

ESE Coordinators' Meeting

September 1, 2022

Gabriel A. Cambert
Director of Continuous Improvement
Office of Catholic Schools
Archdiocese of Miami
305-762-1019
gcambert@theadom.org



AGENDA

- Prayer
- Norms
- Objectives
- Overview
- Plans
- Accommodations vs Modifications
- RtI
- Evaluations & Physician Statements
- IDEA
- Therapy Services
- General School-Site Information
- Review Objectives

PRAYER

GOD GRANT ME THE
SERENITY
TO APPRECIATE THE
UNIQUE GIFTS OF MY
STUDENTS, THE
COURAGE TO CHALLENGE
THEM TO DO THEIR BEST,
AND THE WISDOM
TO HELP THEM BECOME
ALL THAT
YOU
CREATED THEM TO BE.

MEETING NORMS

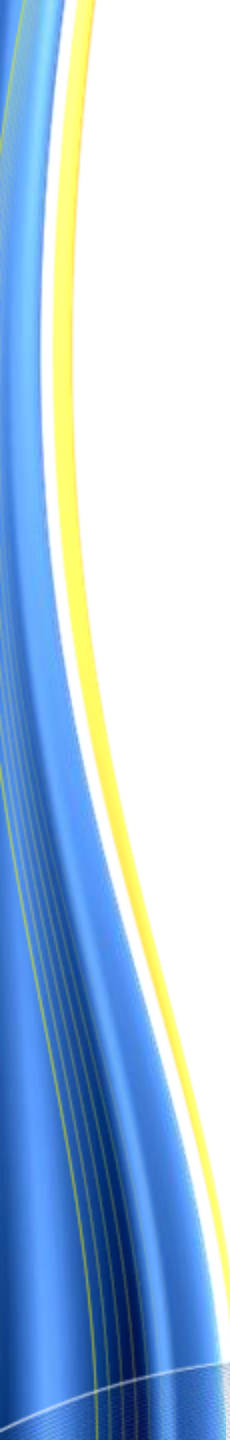
- Cameras On
- Microphones Off
- Use chat box to ask questions during presentation.

MEETING OBJECTIVES

- After this meeting participants will:
 - Have a high-level overview of ESE services in the Archdiocese
 - Explain the differences between modifications & accommodations
 - Access contact information for district personnel relating to ESE services
 - Discuss important compliance policies

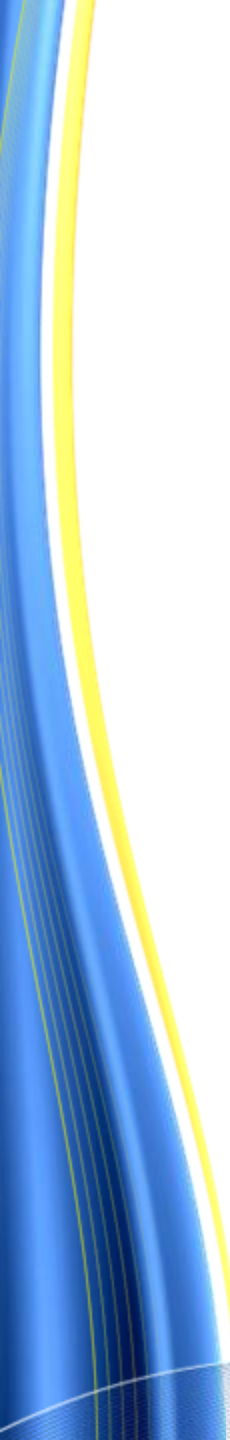
Overview

The background features a dynamic, abstract design. It consists of several layers of wavy, flowing lines in shades of blue and orange. A prominent feature is a grid of thin, light blue lines that curves and flows across the lower right portion of the image, creating a sense of depth and movement. The overall aesthetic is clean, modern, and professional.

- 
- **“I have called for *inclusive* education which makes room for everyone... Strive to ensure that Catholic schools *are truly open to all.*” – Pope Francis**

December 5, 2015

Audience with members of the Association of Catholic School Parents (AGESC)



➤ According to the Archdiocese of Miami's NCEA statistics reports, roughly 9% of the 30,800+ total students in the 2020-2021 school year were students with disabilities.

