**CLAY COUNTY DISTRICT SCHOOLS** 

## **Exceptional Student Education**







## **ESE by the Numbers**





- Approximately 11,000 students
  - o Ages 3 21
    - Child Find obligation
- 13 eligibility areas
- 43 district managed schools
  - o 544 ESE Teachers
  - O 554 ESE Assistants
- 4 charter schools / 13 private schools
- Home School Students





 Federal Law - Individuals with Disabilities Education Act (IDEA)

State Statutes and corresponding rules

Clay County Policies and Procedures





- Federal Law- Individuals with Disabilities Education Act (IDEA)
  - O Children and youth ages **3 through 21** receive special education and related services under IDEA Part B.
  - "Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. 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."

Remember, students with disabilities are GENERAL **EDUCATION** students first.









State Statutes and corresponding rules



In providing for the education of exceptional students... shall utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate. To the extent appropriate, students with disabilities, ... shall be educated with students who are not disabled. Segregation of exceptional students shall occur only if the nature or severity of the exceptionality is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.





State Statutes and corresponding rules



- o Eligibility/ Evaluation:
  - A student may not be given special instruction or services as an exceptional student until after he or she has been properly evaluated and found eligible as an exceptional student in the manner prescribed by rules of the State Board of Education.



COUNTY SCHOOL SC

- Clay County Policies and Procedures
  - Policies and Procedures Manual
    - Approved by the FLDOE
    - Adopted by the School Board
  - Individualized Education Plans
    - At least annually
    - Amendments when needed or requested
    - Re-evaluation at least every 3 years
    - Interim Reports to show progress towards goals

## **Proficiency for Students with Disabilities**

Assessment	Increase in proficiency over 4 years
English Language Arts	8%
Mathematics	12%
Science	7%
Algebra 1	22%
Geometry	13%
Biology 1	13%
Civics	12%
U.S. History	11%





## Celebrations!





Florida Department of Education Bureau of Exceptional Education and Student Services

Annual Performance Report – 05/01/2024 CLAY

Manny Diaz, Jr., Commissioner

Performance Report for applicable State Performance Plan (SPP) Indicators as submitted to the Office of Special Education Programs

The following table includes the applicable SPP indicators, the state targets for Federal Fiscal Year 2022, LEA data, and if the LEA met the target per the United States Code (U.S.C.).

Indicator	Description		Target	LEA Data	Target Met
1. Graduation Rate SY 2021-2022 Survey 5 20 U.S.C. 1416 (a)(3)(A)	Percentage of students (ages 14 to 2) with a regular diploma.	l) with IEPs graduating	≥ 86.75%	98.65%	Yes
2. Dropout Rate SY 2021-2022 Survey 5 20 U.S.C. 1416 (a)(3)(A)	Percentage of students (ages 14 to 2) out.	) with IEPs dropping	≤ 9.25%	0.00%	Yes
3. Assessment	34. Participation rate for students	Grade 4 ELA/Reading	≥ 95.00%	99.03%	Yes
SY 2022-2023	with IEPs.	Grade 8 ELA/Reading	≥95.00%	96.59%	Yes
Survey 5		Grade HS ELA/Reading	≥ 95.00%	94.73%	No
20 U.S.C. 1416 (a)(3)(A)		Grade 4 Math	≥95.00%	99.03%	Yes
		Grade 8 Math	≥ 95.00%	95.01%	Yes
		Grade HS Math	≥ 95.00%	90.49%	No
	3B. Proficiency rate for students	Grade 4 ELA/Reading	≥24.00%	35.66%	Yes
	with IEPs against grade-level	Grade 8 ELA/Reading	$\geq$ 20.00%	24.03%	Yes
	academic achievement standards.	Grade HS ELA/Reading	≥18.00%	26.31%	Yes
		Grade 4 Math	≥ 29.00%	42.73%	Yes
		Grade 8 Math	≥ 24.00%	45.62%	Yes
		Grade HS Math	≥16.00%	26.00%	Yes
	3C. Proficiency rate for students	Grade 4 ELA/Reading	≥ 57.00%	55.26%	No
	with IEPs against alternate	Grade 8 ELA/Reading	≥ 58.50%	45.28%	No
	academic achievement standards.	Grade HS ELA/Reading	≥61.50%	63.73%	Yes
		Grade 4 Math	≥ 56.50%	52.63%	No
		Grade 8 Math	≥ 62.50%	54.72%	No
		Grade HS Math	≥ 63.00%	60.87%	No
	3D. Gap in proficiency rates for	Grade 4 ELA/Reading	≤29.50%	20.90%	Yes
	students with IEPs and all students	Grade 8 ELA/Reading	≤36.40%	28.51%	Yes
	against grade level academic	Grade HS ELA/Reading	≤35.20%	28.58%	Yes
	achievement standards.	Grade 4 Math	≤ 25.00%	21.89%	Yes
		Grade 8 Math	≤31.80%	29.13%	Yes
	1	Grade HS Math	≤ 20.00%	22.45%	No

