



PARENT GUIDE TO EXCEPTIONAL STUDENT EDUCATION



Dear Families and Caretakers,

As we enter the 2024-25 school year, once again, I am honored to have the opportunity to serve Flagler Schools as your Director of Exceptional Student Education. I am proud to share that the district's focus on the achievement of our students with disabilities during the 23-24 school year has proven to show gains in all nine of our traditional Flagler Schools and our supported charter school. Buddy Taylor Middle School, Bunnell Elementary School, Wadsworth Elementary School, Belle Terre Elementary School, Rymfire Elementary School and Imagine Town Center, all increased their SwD academic achievement by 10 percentage points or more. Matanzas High School, Flagler Palm Coast High School, Old Kings Elementary School and Indian Trails Middle School improved by more than three percentage points. District-wide, every school showed impressive improvement.



We believe that our focus on consistency in our programming, service delivery, and progress monitoring, has contributed to the gains outlined above. We also believe that continuing to have a laser-like focus on robust training that supports our students with disabilities across our continuum of services, positively impacts the growth of our students with disabilities. With the support of FLDOE Discretionary Projects, such as the [Florida Inclusion Network](#), [Project 10 Transition Education Network](#), the [Center for Autism and Related Disorders](#), the [Multiagency Network for Students with Emotional/Behavioral Disabilities](#), the [Access Project](#) and our valuable [Northeast Florida Educational Consortium](#) and the [Institute for Small and Rural Districts](#), Flagler Schools will continue to provide the training necessary to support our instructional staff and paraprofessional team to meet the unique needs of all our students, particularly those with unique learning needs.

Your Flagler Schools Exceptional Student Education (ESE) department remains committed to continuing to build capacity for our ESE teams through consistent messaging, continued cross-departmental teamwork, and through an explicit coaching model. With the continued collaborative efforts with the ESE Parent Advisory Committee ([EPAC](#)), [Vincent's Clubhouse](#), and other local organizations, we pledge to provide technical assistance and training opportunities to our programs, schools, community, and families. Our department continues to hear your voice and actively listen to your concerns around the needs of your children. Our goals, mission and vision focus directly on your children and you. We look forward to continuing our partnership and engaging you in your student's educational experience.

The 2024-25 school year is going to be full of positive experiences and achievements. Our ESE Team looks forward to continuing to partner with you, your child, our schools, staff, and our fantastic Flagler community.

Exceptionally yours,

A handwritten signature in blue ink that reads 'Kimberli Halliday'.

Kimberli Halliday, Ph.D.
Director of Exceptional Student Education

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This guide was created to help parents and guardians of children with special needs learn about Exceptional Student Education (ESE) in Flagler County. This guide should answer many common questions and provide upfront support.

What is ESE?



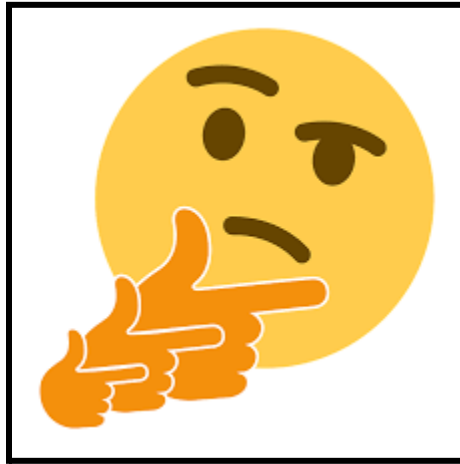
Exceptional Student Education (ESE) is the name given in Florida to educational programs and services for students with special learning needs. It includes students serviced under the Individuals with Disabilities Education Act (IDEA) and those who are gifted.

When a child is having difficulty in school, several kinds of help or interventions are attempted before an ESE evaluation is made. If the interventions are not successful, then the school and the parent will meet to discuss the options of evaluation. The evaluation will only happen with parent consent.

In order to be eligible for ESE programs and services, a student must meet all the requirements listed in the Florida State Board of Education Rules for a specific disability.

<https://www.fl DOE.org/academics/exceptional-student-edu/e se-eligibility>

Frequently Asked Questions



What is the first step in getting help for my child?

If you are concerned about problems your child may be having in reading, math, writing or behavior, your first and primary contact is your child's teacher.

