Miami-Dade County Public Schools Office of Grants Administration

2021-2022 NON-PUBLIC SCHOOLS ENTITLEMENT MEANINGFUL CONSULTATION MEETING

March 18, 2021

9:30 a.m. – 11:30 a.m.



Equitable Services for Non-public School Participation

- With the initial passing of the Elementary and Secondary Education Act (ESEA) in 1965, private school students and teachers have been eligible to participate in certain federal education programs.
- The Every Student Succeeds Act (ESSA), signed into law December 10, 2015, makes a number of changes to certain fiscal requirements that existed in the ESEA, as amended by the No Child Left Behind Act of 2001 (NCLB)
- School districts must maintain documentation for providing meaningful consultation and equitable services to private school children, teachers, or other educational personnel within the local educational agency's service area.



Miami-Dade County Public Schools (M-DCPS) has established the following procedures to ensure meaningful consultation and equitable services are provided for non-public schools:

<u>Fall Annual Notification Meeting</u>: At this meeting, M-DCPS program managers of entitlement and other federally-funded programs provide an overview of the services available to non-public school students and educators

<u>Invitation to Participate</u>: All non-public school principals are sent, through email, a comprehensive packet with background on each of the entitlement and federally-funded programs. Organized by program, the packet includes program overview, eligibility criteria and contact information for each program manager.

<u>Meaningful Consultation</u>: Prior to developing the annual grant applications (due late Spring each year), Grants Administration staff and the program managers meet with representatives from non-public schools to discuss the needs assessment and survey results in order to ensure that the needs of non-public schools are addressed. Non-public schools are afforded the opportunity to provide input on how students' needs are identified; how, where and by whom services will be offered; and the scope of equitable services to be provided to eligible private school children, teachers and other educational personnel.



Programs that require equitable participation of private school students, teachers, and parents:

Title I - Improving the Academic Achievement of the Disadvantaged

Improving Basic Programs Operated by LEAs [Part A]

Migrant Education [Part C]

Local Programs for Neglected and Delinquent [Part D]

Title II - Preparing, Training and Recruiting High-quality Teachers and Principals

Teacher and Principal Training and Recruiting Fund [Part A]

Title III - Language Instruction for Limited English Proficient and Immigrant Students

English Language Acquisition, Language Enhancement, & Academic Achievement [Part A]

Title IV - Student Support and Academic Enrichment

Student Support and Academic Enrichment [Part A]
21st Century Community Learning Centers [Part B]



Individuals with Disabilities Education Act (IDEA)

- School Districts must expend a proportionate share of federal IDEA funds to provide special education and related services to parentally placed private school children with disabilities.
- Schools are required to consult in a timely and meaningful manner with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services for these children.



Submission of Documents

- In order to participate, documents must be completed, signed and emailed in PDF version to the Entitlement Program Manager and a copy emailed to the Office Grants Administration at MDCPSnonpublic@gmail.com, no later than Friday, March 26, 2021.
- Both the subject line of the email and the PDF file name should read as follows:

2021-2022 Non-Public (Entitlement Name) Application - (School Name)

Example:

Email Subject: 2021-2022 Non-Public Title I Application – St. Joseph School

PDF Name: 2021-2022 Non-Public Title I Application – St. Joseph School.pdf

• The contact information for each program office is included in the letter from February 24, 2021 and we will post it on our website which is Dadegetsgrants.net.



PROGRAM DESIGN, DEVELOPMENT & IMPLEMENTATION

2021-2022



Historical Perspective

- Established in Supreme Court in 1997
- Agostini vs. Felton case
- "Child benefit theory"
- Every Student Succeeds Act (ESSA) of 2015



Funding and Allocation

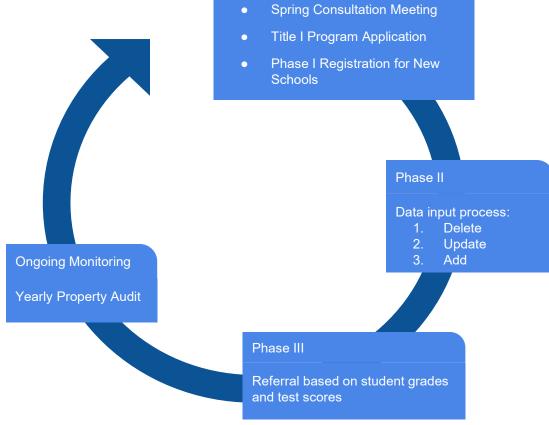
- Federal funds
- Collection of Poverty Data
- LEA has final authority
- Automated System
- State Onbudsman
 - Nicolle Leider

(850) 245-9349

Nicolle.Leider@fldoe.org

- Proportionality
- Funds follow students at Non-Aligned schools
- Fund pooling

The NPS Cycle



Phase I

Eligibility

		Action
School must be a Non- Profit organization	~	 Complete application Submit all updated documentation reflecting this status to LEA
2 Students must reside within attendance boundary of Title I school	~	 Phase II Every student needs to be entered
Academic deficiency through failing test scores or grades	~	Phase IIIProgram Evaluation

