



FLORIDA CASE
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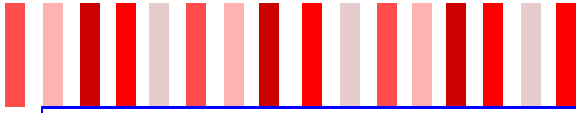
GREETINGS FLORIDA CASE MEMBERS!

Valentine’s Day is all about celebrating love, affection and a bond that holds two people together. What can be more special than the special bound of friendship and vision that we share collectively as we love and support our students with disabilities and their families. A special thank you for all that you do each and everyday.

Inside This Issue:

New Members	2
ESSA	3
SB 672	6
CASE Inc.	7
Dear Colleague	8
Achievers	9
Summer Institute	10
Collaborative Mtg,	11





PLEASE JOIN ME



IN WELCOMING OUR NEW MEMBERS

Daniel Riley, Inverness Christian Academy

Eydie Tricquet, FDLRS Miccosukee Manager

We are delighted that you have joined your professional organization!
Please visit our website at www.flocase.org where you will find a wealth of
Information.

Healthy Level Of Insanity

1. At Lunch Time, Sit In Your Parked Car With Sunglasses on and point a Hair Dryer At Passing Cars. See If They Slow Down.
2. Page Yourself Over The Intercom. Don't Disguise Your Voice
3. Every Time Someone Asks You To Do Something, ask If They Want Fries with that.

HOW DOES ESSA IMPACT OUR STUDENTS AND TEACHERS



In December 2015, the U.S. Congress passed the Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act / No Child left Behind (ESEA/NCLB). This summary of selected provisions in ESSA is intended to provide CEC members with information on issues relevant to children and youth with disabilities and gifts and talents. The summary includes new provisions as well as those provisions eliminated. This summary is not intended to be exhaustive of all the provisions nor reflective of CEC's position on the provision.

General

- ☐ Transfers authority for accountability, educator evaluations and school improvement from the federal government to the states and local districts.

Assessments and Accountability

- ☐ Maintains annual, statewide assessments in reading and math in grades 3 through 8 and once in high school, as well as science tests given three times between grades 3 and 12.
- ☐ Repeals adequate yearly progress and replaces it with a statewide accountability system.
- ☐ Includes the use of multiple measures in school performance.
- ☐ Maintains annual reporting of data disaggregate by subgroups of children including students with disabilities.
- ☐ Maintains with some modifications provisions for a cap of 1% of students with the most significant cognitive disabilities who can take the alternate assessment aligned to the alternate academic achievements standards.
- ☐ Helps states to improve low performing schools (bottom of 5% of schools). Actions will be determined locally not federally.
- ☐ Authorizes the use of federal funds for states and local school districts to conduct audits of state and local assessment systems to eliminate assessments that do not contribute to student learning.

Standards

- ☐ Ensures States are able to choose their challenging academic standards in reading and math aligned to higher education in the state without interference from the federal government. The federal government may not mandate or incentivize states to adapt or maintain any particular set of standards, including Common Core.



Funding

- ☐ Provides \$15+ billion a year to states in formula funding, as well as additional funds through competitive grants.
- ☐ Maintains maintenance of effort and supplement not supplant, with additional flexibility for States and local school districts.

Choice for Parents

- ☐ Improves the Charter Schools Program by investing in new charter school models, as well as allowing for the replication and expansion of high quality charter school models.

Early Childhood

- ☐ Authorizes the Preschool Development Grants program. This competitive grant program will use existing funding to support states that propose to improve coordination, quality and access for early childhood education and will be administered by the U.S. Department of Health and Human Services with the Department of Education.

Teacher Effectiveness

- ☐ Eliminates highly qualified.
- ☐ Eliminates federally mandated teacher evaluation system.
- ☐ Includes an option to transfer unlimited amounts of professional development funds out of Title II.
- ☐ Encourages states and local school districts to develop teacher and principal residency and induction programs, support teachers and principals through professional learning and growth systems and leadership opportunities.
- ☐ Provides for the allowable use of funds for establishing or expanding teacher preparation academies.

Portability

- ☐ Rejects “portability” provisions that would have allowed states to shift federal funds away from schools that need them most.