What is a Free and Appropriate Public Education (FAPE)?

The words used in the federal law, Individuals with Disabilities Education Act (IDEA) to describe the right of a student with a disability to special services that will meet his or her individual learning needs, at no cost to his or her parents.

What kind of help can I expect?

The services your child receives may include special teaching methods, special materials or technology devices. They could include therapy, special transportation or other supports as determined by your child's needs.

What is an IEP?

An Individual Education Plan (IEP) is a written plan that describes the individual learning needs of a student with a disability and the services, supports, accommodations and/or modifications that will be provided to that student.

What is the Least Restrictive Environment?

The school setting (placement) allows a child with a disability to be educated to the greatest extent possible with children who do not have disabilities in the general education setting.

Who do I contact to request a meeting?

Contact your child's school and ask to speak with the ESE Contact person.

What if I think my child is gifted?

Your initial contact person is your child's teacher.

What to Expect at an IEP Meeting



IEP teams are made up of individuals who bring different perspectives and expertise to the table. Pooling their knowledge, team members set out to craft an individualized response to a child's specific needs, taking into account that same child's strengths and talents. There's a lot of information shared at IEP meetings, and a lot of discussion. The end product is the child's individualized education program (IEP).

What is in an IEP?

The components of an IEP will include the student's present levels of performance, annual IEP goals based on those present levels, and special education and/or related services necessary to meet the student's IEP goals. A student may also require supplementary aids and services and any supports for school personnel.

Accommodations will be reviewed and agreed upon prior to discussing the student's participation in state and district-wide assessments. There will also be a discussion/IEP element regarding how much of the school day the child will be educated separately from nondisabled children. This is called "extent of nonparticipation". When appropriate, the IEP team will also discuss the student's transition needs. This discussion includes the results of transition assessments, long term transition goals, as well as services to meet those goals.

Who may attend the IEP Meeting?

- The child's parents and the student, when appropriate;
- At least one regular education teacher, if the child is (or may be) participating in the regular education environment;
- At least one of the child's special education teachers or special education providers;
- A representative of the public agency (school system) who (a) is qualified to provide or supervise the provision of special education, (b) knows about the general curriculum; and (c) knows about the resources the school system has available;
- An individual who can interpret the evaluation results and talk about what instruction may be necessary for the child;
- Representatives from any other agencies that may be responsible for paying for or providing transition services (if the child is 16 years or, if appropriate, younger); and
- Other individuals (invited by parents or the school) who have knowledge or special expertise about the child. For example, a relative who is close to the child, a child care provider, or related services personnel.

Who develops the IEP?

An IEP is developed by the full IEP team including parents, however, a draft IEP may be developed by the child's ESE and general education teacher in preparation for the meeting.

What happens at an IEP Meeting?

During the IEP meeting, the different members of the IEP team share their thoughts and suggestions. If this is the first IEP meeting after the child's evaluation, the team may go over the evaluation results, so the child's strengths and needs will be clear. These results will help the team decide what special help the child needs in school. After the various team members (including the parent) have shared their thoughts and concerns about the child, the group will have a better idea of that child's strengths and needs. This will allow the team to discuss and decide on the statements associated with each IEP's component listed above. What is not discussed in the *IEP Contents* page are the "Special Factors" that the IEP team must also consider. These factors may include things like the student's communication needs, any behavioral factors, if the student is blind/visually impaired or if he/she requires assistive technology.

What is Placement?

Placement refers to what/where the child receives his/her special education and related services. Placement, directly connected to the student's IEP, is based exclusively on the student's IEP, and must be decided by a knowledgeable group of persons with parental input. Placement can be offered in a variety of models ranging from the general education classroom to a cluster program placement.

What happens after the IEP Meeting?

Once the IEP is written, the IEP team will move to implement the IEP. IDEA states that, **as soon as possible following development of the IEP**, special education and related services are made available to the child in accordance with the child's IEP.

[§300.323(c)(2)] IDEA also requires that the school system ensure that "each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible" for the IEP's implementation to have access to the IEP, are informed of their specific responsibilities and are informed of accommodations, modification and supports necessary to be provided to the child in accordance with the IEP. [§300.323(d)] At the beginning of each school year, each public agency must have in effect, for each child with a disability within its jurisdiction, an IEP, as defined in §300.320.

