



ESE 2025-26 Additional Updates

Providing High-Quality Teaching & Learning Experiences in the Least Restrictive Environment

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Exceptional Student Education (ESE) Department Mission

The ESE Department will provide a spectrum of innovative support that helps to inspire students with disabilities to reach their highest potential as responsible, productive citizens.

ESE Progress Updates

We are excited to announce progress within our ESE structures aimed at enhancing experiences and outcomes for our students districtwide.

This initiative reflects our commitment to continuous improvement and collaboration among teachers, staff, parents and partners. We believe that by working together, we can foster an environment conducive to learning and growth.

We look forward to continuing the partnership and sharing insights for enhancing these educational experiences. We care about our students, our staff, our families, and our community, and we are here today to share some updates.



Topics to Cover

Additional Updates for 2025-2026

Clarifying Myths vs. Facts

Next Steps

Questions

Additional Updates and Clarifications for ESE 2025-2026

- 2 Main Changes- BEST Self Contained and Separate Class Hubs
 - ESE Advisory Committees
 - ERS External Audit Review of Resources
- 3 Teacher/Staff Q and A Sessions
- Parent Calls and 1:1 Meetings with Superintendent, Deputy Superintendent, Chief of Staff, and Director of ESE
- Additional Hubs for Access Separate Class
- Choice Options

Enhancements

- *Enhancements are designed to fill gaps across the district to provide higher quality experiences and education to all students, especially students with exceptionalities*

- **2 Main Changes:**

- **BEST Self Contained**

- Served in the Least Restrictive Environment with ESE teachers and paras when needed
 - Push In and Pull Out ESE services

