

# Superintendent's District Advisory Panel for ESE

*March 3, 2022*



Welcome

Welcome



# Introductions





## Superintendent's District Advisory Panel for Exceptional Student Education

### Meeting Norms

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1. Wait to be recognized by the chair before speaking.
2. Use the virtual hand-raise feature to seek recognition from the chair. If you are attending the meeting in-person, raise your hand prior to speaking.
3. Keep yourself on mute unless recognized by the chair.
4. Keep your camera on when speaking.
5. Keep comments germane to the business at hand.

# Agenda

- **Consent Agenda**
- **Subcommittee Updates**
- **ESE Updates**
- **Early Childhood Updates**
- **Advanced Academic Programs Updates**
- **Meeting Wrap-up/Adjournment**



# Consent Agenda

- Approval of November 2021 and January 2022 General Meeting Minutes



# Updates

- **Exceptional Student Education**
- **Early Childhood Programs**
- **Gifted/Advanced Academic Programs**





# M-DCPS Pre-K Diagnostics Arena Model

Department of Exceptional Student Education

# Proposed M-DCPS Pre-K Arena Model

- Model was launched in September 2021
- Highlighting a streamlined approach to assessment and staffing for Child Find students
- Offering a convenient one-stop shop for screening/evaluation, followed by staffing appointment
  - Same team works with a family from start to finish
  - Quicker process time and more immediate provision of services to children with special needs
  - Anticipated decrease in no-shows
  - New process facilitates movement from multiple appointments to two appointments - creation of multi departmental appointment calendar for teams