– *We serve over 2,800 students system-wide*

EXCEPTIONAL STUDENT EDUCATION

- Explicitly review with teachers. Have a discussion with teacher
- In Classroom walkthroughs:
 - Multiple seating examples
 - Everyone is not doing the same thing

Plans

The background features a dynamic, abstract design. It consists of several layers of wavy, flowing lines in shades of light blue, medium blue, and orange. In the lower right quadrant, there is a complex grid of thin, white and light blue lines that create a sense of depth and movement, resembling a digital or architectural structure. The overall aesthetic is clean, modern, and professional.

PLANS

- Please continue to use ADOM Individualized Learning Plan (ILP) and Accommodations Plan forms used in previous years
 - Forms can now be found in the E-Library

PLANS

- ILP
 - Disabilities (i.e. Processing Disorder, etc.)
- Accommodations
 - More for medical conditions
- Review Plans Annually

ILP:TRANSITION

- Transition section of ILP
 - The only students that get "diplomas" are 12th graders when they graduate. Every other student can get a certificate of completion or promotion. Likewise, promotion events for 8th grade should not be called "graduations."
 - On the ILP you should mark "Other," if the student is in 8th grade, and then write in information about the kind of school/program to which he will be going (i.e. Champagnat Program at St. Brendan High, etc.).

Accommodations & Modifications

**“Unable to get near Jesus because
of the crowd, they opened up the
roof above him.”**

Mark 2:4

ACCOMMODATIONS VS. MODIFICATION

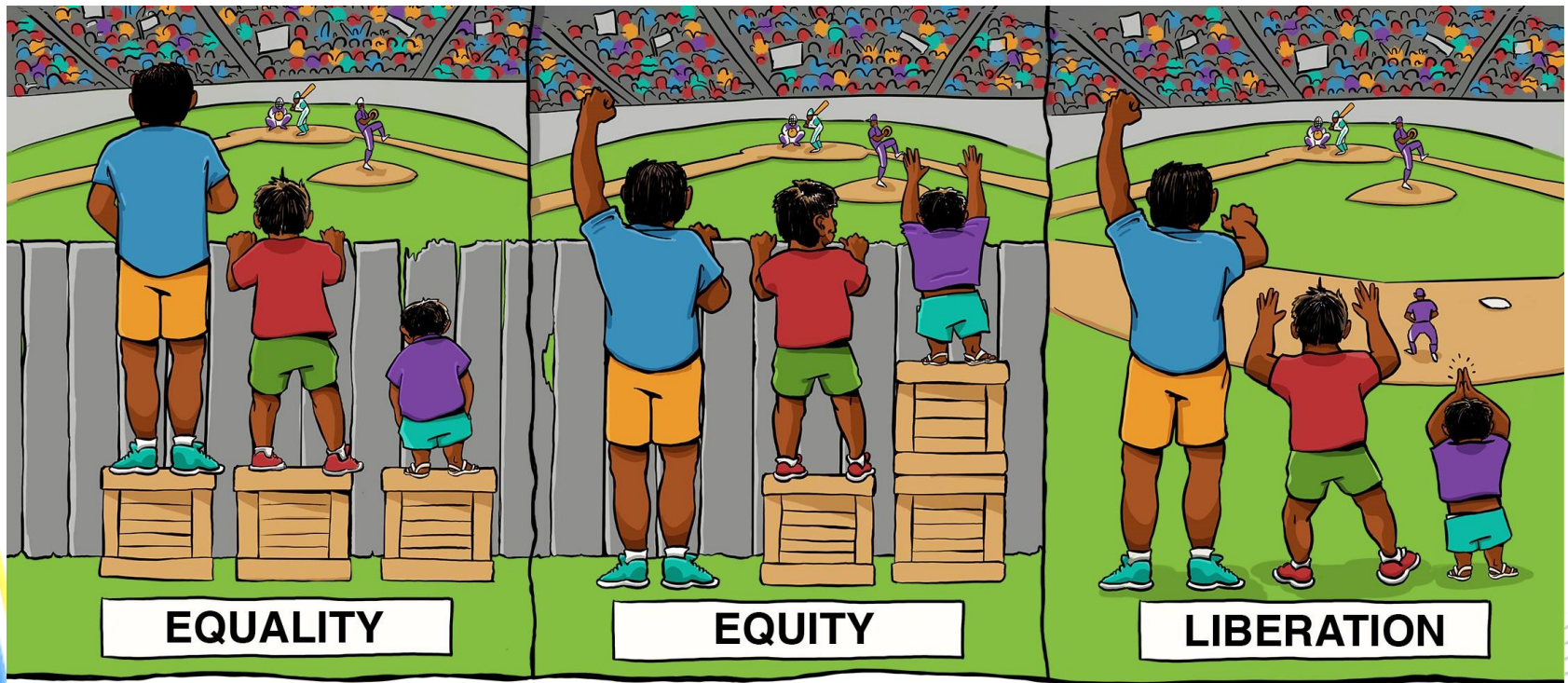
- Accommodations: Changes the how or the way
 - Learning standard is not negotiable but the path to get there is
 - Extended time (150%), Small group testing, preferential seating, notes/slide deck handouts, etc.