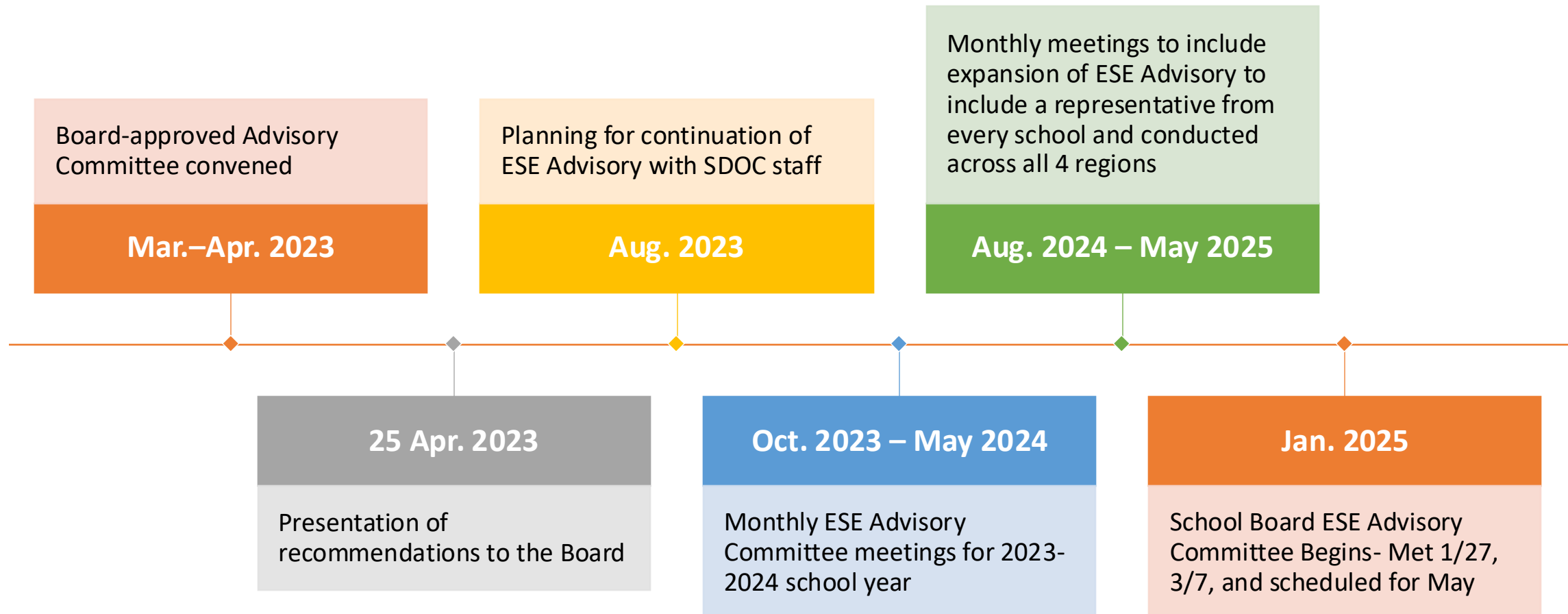
- **Hubs Identified in 4 regions**

Students needing more individualized services at identified schools within each region-

- Updating the Service Models offered for separate class settings within the Continuum of Services
 - Pre-K
 - Behavior Supports
 - Instruction via Access Points Standards
 - Transition