Overview of Equitable Services

- PROGRAM DESIGN & SERVICE DELIVERY
- ACCOUNTABILITY & PROGRAM EVALUATION
- AUDITS
- PROPERTY POLICY & PROCEDURES
- LOCAL CONTROL & AUTHORITY
- DISTRICT-WIDE ACTIVITIES
- COMPLAINT POLICY & PROCEDURES



MARK YOUR CALENDARS

2021-2022

Application
Packet **Due**March 26th



2021-2022

Phase II NPS **Due April 9th**



Mandatory Non-Public Consultation Meeting

TBA

June 2021

Questions



Our Team

Mr. Edgardo L. Reyes Administrative Director, Title I Administration ELReyes@dadeschools.net

> Ms. Yodi S. Martinez Director, Community Outreach Office: 305-258-4115 Ext. 2021 yodimartinez@dadeschools.net

Mr. Orlando Sotomayor Curriculum Support Specialist osotomayor@dadeschools.net Mrs. Kathy Montizaan
Senior Computer Operator
mmontizaan@dadeschools.net

Mrs. Lourdes S. Sanchez Curriculum Support Specialist pblumax@dadeschools.net

Office: (305) 258-4115



Title II, Part A:

Supporting Effective Instruction

Office of Professional Development and Evaluation (OPDE)

March 18, 2021

Title II, Part A

Purpose

- Improve student achievement through strategies such as improving teacher and principal quality, and increasing the number of highly qualified administrators and teachers in schools
- 2. Hold Local Educational Agencies, (M-DCPS) and schools accountable for improvement in student academic achievement

Equitable Service Requirements

M-DCPS is required to:

Engage in timely and meaningful consultation with private school officials

 Provide private school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided to public school students and teachers

Equitable Service Requirements

M-DCPS is required to:

- Assess and address the needs of private school students and teachers
- Provide benefits and services that meet the needs of private school students and teachers
- Spend an equal amount of funds per student to provide professional development services to public and private school teachers and administrators

Title II, Part A

- Title II, Part A services are for improving knowledge in core academic subjects and effective and reflective instructional teaching practices
- Training of sufficient duration and intensity to ensure lasting impact on teaching performance and student achievement
- Focus areas:
 - Effectively integrating technology
 - Teaching students with different needs, disabilities, and limited English proficiency
 - Methods of improving student behavior, identifying early interventions, and involving parents
 - Leadership development and management
 - Use of data and assessments to improve instruction and student outcomes

Title II Equitable Services

Authorized Use of Funds Include:

- Improving evaluation and support system for teachers and school leaders
- Implementing initiatives to assist in recruiting and hiring effective teachers
- Developing programs that increase the ability of teachers and school leaders to effectively teach children in the early grades, students with disabilities, English learners, and to identify gifted and talented students
- Technical assistance with implementing formative assessments, designing classroom-based assessments, etc.
- Training for school personnel in techniques to support students affected by trauma, and children with, or at risk of, mental illness, and how to prevent and recognize child abuse
- Supporting instructional services provided by effective school library programs
- Providing professional development to support STEM programs, career and technical education, work-based learning, etc.
 - Developing feedback mechanisms to improve school working conditions

Distribution of Title II, Part A Services

 Professional development services must be non-secular, neutral and non-ideological, and supplemental in nature

 A satisfaction survey on quality of services provided will be sent to all non-public schools

Meaningful Consultation

- FACTS Education Solutions was selected to be the third-party professional development provider for the non-public school consortium
- FACTS is experienced in offering quality professional development that serves the unique needs of nonpublic schools
- FACTS Education Solutions
 - Contact Ms. Tiffany Wilbur, Professional Development Manager, Federal Programs, at (480) 240-8449, or twilbur@FACTSMgt.com

Non-public School Consortium

- Archdiocesan Schools
- Center for the Advancement of Jewish Education – Miami (CAJE)
- Other non-public schools



Requirements of Consortium and PD Provider

- Conduct a Needs Assessment
- Make decisions on how and where services will be provided
- Determine how the services will be assessed and ensure that the results meet Title II, Part A requirements
- Reflect on the learning, evaluate the application and impact of professional learning on teacher practice and student learning

Report on types of professional learning activities, number of sessions conducted, and number of participants

Questions



In Closing ...

Staff in the Office of Professional Development and Evaluation are always willing to answer questions and/or provide guidance as needed.

Please feel free to contact Ms. Wandarece Ruan 305.995.7616

wandarece@dadeschools.net



Department of Bilingual Education and World Languages Miami-Dade County Public Schools

Title III, Part A
Meaningful Consultation Meeting
March 18, 2021

Two Types of Title III Programs:

- English Language Acquisition (ELA)
 Grant
 - LEA is eligible to receive ELA funds according to number of ELLs reported on Survey 3 (FEB))
- Enhanced Instructional Opportunities for Recently Arrived Immigrant Children and Youth (IY) Grant
 - LEA <u>is not</u> eligible to receive IY each year; will only receive <u>if there is a significant</u> increase of Immigrant Students reported Survey 3 (FEB). M-DCPS has not been eligible to receive these funds for past three years.

IMPORTANT:

- Applications for 2021-2022 Title III considerations will be processed for Non-Public Schools that meet the application/questionnaire submission deadline date of March 26, 2021.
- All schools, including schools currently receiving TIII services, must submit questionnaire by <u>March 26, 2021</u> to be considered.