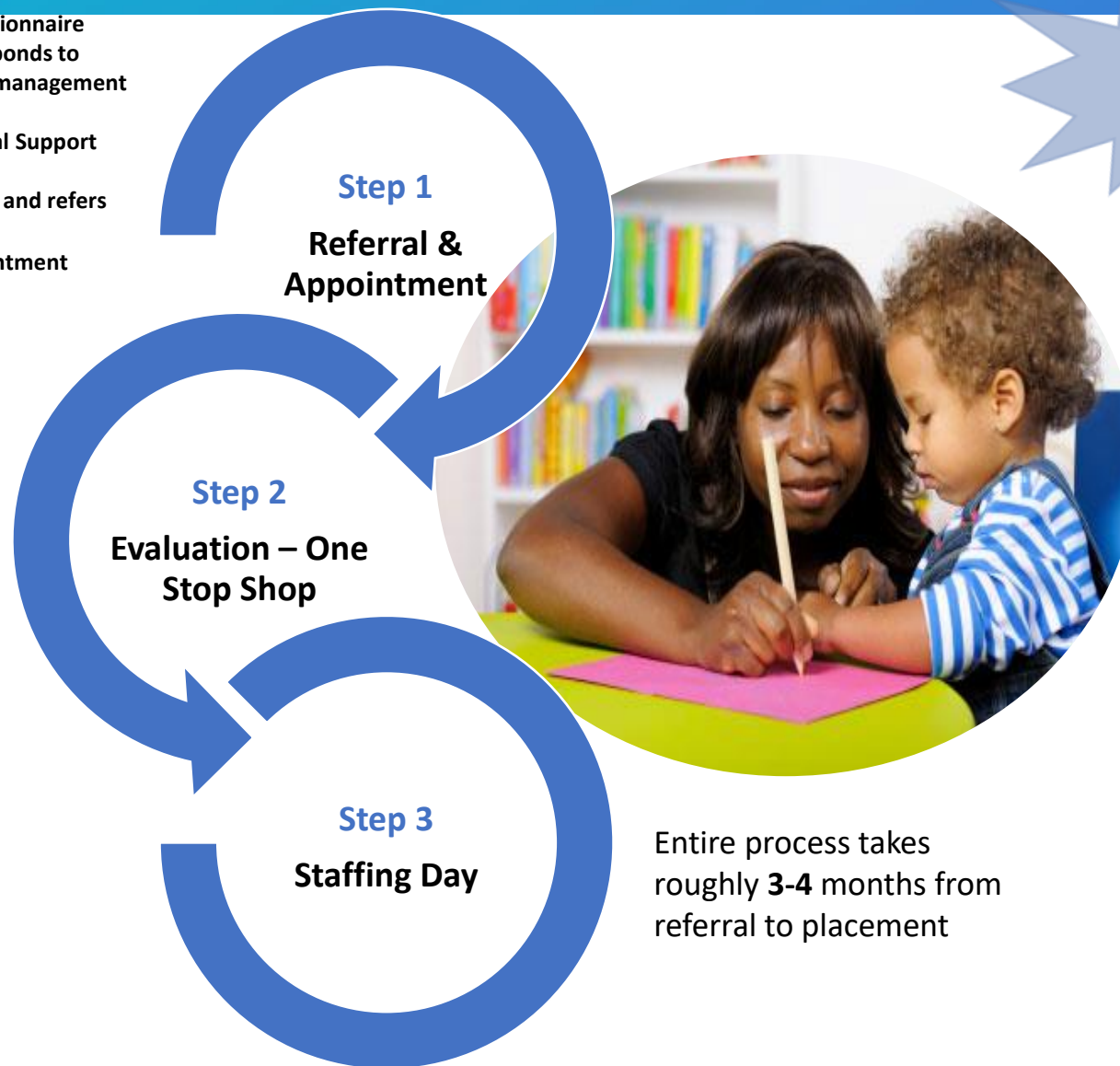
# Arena Pre-K Diagnostic Model

NEW

- Parent contacts FDLRS and is asked to complete a small questionnaire
- Questionnaire is processed by a Child Find specialist who responds to parent and completes an initial communication survey (case management begins)
- Child Find specialist sends completed packet/survey to Clinical Support Personnel for triage
- Clinical Support Personnel prioritizes level of case complexity and refers the case to the interventionists (about 2 weeks)
- Interventionist contacts family to schedule evaluation appointment

- Child will receive sensory screening, developmental screening, developmental testing, psychoeducational testing (if needed), speech and language testing (if needed) all on the same day
- Parents will meet with clinical support staff on this day and leave with resources and next steps
- Parents leaves with appointment for staffing day (no more than 3 weeks from evaluation day)

Conducted in a manner that best fits family's needs (in person, virtually, telephonically)



Entire process takes roughly **3-4** months from referral to placement

# Process by the Numbers...



## **NEW MODEL**

- 8 teams across the county testing
- 1472 children evaluated per school year
  - Up to 1472 psychoeducational AND 1472 speech and language evaluations done

# Child Find Evaluation Process: Referral and Review

- Evaluation process begins with lead sheet – provided to parents by clerical team upon first contact
- Completed lead sheets sent to corresponding CF specialist (by evaluation center)
- Role of the Child Find Specialist has been adapted for new process
  - Child Find Specialist is case manager for team
  - Child Find Specialist prepares communication with parent, and sends survey to parents, which includes observation of preschool student behaviors
  - Child Find Specialist will provide parent resources based upon initial referral question (Padlet)
  - Once Child Find Specialist deems a packet complete, the packet is sent to Clinical Support personnel for triage
    - \*Team will utilize predetermined timespan for documentation collection to ensure timeliness of process\*



# CHILD FIND EVALUATION PROCESS: REFERRAL AND REVIEW

## Clinical Support Team

- **New role created for this process better utilizing clinical skills of the school social workers and/or clinical lead**
  - **Reviews completed packets**
  - **\*If child seems to be within normal limits upon clinical review, given an appointment for interview/screening with CF specialist assigned to team - This is a new assignment for CF specialist**
  - **Once triaged, case will be sent to on site interventionist to schedule appointment with family**



# CHILD FIND EVALUATION PROCESS :

## Screening and Evaluation

- **Evaluation day**
  - Family is greeted by CF Specialist to obtain consents
  - Team meets with child conducts:
    - Sensory screenings (on site audiologist & CF specialist)
    - Developmental screenings (team)
    - Developmental testing (team)
    - Psychoeducational testing (psychologist)(if needed)
    - Speech and language testing (SLP)(if needed)
  - School social worker may conduct adaptive testing (if needed)
- **At the conclusion of evaluation session:**
  - School Psychologists will provide information as to staffing meeting date and time
  - School social worker will provide exit interview with parental resources



# 2021-2022 ESE Parent Survey Roll Out

- ESE Parent Survey Period: February 1 – May 31, 2022
- Online survey is available to parents at:  
[www.esesurvey.com](http://www.esesurvey.com)
- All parents should be encouraged to complete the online survey
- 2021-2022 State and District return goal is 10%



# Contact

If you have any questions or need assistance with the ESE Parent Survey, please contact Florida Diagnostic & Learning Resources System-South (FDLRS-South).