ESE Advisory Committees - Input from Stakeholders to Improve ESE Districtwide

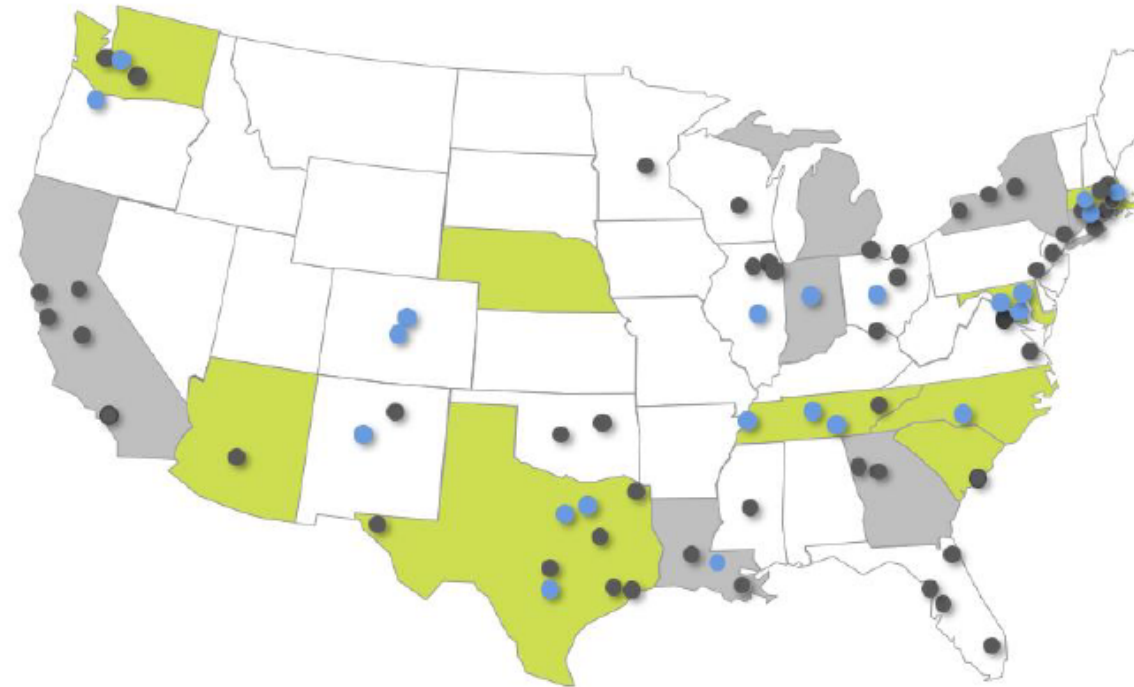
- 4 Different Committees from March 2023 to May 2025
 - 2 Board Committees- appointed members from each District 1-5, plus district members
 - 2 District Committees- school based teachers, RCS, Administrators, District ESE