Flagler County Schools “Cluster” Program Sites Descriptions and Considerations



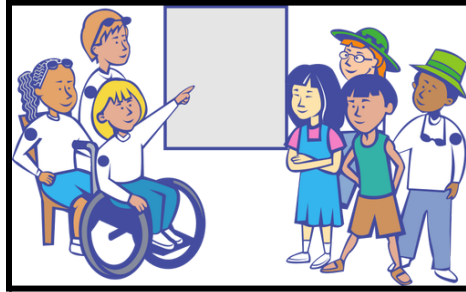
Cluster programs are designed for students requiring moderate to intensive supports in a separate classroom from general education peers for the majority of the day. These students may require a modified curriculum, more intense assistance with general education curriculum/academics, adaptive skills, social/emotional skills, and communication. Most students considered for a cluster will have received more intense supports from their home zoned school that includes high levels of support facilitation, resource support and, when appropriate, social skills instruction. Placement decisions are made by the IEP team.

Belle Terre Elementary School	<p>Autism Spectrum - K, 1, 2 – <i>This cluster program services students who require instruction in a small group setting with extensive support. Instruction is focused on communication, functional academics, social competence, independent living, adaptive behavioral functioning, independence, and/or life skills.</i></p> <p>Autism Spectrum/Access Points 3, 4, 5 - <i>This cluster program services students who qualify for instruction in Access Points curriculum and Florida Alternate Assessment (FAA) administration. Access Points curriculum is focused on intensive instruction in communication, functional academics, social competence, independent living, adaptive behavioral functioning, independence, and life skills.</i></p> <p>Developmental Life Skills (OI/PI) Access Points – <i>This cluster program services students who qualify for intensive instruction in Access Points curriculum and Florida Alternate Assessment (FAA) administration. Instruction is delivered in a highly supported small group setting and focuses on modified functional academics, social competence, and as much independence and life skills exposure as individually possible.</i></p>
Bunnell Elementary School	<p>Pre-K 3-4 Year-old - <i>The Blended PK cluster site is a full day program at Bunnell, for our 3 and 4 year old students identified with a disability who require extra support from a certified ESE teacher and a paraprofessional. This class makeup includes typically developing 4 year old VPK students.</i></p> <p>Communication Support Pre-K Cluster - <i>This cluster program services students who require intensive small group instruction focused on communication, social skills, independent functioning, and developmentally appropriate academics.</i></p>

Old Kings Elementary School	<p>Life Skills K, 1, 2 – <i>This cluster program services students who require instruction in a small group setting. Instruction is focused on functional academics, social competence, independent living, adaptive behavioral functioning, independence, and life skills.</i></p> <p>Life Skills/Access Points 3, 4, 5 – <i>This cluster program services students who qualify for instruction in Access Points and Florida Alternate Assessment (FAA) administration. Instruction is focused on functional academics, social competence, independent living, adaptive behavioral functioning, independence, and life skills.</i></p>
Rymfire Elementary School	<p>Autism Spectrum - K, 1, 2 - <i>This cluster program services students who require general education curriculum in a small group setting. Instruction is focused on intensive communication and social skills support with the intent of helping the student acquire the skills necessary to transition into a less restrictive educational setting.</i></p> <p>Autism Spectrum/General Education 3, 4, 5 – <i>This cluster program services students who require general education curriculum in a small group setting. Instruction is focused on intensive communication and social skills support with the intent of helping the student acquire the skills necessary to transition into a less restrictive educational setting.</i></p>
Wadsworth Elementary School	<p>Behavioral Program/General Education – <i>This cluster program services students who require general education instruction in a small group setting. Instruction is focused on intensive behavioral supports, social emotional skills, counseling, and mental health care.</i></p>
Buddy Taylor Middle School	<p>Behavioral Program/General Education – <i>This cluster program services students who require general education curriculum in a small group setting. Instruction is focused on intensive behavioral supports, social emotional skills, counseling, and mental health care.</i></p>
Indian Trails Middle School	<p>Life Skills/ASD/Access Points – <i>This cluster program services students who qualify for instruction in Access Points curriculum and Florida Alternate Assessment (FAA) administration. Instruction is focused on functional academics, social competence, independent living, adaptive behavioral functioning, independence, life skills and communication when appropriate.</i></p> <p>Autism Spectrum/General Education – <i>This cluster program services students who require a general education curriculum in a small group setting. Instruction is focused on intensive communication and social skills support with the intent of helping the student acquire the skills necessary to transition into a less restrictive educational setting.</i></p>