- Phone: 305-274-3501
- Contact: Danita Duhart, Director, Community Outreach



# ESE Updates



Skills, Opportunities, And Readiness  
for Adult Living



# Project SOAR

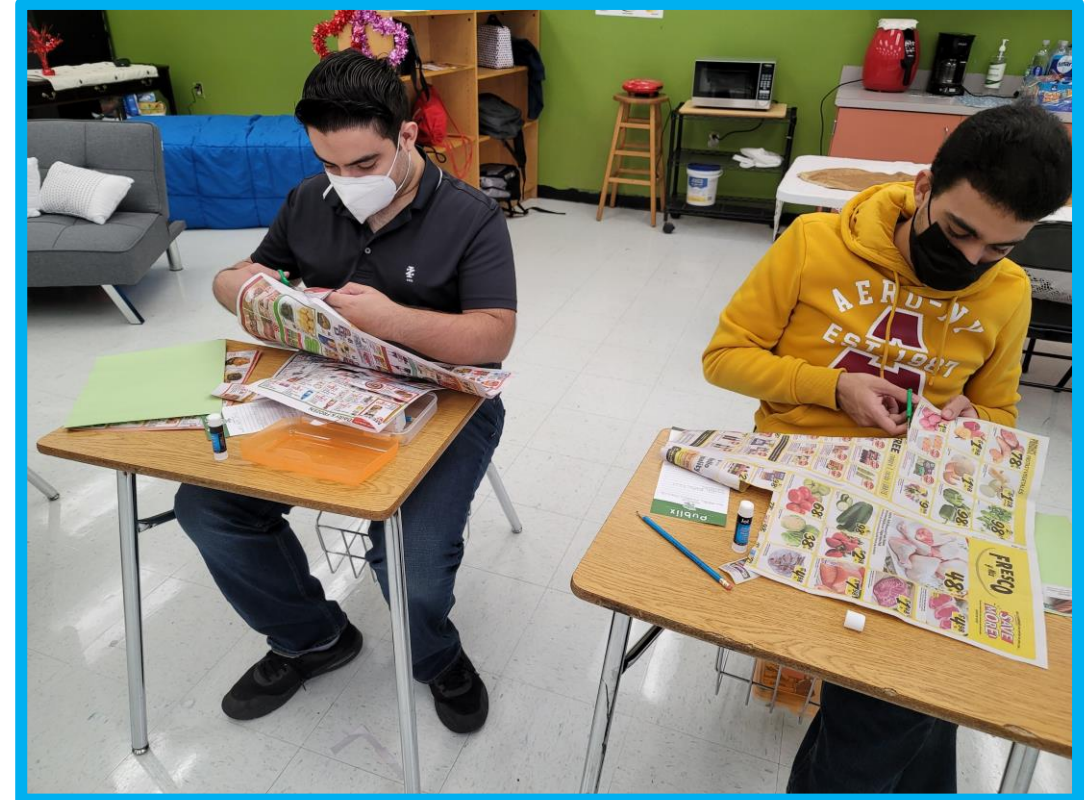
- **Program for young adults, ages 22-26**
- **Collaboration with M-DCPS Adult Education**
- **Locations: Miami Springs Adult Education Center and Felix Varela Adult Education Center**
- **Program Hours – 9:00 AM to 2:00 PM**
- **Lunch is provided**