External Audit of ESE Resources in SDOC 2024 by ERS:

About Education Resource Strategies (ERS)

ERS empowers school system leaders to make transformative shifts in **resources, structures, and practices** so that all students — especially those with the greatest learning needs and those furthest from opportunity — attend a school where they can learn and thrive. We **partner with district teams, expand leaders' knowledge and skills, and share lessons and tools with the field.**



- District Work Jan 2023 – Jun 2024
- Previous District Work
- State/Network Jan 2023 – Jun 2024
- Previous State Work

External Audit of ESE Resources in SDOC Fall 2024 :

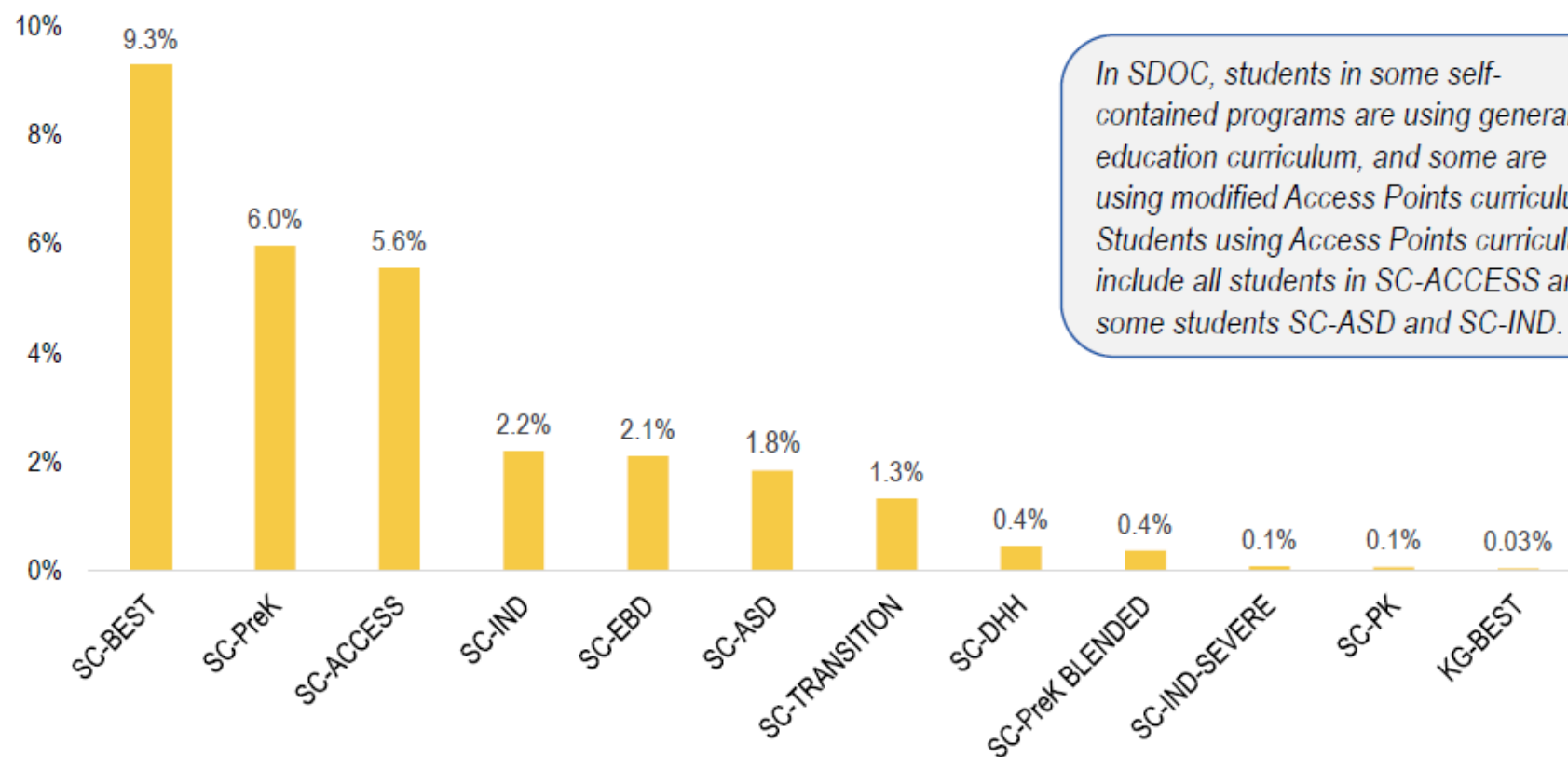
Goals of this analysis

This analysis will enable SDOC to...

- Better understand **how the district currently allocates and uses resources** to serve its Exceptional Student Education (ESE) students through various service models – **across the district as a whole, and across & within schools**
- Better **understand enrollment and identification patterns and trends** of ESE students in SDOC and the service models they experience (e.g. self-contained vs. inclusion)
- Reflect on how patterns of ESE resource allocation/use, enrollment/identification, and service models **compare to peer districts, best practices, and district priorities**
- **Create a fact base** for SDOC to use as the foundation for decision making regarding effective and efficient ESE resource use

ESE Students by Program Type

SY23-24 ESE Students by Self-Contained Program Types



ESE Service Model	# of Students
VE (62%)	4665
SC-BEST	694
Therapy-SL-Only	487
SC-PreK	447
SC-ACCESS	416
SC-IND	164
SC-EBD	157
SC-ASD	137
SC-TRANSITION	98
Consult Only	87
SC-DHH	33
DHH Itinerant	30
SC-PreK BLENDED	27
VISION-Itinerant	21
HHB	14
SC-IND-SEVERE	5
GIFTED	4
SC-PK	4
KG-VE (0.04%)	3
KG-BEST	2
K-VE (0.01%)	1
H/H-FT	1
Total	7497

Actions Taken



Apr. 2024

Schools plan for increasing inclusive opportunities through:

- Identifying Professional Learning Needs
- Program Service Models
- Inclusive Scheduling Process