<p>Flagler Palm Coast High School</p> <p>Post 12th Grade Transition Program</p>	<p>Life Skills/ASD/Access Points- <i>This cluster program services students who qualify for instruction in Access Points curriculum and Florida Alternate Assessment (FAA) administration. Instruction is focused on functional academics, social competence, independent living, adaptive behavioral functioning, independence, life skills and communication when appropriate.</i></p> <p>STREAM Transition Coursework – <i>Students who have met graduation criteria, have a need for continued transition services, have a desire for vocational training and who have deferred receipt of their standard diploma for a work-based program. Instruction is delivered in a small group, highly supported program offered through the student’s service school.</i></p>
<p>Matanzas High School</p> <p>Post 12th Grade Transition Program</p>	<p>Behavioral Program/General Education – <i>This cluster program services students who require general education instruction in a small group setting. Instruction is focused on intensive social/emotional skill acquisition including behavioral supports, counseling and mental health care.</i></p> <p>Life Skills/ASD/Access Points- <i>This cluster program services students who qualify for instruction in Access Points curriculum and Florida Alternate Assessment (FAA) administration. Instruction is focused on functional academics, social competence, independent living, adaptive behavioral functioning, independence, life skills and communication when appropriate.</i></p> <p>Developmental Life Skills (OI/PI) Access Points – <i>This cluster program services students who qualify for intensive instruction in Access Points curriculum and Florida Alternate Assessment (FAA) administration. Instruction is delivered in a highly supported small group setting and focuses on modified functional academics, social competence, and as much independence and life skills exposure as individually possible.</i></p> <p>STREAM Transition Coursework – <i>Students who have met graduation criteria, have a need for continued transition services, have a desire for vocational training and who have deferred receipt of their standard diploma for a work-based program. Instruction is delivered in a small group, highly supported program offered through the student’s service school.</i></p>
<p>Off Campus Post 12th Grade Transition Programs</p>	<p>TRAIL Transition Program– <i>Students who have met graduation criteria, have a need for continued transition services, have a desire for vocational training that will lead to paid employment and who have deferred receipt of their standard diploma for a work-based program. Instruction is provided in the community with fading supports of TRAIL Staff.</i></p> <p>Project SEARCH Transition Program – <i>Students who have met graduation criteria, have a need for continued transition services, have a desire for paid employment and who have deferred receipt of their standard diploma for a work-based program. Instruction is provided in a fully immersed Flagler business where students work directly with a business mentor. Students must be independent and meet Vocational Rehabilitations Supported Employment Criteria.</i></p>

Considerations for Program Placement



Programs Supporting Students with Disabilities in Pre-K

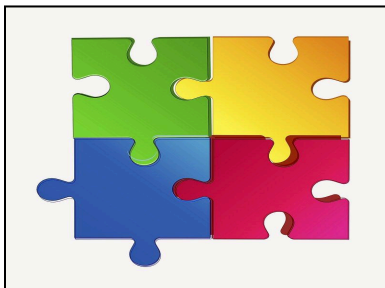
ESE PK-K

- Demonstrated Impaired communication skills
- Determined need for personal care/daily living assistance (ex. Toileting schedule, feeding assistance)
- Determined need for pre-academic skills
- Determined need for instruction social skills/play skills

Communication Support Pre-K Cluster

- Evidence of a developmental delay
- Potential previous retention in PK
- Determined need for smaller group setting with a lower student: teacher ratio
- Intensive small group instruction in developmentally appropriate academics
- Intensive small group instruction in developing appropriate social skills
- Implementation of Augmentative or Adapted Communication aids
- Continued personal care/daily living assistance (ex. Toileting schedule, feeding assistance) with Independent Functioning Goals and services
- Implementation of a positive behavior management plan with Social and Emotional goals and supports
- Continuous supervision for safety in class and around campus
- Earn level 4 or 5 on Matrix for any areas that are determined in need of a service as supported by IEP