# Project SOAR

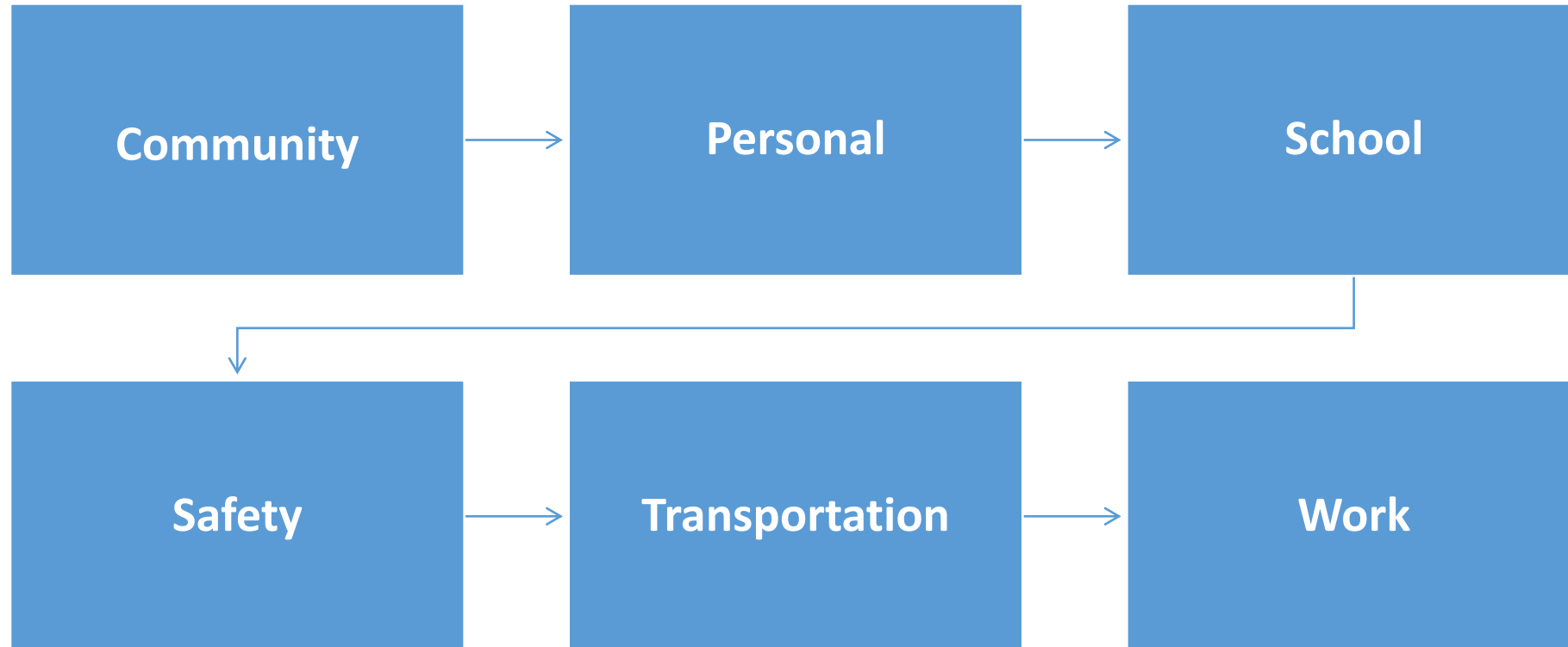
## Curriculum and Activities

- Daily Living Skills
- Communication Skills
- Self-Advocacy and Self-Determination
- Personal Health and Safety
- Food and Nutrition
- Citizenship and Community Involvement
- Personal and Social Skills