Indicator	Description	Target	LEA Data	Target Met
1. Graduation Rate SY 2021-2022 Survey 5 20 U.S.C. 1416 (a)(3)(A)	Percentage of students (ages 14 to 21) with IEPs graduating with a regular diploma.	≥ 86.75%	98.65%	Yes

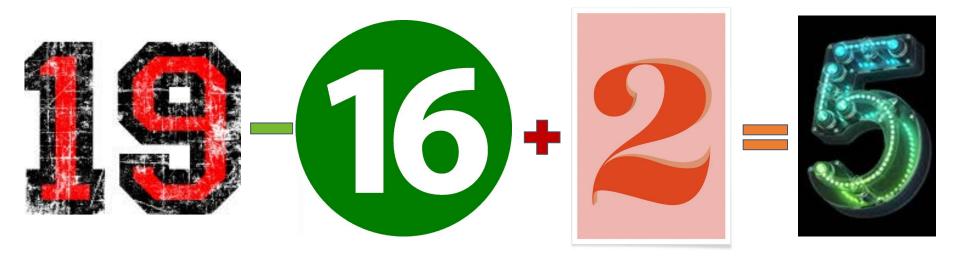
3.	Assessment	3A. Participation rate for students	Grade 4 ELA/Reading	≥ 95.00%	99.03%	Yes
	SY 2022-2023	with IEPs.	Grade 8 ELA/Reading	≥ 95.00%	96.59%	Yes
	Survey 5		Grade HS ELA/Reading	≥ 95.00%	94.73%	No
	20 U.S.C. 1416 (a)(3)(A)		Grade + Iviani	> 95.00%	99.03%	Yes
			Grade 8 Math	≥ 95.00%	95.010/0	Yes
			Grade HS Math	≥ 95.00%	90.49%	No
		3B. Proficiency rate for students	Grade 4 ELA/Reading	$\geq$ 24.00%	35.66%	Yes
		with IEPs against grade-level	Grade 8 ELA/Reading	$\geq$ 20.00%	24.03%	Yes
		academic achievement standards.	Grade HS ELA/Reading	$\geq 18.00\%$	26.31%	Yes
			Grade 4 Math	$\geq$ 29.00%	42.73%	Yes
			Grade 8 Math	≥ 24.00%	45.62%	Yes
			Grade HS Math	≥ 16.00%	26.00%	Yes

CLAY Annual Performance Report FFY 2022 1 of 5



## **Department Celebrations!**





## Federal Index for Students with

School Year	Increase in Federal Index
23-24	+4
22-23	Maintained growth
21-22	+3
20-21	No data from prior year







## **Celebrations!**



#### FLORIDA DEPARTMENT OF

Manny Diaz, Jr. Commissioner of Education

#### State Board of Education

Ben Gibson, Chair Ryan Petty, Vice Chair Memhers Grazie Pozo Christie Kelly Garcia MaryLynn Magar

Monday, July 15, 2024

Exceptional Student Education (ESE) Director Melanic Clay County School District

04 requires states to make annual (LEA) performance in meeting the DEA. At a mil mum, states are required to implement a at considers performance on State Performance Plan (SPP) compliance

data integrity, uncorrected noncompliance issues and relevant state audit findings. Each LEA must be assigned to one of the following four categories:

- Meets Requirements
- Needs Intervention
- Needs Assistance
- Needs Substantial Intervention

The LEA Determination Criteria is provided as an attachment.

For 2024, it has been determined that your LEA Meets Requirements in meeting the requirements of Part B of the IDEA. This LEA determination will remain in effect for one year or until the subsequent determination is announced.

In the coming weeks, the ESE in your LEA will be contacted by the Bureau of Exceptional Education and Student Services (BEESS) staff or appropriate IDEA-funded state project staff regarding training or technical assistance to support your improvement efforts.