- Modifications: Changes the what (not expected to graduate high school with a regular diploma)
 - Changing the number of spelling words, not requiring word problems in Math, different grade level standards, etc.
 - No students should be on a modified curriculum unless approved by OCS. Please email me a list of students on a modified curriculum by **September 15th**


- “Accommodations are not fair”
 - Glasses or contacts

Catholic Social Teaching – Rights & Responsibilities:

Every person has a fundamental right to life and a right to those things required for human decency.

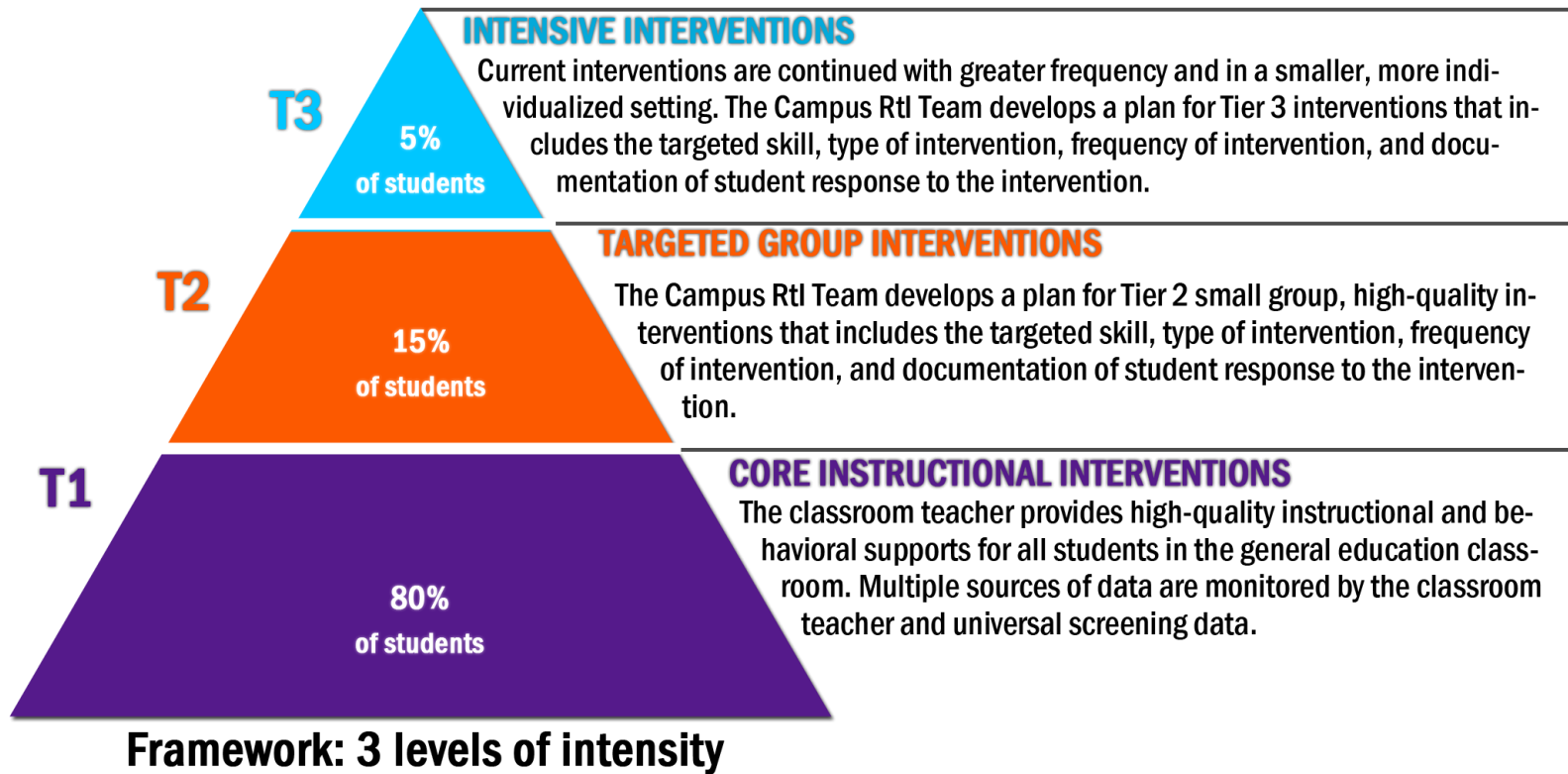


Artist: Angus Maguire



Response to Intervention (RtI)

RESPONSE TO INTERVENTION (RTI)



<https://www.smcisd.net/Page/997>

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

READING EXAMPLE

- Tier 1: Universal
 - HMH's Into Reading, Savvas' myPerspectives, TerraNova data, etc.
 - Literary text comprehension concerns

- Tier 2: Targeted
 - Resource pull-out, DI teacher-led center (data-driven), Title I pull-out (FACTS/Catapult), Star data, etc.
 - Focused on literary text comprehension

- Tier 3: Specialized
 - IXL, iReady, one-to-one tutoring, etc.
 - Focused on literary text comprehension

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

BEHAVIOR EXAMPLE

- Tier 1: Universal
 - Class- or school-wide celebrations, Gospel values/virtues curriculum, table marbles, clip chart, etc.
 - Concerns following 2-step directions

- Tier 2: Targeted
 - Small-group counseling, parent conferences, Class Dojo/LiveSchool, behavior contracts, mentoring/buddy program, etc.
