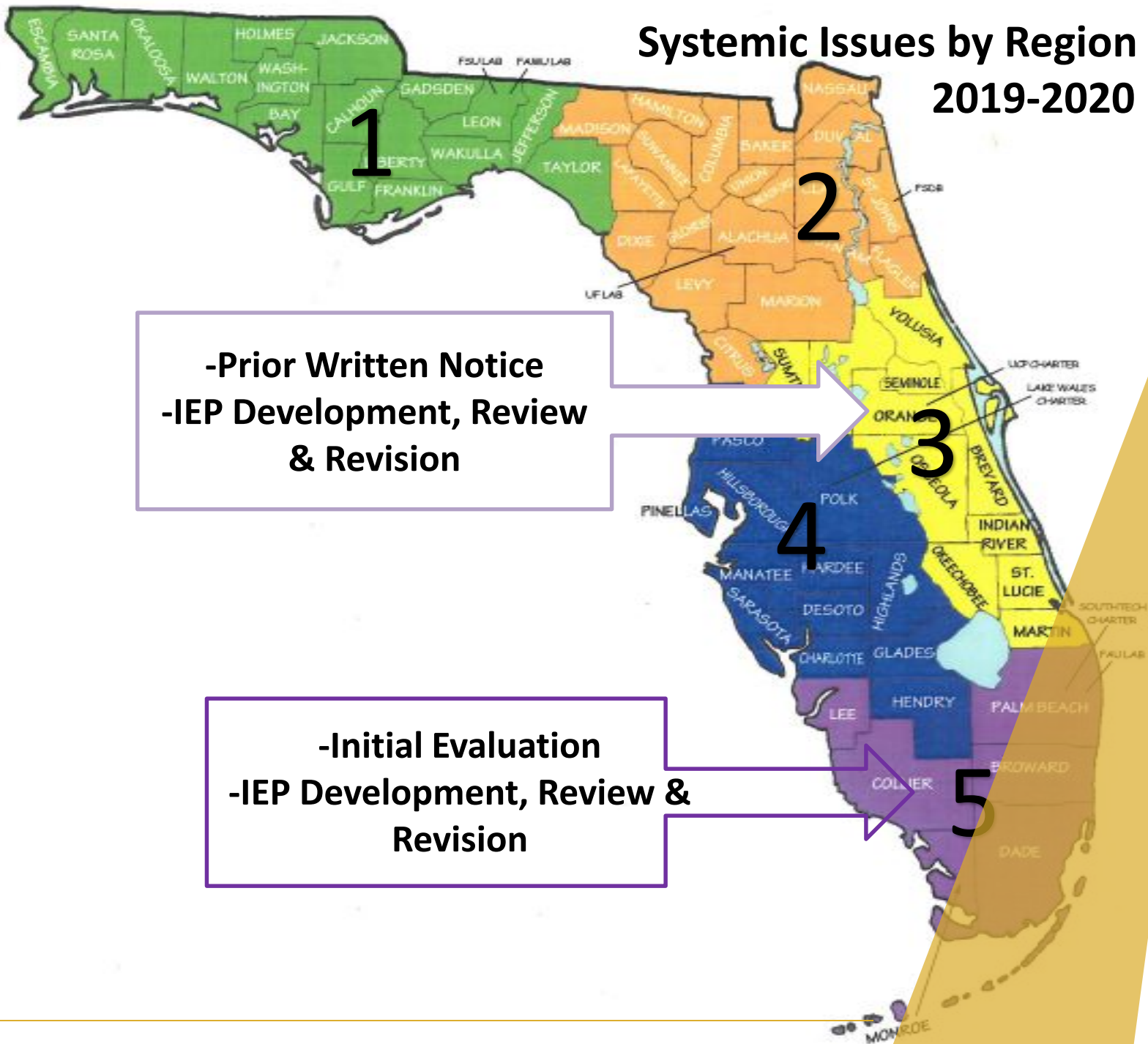
-Prior Written Notice
-IEP Development, Review & Revision

-Initial Evaluation
-IEP Development, Review & Revision

IDEA STATE COMPLAINTS: TOP Issues (2019-2020)

300.323 When IEPs must be in effect (67)	300.321 IEP Team (23)
300.320 Definition of individualized education program (59)	300.303 Reevaluations (16)
300.503 **Prior written notice** by the public agency; content of notice (54)	300.301 Initial evaluations (15)
300.324 Development, review, and revision of IEP (51)	300.300 Parental consent (13)
300.322 Parent participation (25)	300.530 Authority of school personnel (13)

Gold = Issue also appeared in a systemic complaint

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COVID-19 Related IDEA State Complaints

Received	Districts	Related Issue
≈25% 10	5	"fail[ure] to follow the requirements regarding reevaluations subsequent to receiving a parental request"
		Student had no access to any instruction during school closures
		AT assessment delayed until school resumes
		Request for virtual access for a particular program during COVID-19 school closures
		Refusing services and stating an in-person evaluation is required
		The district's virtual school program does not support the accommodations as written on the student's IEP
		Failure of the district to provide in-person services identified in the student's IEP plan and discrimination in the provision of those services

Due Process Data: 3-Year

Legend:
- Filed Due Process
- Hearings Fully Adjudicated
- Ordered Actions

2017-2018: 207 Filed Due Process, 11 Hearings Fully Adjudicated, 6 Ordered Actions — 55%

2018-2019: 231 Filed Due Process, 20 Hearings Fully Adjudicated, 8 Ordered Actions — 40%

2019-2020: 173 Filed Due Process, 7 Hearings Fully Adjudicated, 1 Ordered Action — 14%