July–Oct. 2024

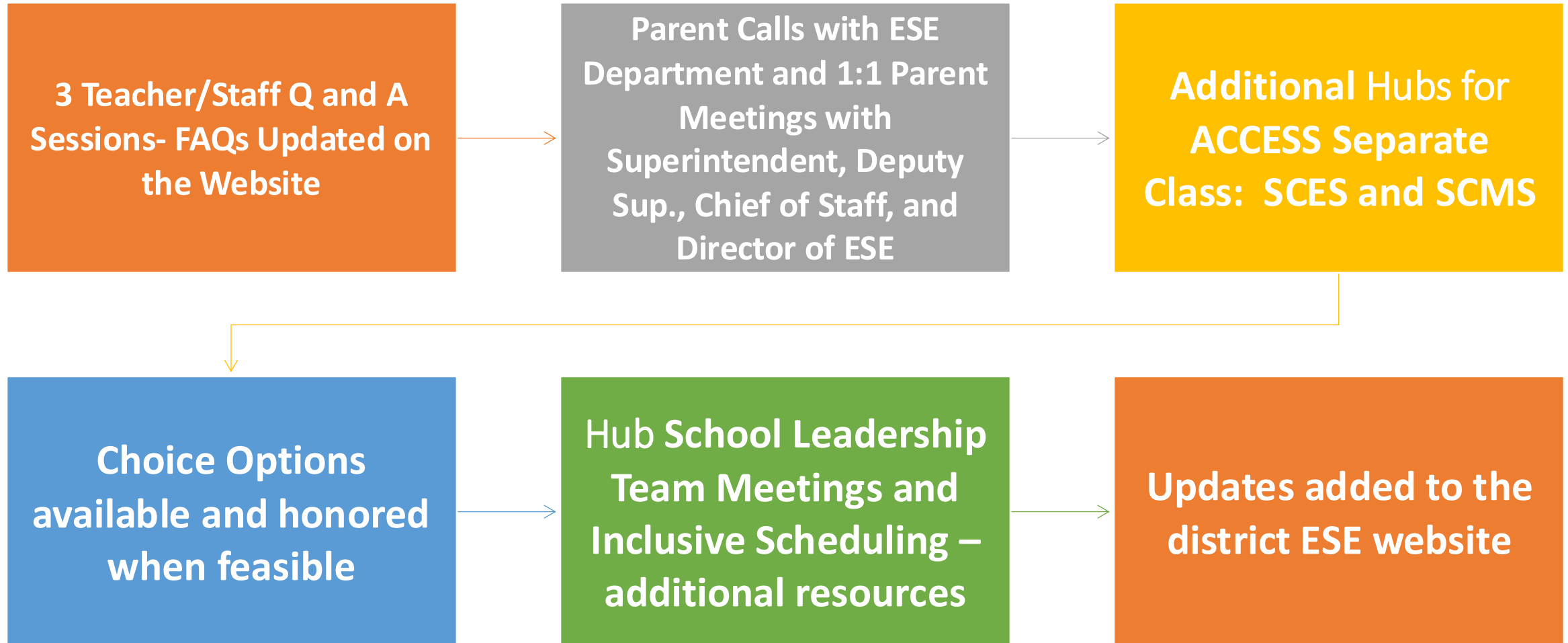
Professional learning opportunities provided



August 2024 – Present

Monitor changes to LRE by school
Monthly updates with administration
Individual school data meetings
Monthly Advisory Committee Updates
Monthly RCS Meetings

Additional ACTIONS and UPDATES



MYTHS vs. FACTS

Myth:

All plans are final, and the district is unwilling to hear the concerns of families and teachers.

FACT: Individual Phone Calls and Individual Meetings

	Monday	Tuesday	Wednesday	Thursday	Friday
March 12-14			Calls: 5 Meetings: 0	Calls: 12 Meetings: 0	Calls: 21 Meetings: 0
March 17-21	Calls: 2 Meetings: 0	Calls: 1 Meetings: 0	Calls: 0 Meetings: 0	Calls: 1 Meetings: 0	Calls: 0 Meetings: 0
March 24-28	Calls: 1 Meetings: 0	Calls: 6 Meetings: 0	Calls: 28 Meetings: 0	Calls: 10 Meetings: 0	Calls: 9 Meetings: 1
March 31-April 4	Calls: 5 Meetings: 1	Calls: 13 Meetings: 2	Calls: 3 Meetings: 1	Calls: 12 Meetings: 0	Calls: 5 Meetings: 4
April 7 – April 11	Calls: 11 Meetings: 1				

Totals: 145 phone calls and 10 individual meetings

Results of Calls & Meetings



Most resolved via phone call



Individual Family Meetings:

Addition of some sites: SCES, SCMS

Problem-solve solutions to:

- Transportation concerns
- Available coursework
- Career or CTE pathways

Myth:

Is the new ESE program following the Orange County Public Schools model?

FACT: FLDOE Model Structures are the basis that all surrounding central Florida districts follow

- ESE Policies and Procedures: **ESE Policies & Procedures (P&P)**
 - Section 1003.57(1)(b)1., Florida Statutes (F.S.), requires that district school boards submit to the Florida Department of Education (FDOE)
- BPIE- Best Practices for Inclusive Education
 - District Plan
 - School Plan
- Bureau for Exceptional Education and Student Services support
- Reviewed Model structures from surrounding school districts including Seminole, Pasco, and Orange Counties
- Visited Separate Day Schools in Orange County:
 - Magnolia and Silver Pines

Myth:

All students with disabilities will be mainstreamed into the general education setting and ESE students will be losing services.