Programs Supporting Students with Autism Spectrum Disorder or Related Disabilities



ASD K, 1, 2 (BTES)

- Evidence of a significant cognitive disability (intellectual, adaptive skill and communication achievement scores)
- A curriculum/schedule which reflects core deficits affiliated with Autism – social, communication, independent functioning, behavior (social/emotional)
- Demonstrated need for speech/language/Augmentative or Adapted Communication/PECS services, impaired communication
- Personal care/daily living assistance (ex. Toileting schedule, feeding assistance) - Independent Functioning Goals/Services
- Determined need for smaller group setting with a higher student: teacher ratio
- Structured behavior management/Social and Emotional support as an IEP service
- Demonstrated need for Social Skills instruction
- Demonstrated need for Specialized Transportation
- Earned level 4 or 5 on Matrix for Independent Functioning, Social/Emotional, Curriculum as supported by IEP

ASD 3-5 (BTES) Access Points

- Evidence of a significant cognitive disability (intellectual, adaptive skill and communication achievement scores)
- Demonstrated need for instruction in Access Points and FL Alternate Assessment administration
- Demonstrated need for speech/language/Augmentative or Adapted Communication/PECS services, impaired communication
- Personal care/daily living assistance (ex. Toileting schedule, feeding assistance) - Independent Functioning Goals/Services
- Determined need for smaller group setting with a higher student: teacher ratio
- Structured behavior management/Social and Emotional support as an IEP service, FBA/PBIP
- Demonstrated need for Social Skills instruction
- High potential need for a sensory room
- Demonstrated need for Specialized Transportation
- Earned level 4 or 5 on Matrix for Independent Functioning, Social/Emotional, Curriculum as supported by IEP/ potential concerns for safety

Life Skills/ASD 6-8 (ITMS) Access Points

- Evidence of a significant cognitive disability (intellectual, adaptive skill and communication achievement scores)
- Demonstrated need for instruction in Access Points and FL Alternate Assessment administration

- Demonstrated need for speech/language/Augmentative or Adapted Communication/PECS services, impaired communication
- Some personal care/daily living assistance (ex. Toileting schedule, feeding assistance) - Independent Functioning Goals/Services
- Determined need for smaller group setting with a higher student: teacher ratio
- Structured behavior management/Social and Emotional support as an IEP service, FBA/PBIP
- Demonstrated need for Social Skills instruction
- High potential need for a sensory room
- Earned level 4 or 5 on Matrix for Independent Functioning, Social/Emotional, Curriculum as supported by IEP/ potential concerns for safety
- Demonstrated need for Specialized Transportation
- Community Based Instruction (on/off campus opportunities for generalization of skills)

Life Skills/ASD 9 -12 (HS) Access Points

- Evidence of a significant cognitive disability (intellectual, adaptive skill and communication achievement scores)
- Demonstrated need for instruction in Access Points and FL Alternate Assessment administration
- Demonstrated need for speech/language/Augmentative or Adapted Communication/PECS services, impaired communication
- Some personal care/daily living assistance - Independent Functioning Goals/Services
- Determined need for smaller group setting with a higher student: teacher ratio
- Structured behavior management/Social and Emotional support as an IEP service, FBA/PBIP
- Demonstrated need for Social Skills instruction
- High potential need for a sensory room
- Earned level 4 or 5 on Matrix for Independent Functioning, Social/Emotional, Curriculum as supported by IEP/ potential concerns for safety
- Community Based Instruction (on/off campus opportunities for generalization of skills)
- Highly Supported Career Exploration/Job Coaching (on/off campus for acquiring pre-employment skills)
- Demonstrated need for Specialized Transportation

ASD K, 1, 2 (RES)

- Evidence of an exceptional student education classification that supports program
- A curriculum/schedule that reflects a path toward general education instruction
- Demonstrated need for speech/language instruction/support, impaired communication
- Demonstrated need for Independent Functioning Goals/Services
- Determined need for smaller group setting with a higher student: teacher ratio
- Some structured behavior management/Social and Emotional support as an IEP service
- Demonstrated need for Social Skills instruction
- Potential need for a sensory room
- Demonstrated need for Specialized Transportation (unless zoned for this school)