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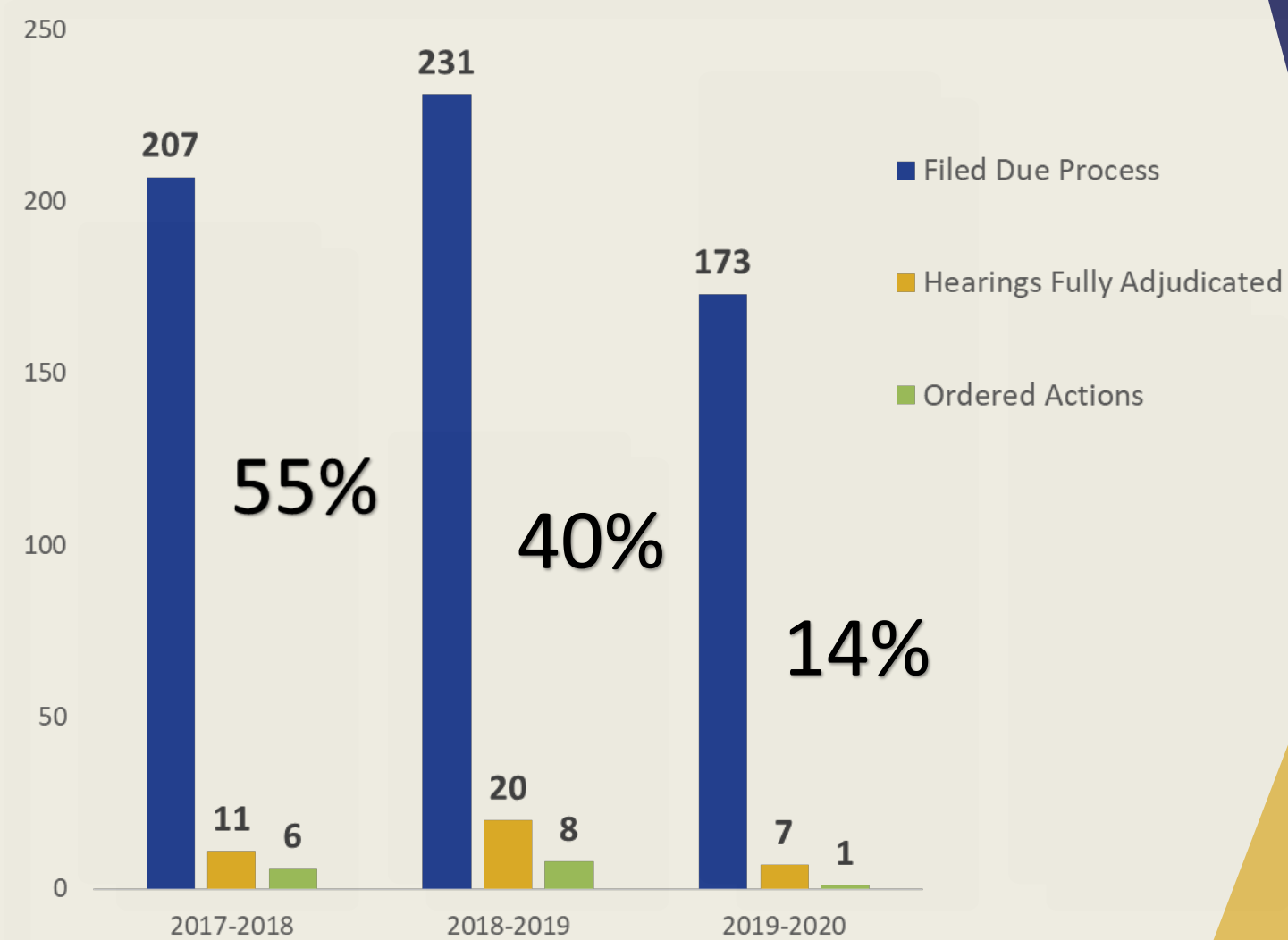
Due Process Main Contact:
Julian Moreira (Director)
DueProcess@fldoe.org

COVID-19 Related Due Process Hearing Requests

Number	Districts	Related Issue
21 ≈30%	9	IEP Implementation (7)
		Evaluation (3)
		LRE/Placement (3)
		Child Find (2)
		IEP development (3)
		Failure to provide FAPE due to COVID 19 school closures (6) Related: "Provision of services via face-to-face" (2), "Provision of virtual services" (2) and "not providing services as written on the IEP (2)
		Child Find (2)
		IEP Meeting, BIP/FBA, Transfer IEP, Change of service, Distance Learning, ESY, Failure to review and revise

Florida's Mediation Data: 3-year data
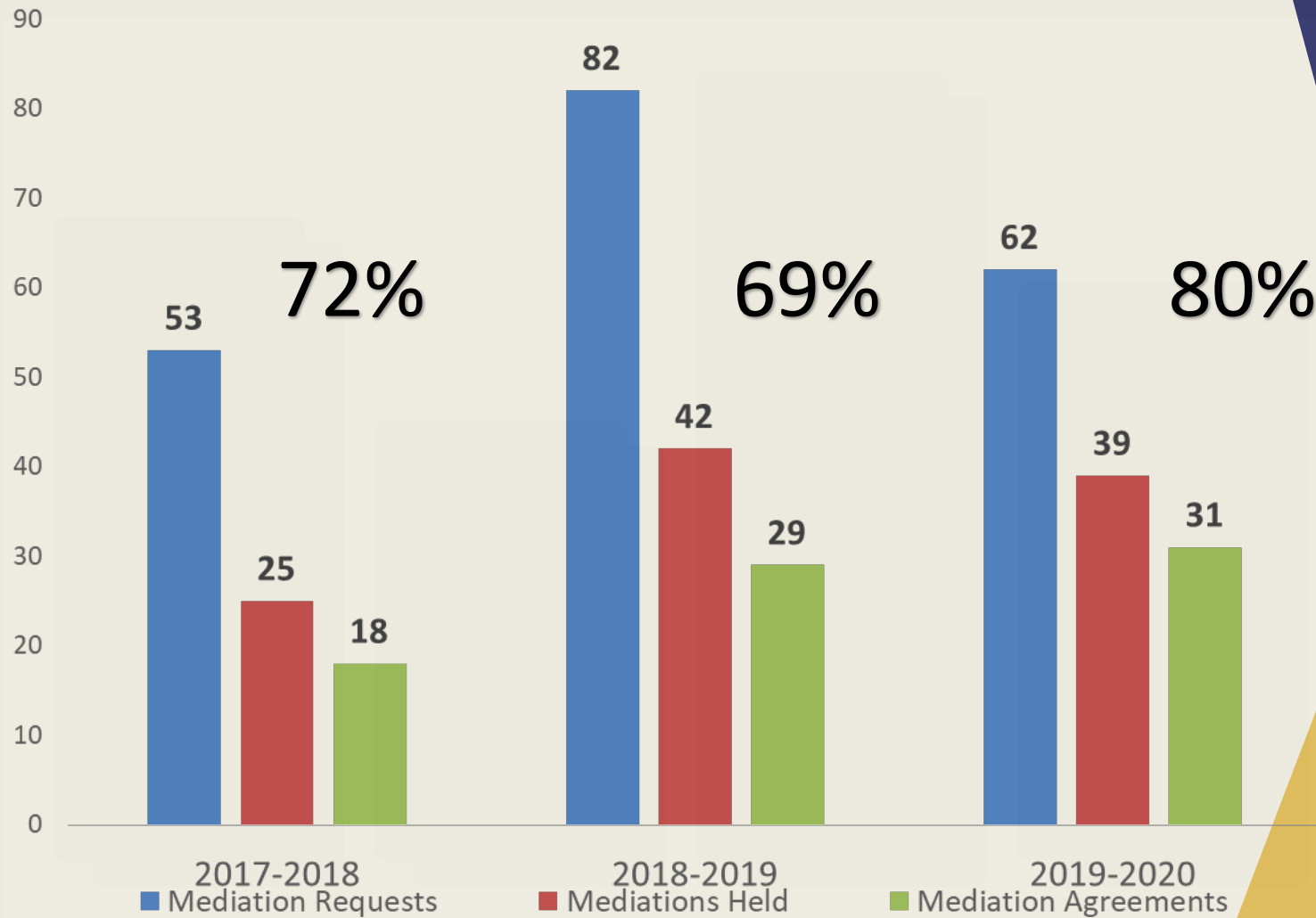
Mediation Requests by Region 2019-2020

1 — 2 (3%)

2 — 13 (21%)

3 — 17 (27%)

4 — 7 (11%)

5 — 23 (37%)