Title III-ELA

Enhanced Supplementary Services for Non-Public Schools

- Professional Development for teachers of ELL students on supplemental materials, best practices and ESOL strategies
- Bilingual Parent Outreach Program (BPOP) in Spanish and/or Haitian Creole
- Staff development for school's Title III Liaison on Compliance/Record keeping
- Supplementary instructional materials to support English language acquisition
- Consultation on creating a Plan of Action for 2021-2022.

Eligibility Criteria for Schools

WHAT SCHOOLS SHOULD ALREADY HAVE IN PLACE IN ORDER TO QUALIFY FOR TITLE III SERVICES

- A Home Language Survey (HLS) to screen all students at initial entry which includes <u>Date</u> of Entry into a U.S. School (DEUSS date). Please note that immigration and legal status questions <u>may not</u> be asked.
 - If your application was approved to receive services for 2020-2021, we will be scheduling a compliance audit review of Title III documents and services.
 However, you must re-apply for the 2021-2022 services.
 - If your application <u>was not</u> approved for 2020-2021 <u>or</u> if you did not apply, but are interested for 2021-2022, a screening system must be in place ALREADY to screen with the HLS and initial English language proficiency assessment using CELLA Online with <u>new students who responded "Y" on HLS who</u> entered your school in 2020-2021. This will allow you to identify eligible students in time for the 2021-2022 application. Please contact us for individual consultation.
 - Application deadline for submission is March 26, 2021.

Non-Public Schools...

 Must use a state-approved instrument to assess the English language proficiency (ELP) of ALL students at the school and upon initial registration of new students – M-DCPS uses CELLA Online.

• <u>In private schools</u>:

- Parents may Opt-Out of testing their child after completing the HLS BUT these students will not be eligible to receive Title III services and parents must understand. Please discuss with them.
- The Parent Annual Notification Letter is not required, but highly recommended in order to keep parents informed.
- However, schools MUST use a state-approved instrument to assess students upon initial entry <u>and</u> in the Spring <u>annually</u>.
- Keep ESOL program compliance records including the student progress in listening, speaking, reading and writing until they meet exit criteria.

S A M P L

STATE OF THE PARTY	MIAMI-DADE COUNTY PUBLIC SCHOOLS
1	HOME LANGUAGE SURVEY
groung dur attalement title world	To Be Completed By Parent or Guardian Student I.D. No
Student Name	Last First Middle
	Last
Date of Birth	/ / Grade Parent Language Student Language Student Language
Mon	700 PG 100 PG
Date Entered U.S. S	Month Day Year
	If the answer is "YES" to any of these questions, the student must be tested for English proficiency.
	Is a language other than English used in the home? Yes No
	Did the student have a first language other than English? Yes No N
	3. Does the student most frequently speak a language other than English? Yes No
School	Date Parent/Guardian Signature
	ESCUELAS PUBLICAS DEL CONDADO DE MIAMI-DADE
	ENCUESTA SOBRE EL IDIOMA HABLADO EN EL HOGAR
	Debe ser completado por el/la padre/madre o tutor/a No. De I.D.
Nombre del Estudi	iante
	Apellido Nombre Iniciai
Fecha de Nacimie	
St 150-200 en	Mes Dia Ano
Fecha de Entrada	a la Escuela de los Estados Unidos: / / / Mes Dia Año
	Si responde "Si" a alguna de estas preguntas, el estudiante debe tomar un examen para saber cual es
	su conocimiento del Inglés. 1. ¿Usan en su casa algún otro idioma que no sea el Inglés? Sí No No
	2. ¿Tuvo el estudiante una lengua materna distinta al Inglés?
	¿Tuvo el estudiante una lengua materna distinta al ingles? ¿Habla el estudiante frecuentemente otro idioma que no sea el Inglés? Sí No
Escuela	Fecha Firma del Padre/Madre
	MANUAL DE COLUMN
	MIAMI-DADE COUNTY PUBLIC SCHOOLS
	SONDAJ SOU KI LANG TIMOUN NAN PALE
	Pou paran oubyen moun ki responsab timoun nan ranpli No. I.D. Elèv La
Non Elèv la	Non fanmi Non
D.,	Non fanmi Non / / Klas Lang paran Yo Lang Elèv La
Dat Fèt li	_/ Klas Lang paran Yo Lang Elev La Lang Elev La
Dat ou Antre U.S. Le	
1	Si repons lan se "Wl" pou nenpòt nan kesyon anba yo, elèv la dwe pran yon tès Anglè.
Ì	Eske yo sèvi ak yon lang ki pa Anglè lakay li? Wi Non Non
1	2. Eske elèv la te genyen yon premye lang anvan Anglè? Wi Non
Ì	Eske elev la te genyen yon premye lang anvan Angle? Eske elev la abitye pale yon lang ki pa Anglê? Wi Non
1 okal	Dat Siyati Paran
Lekòl	Orac Orac Control

CC: FILE IN CUMULATIVE FOLDER TO STAFF FOR TESTING FM-5196ESH Rev. (09-13)

Title III Services are ABOVE and BEYOND

Non-Public Schools...