 - Focused on following more than one step directions

- Tier 3: Specialized
 - Daily report card by periods, referred for individual counseling, more frequent positive behavior rewards, detention/suspension, etc.
 - Focused on two-step directions compliance

RTI

- Team-based approach
- Parent communication
- Documentation is key!
 - District forms available
- Florida Problem Solving/Response to Intervention (PS/RtI) Project




Evaluations & Physician Statements

PRIVATE EVALS

- Good for three years from the date of the evaluation.
- Should be from a licensed psychologist.
- If there is sensitive information in the biopsychosocial section, teachers should not be privy to that sensitive information.
- No student should get accommodations without proper documentation.

PHYSICIAN STATEMENTS



Archdiocese of Miami
Physician's Statement

_____ (school name) seeks information from you for the purpose of education planning. Please complete the form, sign, and return to the address above.

Student Name _____	Student ID Number _____
School _____	Date of Birth _____
Parent Name _____	Parent Telephone _____

Completed by Physician:

Nature and extent of physical/health/medical condition _____

Date of onset _____ Prognosis _____

Medication prescribed/Dosage _____

How does this condition impact the student? _____

Signature and Title of Examining Physician _____ Date of Examination _____

Physician's Name (Print or type) _____

Physician's Mailing Address/Telephone Number _____

- ADOM form should be used.
- Other physician's statements/letters can also be used granted they include all the same information.