IDEAMediation@fldoe.org
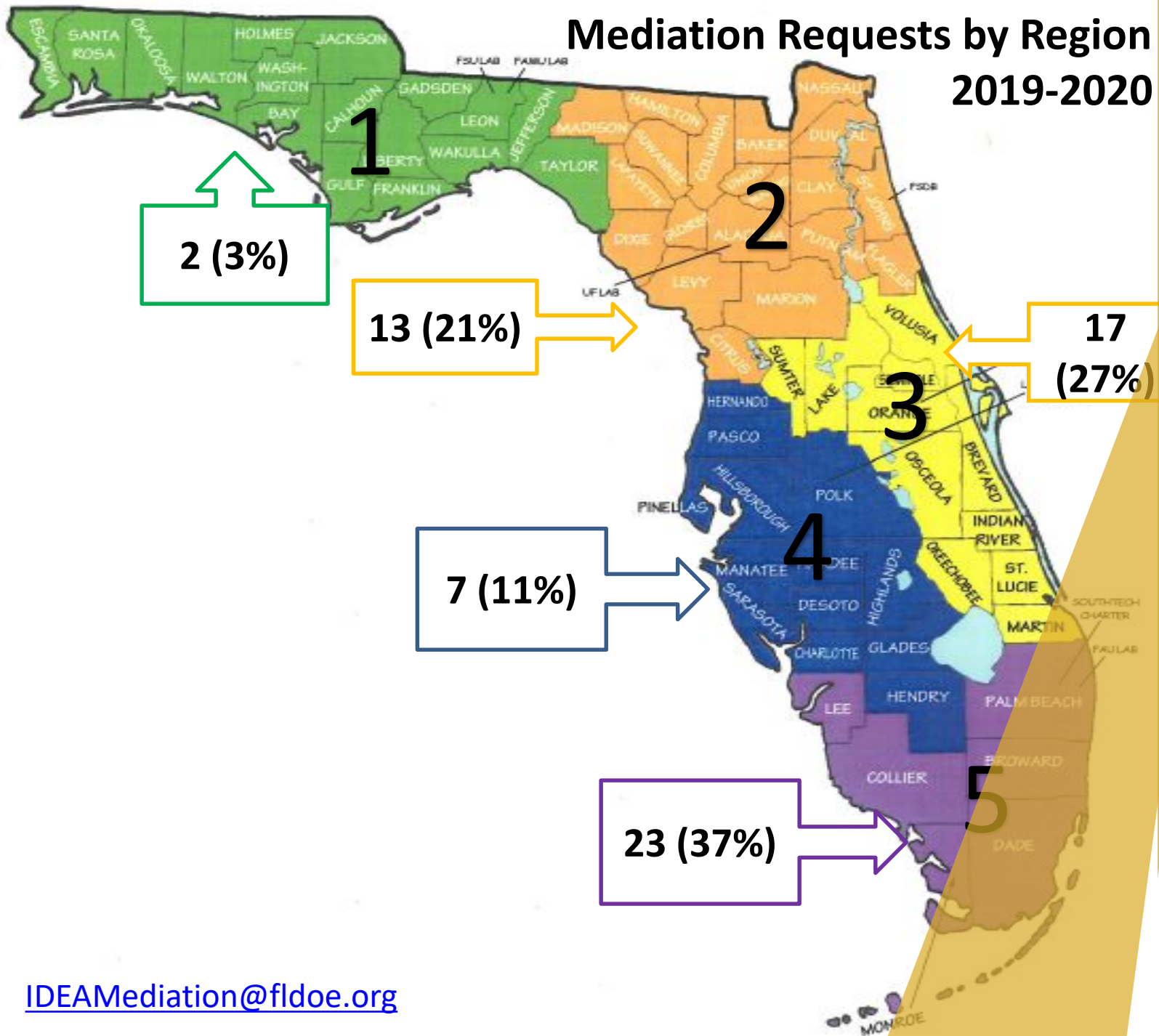
Mediation Agreements by Region 2019-2020

1

All withdrawn

2

67% (6/9)

3

91% (10/11)

4

100% (5/5)

5

67% (10/15)