- Must show evidence that they are currently providing services to their English Language Learner students (ELLs) and that Title III services requested are <u>above and</u> <u>beyond</u>.
 - SUPPLEMENT, <u>NOT SUPPLANT</u> services currently being provided and/or required as part of their core instruction or school responsibility.

Reminder....

 ELLs are eligible to receive ALL the services that Non-ELLs receive, including all Title I services. ABOVE and BEYOND those services, then Title III funded services can be provided.

Criteria for Eligibility:

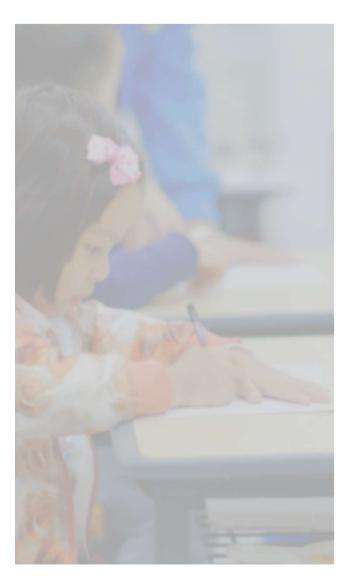
- <u>Title III ELA Grant</u>: After initial language assessment, student classified **ESOL level 1-4**.
- <u>Title III IY Grant</u>: Grant is awarded to specific Districts yearly as decided by FDOE. M-DCPS does not automatically receive IY funding. Federal definition of Immigrant Children and Youth students are those students:
 - In grades K-12 (in Florida, Pre-K is not eligible for Title III).
 - Foreign-born, not born in any U.S. State, the District of Columbia or Puerto Rico.
 - Have not attend a school in the U.S. for more than three academic cumulative years based on Date Entered U.S. School (DEUSS date).

Title III Contact...

Department of Bilingual Education and World Languages

- Mr. Oscar Fragas, Title III Grant Support
 - ofragas@dadeschools.net
- Ms. Rosy Ugalde, Executive Director, Title III Administrator
 - rugalde@dadeschools.net





Program Objectives

- Authorized under subpart 1 of Title IV, Part A of the Elementary and Secondary Education Act (ESEA), the Student Support and Academic Enrichment (SSAE) program is intended to help increase the capacity of State educational agencies (SEAs), local educational agencies (LEAs), schools and local communities to:
- 1. Provide students with access to a well-rounded education
- 2. Improve safe and healthy school conditions for student learning
- 3. <u>Improve the use of technology</u> in order to improve the academic achievement and digital literacy of all students



Categories

Well-Rounded Educational Opportunities

- Foreign language, arts, and music education
- College and career counseling
- Science, technology, engineering and mathematics (STEM)
- Accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual/concurrent enrollment programs & early college high schools
- American history, civics, economics, geography, government education, and environmental education

Safe and Healthy Schools

- Community and parent involvement
- School-based mental health services and counseling
- Promoting supportive school climates to reduce the use of exclusionary discipline
- Promoting supportive school discipline
- Dropout prevention
- Re-entry programs and transition services for justice-involved youth
- Programs that support a healthy, active lifestyle (e.g. nutritional and physical education)
- Systems and practices to prevent bullying and harassment
- Developing relationship building to help improve safety through the recognition and prevention of coercion, violence, or abuse
- Establishing community partnerships

Effective Use Of Technology

- Supporting high-quality PD to personalize learning and improve academic achievement
- Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities
- Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology
- Building technological capacity and infrastructure
- Innovative blended learning projects



Unallowable Expenses

- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- · Clothing or uniforms

- Furniture
- Personal digital assistants (PDAs), cell phones, smartphones, and similar devices
- Service costs to support PDAs, cell phones, smartphones, and similar devices (e.g., wireless services, data plans)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Costs for items/services already covered by indirect costs allocation
- Tuition





Steps for Title IV Participation for 2021-2022

- 1. Complete and sign the required participation forms (Pages 33-36)
 - Entitlement Programs Checklist (Pg. 33)
 - Non-Public School Intent to Participate in Selected Federal Programs (Pg. 34)
 - Assurance of Compliance with the Title VI Civil Rights Act of 1964 (Pg. 35)
 - Sex/Ethnic/Racial Composition Population Form (Pg. 36)
- 1. Save the Participation Forms and Proof of Non-Profit status in PDF format as follows:
 - Example: 2021-2022 Non-Public Title IV Application St. Mary School
 - Example: 2021-2022 Non-Profit Status St. Mary School
- 2. Submit all required forms via email to the Program Manager <u>TitleIVRequest@dadeschools.net</u> and copy the Office of Grants Administration <u>MDCPSnonpublic@gmail.com</u> no later that March 26, 2021. Please include the school's name in the subject line of the email.

Failure to complete and return the Non-Public School Intent to Participate Forms and other required documents by the required due date of March 26, 2021 indicates that your school chooses to decline services for the 2021-2022 school year.



Title IV
Contacts &
Information

Virna M. Kaufman – Executive Director Mareling Rios – Grant Assistant

When emailing us, you **must** include your school's name in the subject line.
Contact us at:

TitleIVRequest@dadeschools.net

Website: t4a.dadeschools.net

(works only with Google Chrome, Safari, Mozilla

Firefox and Microsoft Edge.)