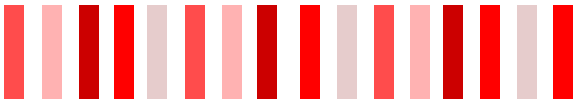
Vouchers

- ☐ Rejects vouchers.

Pay for Success

- ☐ Adds a pay for success initiative that is defined as a performance – based grant, contract, or cooperative agreement awarded by a public entity in which a commitment is made to pay for improved outcomes that result in social benefit and direct cost savings or cost avoidance to the public sector.

ESSA Continues...



Mental Health

- ☐ Requires consultation with school psychologists and other specialized instructional personnel in the development of state and local plans.
- ☐ Recognizes school – based mental health services as an evidence – based whole – school improvement and targeted intervention strategy.
- ☐ Authorizes significant investments for states and districts to implement: comprehensive school mental health services, efforts to improve school climate and school safety, strategies to reduce bullying and harassment, and activities to improve collaboration between school, family and the community.

Gifted and Talented

- ☐ Authorizes the Javits Gifted and Talented Students Education Act supporting high ability learners and learning.
- ☐ Includes strong provisions for the disaggregation of student achievement data by subgroup at each achievement level on state and local report cards.
- ☐ Provides options to include the identification of and service to students with gifts and talents in local education agency plans.
- ☐ Provides options to include professional development plans for gifted and talented educators in Title II.

Children with Disabilities

- ☐ Ensures access to the general education curriculum.
- ☐ Ensures access to accommodations on assessments.
- ☐ Ensures concepts of Universal Design for Learning,
- ☐ Includes provisions that require local education agencies to provide evidence – based interventions in schools with consistently underperforming subgroups.
- ☐ Requires states in Title I plans to address how they will improve conditions for learning including reducing incidents of bullying and harassment in schools, overuse of discipline practices and reduce the use of aversive behavioral interventions (such as restraints and seclusion).

SENATE BILL 672 “EDUCATIONAL OPTIONS” SIGNED INTO LAW BY GOVERNOR SCOTT



SB 672 incorporates into the Florida Statutes on July 1, 2016, and modifies educational choice program provisions affected by the 2015-2016 General Appropriations Act and Implementing Bill in four policy areas.

The bill establishes mechanisms for the approval of unique postsecondary education programs tailored to the needs of students with intellectual disabilities and the statewide coordination of information about programs for students with disabilities. Specifically, the bill includes two key components:

- A process through which postsecondary institutions in Florida can voluntarily seek approval to offer a Florida Post-secondary Comprehensive Transition Program (FPCTP) for students with intellectual disabilities; and
- A Florida Center for Students with Unique Abilities (statewide coordinating center) for statewide coordination of information regarding programs and services for students with disabilities and their parents.

The bill awards incentive payments to school districts and charter schools that implement district-wide or school-wide, standard student attire policies applicable to students in kindergarten through grade 8. Each school district or charter school qualifies for a minimum award of \$10 per student if it implements a policy that:

- Prohibits certain types or styles of clothing, while requiring solid-colored clothing and fabrics and short- or long-sleeved shirts with collars; and
- Allows reasonable accommodations based on a student’s religion, disability, or medical condition.

The bill amends a number of provisions of the Florida Personal Learning Scholarship Account (PLSA) program. **changing the name of the “Florida Personal Learning Scholarship Account Program” to the “Gardiner Scholarship Program.”** The provisions increase student access, tighten accountability, and streamline administration.

The bill appropriates a total of \$95.3 million in recurring funds from the General Revenue Fund in Fiscal Year 2016-2017. \$73.3 million is appropriated for the PLSA program and \$14 million is appropriated for the Standard Student Attire Incentive program. A total of \$8 million is appropriated for FPCTP, including \$1.5 million for the statewide coordinating center, \$3 million for startup and enhancement grants, and \$3.5 million for FPCTP scholarships.



FLORIDA CASE INCORPORATES AS...

FLORIDA COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION, INC.

The Florida CASE board is very proud to share the exciting progress of our efforts to **incorporate and obtain IRS 501(c)(6) tax exempt status**. During the last three years our board has worked diligently with the guidance of CPA, David McRee to understand this process, to understand the benefits to our members, and to complete an accurate application for this exemption consideration. Our organization is now officially a Florida nonprofit corporation and federally tax exempt. We are excited about this news as it will allow our board to further increase the excellent service, support and opportunities we strive to provide you all with everyday!