Individual with Disabilities Education Act (IDEA)

IDEA EQUITABLE SERVICES (DADE)

- Includes support for eligible students:
 - Academic Instructional Support (AIS)
 - Classroom resources
 - Technology
 - Online software
 - Professional development

- Miami-Dade contact:
 - Jorge Mendez
 - jmendez15@dadeschools.net

IDEA EQUITABLE SERVICES (BROWARD)

- Includes support for eligible students:
 - Academic Instructional Support (AIS)
 - Online software
 - Professional development

- Broward contact:
 - Theresa Spurlock
 - terryspurlock@browardschools.com

IDEA EVALUATIONS (DADE)

- Consent (or refusal notice) must be obtained within 30 days of parental request
- Initial evaluations must begin within 60 calendar days of parental consent.
- RtI-specific data should not delay or be the reason for denial of **consent**; however, some data must be included showing need to determine **eligibility**
 - RtI data can be older than one year, but recent data must also be included.
- Centralized Services provided by Miami-Dade contact:
 - Jennifer Horenstein
 - jhorenstein@dadeschools.net

IDEA EVALUATIONS (BROWARD)

- Consent (or refusal notice) must be obtained within 30 days of parental request
- Initial evaluations must begin within 60 calendar days of parental consent.
- RtI-specific data should not delay or be the reason for denial of **consent**; however, some data must be included showing need to determine **eligibility**
 - RtI data can be older than one year, but recent data must also be included.
- Decentralized services coordinated by Broward contact
 - Theresa Spurlock
 - terryspurlock@browardschools.com

IDEA MISC.

- Meet with Principal
 - IDEA Meaningful Consultation Meeting information
 - Attendance is required

- Contacting IDEA Office
 - No teacher should go to IDEA office directly. They should always go through the Principal/ESE Coordinator.
 - The Principal/ESE Coordinator should review the documentation prior to sending it to the IDEA office.

- Document Handling
 - When the parent is providing documents to the district, request a copy. These get “lost” often.
 - School forms should go directly from the school to the county and not through the parent.

AIS TEACHERS (THROUGH IDEA)

- Must complete:
 - An FBI/FDLE **fingerprint check** through one of our designated fingerprinting sites OR evidence of such a background check through the public school district, submitted to our Archdiocesan Child Protection Coordinator in written form. This requirement must be completed by the first day of the services provided.
 - Initial **training through the Virtus program** (<http://www.virtusonline.org/>). This requirement must be completed within 45 days of agreeing to provide services.
 - Signing of the **Volunteer Pledge to Promote Safe Environment** (not the Employee Pledge). This document can be found in the E-Library and it can be signed when the teacher comes in.
 - Participation in **monthly Virtus bulletins**.

- The principal will also conduct a screening/search using the FLDOE's new Disqualification List.

- If the AIS teacher does not have Virtus training, they must be under the direct supervision of a cleared staff member. That staff member must be responsible for the teacher.

Therapy Services

The background features a dynamic, abstract design. It consists of several layers of wavy, flowing lines in shades of light blue, medium blue, and orange. In the lower right quadrant, there is a complex grid of thin, white lines that create a sense of depth and movement, resembling a digital or network interface. The overall aesthetic is clean, modern, and professional.

ON-SITE THERAPY SERVICES

- It is important that instances of therapeutic supports be provided to current students as part of their educational/psychological plan.
- We do not want therapists running their private practice (including non-students) on the campus of our schools.
- *New Parent Disclaimer/ Acknowledgement of Therapy Service Provider form*

SAMPLE EMAIL

Dear Parents and Therapists,

I pray this email finds you well, having enjoyed some beautiful times this summer with your cherished ones!