Meaningful Consultation

M-DCPS/ IDEA Private School Obligations Office March 18,2021

IDEA Private School Obligations

- ➤ Opportunity for Parentally Placed Private School Students to participate in programs carried out under Part B of IDEA through proportionate share of funds
- Meaningful Consultation is conducted with representatives of non-profit private schools and parents regarding the needs of eligible students
- ► Child Find Services
 - > Technical Assistance Paper: Students with Disabilities http://www.fldoe.org/ese

Proportionate Share

- ► A proportionate share of IDEA Part B funds are spent to provide equitable services to eligible non-profit private school students with disabilities
- ➤ The proportionate share is based on a per student allocation calculated by dividing the total IDEA part B funds by the total eligible students (public and private together)
- ▶ Per student allocation is then multiplied by the number of eligible parentally-placed private school students

Who are the eligible students that get counted for the funding calculation?

- Students must have been identified by M-DCPS as a child with a disability with a current evaluation
- ➤ Students who do not have a current evaluation during the October survey period (for the prior year) are not included for the purpose of generating funding for the current school year
- Students are eligible for services once they have a current evaluation in place

For Profit and Non-Profit Entitlements

For Profit
Non-Public Schools

District provides child find activities

Scholarship Program

For Profit Private School students are not eligible for supports and services through the proportionate share requirement.

Non-Profit
Non-Public Schools

District provides child find activities

Scholarship Program

Supports and services provided to eligible students through the proportionate share requirement, as a result of meaningful consultation.

Eligibility Requirements

To be eligible for services under the IDEA obligations:

- ► Schools must be non-profit
- Students must meet state eligibility criteria for one of the 13 disability categories outlined in IDEA
- ► A reevaluation meeting must be held every 3-years with M-DCPS for continued services through the program

Responsibility of the Private School

- Any services and materials provided by the IDEA Private Schools Obligations Office are to be used solely for IDEA eligible students with disabilities
- Schools must maintain accurate inventory of equipment provided for IDEA eligible students
- Procedures must be followed if equipment is lost or stolen



Services and Supports

- ► <u>Academic Instructional Support (AIS) Direct</u>: Up to two hours a week of direct support provided in small groups in the area of reading and/or math.
- ► <u>AIS Indirect:</u> Technology, software, educational materials, etc. for eligible students, in response to the collective responses from the needs assessment survey results.
- ► <u>AIS Support Facilitation</u>: Up to 20 minutes a week of direct support within the general education classroom.

Services and Supports (cont.)

- ► <u>AIS Consultation</u>: Support provided to specific student's teacher, on a regular basis to plan, implement, and monitor instructional alternatives designed to support the student.
- ► <u>Professional Development</u>: Support workshops provided to private school teachers and parents of eligible students throughout the year when request are received.
- ► <u>Assistive Technology (AT)</u>: Screening and technology to enable independence and to facilitate the full participation of students with disabilities in all activities.

Laptop Computers

Assistive Technology

Academic Instructional Support

Parent

Instructional Materials

Promethean BoaWarkshops Professional

Consultation

Development

Needs Assessment Results 2020-2021 IDEA Services and Supports

Educational Software

Achieve 3000

Moby Max

Ripple

Readorium

Learning A-Z

Ascend Math

Cloud 9

My Virtual Reading Coach

Ready

Unique

Kurzweil

Symphony Math



Initial Evaluations

- ► Formal evaluations conducted for students that are exhibiting academic and/or social-emotional, language, and speech deficits and deficiencies.
- ► The private school and the parent gather data on student's performance.
- ▶ Data and documentation is submitted for review.
- ▶ Parents and Private School are scheduled to review documentation and to decide if further action is needed.

The 3 Year Reevaluation Meeting (RT)

- ► A reevaluation is a meeting to review the student's current performance as evidenced by data provided by the parent and the school.
- ► Team determines if any additional data or formal testing is needed.
- ► Participants include a school psychologist, ESE teacher, parent, and private school teacher.
- Results do not change or alter the McKay Scholarship Program. McKay is FTE (State)
 - > IDEA Private School Obligation (Federal)

Reevaluation Team Meeting

- Data is reviewed to determine whether the child continues to have a disability.
- Reevaluation Team (RT) may agree that no formal testing is needed.
- ▶ If <u>formal testing</u> is needed, requested evaluation will take place at a M-DCPS school or ESE Center (as determined by parent and school psychologist), typically within 60 school days.
- Evaluations are reviewed with the parents. An IEP is <u>not</u> written unless the child is enrolled in public school.

IDEA Private Schools Obligations Contact Information

Yvonne Leon, Instructional Supervisor: yvonneleon@dadeschools.net Jorge Mendez, Chairperson: jmendez15@dadeschools.net

Office: 6521 SW 62nd Ave.

Miami, FL 33143

Phone: 305-274-8889 Fax: 305-666-1250

Academic Instructional Support Teachers:

Georgianne Armas: <u>georgianner@dadeschools.net</u>

Annie Carrera: anniecarrera@dadeschools.net

Lori Coronado: lcoronado@dadeschools.net

Lourdes Falcon: <u>lfalcon@dadeschools.net</u>

Theresa Ferreras: <u>tferreras@dadeschools.net</u>

Madelyn LLaneras: mllameras@dadeschools.net

Natalie Marrero: <u>263355@dadeschools.net</u>

Marisol Medina: <u>250489@dadeschools.net</u>

Stephanie Fernandez: <u>StephEFern@dadeschools.net</u>

Pre-K Exceptional Education



Dr. Ann Marie Sasseville, Executive Director 305-271-5701

http://prekese.dadeschools.net

Pre-K



 A non-profit school with a prekindergarten program that does not include kindergarten or a higher grade would not be considered a private school for purposes of this program.