ASD 3-5 (RES) General Education

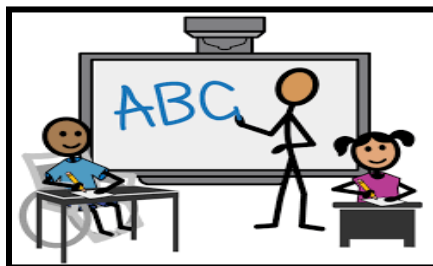
- Evidence of an exceptional student education classification that supports program
- A curriculum/schedule that reflects a path toward general education instruction
- Demonstrated need for speech/language instruction/support, impaired communication
- Demonstrated need for Independent Functioning Goals/Services
- Determined need for smaller group setting with a higher student: teacher ratio

- Structured behavior management/Social and Emotional support as an IEP service, FBA/PBIP
- Demonstrated need for Social Skills instruction
- Potential need for a sensory room
- Demonstrated need for Specialized Transportation (unless zoned for this school)

ASD 6-8 (ITMS) General Education

- Evidence of an exceptional student education classification that supports program
- A curriculum/schedule that reflects a path toward general education instruction
- Demonstrated need for speech/language instruction/support, impaired communication
- Demonstrated need for Independent Functioning Goals/Services
- Determined need for smaller group setting with a higher student: teacher ratio
- Structured behavior management/Social and Emotional support as an IEP service, FBA/PBIP
- Demonstrated need for Social Skills instruction
- Potential need for a sensory room
- Community Based Instruction (on/off campus opportunities for generalization of skills)
- Demonstrated need for Specialized Transportation
- * Increased opportunities for inclusion in the general education setting (ex. Lunch, electives)

Programs Supporting Students with Intellectual Disabilities or Related Disabilities



Life Skills K, 1, 2 (OKES)

- Evidence of a significant cognitive disability (intellectual, adaptive skill and communication achievement scores)
- A curriculum/schedule which reflects core deficits affiliated with an intellectual disability (Adaptive behavioral skills, hygiene, self-help, etc.)
- Demonstrated need for speech/language/Augmentative or Adapted Communication/PECS services, impaired communication
- Personal care/daily living assistance (ex. Toileting schedule, feeding assistance) - Independent Functioning Goals/Services
- Determined need for smaller group setting with a higher student: teacher ratio
- Potential need for structured behavior management/Social and Emotional support as an IEP service
- Demonstrated need for some Social Skills instruction
- Potential need for sensory accommodations
- Potential need for supervision for safety in class and around campus
- Demonstrated need for Specialized Transportation
- Earned level 4 or 5 on Matrix for Independent Functioning and Curriculum as supported by IEP

Life Skills 3-5 (OKES)

- Evidence of a significant cognitive disability (intellectual, adaptive skill and communication achievement scores)
- Demonstrated need for instruction in Access Points and FL Alternate Assessment administration
- Demonstrated need for speech/language/Augmentative or Adapted Communication/PECS services, impaired communication
- Personal care/daily living assistance (Adaptive behavioral skills, hygiene, self-help, etc.) - Independent Functioning Goals/Services
- Determined need for smaller group setting with a higher student: teacher ratio
- Potential need for structured behavior management/Social and Emotional support as an IEP service
- Demonstrated need for some Social Skills instruction
- Potential need for sensory accommodations
- Potential need for supervision for safety in class and around campus
- Demonstrated need for Specialized Transportation
- Earned level 4 or 5 on Matrix for Independent Functioning and Curriculum as supported by IEP

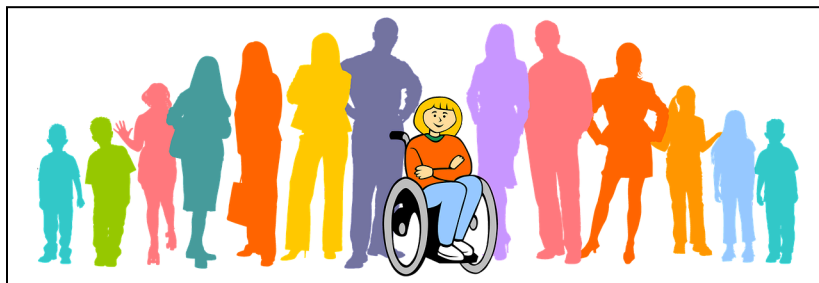
Life Skills 6-8 (ITMS)