In accordance with Title 34, section 300.604, Code of Federal Regulations (C.F.R.), the Florida Department of Education (FDOE) is advising LEAs who did not "meet requirements" of available sources for technical assistance related to the indicators within the LEA determination criteria. For any LEA that does not "meet requirements," the state must prohibit the LEA from reducing its maintenance of effort under 34 C.F.R. § 300.203 for that year.

In accordance with the IDEA, the FDOE is responsible for ensuring that the requirements of the IDEA are carried out and that each educational program for students with disabilities (SWD)

**Highest Possible Rating** 

CLAY COUNTY DISTRICT SCHOOLS



## **High Leverage Practices**

#### **ESE** HIGH LEVERAGE PRACTICES







Q	Ħ		teachers, paraprofessionals, related-service providers, etc.
	COLLABORATIO	HLP2	ORCANIZE & FACILITATE EFFECTIVE MEETINGS
<u>~</u>	100	HLP3	COLLABORATE WITH FAMILIESto build positive relationships and communicate progress toward student goals.
7	INT	HLP4	USE MULTIPLE SOURCES OF INFORMATION _to develop a comprehensive understanding of a student's strengths and needs.
	ASSESSMENT	HLP5	INTERPRET & COMMUNICATE ASSESSMENT INFORMATIONto collaboratively design and implement educational programs.
		HLP6	USE STUDENT DATA TO ANALYZE INSTRUCTIONAL PRACTICES _to make necessary adjustments to the specially designed instruction or accommodations in order to improve student outcomes.
		HLP7	ESTABLISH A CONSISTENT, ORGANIZED, & RESPECTFUL LEARNING ENVIRONMENT _by utilizing the PBIS framework across the tiers to build and foster positive relationships.
	IAL	HLP8	PROVIDE POSITIVE & CONSTRUCTIVE FEEDBACKto guide students' learning and behavior, and increase motivation, engagement, and independence.
	EMOT	HLP9	EXPLICITLY TEACH SOCIAL BEHAVIORS  _by utilizing direct instruction, providing opportunities to practice, and giving positive specific feedback.
		HLP10	CONDUCT FUNCTIONAL BEHAVIORAL ASSESSMENTS _to develop individual student behavior support plans.
		HLP11	IDENTIFY & PRIORITIZE LONG. & SHORT-TERM COALS  _using grade lovel standards, assessment data, IEP goals, and benchmarks.
		HLP11 HLP12	IDENTIFY & PRIORITIZE LONG. & SHORT-TERM COALS  Juding grade level standards, assessment data, IEP goals, and benchmarks.  DESIGN INSTRUCTION TOWARD A SPECIFIC COAL  Lito develop important concepts & abilit that provide the foundation for more complex learning.
			using grade-level standards, assessment data, IEP goals, and benchmarks.  DESIGN INSTRUCTION TOWARD A SPECIFIC GOAL
		HLP12	_using grade level stands for assessment data. (IP goals, and benchmarks.  DESION INSTRUCTION GAMAD A SPECIFIC COAL, _to develop important concepts & skills that provide the foundation for more complex learning.  ADAPT CUBRICULUM TASK & MATERIALS
	П	HLP12 HLP13	using profe level standards, assessment data, ES goats, and benchmarks.  DESCEN METRICATOR TOWARD A SERGIFFIC COAL to develop important concepts a shift that product for foundation for more complex learning to develop important concepts a shift that product for the complex learning to determ specific learning pale, student reads, and instructional standards.  EXPLICITLY TEAC COMMITTER A METATORS.
	TIONAL	HLP12 HLP13 HLP14	using profe level standards, assessment data, E5 goats, and benchmarks.  DESCEN METRICATO TOWARD A SERGIFIC COAL to develop important concepts a shift that provides the foundation for more complex learning. ANAPT CURRICALITY AND EAST MATERIALS to address specific learning pale, student reads, and instructional standards. EXPLICITLY TEAC COMPUTES A MATERIALS to address specific learning pale, student reads, and instructional standards. EXPLICITLY TEAC COMPUTES A MATERIALS to adjust the specific learning
	STRUCTIONAL	HLP12 HLP13 HLP14 HLP15	Justing store level standards, assessment data, EE goals, and benchmarks.  DESCEN METRICATO TOWARD A SECTION COAL. —It develop important concepts a shift that provide the foundation for more complex keening. —It develops important concepts a shift that provide the foundation of translation. —It address specific learning pales, student reads, and instructional standards. —It adjusts specific learning pales, student reads, and instructional standards. —It approves that the student of the students of learning.  PROVINCE SCALFORD SUPPORTS. —It aligns provided visuals verbal, and written supports to assist students in task completion.  USE EXPLICIT NETAGORY.
	INSTRUCTIONAL	HLP12 HLP13 HLP14 HLP15 HLP16	Justing price level standards, assessment data, EE goats, and benchmarks.  DISSON METHICATION TOWARD A SPECIFIC COAL  Just develop impactant concepts is shift that provide the foundation for more complex learning.  ADAPT CORROLLANT ARCES MANTERIAS.  Just address specific learning pasks, student resids, and instructional standards.  PERFLICTLY TRACE OCCUPIETE A METACODISTON STREAT COSTS.  Justing portion trainings, selection, and selectional standards.  PERFLICTLY TRACE DOUBTER ASSESSMENT AS
	INSTRUCTIONAL	HLP12 HLP13 HLP14 HLP15 HLP16 HLP17	Judicy profe level standards, assessment data, ES goats, and benchmarks.  DISCON METRICATOR TOWARD A SPECIFIC COAL  Judic develop impactant concepts is shift that provide the foundation for more complex learning.  ADAPT CURRICALITY TAXES MANTERSIS.  Judicial transport assessment of the standard resolution of tendents.  Judicial transport assessment of the standard resolution of tendents.  Judicial transport memory, estending, which estended the standards framework of the standards.  PROVIDE SCAPE COLD SUPPORTS  Judicial transport of the standards of tendents to the standards of tendents.  Judicial transport of the standards of the standards of tendents in transport of the standards of the stand
	INSTRUCTIONAL	HLP12 HLP13 HLP14 HLP15 HLP16 HLP17	Justing stroke level standards, assessment data, ES goats, and benchmarks.  DESCEN ACTIVITION TOWARD A SERFICIC COAL  —1.0 develop important concepts a shift that provides the foundation for more complex learning.  —1.0 develop important concepts a shift that provides the foundation for more complex learning.  —1.0 support angular specific learning pales student revols, and instructional standards.  —1.0 support memory, attention, and self-impulsion of learning.  —1.0 support memory, attention, and self-impulsion of learning in the self-impulsion.  —1.0 self-impulsion of learning in the self-impulsion of learning in the self-impulsion.  —1.0 self-impulsion of learning indigent and purely impulsion of learning in the self-impulsion of learning impulsion of learning in the self-impulsion of learning impulsion and indisposance.  DEADORT METRICHE INTENCENCE AND INTENC
	INSTRUCTIONAL	HLP12 HLP13 HLP14 HLP15 HLP16 HLP17 HLP18	Judicy groot level standards, assessment data, ES goats, and benchmarks.  DISCON DETECTION TOWARD A SEPECTIC COAL  Judic develop impactant concepts is abilit that provides the foundation for more complex learning.  ADAPT CURRICULAT TASKS ANATERIALS.  Judicy and the provides of the control o