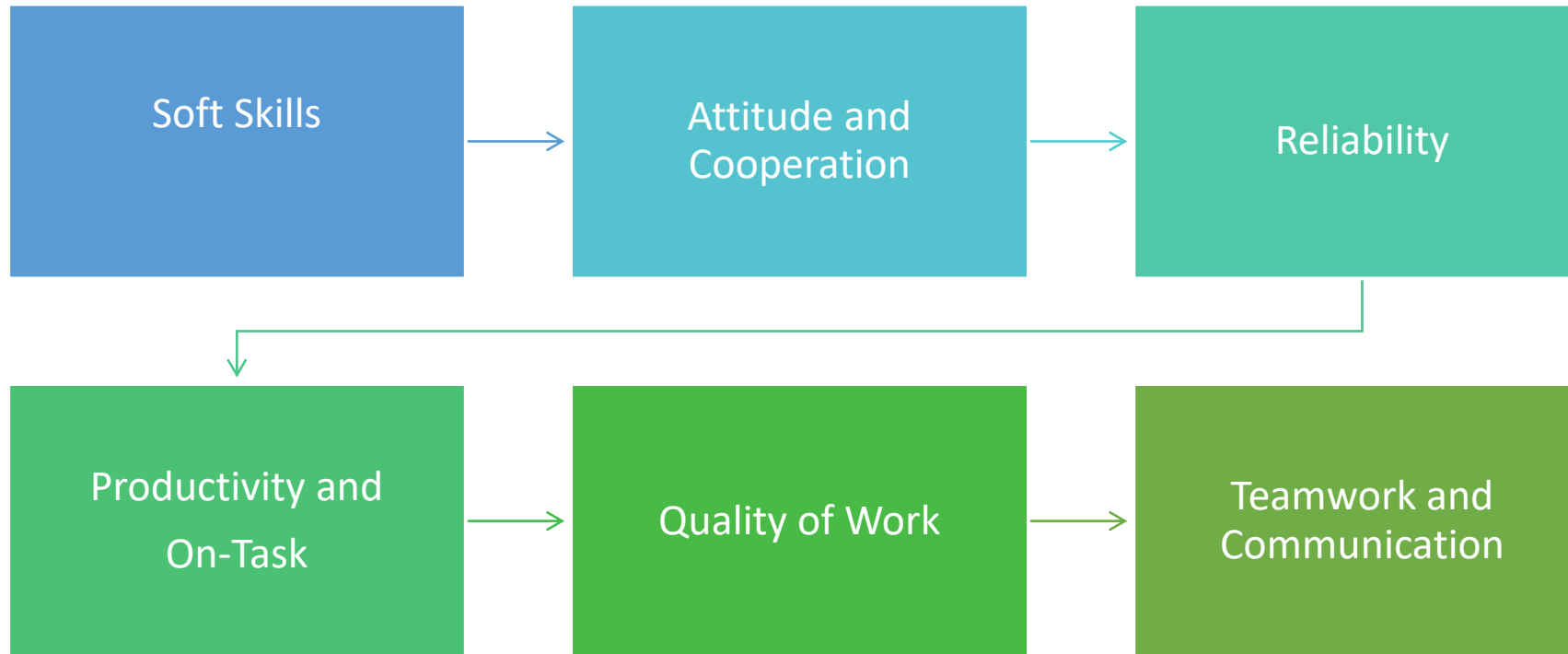
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