IDEAMediation@fldoe.org
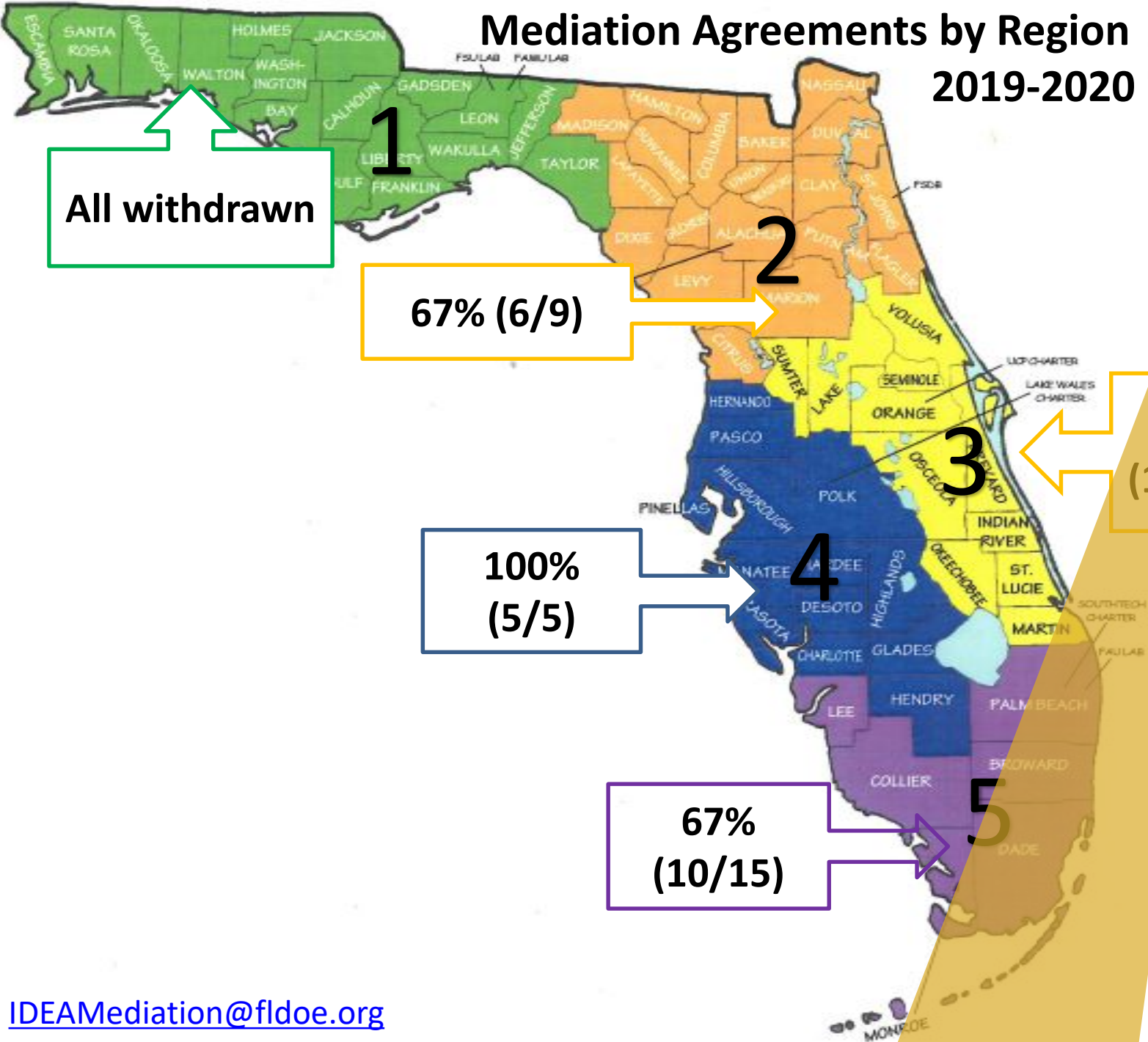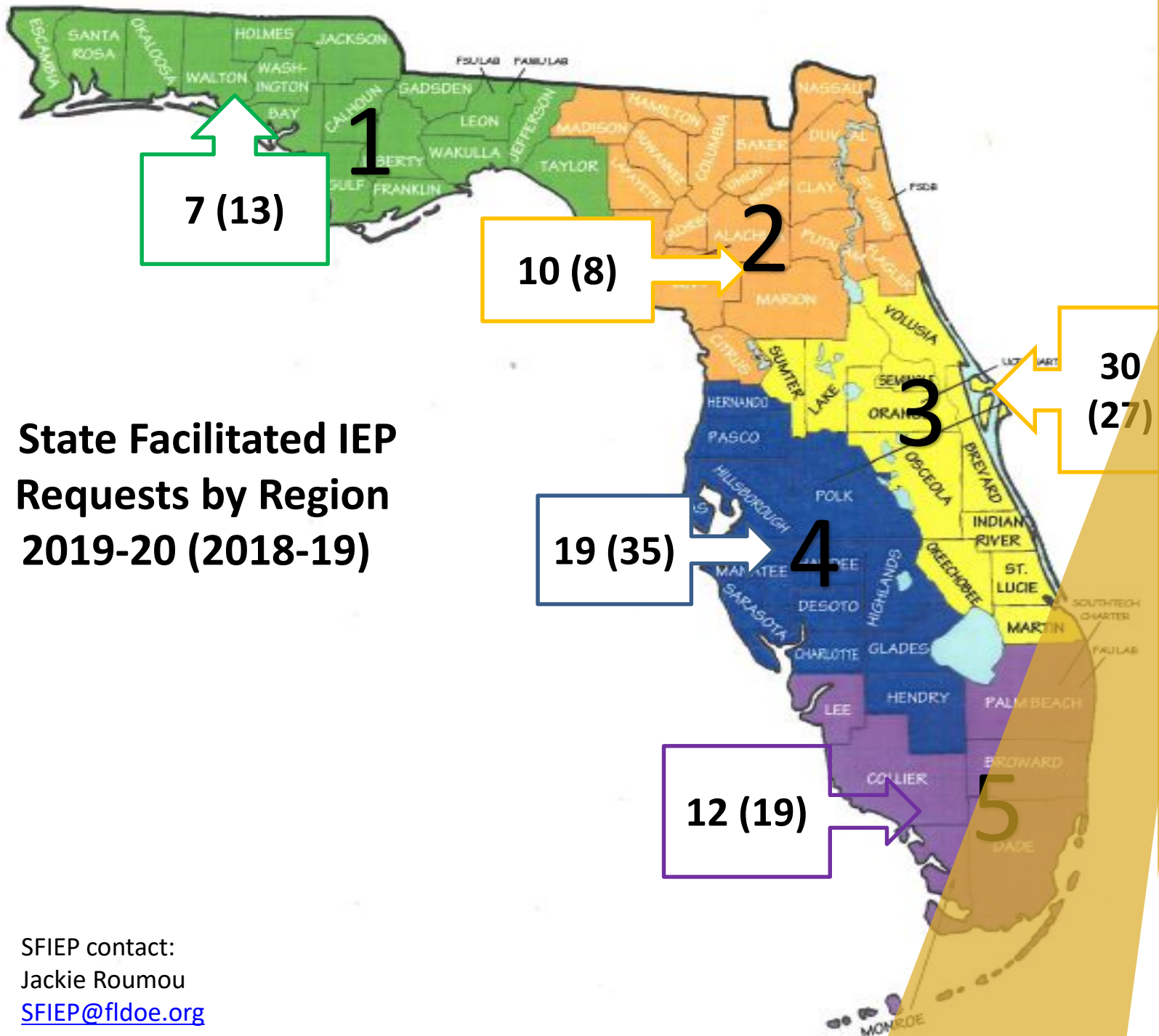
State Facilitated IEP Requests by Region 2019-20 (2018-19)

7 (13)

10 (8)

30 (27)

19 (35)

12 (19)

1

2

3

4

5

SFIEP contact:
Jackie Roumou
SFIEP@fldoe.org
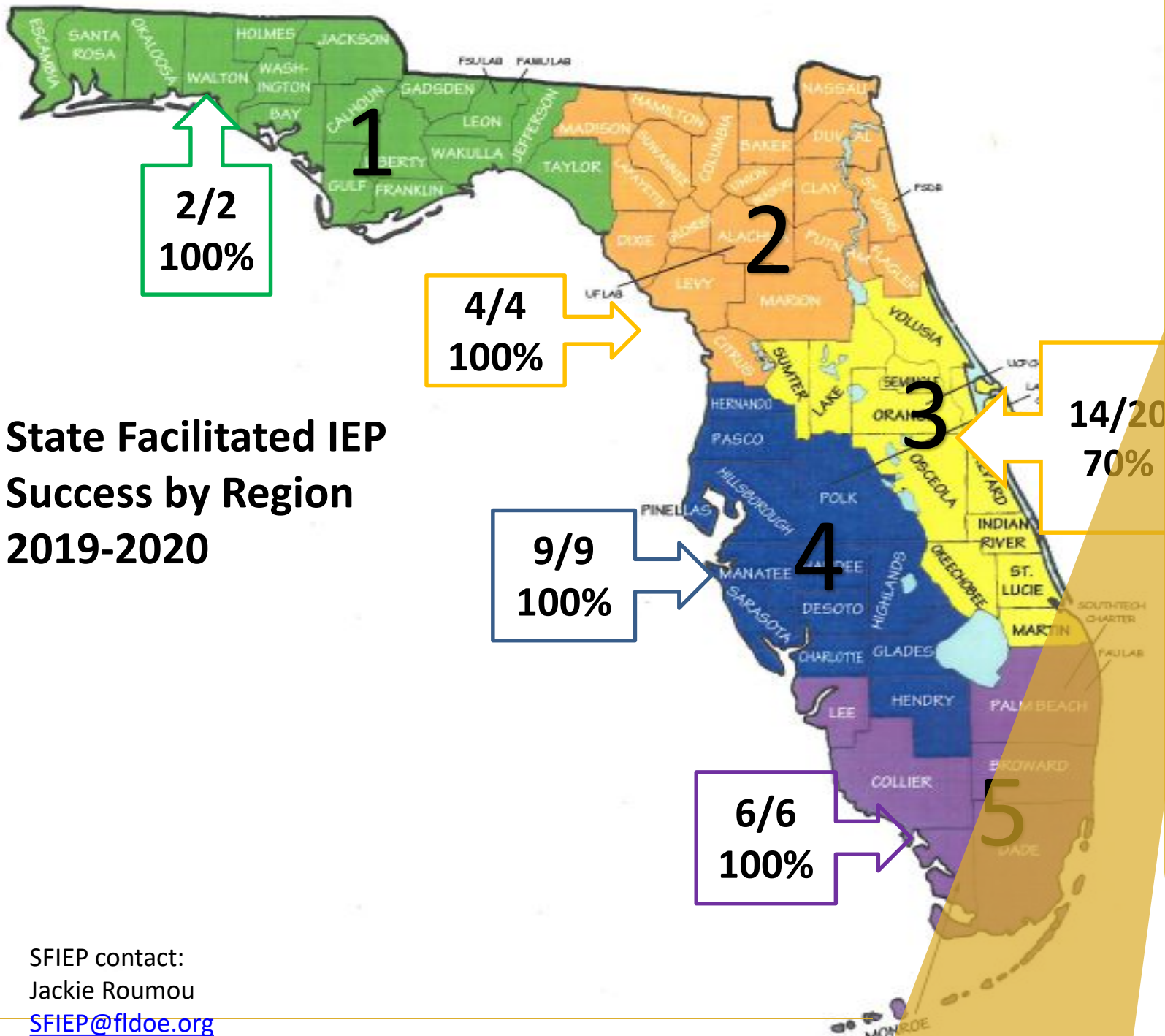
State Facilitated IEP Success by Region 2019-2020