Models for Pre-K Exceptional Student Education



- Walk-in Speech/Language Therapy
- LEAP ½ day (Program for ASD)
- Reverse Mainstream ½ Day/Full Day
- Inclusion
- Consultation

Pre-K Supports and Services

- Serves children with disabilities ages
 3-5 years old
- Professional Development
- Parent Education
- Assistive Technology
- Make and Take Workroom
- Annual IEPS



Pre-K

- Consultation with child's private school early childhood teacher.
 - Strategies, accommodations, specialized instruction and materials that support developmental areas (cognitive, personalsocial, communication, motor, adaptive)

Dr. Ann Marie Sasseville, Executive Director amsasseville@dadeschools.net
305-271-5701

FREE Consultation



Professional Development

- High/Scope Curriculum
- Positive Behavioral Support/Conscious Discipline
- Social and Communication Skills
- Accommodations for ESE Students
- Developmentally Appropriate Practices
- PD may be designed/delivered for Private School Providers upon request.

PreK ESE



Contacts

 Julio Suarez, Lead Staffing Specialist <u>mrjulio@dadeschools.net</u>

 Dr. Josee Gregoire, Instructional Supervisor jgregoire@dadeschools.net

 Dr. Ann Marie Sasseville, Executive Director amsasseville@dadeschools.net



FLORIDA DIAGNOSTIC & LEARNING RESOURCES SYSTEM SOUTH

Serving
Miami-Dade County
Monroe County
KIPP:Miami

Florida Diagnostic & Learning Resources System-South (FDLRS-South)

Serving Miami-Dade County, Monroe County, and KIPP:Miami







www.floridainclusionnetwork.com

Florida Diagnostic & Learning Resources System-South (FDLRS-South)

Serving Miami-Dade County, Monroe County, and KIPP:Miami

The Florida Diagnostic & Learning Resources System (FDLRS) provides diagnostic, instructional, and technology support services to district exceptional education programs and families of students with disabilities. Service centers include 19 centers that directly serve school districts in the areas of Child Find, Parent Services, Human Resource Development (HRD), and Technology.

Child Find

FDLRS-South Child Find, in coordination with the school districts, locates children who are potentially eligible for services under the Individuals with Disabilities Education Act (IDEA) and links them with needed services.

- Child Find Public Awareness/Outreach
- Child Find Service Coordination
- Developmental Screenings
- Evaluation Coordination
- Interagency Collaboration

Parent Services

- Provides information, training, and support to districts and families, in order to promote effective parent participation in the education of children with special needs.
- Assists in the development of family-friendly programs, training and support for services for children with disabilities, and the support of partnerships between schools and parents to support student achievement.
- Assists in promoting participation in the Florida Department of Education Exceptional Student Education (ESE) Parent Survey. The survey is open to all parents of children with an individual educational plan (IEP) receiving ESE services from preschool age through grade 12. The survey is available from February 1 through May 31 of each year.

Human Resources Development (HRD)

In-service Training

- Executive Function Skills
- Classroom Management
- Writing Strategies
- Making Reading Instruction Explicit
- Building Math Proficiency for Struggling Learners
- Accommodations/Modifications
- Disability Awareness
- Exceptional Student Education

Coaching, mentoring, & school-site support

- Reading, Math, and Writing Strategies
- Developing Quality Individual Education Plans (IEPs)
- Accommodations/Modifications

Bureau of Exceptional Student Education (BESE) Portal Professional Development Alternatives (PDA) Online Learning - www.fl-pda.org

Facilitated Courses 60 inservice credits

- Assessment and Evaluation
- Foundations of Exceptional Education
- Instructional Practices
- PBS: Understanding Student Behavior
- Transition
- Differentiating Reading Instruction for Students (Competency 4 of FL Reading Endorsement)
- Language Development and Communication Skills

Facilitated Courses 40 inservice credits

Exploring Structured Literacy

Facilitated Courses 30 inservice credits

- Differentiating Math Instruction
- Differentiating Science Instruction
- Interpersonal Interactions and Participation

Facilitated Courses 20 inservice credits

- Introduction to Differentiating Instruction
- Engaging Learners through Informative Assessment
- Technology for Student Success: An Introduction
- Technology for Student Success: Assistive Technology

Facilitated Courses 10 inservice credits

 Technology for Student Success: Tools for Reading Comprehension

Facilitated Courses 5 inservice credits

- Matrix of Services
- Surrogate Parents

BESE Portal

Professional Development Alternatives (PDA) Online Learning - www.fl-pda.org

Independent study courses are available in a variety of topics, ranging from non-credit to 20 inservice credits

- Assessment and Evaluation
- Behavior and Classroom Management
- Curriculum and Instruction
- ESE Policies and Procedures
- Instructional Methodology
- Language and Communication
- Pre-Kindergarten
- Secondary Transition
- Special Areas
- Subject Area Exam Preparations