In advance of the start of school I wanted to advise you of new policies going into effect this school year specifically for occupational/speech and language/behavior therapists allowed on campus:

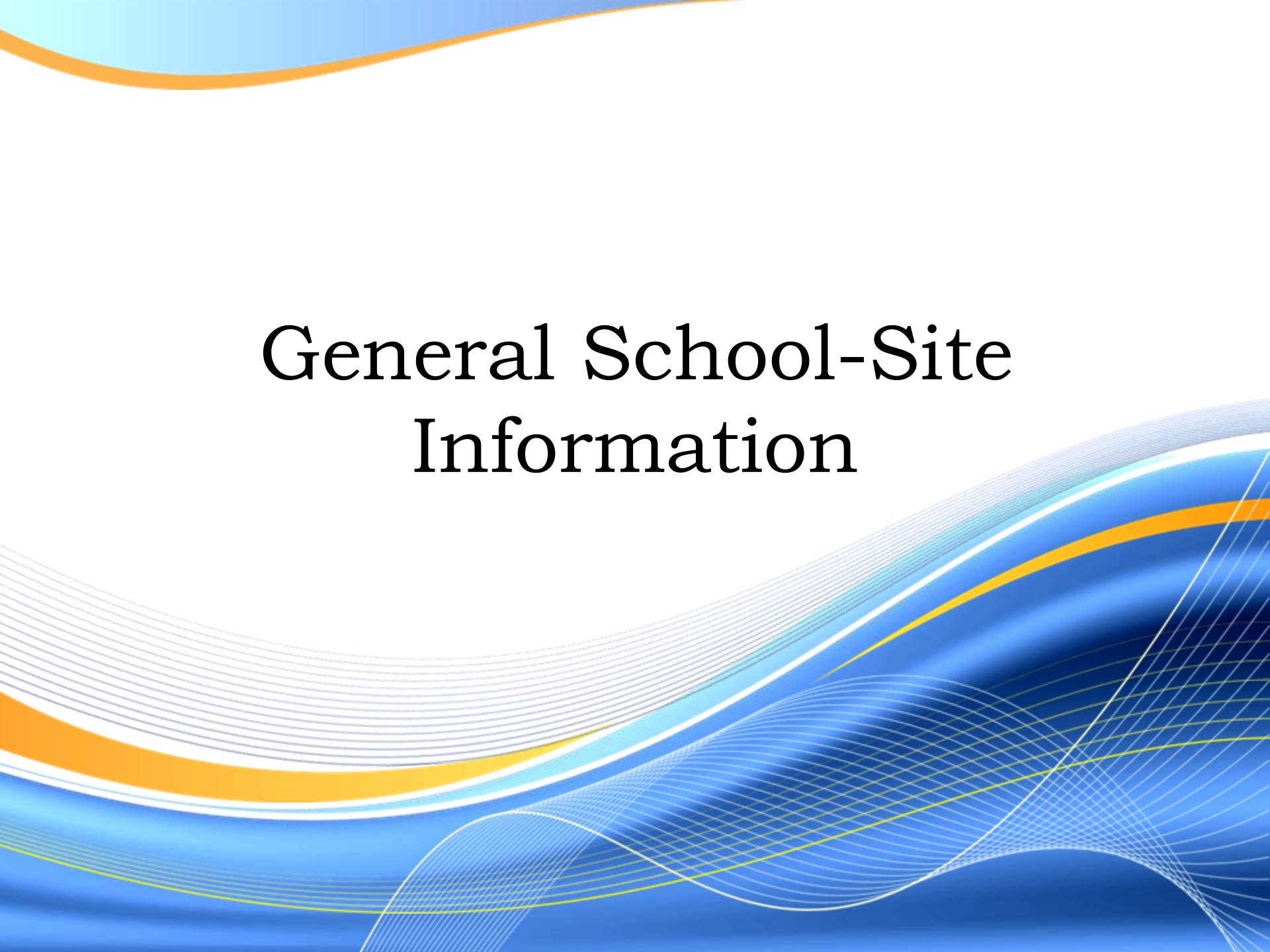
- A brief orientation will be held with each therapist to help acclimate them to our school and discuss our policies/procedures.*
- In order to continue ensuring campus safety, therapists will now be required to wear medical scrubs/nursing uniforms and not their regular attire.*
- At this time the current COVID policy is that all visitors, therapists, and parents wear a face mask covering both their nose and mouth when physically present on campus.*
- It is our sincere wish to develop a positive relationship with each therapist/company; however, in the event the school feels that this relationship is no longer beneficial to the student, we retain the right to revoke access privileges to any therapist/company at the discretion of the school administration.*

If any changes are made to these or other related policies, I will keep you updated. Should you have any questions, please do not hesitate to contact me.