Region 1: 2/2 100%

Region 2: 4/4 100%

Region 3: 14/20 70%

Region 4: 9/9 100%

Region 5: 6/6 100%

SFIEP contact:
Jackie Roumou
SFIEP@fldoe.org

Youth Mental Health Awareness Training (YMHAT) and Section 1012.584, Florida Statutes

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Section 1012.584, F.S., Continuing education and inservice training for youth mental health awareness and assistance.

(1) Beginning with the 2018-2019 school year, the Department of Education shall establish an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness, and substance use disorders and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health, or substance use problem.

(2) The Department of Education shall select a national authority on youth mental health awareness and assistance to facilitate providing youth mental health awareness and assistance training, using a trainer certification model, to all school personnel in elementary, middle, and high schools. Each school safety specialist shall earn, or designate one or more individuals to earn, certification as a youth mental health awareness and assistance trainer. The school safety specialist shall ensure that all school personnel within his or her school district receive youth mental health awareness and assistance training.

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Youth Mental Health Awareness Training (YMHAT) Statistics for SY 2019-2020

Through collaborative efforts from the department and YMHAT, during 2019-2020, the following was accomplished:

- **537** Certified Youth Mental Health First Aid (YMHFA) Instructors through YMHAT

- **23,159** Certified YMHFA First Aiders through YMHAT

- **148,765** online activations for Kognito Gold Standard Modules

- **127,231** online completers for Kognito Gold Standard Modules

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Youth Mental Health Awareness Training (YMHAT) Comprehensive Data

Through collaborative efforts from the department, SEDNET/ YMHAT, and Project AWARE, the following has been accomplished since 2014:

- **1,540** Certified YMHFA Instructors throughout the state (including community members)

- **114,237** Certified YMHFA First Aiders throughout the state (including community members)

- **199,276** Online Activations for Kognito Gold Standard Modules

- **168,675** Online Completers for Kognito Gold Standard Modules

Data and statistics through September 30, 2020

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Youth Mental Health Awareness Training (YMHAT) SY 2020-2021

The YMHAT program, in partnership with the department, is currently issuing YMHAT allocation notices directly to districts.

- Emails are being issued to each district contact containing a Memorandum of Agreement (MOA) detailing the allocation amount and expectations for the use of funds (i.e., training for Youth Mental Health First Aid and supplemental Kognito Modules)

- District staff will be charged with oversight of all district-allocated funds.

- District School Safety Specialists (or designees) will continue to maintain data on all YMHFA trainers, "first aiders" and Kognito completers within their respective district.

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Youth Mental Health Awareness Training (YMHAT) SY 2020-2021

- In addition to the allocation, there are state-sponsored trainings for YMHFA instructors, including online classes introduced during COVID-19.

- Please consult with YMHAT administration for all YMHFA instructor training needs.

- Instruct district contacts to respond to surveys as soon as possible.

- Training slots are filled according to response time, districts' needs and resources.

- If you have a need for YMHFA instructors, please coordinate with your district contact and email the names and email addresses of the staffs to be trained.

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Youth Mental Health Awareness Training
Contact Information

Dr. Curtis Williams

Program Director

Curtis.Williams@fldoe.org

850-245-0475

Joseph Ashmore

Training Support Specialist

jma11@mail.usf.edu

850-245-0475

Mental Health Support During COVID

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Mental Health During COVID

- Collaborated with Department of Children and Families foster care liaison regarding **provision of mental health services for students in care**

- Conference call with ESE/SS district leads on **School-Based Counseling, Health and Related Services in a Remote Learning Environmen**t

- Hosted webinar with districts regarding **Coping with COVID-19 Webinar with Dr. Scott Poland**

- Student Services and Florida Association of Student Services Administrators conducted a **joint webinar regarding mental health related services** during COVID-19

- Collaborated with Dr. Poland to provide statewide webinar on **Teletherapy and Other Virtual Supports**

- FDOE Webinar with Chancellor Hall - **State and Local Coordination in Developing World-Class Mental Health Plans for Florida's Students and Families**

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Mental Health During COVID

- Student services coordinated with the Agency for Health Care Administration to ensure students' who receive tele-health services continue to be covered by Medicaid. This provision provides tremendous benefits to students and families by removing potential barriers to care.

- Provided trainings and virtual support to all districts mental health leads on the completion of Mental Health Allocation Plan and the **Outcome and Expenditures report.**

- October 16th : Mental Health Assistance Allocation Plan monthly meeting.

- October 23rd : Monthly meetings Community connections: Districts and community partners to build best practices supporting districts with mobile responses toward mental health and COVID related situations.

- 25th annual conference on Advancing Mental Health on October 29th: *Florida Cares: Mental Health Services for all Public School Students.*

ESSA Impact on Federal 1% Alternate Assessment Cap

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2015 Reauthorization of ESEA to Every Student Succeeds Act (ESSA)

- ESSA reaffirmed that the alternate assessment is an appropriate assessment for students with the **most significant cognitive disabilities** to demonstrate their knowledge and skills, but rather than placing a cap on accountability proficiency rates for the alternate assessment, ESSA places a 1% cap on participation in the assessment.

- The shift in policy means that states, districts, schools, and Individual Educational Plan (IEP) teams need to think carefully about which students should be included in the alternate assessment, which, as indicated in ESSA, is for students with the most significant cognitive disabilities.