FACTS: Two Distinctive Enhancements

- Increase of Inclusive Opportunities
 - ***Students continue to receive supports and services identified in the IEP***, but within the general education setting for portions of the day.
 - Push In ESE Services
 - Pull Out ESE Services
- Hubbing of Separate Class Settings
 - Enhanced services for students due to concentrated supports assigned to the Hub locations
 - Qualified human capital is the greatest commodity
 - Limiting long term substitutes and paraprofessionals covering vacancies
 - Will be a fluid process to alleviate movement to multiple schools
 - Hubs in all four regions for most program service models

FACT: Transition from Separate Class all day to General Education Setting: 40-79% of the time

- Percentage equates to time with non-disabled peers.
- Students shall:
 - have regular setting homeroom
 - PUSH IN: ESE Teacher pushes into the General Education classroom to provide instruction alongside the classroom teacher
 - PULL OUT: ESE student is removed from instruction with non-disabled peers for only portions of the day:
 - Counseling or Social Skills
 - Therapy
 - Related Services
 - Weaker content areas to support closing gaps

Myth:

Actions are being taken to consolidate ESE classes in SDOC, negatively impacting children who rely on structure, familiarity, and individualized support.

FACT: Hubbing of ESE services for students with IEPs indicating separate class setting to positively impact and *enhance structure, familiarity, and individualized support.*

- Enhanced services for students due to concentrated supports assigned to the Hub locations-
 - Concentrated instructional and support allocations
 - Potentially fewer grade levels at one time
 - examples include amount of time and availability of PT, OT, RBT, and more
- Qualified human capital is the greatest commodity
- Limiting long term substitutes and paraprofessionals covering vacancies
- Will be a fluid process to alleviate movement to multiple schools
- Hubs in all four regions for most program service models

Myth:

Staff are losing their jobs or will leave due to these changes.



FACT: Current Vacancies and 2025-26 SY Position Placement

25% of current districtwide
vacancies are ESE related

SDOC HR Team is working
together with school
principals to ensure smooth
transition and placement

Myth:

Staff will be untrained and unsupported to implement shifts.

FACT: Support and Training

- Staff Question and Answer Sessions- 3 evenings held across the district March/April – SCHS (3/27), CLHS (3/31), PNHS (4/1)
- Hub Site Meetings with ESE Department and School Leadership Team members (March 31-May 1)
- Allocations – Staffing Model Adjustments: Added ACCESS Separate Class Hub sites at SCES and SCMS
- Inclusive Scheduling Process- All Schools (April 2- May 1)
- Released Professional Learning Catalog (26 pgs.) for all training available to address individual school needs (April-August and 25-26 School Year)
- Summer Professional Learning Scheduled (July)

What we said we were going to do:

**“Next Steps” Identified from March 11 Presentation
IN PROGRESS**

- **DISTRICT Next Steps**
- **SCHOOL Next Steps**

District-Level Next Steps

- Communicate district-wide and support school-family communication
- Support transitions for students and staff switching schools
- Ensure all separate class school locations have:
 - Appropriate equipment/resources transferred
 - Curriculum purchase/training, if needed
 - Teams identified and trained to support classrooms
- Inclusive Scheduling with schools for 2025-2026 services
- Parent Calls and 1:1 Meetings as needed
- Add to FAQs and Resources to the Website

School-Level Next Steps

- Communicate with families and partnered schools
- Support transitions for students switching schools
- Monitor all separate class school locations have:
 - Placement of equipment/resources in assigned classrooms
 - Request curriculum or resource needs
 - Request additional training, if needed
- Inclusive Scheduling with schools for 2025-2026 services
- Parent Calls and 1:1 Meetings as needed



BOARD & SUPERINTENDENT'S COMMENTS