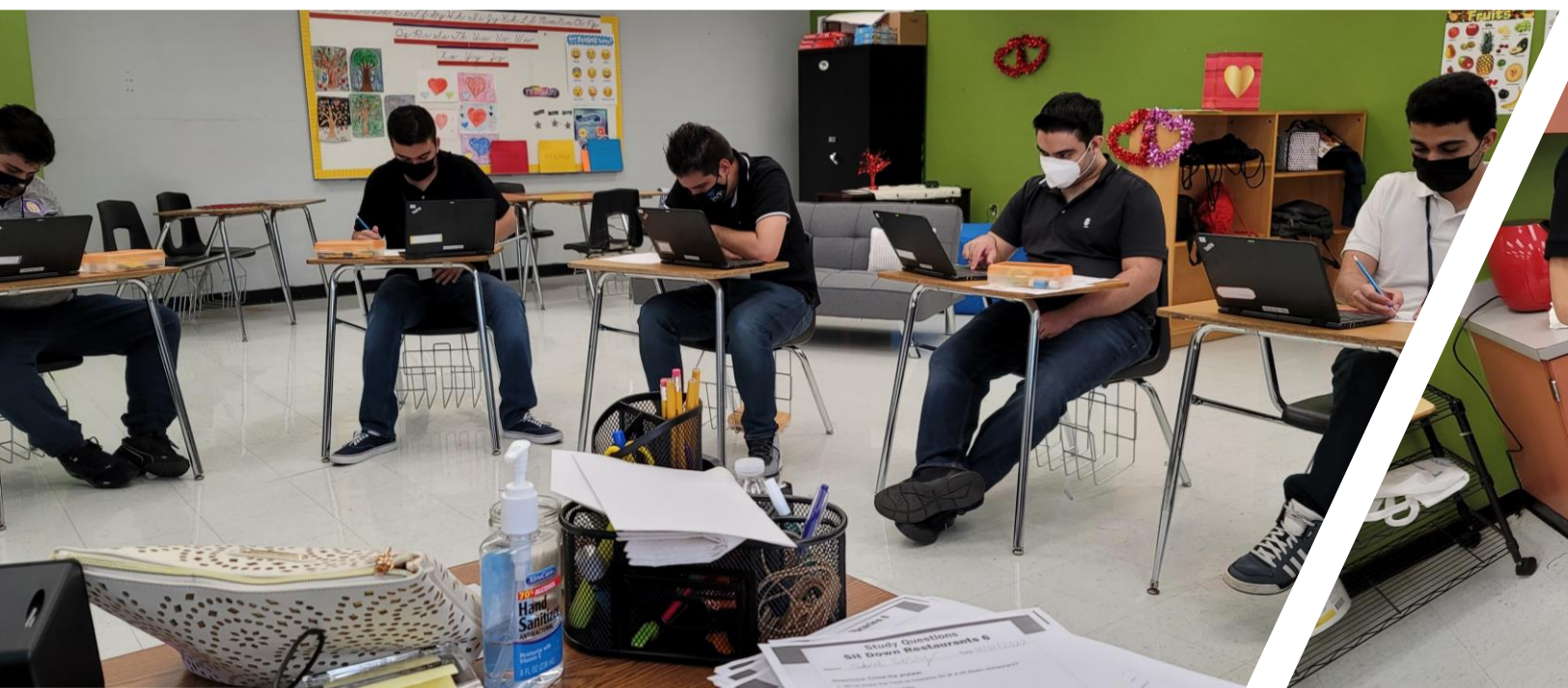
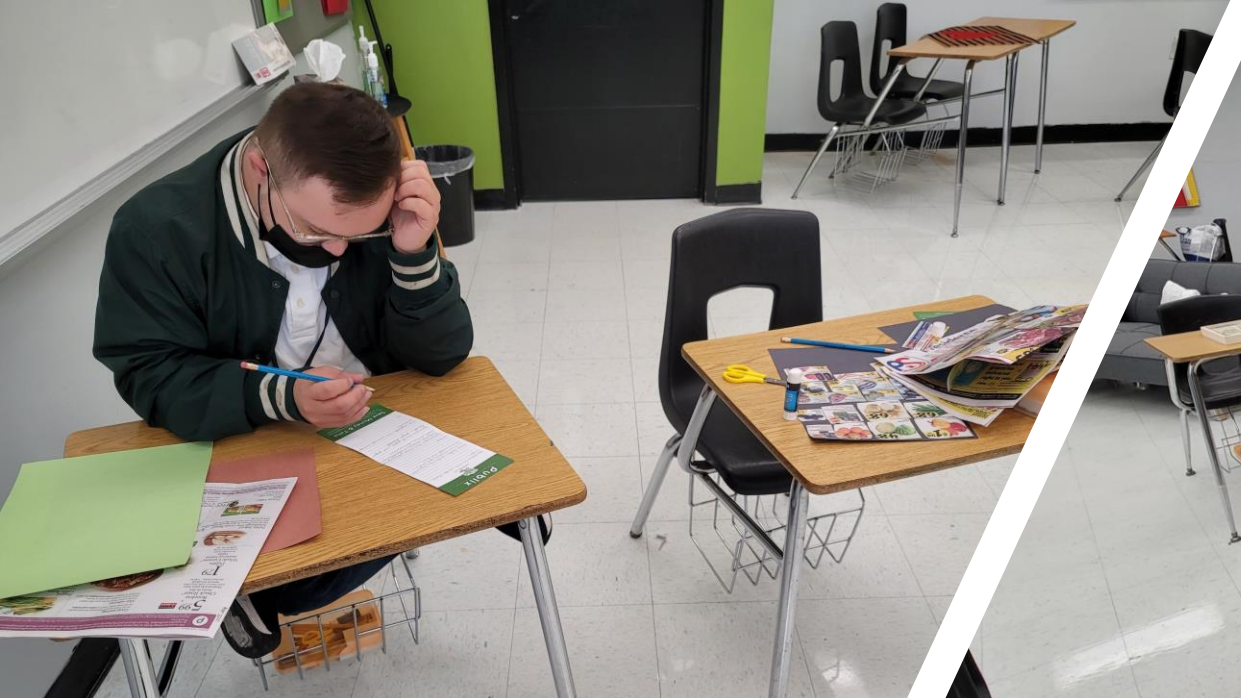
- **Attainment Life Skills Program**