Source: https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief12OnePercentCap.pdf

Florida's Response to the 1% Cap

- Memo sent to districts July 2017 explaining that the 1% cap is at the state level and **appropriate** participation in the alternate assessment would be monitored.

- In 2019, participation was at 1.5% in ELA and 1.6% in Math and Science. Exceeding the 1% threshold may result in Title 1 funds being withheld.

- The state submitted and was approved for the 2019-2020 US Department of Education's ESSA Alternative Assessment 1% Cap Waiver Request.

- Districts must submit annual assurances, provide a justification within the annual SP&P for their 1% data, and complete a self assessment task.

- Targeted technical assistance is provided to districts

- We are currently working on a waiver extension request for 2020-21.
  - No assessment data from 2020, using course enrollment data to approximate participation.

Reminders about Access Courses:

1. Only students determined to have the most significant cognitive disabilities may be enrolled in access courses (Rule 6A-1.0943(5), Florida Administrative Code (F.A.C.)).

2. Students determined to have a specific learning disability have been determined **not** to have the most significant cognitive disability and **must not** be enrolled in access courses (Rule 6A-6.03018, F.A.C.).

3. Students correctly enrolled in access courses must take the Florida Standards Alternate Assessment (FSAA).

Eligibility Criteria for Instruction in Florida Standards Access Points and Participation in the FSAA

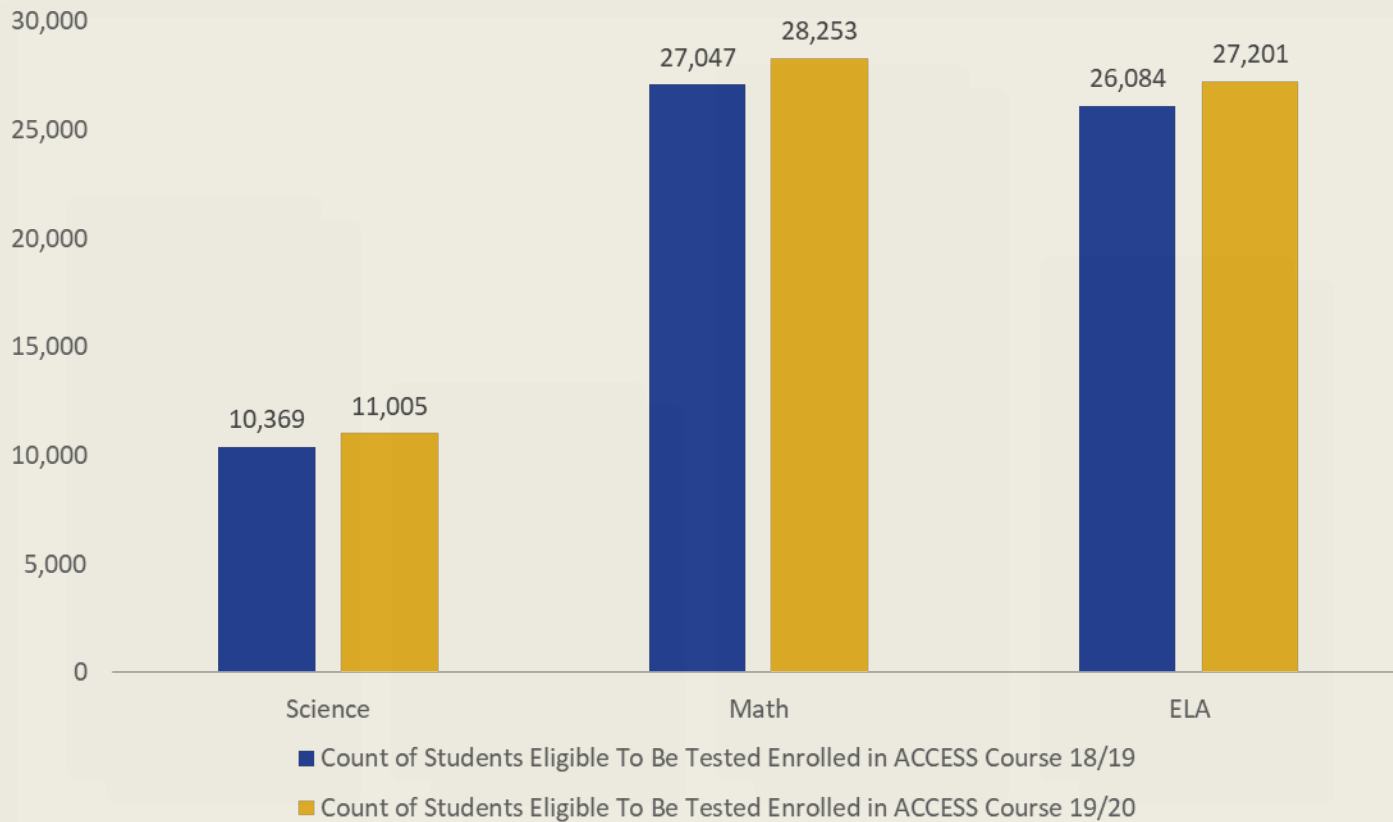Questions to Guide the Decision-Making Process

1. Does the student have a most significant cognitive disability?

2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C.?

3. Does the student require direct instruction in academic areas of English language arts (ELA), mathematics, social studies, and science based on Access Points in order to acquire, generalize, and transfer skills across settings?

Assessment Planning Resource Guide For Individual Educational Planning

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Students Eligible for FSAA

Bar chart comparing Count of Students Eligible To Be Tested Enrolled in ACCESS Course 18/19 (blue) and 19/20 (gold) across Science, Math, and ELA.

- Science: 10,369 (18/19), 11,005 (19/20)
- Math: 27,047 (18/19), 28,253 (19/20)
- ELA: 26,084 (18/19), 27,201 (19/20)

■ Count of Students Eligible To Be Tested Enrolled in ACCESS Course 18/19
■ Count of Students Eligible To Be Tested Enrolled in ACCESS Course 19/20