BESE Portal PDA Online Learning – Independent Study

Florida Statute: 1012.585 (Senate Bill 1108)

20 In-service Credits Every 5 years

ESE course for new re-certification requirements

- Effective Teaching Practices for Students with Disabilities: Focusing on the Content Areas
- Teaching Students with Disabilities
- Teaching Students with Disabilities for Physical Education
- Teaching Students with Disabilities in the Fine Arts
- Positive Behavior Interventions Support (PBIS)

www.fl-pda.org

Certification Exam Preparation

- Independent Online resources to help educators prepare for certification exams (12 weeks access/self-study):
 - ➤ Elementary K-6 Online Content Review Module
 - ➤ Middle Grades 5-9 Online Content Review Module
 - ➤ Middle Grades 5-9 Online Content Review English
 - ➤ Middle Grades 5-9 Online Content Review Social Science
 - ➤ Middle Grades Math Content Review
 - ➤ Middle Grades Science Content Review
 - Secondary Biology Content Review
 - > Secondary Math Content Review
 - > ESE Foundations Content Review

www.fl-pda.org

BESE Portal Autism Spectrum Disorder (ASD) Endorsement

The three courses listed below are designed for individuals who have access to students and want to earn their endorsement in ASD.

- Nature, Needs, Assessment and Diagnosis of Autism Spectrum Disorders with Field Experience (80 in-service credits)
- Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorder with Field Experience (80 in-service credits)
- Applied Behavioral Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience (80 in-service credits)

BESE Portal

Gifted Endorsement

The five courses listed below are designed for individuals who have access to students and want to earn their endorsement in Gifted.

- Nature and Needs of Students Who Are Gifted (60 inservice credits)
- Theory and Development of Creativity (60 in-service credits)
- Guidance and Counseling for the Gifted (60 in-service credits)
- Special Populations of Gifted Students (60 in-service credits)
- Curriculum Development for the Gifted (60 in-service credits)

Technology

Provides assistance and support in the appropriate use of a variety of technologies for students, teachers, professional staff, and parents. Support services are available in the areas of:

- Instructional Technology (IT)
- Assistive Technology (AT)
- Universal Design for Learning (UDL)
- Accessible Instructional Materials (AIM)
- Communication Technology



The Florida Inclusion Network (FIN)

Collaborates with all districts and schools to provide customized services and supports ensuring all students with disabilities have the same educational, social, and future opportunities as their peers.



The Florida Inclusion Network (FIN)

District Capacity-Building

- Data analysis
- Data-based needs assessment (BPIE)
- District-wide planning and problem-solving
- Professional learning opportunities
- Technical assistance and consultation

School-Based Planning, Implementation, and Support

- Vision-building
- Data based decision-making and needs assessment (BPIE)
- Leadership team planning
- Team building, planning, and problem-solving
- Professional learning and development
- Classroom coaching and demonstration



The Florida Inclusion Network (FIN)

Resources and Products

- Website resources
- Informational resources:
 - Best Practices for Inclusive Education (BPIE)
 - Administrator FACT Folios
 - CUF Cards for Educators

Family Support and Information

- Informational resources:
 - Family FACT Folios
 - Communication Tips
 - Back to School Tips
- Presentations for family service organizations
- Building family and teacher connection



Peers as Partners in Learning (PPL)

FIN has the Peers as Partners in Learning (PPL) program in Miami-Dade County Public Schools.

- PPL is an elective course designed to provide peer supports for students with disabilities.
- FIN has developed the PPL Curriculum and Planning Guide to help schools, administrators and teacher teams launch a PPL program at their schools.
- The PPL program provides reciprocal academic, social, and interpersonal benefits to students with and without disabilities, in an inclusive setting.

FDLRS-South



Simply contact FDLRS-South for further information and begin taking advantage of the no cost services available to you and the exceptional children you serve.

www.fdlrssouth.org 305-274-3501

FDLRS-South

Main Office

FDLRS-South
is located at
JRE Lee Educational Center
6521 SW 62nd Avenue
South Miami, FL 33143

Phone: 305-274-3501 Fax: 305-598-7752

Mrs. Danita Duhart
Director, Community Outreach
FDLRS-South
dduhart@dadeschools.net

Utilized on designated days for professional development trainings and Child Find Screenings

North

Robert Renick Educational Center 2201 NW 207th Street Miami Gardens, FL 33056 305-474-5104

Central

Thena C. Crowder Early Childhood Diagnostic SPED 757 NW 66th Street Miami, FL 33150 305-836-0012

South

Center for International Education ESE Student Services Bldg. 005- Room 003 900 NE 23 Ave. Homestead, FL 33136 305-248-7911 Ext. 2314



The Multiagency Network for Students with Emotional/Behavioral Disabilities

MIAMI-DADE AND MONROE COUNTY REGION 11

Miami-Dade County Public Schools
Department of Exceptional Student Education



SEDNET Mission

The Multiagency Network for students with Emotional/Behavioral Disabilities (SEDNET) creates and facilitates a network of key stakeholders committed to assisting in the provision of a quality system of care for students with or at-risk of emotional and/or behavioral disabilities.



Who is SEDNET?