Thank you for all for being supportive of this meaningful process.

Debra Giacalone, Treasurer



A special thank you to Debra for her dedication and commitment to this endeavor. When Debra was elected treasurer 2 years ago, I shared with her my vision for our organization to become incorporated, seek 501 (c)(6) tax-exempt status. From that day moving forward, she has worked diligently and with a sweet spirit. This task requires enormous work, time and patience and Debra never wavered.

On behalf of CASE, thank you Debra for all of your hard work; You are appreciated!



DEAR COLLEAGUE LETTER 2015

United States Department of Education Office of Special Education and Rehabilitative Services (OSERS)

Many of our colleagues have asked me to resend the “Dear Colleague Letter” from OSERS. OSERS has received communication from stakeholders including parents, and advocacy organizations who believes that State and local educational agencies are reluctant to reference dyslexia, dyscalculia and dysgraphia in evaluations, eligibility determinations or in developing the IEP. The letter goes on to say that there is nothing in IDEA that would prohibit the use of such terms in IDEA evaluations, eligibility determinations, or IEP documents. In implementing the IDEA requirements, OSERS encourages SEAs and LEAs to consider situations where it would be appropriate to use these terms to describe and address the child’s unique identified needs through evaluations, eligibility determinations or IEP development.

As a result of this letter and questions that have arose, our Bureau Chief

Dr. Monica Verra– Tirado provides guidance...

Dyslexia, dyscalculia and dysgraphia are conditions that are included under the SLD criteria for eligibility and it is address as part of the MTSS process. It is appropriate to use such terms when talking with parents during the IEP meetings and other meetings as you address the student’s unique educational needs with specific learning disabilities resulting from dyslexia, dyscalculia and dysgraphia. Referencing these terms within the IEP is not prohibited.

A copy of the letter is attached for your perusal.



RECOGNIZING OUR ACHIEVERS!



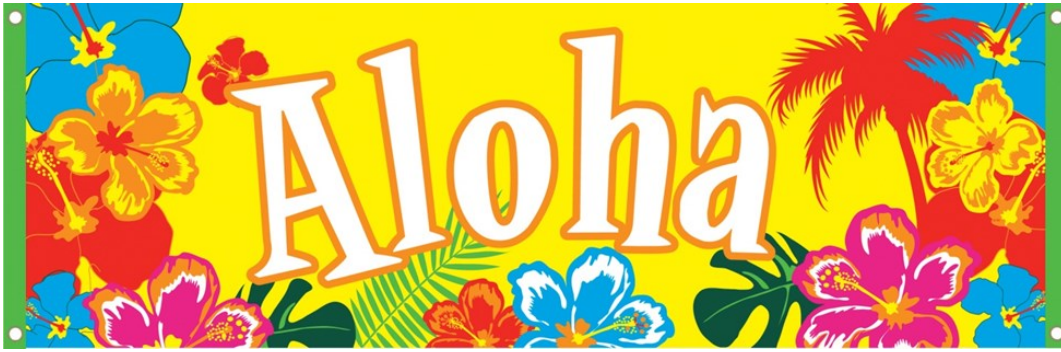
Dr. Kimberly Steinke



After nearly 23 years as an educator, Dr. Kimberly Steinke is now the Assistant Superintendent for Learning Support in Polk County Schools effective January 2016. With a passion and vision of providing leadership and guidance for school and district level administrators to aid them in serving students with disabilities and their families, Dr. Steinke is excited about taking on this new position. Prior to her transition to Polk County, Dr. Steinke served as the Senior Director of Exceptional Student Education Services for Orange County Public Schools sharing in the leadership of district-wide ESE programs and services to nearly 24,000 students with disabilities and 11,000 gifted students in over 189 schools. A primary function of Dr. Steinke's continued district leadership is filtering the provision of ESE services between the state, district and local school level requiring facilitation with administrative colleagues at all levels and with parents of ESE students. Dr. Steinke also served as the OCPS Director of ESE Procedures. In the school-based setting Dr. Steinke was an Assistant Principal for Curriculum & Instruction and an ESE teacher, department chair, coach and administrative dean at the secondary level.

As an Orlando native Dr. Steinke is a three time University of Central Florida graduate after earning her bachelor's degree in Specific Learning Disabilities, her master's degree in Educational Leadership, and her education doctorate in Urban Special Education Leadership. Dr. Steinke is a member of the inaugural National Urban Special Education Leadership Board. She is also a Graduate Faculty Scholar in UCF's College of Graduate Studies.