#### Specially designed instruction

The legal mandate to make adaptations or modifications to the content, methodology, or delivery of instruction to address the unique needs of a child with a disability.

#### **High-leverage practices**

A set of professional practices that teachers should master and use in order to provide effective SDI.

#### **Explicit instruction**

An HLP used to provide SDI; an approach to instruction that is systematic, direct, engaging, and success oriented.

#### Intensive instruction

An HLP that refers to the intensity of instruction or intervention; Decisions about increasing instructional intensity are based on progress monitoring.



# The Building Blocks of Support '24-'25 School Year

Cademics

Behavior

Ompliance





## ESE Support Structures





## **Department Structures**



#### **ESE DISTRICT OFFICE**



## Director of Exceptional Student Education Dr. Melanie Sanders

DIRECTOR OF ESE

Allocations/ Human Resources

Budgeting/ Grants/ Medicaid

Elementary Programming, Dispute Resolution, and School Improvement at District Managed Schools

Professional Learning for Academics / Behavior HOPE DAVIS SUPERVISOR OF ESE

Secondary Programming, Dispute Resolution, and School Improvement at District Managed Schools

Transition

Therapies / Related Services TERESA CARLSON SUPERVISOR OF ESE

ESE at Private, Charter, & DJJ Schools (including Dispute Resolution and School Improvement)

Transportation

**Extended School Year** 

District Student Membership Data, IERS State Data Reporting & Discipline Records

Professional Learning for Compliance CHRISTOPHER
RYAN
COORDINATOR OF ESE

Policies and Procedures

ESE Secretaries

State Data Reporting

Hospital Homebound

Dispute Resolution assistance for all areas

**PROGRAMMING** 

**COMPLIANCE** 





## **Department Structures**



#### **ESE DISTRICT ADMINISTRATION**



DISTRICT HOUSED SPECIALISTS ASD - EBD - PREK - H/H - IND - ACCESS POINTS - SPEECH/ LANG.