SEDNET is a regional network of the major child serving agencies, community-based service providers, students and their families, focused on developing interagency collaboration and sustaining partnerships:

- Education
- Mental Health
- Substance Abuse
- Trauma Informed Care
- Juvenile Justice
- Child Welfare
- Families

Trainings Provided

- Youth Mental Health First Aid
- Trauma Informed Care and Practices
- Calming Corners
- Self-Regulation for Students





Case Management

Case Management services are provided to families and students, with at risk behaviors and/or with emotional/behavioral disabilities. The Case Manager assists in coordinating services with schools in the integration of educational services, referrals for school based mental health evaluations and access to records from psychiatric hospitals and community mental health facilities (up to age 17).

Larkin Community Hospital
Nicklaus Children's Hospital
Citrus Health Network
Jackson Memorial Hospital

SEDNET Referrals

- ❖ When a student is baker acted parental consent for release of information - Mutual Exchange of Information FM 2128 is obtained by the school listing the corresponding baker act facility and sent to the SEDNET Case Manager (see next slide).
- ❖ The Case Manager ensures that all reports are sent to school personnel to assist in determining an appropriate school placement.
 Information is handled in a confidential manner.
- A referral form is completed by SEDNET staff and forwarded along with pertinent information to the principal of the student's school in Miami-Dade County.
- Schools are to conduct SST/RT following student discharge and identify appropriate interventions.

Exceptional Student Education

Alina Rodriguez, Instructional Supervisor (305) 598-2436 Fax (305) 598-4639

rodriguez003@dadeschools.net

Marie Castor, SEDNET Project Manager (305) 598-2436 Fax (305) 598-4639 mcastor@dadeschools.net

Larkin Community Hospital, Nicklaus Children's Hospital, Citrus Health Network, and Jackson Memorial Hospital

John Carrier, SEDNET Case Manager (305) 598-2436 Fax (305)598-4639

jcarrier@dadeschools.net

21st
Century
Community
Learning
Centers



Miami-Dade County Public Schools



21st CENTURY COMMUNITY LEARNING CENTERS (CCLC)

Services Available

21st Century Community Learning Centers supports the creation of community learning centers that provide academic enrichment opportunities for children attending high-poverty and low performing schools. The program helps students meet state and local student standards in core academic subjects; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Targets students from Kindergarten through 12th grade. Title I schools and/or schools with at least 40% of the student body receiving free and reduce-priced lunch.





21ST CCLC Services

- ► The 21st CCLC offers:
 - Tutoring services
 - After-school activities for limited English Proficient (LEP) students and that emphasize language skills and academic achievements
 - Youth development activities
 - Drug and violence prevention programs
 - Technology education programs
 - Art
 - Music
 - Character Education
 - Nutrition and Exercise





M-DCPS 21st Century Afterschool Programs

Citrus Grove Elementary

http://citrusgrove.org/

2121 NW 5th Street Miami, FL 33125

Golden Glades Elementary

http://gglades.dadeschools.net/

16520 NW 28th Avenue Miami Gardens, FL 33054

Earlington Heights Elementary

http://earlingtonheightselem.dadeschools.net/

4750 NW 22nd Avenue Miami, FL 33142







M-DCPS 21st CCLC Afterschool Programs

Liberty City Elementary

http://libertycitye.dadeschools.net

1855 NW 71 Street, Miami, FL 33147

Miami Gardens Elementary

http://mgardens.dadeschools.net/AAA.html

4444 NW 195 Street, Miami Gardens, FL 33055

Jose De Diego Middle School

http://schoolsites.schoolworld.com/schools/jose/

3100 NW 5th Avenue Miami, FL 33127







M-DCPS 21st Century Afterschool Programs

STREAMing in Action

http://science.dadeschools.net/secmestarsiii/default.html

Cutler Bay Middle School (19400 Gulfstream Road Cutler Bay, FL 33157)

Goulds Elementary (23555 SW 112th Avenue Miami, FL 33032)

Melrose Elementary (3050 NW 35th Street Miami, FL 33142)

Shadowlawn Elementary (149 NW 49th Street Miami, FL 33127)

SECME Stars IV Program

http://science.dadeschools.net/secmestarsiii/default.html

Olympia Heights Elementary (9797 SW 40th Street, Miami, FL 3316<mark>5</mark>) 33031)

Van E Blanton Elementary (10327 NW 11th Avenue, Miami, FL 33150)





NEW GRANT FOR 2020-2021

Somerset Academy South Homestead Senior High School 305 NE 2nd Road Homestead, FL 33030

http://somersetacademysh.com





Renewability Grants

Downtown Miami Charter School

http://downtowncharter.org

305 NW 3rd Avenue Miami, FL 33128

Dr. William A. Chapman Elementary Schoo

http://wachapman.dadeschools.net

27190 SW 140th Avenue Miami, FL 33022

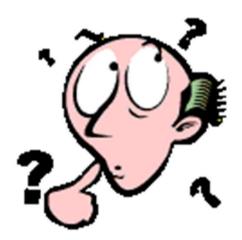
2021-2022 Request For Proposal (RFP)

There will be no Request For Proposal for 2021-2022





Questions??????







GRANTS ADMINISTRATION

Marysel Urbanik
District Supervisor
305-995-4289

urbanikm@dadeschools.net