In her spare time, Dr. Steinke relishes time with her adult daughter, family and friends and is experiencing the joy and benefit of long distance running alongside newfound physical fitness. Always loyal to UCF, she is also a lifelong Florida State Seminoles fan.



Florida CASE 19th Annual

Summer Leadership Institute

Date: June 13-15, 2016

**“Rejuvenating Our Leaders to Provide
Excellence and Equity for Every Student Every Day”**

Hotel Location:

Hyatt Regency Coconut Point Resort & Spa

5001 Coconut Rd, Bonita Springs, FL

1-888-421-1442

Registration (Rooms \$159 per night)

<https://resweb.passkey.com/go/FLCASE2016>

Institute for Small and Rural Districts (ISRD)

June 15 (PM) - 16

Conference Registration:

Case National Member - \$275

Florida CASE Member - \$325

Non-Member - \$375

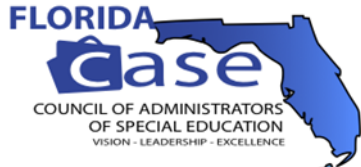
Registration: www.flocase.org



We look forward to seeing you!

**Florida CASE invites you to participate in a collaboration
between**

**Florida Council of Administrators of Special Education (CASE),
Florida Organization of Instructional Leaders (FOIL), and
Florida Association of Student Services Administrators (FASSA)**



FASSA
Florida Association of
Student Service
Administrators



Discussion Topics Will Include:

FDOE Updates

Leading by Convening

Re-inventing Special Education

Hilton Orlando Altamonte Springs

350 Northlake Blvd

Altamonte Springs, FL 32701

Registration Code: FCASE2

Date: February 25 - 26, 2016

Rooms \$104 per night

Conference Registration \$125



Dr. T.S. Grant grew up in New Haven, Connecticut. From humble beginnings (on and off welfare as a child & being on probation before he became a teenager), somehow his life has become an inspiration. Barely graduating from high school (1987), he enlisted in the U.S. Air Force, where he served for close to four years as a military policeman. His specialty was K-9 patrol, and after two years, he became a narcotics cop. Upon his military discharge in 1991, T.S. Grant moved to New York City to try his hand at comedy and acting. That decision led to the unlikely choice to serve as a Christian leader. He became a minister in 1993 of a non-denominational church in Manhattan. As a minister, he was able to visit the Philippines, South Africa, Jamaica (West Indies) and many American states. In 1998, he resigned from the ministry, entered college and emerged less than four years later, graduating Magna Cum Laude from the City University of New York. In 2002, he began teaching U.S. History in Baltimore Maryland. At the end of his second year of teaching in the inner city, he was offered the job of Assistant Principal. He accepted. It was not long before the New York Times contacted him for an interview about the impact of teaching. His areas of expertise include: urban education, teaching leadership, and motivation and self-improvement. He's not just a speaker; he's an educator.

Vendor Registration: <http://events.constantcontact.com/register/event?llr=s6ub7psab&oeidk=a07ec1qtdlc045016a6>

Conference Registration: <http://events.constantcontact.com/register/event?llr=s6ub7psab&oeidk=a07ebmhujbl9a682126>

Targeted Audience: *Superintendents, Deputy Superintendents, Regional Superintendents, District Curriculum & Instructional Staff, ESE Directors, Student Services Directors, District Learning Support Staff, School Administrators*

Dr. Rosalind Hall, President of CASE

Dr. Gina Tovine, President of FOIL

Dr. Dama Abishier, President of FASSA

For additional information contact: Dr. Poinsetta Tillman, CASE Professional Development Chair

at poinsetta.tillman@polk-fl.net or by phone at 863-647-4258



Your Board would like to recognize our members for their accomplishments throughout the year. If you receive an award, promotion, special recognition etc...Please send me the information along with a picture so that you can be highlighted in the upcoming newsletter. We take great pleasure in honoring you!!



QUOTE OF MONTH

“Management is about arranging and telling.
Leadership is about nurturing and enhancing.”

~ Tom Peters

DR. ROSALIND A. HALL, PRESIDENT FLORIDA CASE AND BOARD OF DIRECTORS

Please visit our website at www.flocase.org