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Progress Made

- Cannot show a statewide decrease in percentage of students taking access courses and alternate assessment
  - Course enrollments were used in 2019-20 as a proxy for participation data
- Can show decreases in districts
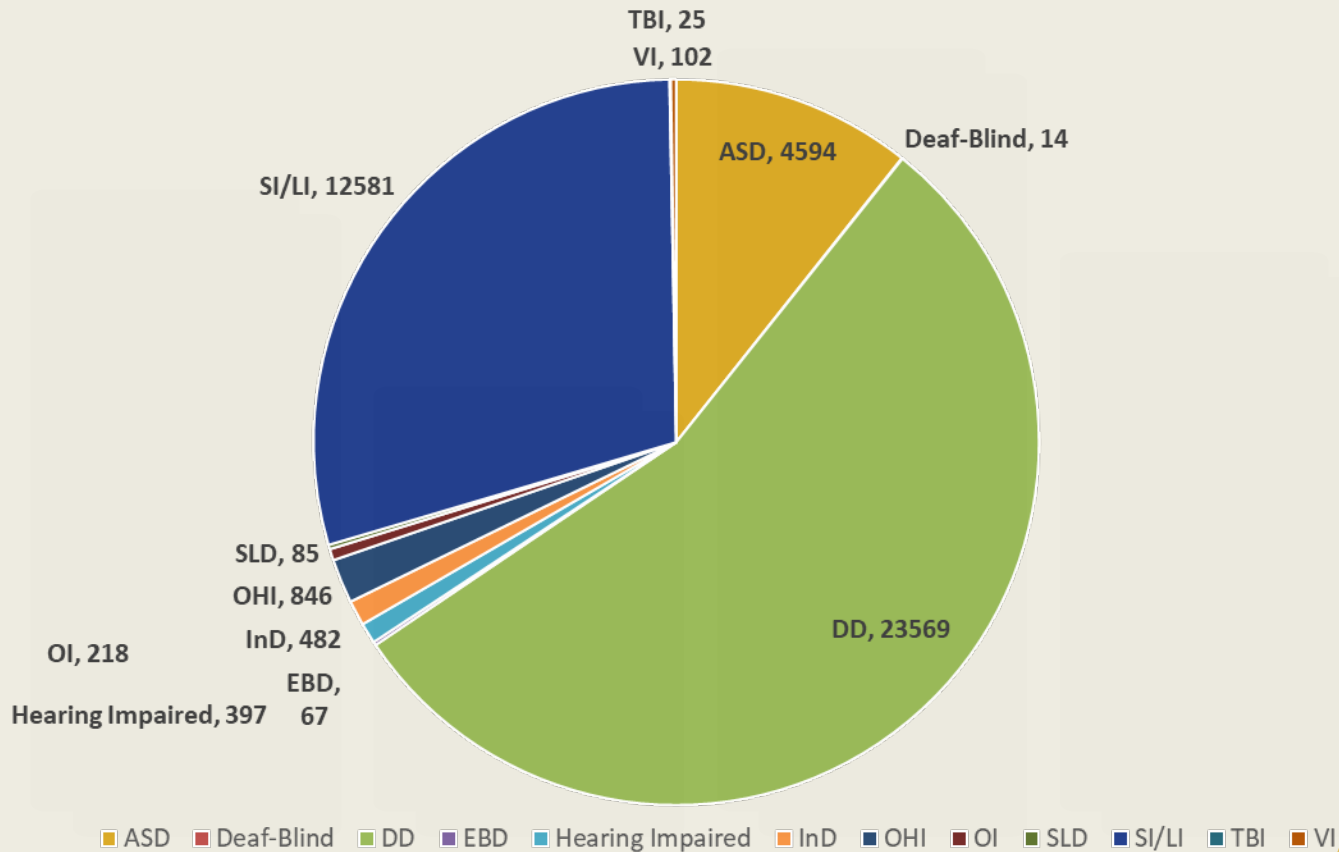 - Almost 62% of districts improved in at least one content area

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Addressing ESE Pre-Kindergarten (PreK) Federal Indicators

Florida's PreK ESE Landscape

- In 2019-20, there were 42,980 PreK ESE Students
  - 8,947 were age 3
    - 17.69% enrolled Regular EC and services inside EC
    - 12.47% enrolled Regular EC and services outside EC
    - 66.53% enrolled Total Separate Class, School, or Residential
  - 14,631 were age 4
    - 31.10% enrolled Regular EC and services inside EC
    - 10.63% enrolled Regular EC and services outside EC
    - 55.10% enrolled Total Separate Class, School, or Residential
  - 19,402 were age 5 (data included 5 year old in K)
    - 56.54% enrolled Regular EC and services inside EC
    - 9.46% enrolled Regular EC and services outside EC
    - 34.01% enrolled Total Separate Class, School, or Residential

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Florida's PreK Exceptionalities

Pie chart — Florida's PreK Exceptionalities:

- TBI, 25
- VI, 102
- ASD, 4594
- Deaf-Blind, 14
- SI/LI, 12581
- DD, 23569
- SLD, 85
- OHI, 846
- InD, 482
- EBD, 67
- OI, 218
- Hearing Impaired, 397

Legend: ASD | Deaf-Blind | DD | EBD | Hearing Impaired | InD | OHI | OI | SLD | SI/LI | TBI | VI

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Reminders for Providing Free Appropriate Public Education (FAPE)

- Least Restrictive Environment (LRE) is determined by the student's Individual Educational Plan (IEP) team. Students are to be placed in the regular education environment and are only removed from this setting if the "nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

- The [2012 Dear Colleagues Letter from the U.S Department of Education](#) supports the LRE requirements in section 612(a)(5) of the IDEA applies to all children with disabilities who are served under Part B of the IDEA, including preschool children with disabilities aged three through five.

- The statutory provision on LRE does not distinguish between school-aged and preschool-aged children and therefore, applies equally to all preschool children with disabilities.

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Florida's Current Status

- The majority of Florida's PreK ESE students are enrolled in a Total Separate Class, School, or Residential educational environment at each age group.
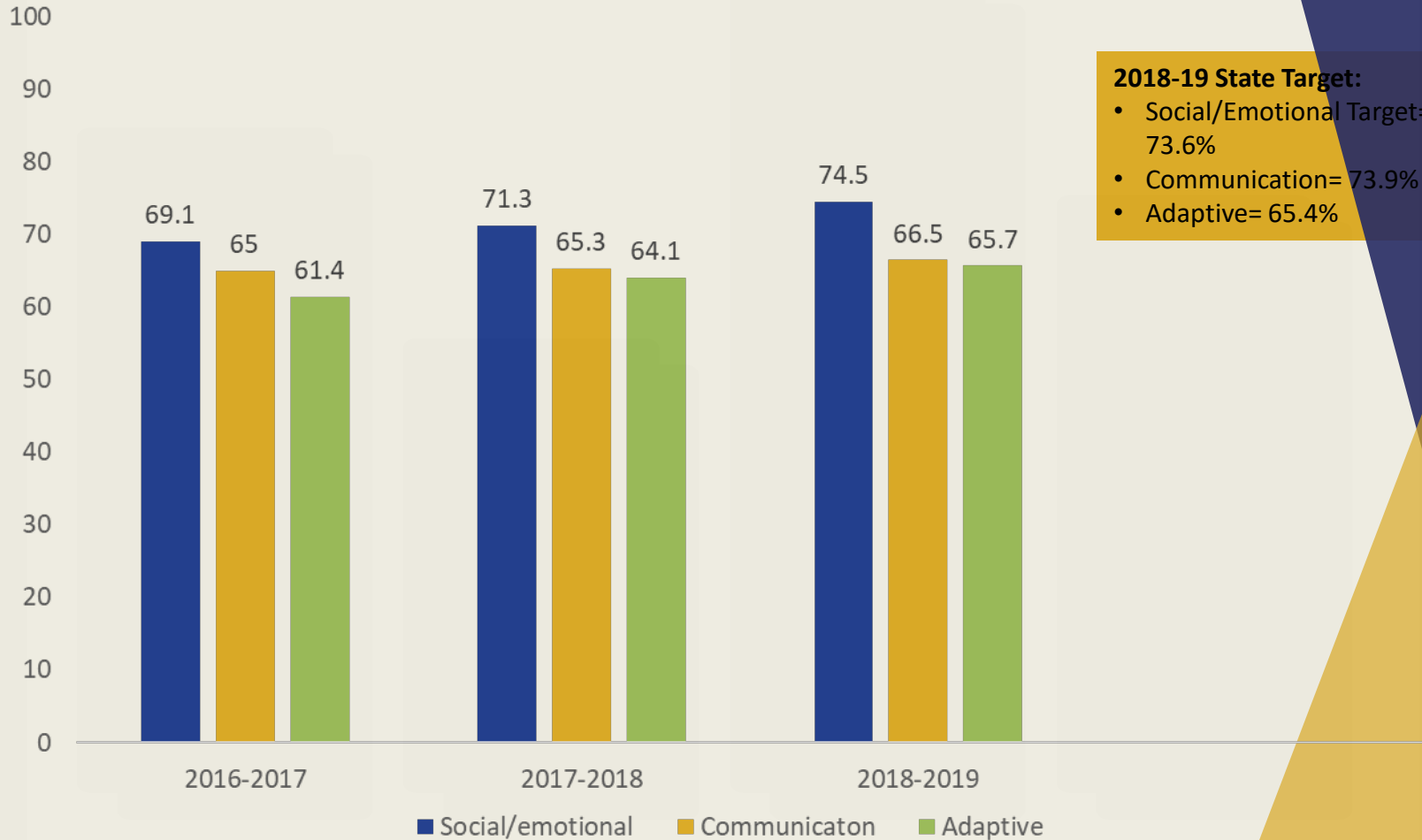
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Source: Survey 2