We are delighted to be able to partner with each one of you to deliver the best possible education to our students. By God's grace and protection, this will be a fruitful year and we will be blessed to witness it!

THERAPIST ORIENTATION

- Topics to discuss at an opening-of-schools orientation with Behavior/ Speech & Language/ Occupational/ Physical Therapists:
 - Required clearances
 - Virtus training & monthly bulletins
 - Fingerprinting [vendor code provided by the school]
 - *New* Disqualification List screening
 - Required Forms
 - *New* Participation Release Form for the rapists
 - Signed Volunteer Pledge (not the Employee Pledge) to Promote Safe Environment
 - Dress code
 - Participation in religious activities
 - Role of the classroom teacher
 - School personnel contact info (ESE Coordinator or other contact person)
 - School calendar
 - School tour or map (if necessary)



General School-Site Information

ADMISSIONS

- Statement in admissions form (lawyers)
 - ...
- Share with families what kinds of accommodations/diagnoses you can support at the school
- Explaining what services your school provides:
 - Which disabilities you serve
 - IQ levels
 - “Holy Family strives to
 - Pull Lisa Kempinksi, Kristen Whiting, Flordenis Brown, Jocy Zlatkin, Cris Rodriguez, & Bertha Moro
 - A phrase the schools can use with the different levels of support

PROGRAM FORMAT

- Not one size fits all approach:
 - If you are pulling students for an intervention, pull for the subject/area where the student has an identified disability.
 - Don't pull for Math if the student has a reading disability.
 - Reading or process disabilities can affect Math.

ESE POINTS FOR CERTIFICATION

- Find meaning professional development activities that will help address student needs
 - Not just to check off a box for points
- Contact our Office with PD requests

REPORT CARDS & DIPLOMA OPTIONS

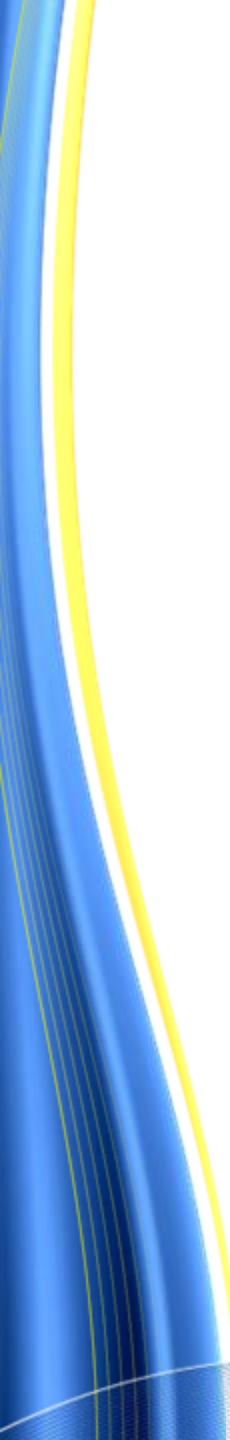
- Report cards should show which courses are modified grades “M”
- Report card do not need to show that accommodations “A” were received for a specific course (unless necessary to differentiate between modified & accommodated courses)
- A vs M description in box/key at the top of the report card
- Diplomas are not given in any grade except 12th. All students receive a certificate of promotion upon completing the 11th grade (and lower) courses of study.
- Therefore no “special diplomas” are given in grades 11 and below.



In conclusion...

REVIEW OBJECTIVES

- As a result of this meeting participants can:
 - Have a high-level overview of ESE services in the Archdiocese
 - Explain the differences between modifications & accommodations
 - Access contact information for district personnel relating to ESE services
 - Discuss important compliance policies

- 
- Please remember to complete evaluation on RegisterMe Live in order to receive credit for attendance.
 - Contact me with any questions or concerns.

THANK YOU!

- **“... the Church owes persons with disabilities *her best efforts* in order to ensure that they are able to hear the Gospel of Christ, receive the Sacraments, and grow in their faith in the *fullest and richest manner possible.*” (no. 49)**

National Directory for Catechesis