**ZONE BEHAVIOR** SITE COACH & ZONE SCHOOL SITE SPECIALIST\*

**ESE School Site** Specialists: KHH KHE MRE\*

zone **KEYSTONE** HEIGHTS

ZONE BEHAVIOR SITE COACH & ZONE SCHOOL SITE **SPECIALIST** 

**ESE School Site** 

Specialists: CEB / PES CHS SPS SPC FIH FIE GCJ / BLC TBE

zone **GREEN COVE/** FLEMING ISLAND

1 s с н о о L

**ESE School Site** 

Specialists: CHE / MBE CGE LAE LAI ROE WIH MHS WES / SLE

3

SUPPORT

**ZONE BEHAVIOR** SITE COACH & ZONE SCHOOL SITE **SPECIALIST** 

**ESE School Site** 

Specialists: AES OPI OPH SBJ GPE LSE / OPE LSJ MCE WEC

zone ARGYLE/ ORANGE **PARK** 

STARTS

ZONE BEHAVIOR ZONE SCHOOL SITE

**ESE School Site** Specialists: DIS / DOE TES POE OVE OLI/OHS RVE RHS

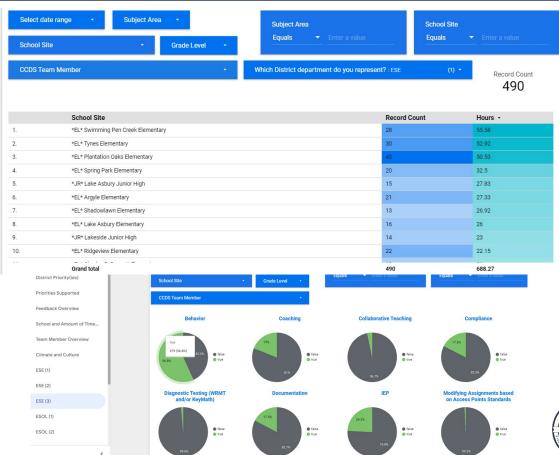
zone 5





# 2024-2025 CCDS Instructional Support Visit Follow-Up

## **Support Documentation**







## **Supporting our Schools**



- Assisting families in transitioning to our District
- Classroom observations and recommendations
- Problem-solving/ Placement decisions
- Instructional / School Improvement walks
- Attending high need IEP meetings
- Training / Coaching in developing IEPs
- Professional Learning Opportunities



## **Supporting School Leaders**

- ESE Best Practices
- Inclusive Scheduling
- Problem Solving
- Professional Learning
- Collaboration and support with other district departments/teams
- Data Review and Monitoring

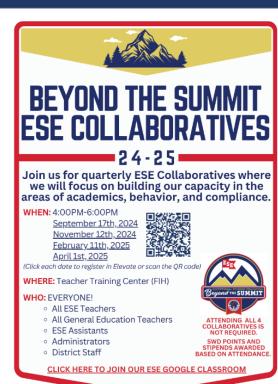


# Professional Learning and Collaboration

INSTRUCTIONAL
STRATEGIES FOR
STUDENTS ON ACCESS
POINT STANDARDS

- Information on alignment of standards
   & Access Point standards
- resources & examples of modifications
- criteria for Access Point Standards
- Guidance on grading a student instructed on Access Point standards











TUESDAY, SEPTEMBER 26TH | 5:30-7:30 P.M.
IN THE RIDGEVIEW HIGH SCHOOL CAFETERIA

Come learn about services and resources available to students and families through the school system and community resources.

FOOD WILL BE AVAILABLE FOR PURCHASE! SILENT AUCTION SUPPORTING THE ESE PROGRAM!

#### **Planned Resources**

- ✓ Tables hosted by CCDS
- ✓ ESE Advisory Council and
- ✓ ESE Advisory Council and Family Liaison
  - Learn more about ESE by visiting:

**ESE Family Engagement Night** 

## **ESE Advisory Council**



## ADVISORY COUNCIL



TUESDAY, AUGUST 27, 2024 6:00 P.M.

> Ridgeview Elementary Media Center



TO RSVP, PLEASE FILL OUT THE ONINE FORM AT: <u>TinyURL.com/ESEAugustMeeting2024</u>











## **Questions?**