Federal Indicator Outcome Data for PreK ESE

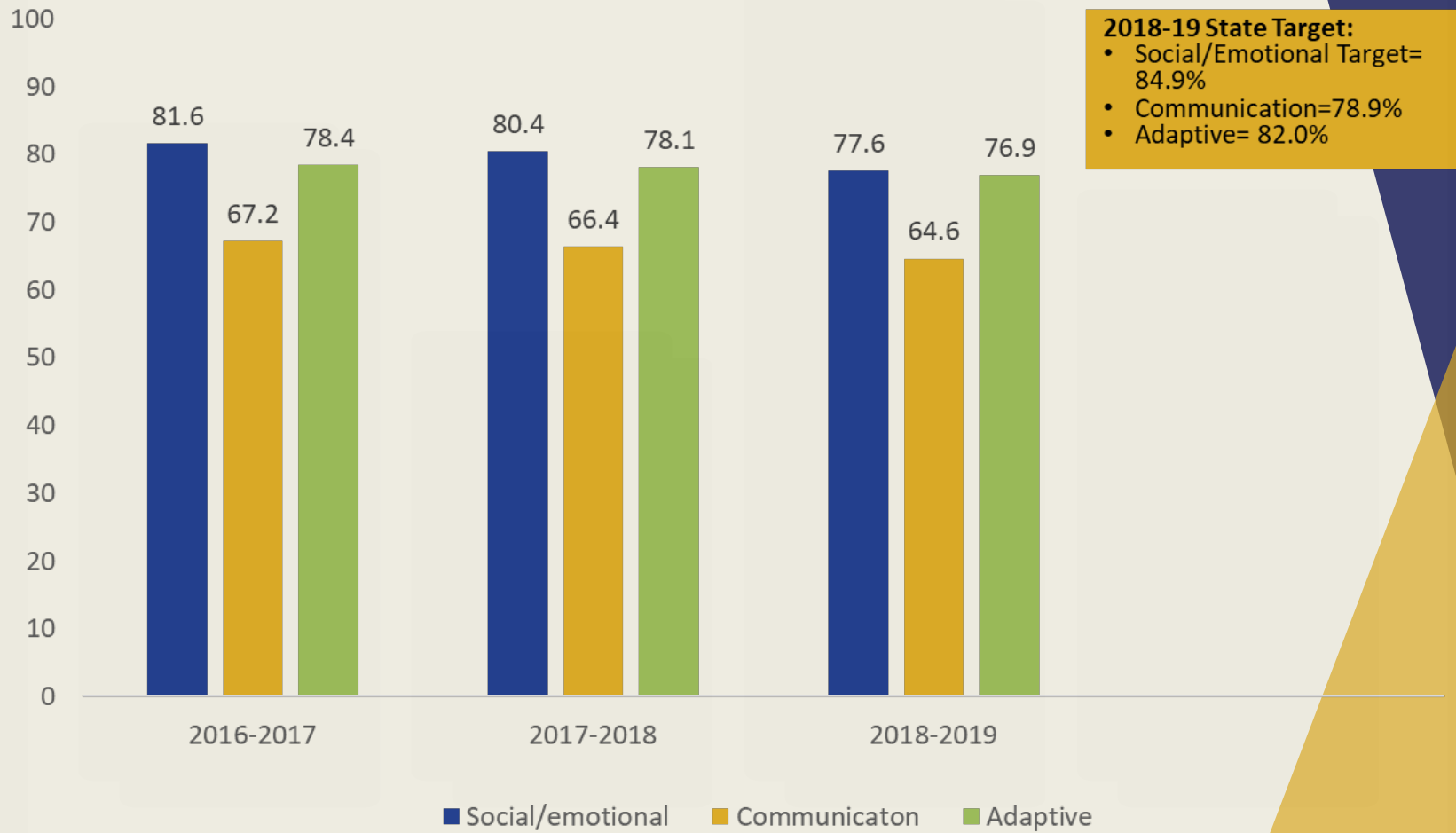## State Performance Plan/Annual Performance Report (SPP/APR) Indicator 7

- Preschool Improved Outcomes - Percent of preschool children aged 3-5 with IEPs who demonstrate improved:
    - A. Positive Social-Emotional Skills (including social relationships)
    - B. Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)
    - C. Use of appropriate behaviors to meet their needs

- We measure overall growth of the child and functioning within age-expectation of their peers.

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Indicator 7 Functioning within Age-Expectations of Peers

2018-19 State Target:
- Social/Emotional Target= 84.9%
- Communication=78.9%
- Adaptive= 82.0%

Year	Social/emotional	Communicaton	Adaptive
2016-2017	81.6	67.2	78.4
2017-2018	80.4	66.4	78.1
2018-2019	77.6	64.6	76.9

Legend: ■ Social/emotional ■ Communicaton ■ Adaptive

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Resources Available to Support PreK ESE

- The BEESS PD Portal offers a variety of online courses for Florida stakeholders that will increase their ability to respond to the needs of students with disabilities. https://fl-pda.org/

- The Technical Assistance and Training System (TATS) provides technical assistance and training for school districts and facilitates collaboration with their early childhood community partners to ensure all young children in Florida achieve their greatest potential in evidenced-based and inclusive early learning environments. http://tats.ucf.edu
  - TATS site also includes links to the following:
    - Early Childhood Technical Assistance Center (ECTA) https://ectacenter.org/
    - The Center of IDEA Data Systems (DaSY) https://dasycenter.org/

Thank you.