# Project SOAR

- **UPGRADE Curriculum**





# Project SOAR



Skills, Opportunities, And Readiness  
for Adult Living

- **Collaboration with the University of Florida**
  - Food and Nutrition Program
- **Connection with Agencies**
  - Agency for Persons with Disabilities (APD)
  - Special Transportation Services (STS)
  - Vocational Rehabilitation (VR)





Skills, Opportunities, And Readiness  
for Adult Living

Project SOAR is an Adult Education program for young adults with disabilities. Students in the program have the opportunity to continue participating in learning activities to enhance their independent living skills, while collaborating with peers in a positive and engaging learning environment.

2021 - 2022 Program Locations

Felix Varela Adult Education Center  
Miami Springs Adult Education Center

Students will learn about:

- Citizenship and Community Involvement
- Daily Living Skills
- Employability Skills
- Food and Nutrition
- Personal Health and Safety
- Self-Advocacy and Self-Determination

For more information and to apply, please contact:  
Maggie Ercilla, Instructional Supervisor  
Department of Exceptional Student Education  
[mercilla@dadeschools.net](mailto:mercilla@dadeschools.net) / (305) 995-1238

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**Maggie Ercilla**

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**(305) 995-1238**



# Early Childhood Parent Support

## Positive Parenting Practices for Parents

Webinar series on various topics made available to parents.

Opportunities for parents to ask questions or obtain feedback via email/virtual feedback.

Deliver materials to parents at centralized locations as additional resources to work with their children at home.

For more information and to suggest topics of interest, email [cmonsalve@dadeschools.net](mailto:cmonsalve@dadeschools.net) or call Claudia Monsalve at 305-271-5701.



# Early Childhood Articulation Meetings

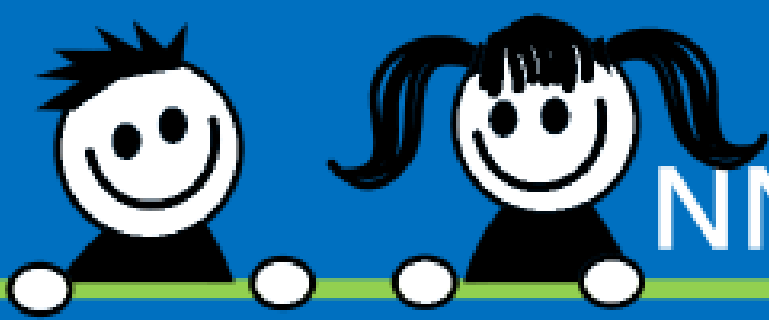
- **Articulation meetings for families transitioning from Pre-K to kindergarten start March 7th, 2022.**



# Gifted/Advanced Academics Updates

The Naglieri Nonverbal Ability Test<sup>®</sup>—Third Edition (NNAT-3) test results indicate the following subgroups have met screening criteria:

Subgroup	Percent meeting screening criteria
Free/Reduced Lunch	30%
English Language Learners	33%
Black	17%
Hispanic	32%
White	25%
Other	37%



# NNAT3 Updates

- ◎ The Naglieri Ability Index (**NAI**) is a score on a scale that ranges from **40** to **160**, with an average of **100** and a standard deviation of **16**. An **NAI** of **100** represents the score that is the average for students of the same age. About **68%** of students score within one standard deviation of **100** (between NAIs of **84** and **116**), and about **95%** score within two standard deviations (**68** to **132**).
- ◎ Seventeen students scored at least **3** standard deviations above the mean (**148 to 160**), the **99.9%ile**. These students attend the following schools:
  - ◆ Maya Angelou Elementary
  - ◆ Redland Elementary
  - ◆ Dr. Toni Bilbao K-8
  - ◆ Gulfstream Elementary
  - ◆ Lake Stevens Elementary
  - ◆ Palm Lakes Elementary
  - ◆ Pinecrest Elementary
  - ◆ Ada Merritt K-8
  - ◆ Kenwood K-8 Center
  - ◆ Olympia Heights Elementary
  - ◆ Henry Flagler Elementary
  - ◆ Sunset Elementary
  - ◆ Redondo Elementary
  - ◆ Leisure City K-8
  - ◆ Natural Bridge Elementary

Thank you!