- Evidence of a significant cognitive disability (intellectual, adaptive skill and communication achievement scores)
- Demonstrated need for instruction in Access Points and FL Alternate Assessment administration
- Demonstrated need for speech/language/Augmentative or Adapted Communication/PECS services, impaired communication
- Personal care/daily living assistance (Adaptive behavioral skills, hygiene, self-help, etc.) - Independent Functioning Goals/Services
- Determined need for smaller group setting with a higher student: teacher ratio
- Potential need for structured behavior management/Social and Emotional support as an IEP service
- Demonstrated need for some Social Skills instruction
- Potential need for sensory accommodations
- Potential need for supervision for safety in class and around campus
- Demonstrated need for Specialized Transportation
- Earned level 4 or 5 on Matrix for Independent Functioning and Curriculum as supported by IEP
- Community Based Instruction (on/off campus opportunities for generalization of skills)
- Highly Supported Career Exploration/Job Coaching (on/off campus for acquiring pre-employment skills)
- Demonstrated need for Specialized Transportation

Life Skills 9-12 (FPCHS/MHS)

- Evidence of a significant cognitive disability (intellectual, adaptive skill and communication achievement scores)
- Demonstrated need for instruction in Access Points and FL Alternate Assessment administration
- Demonstrated need for speech/language/Augmentative or Adapted Communication/PECS services, impaired communication
- Personal care/daily living assistance (Adaptive behavioral skills, hygiene, self-help, etc.) - Independent Functioning Goals/Services
- Determined need for smaller group setting with a higher student: teacher ratio
- Potential need for structured behavior management/Social and Emotional support as an IEP service
- Demonstrated need for some Social Skills instruction
- Potential need for sensory accommodations
- Potential need for supervision for safety in class and around campus
- Demonstrated need for Specialized Transportation
- Earned level 4 or 5 on Matrix for Independent Functioning and Curriculum as supported by IEP
- Community Based Instruction (on/off campus opportunities for generalization of skills)

Programs Supporting Students with Significant Cognitive Disabilities and/or Orthopedic Impairments and Related Disabilities



Developmental Life Skills (OI/PI) Access Points (BTES)

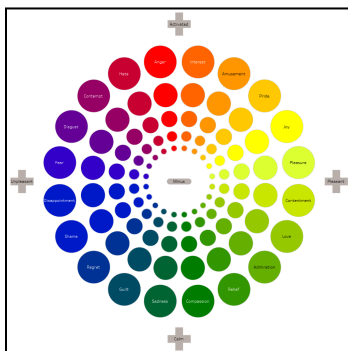
- Evidence of a significant cognitive disability (intellectual, adaptive skill and communication achievement scores)
- Demonstrated need for instruction in Access Points and FL Alternate Assessment administration for grade 3 and higher.
- Medical form 20/Medical Exam (not required for Pre-K)
- Orthopedic Impairment OR other health-related concerns
- Demonstrated need for speech/language/Augmentative or Adapted Communication/PECS services, impaired communication
- Highly supported personal care/daily living assistance (ex. Toileting schedule, feeding, feeding assistance) - Independent Functioning Goals/Services
- Determined need for smaller group setting with a higher student: teacher ratio
- Nursing services OR direct support from an adult for all school activities
- Educational evaluation that identifies educational and environmental needs of services (Assistive technology evaluation)
- Services provided by occupational therapist, physical therapist, VI services on a frequent basis
- Specially designed Physical Education Needs
- Demonstrated need for Specialized Transportation
- Earned level 4 or 5 on Matrix for Independent Functioning, Social/Emotional, Curriculum and Communication as supported by IEP
- General concerns for health, wellbeing and safety
- Demonstrated need for Specialized Transportation (unless zoned for this school)

Developmental Life Skills (OI/PI) Access Points (MHS)

- Evidence of a significant cognitive disability (intellectual, adaptive skill and communication achievement scores)
- Demonstrated need for instruction in Access Points and FL Alternate Assessment administration
- Medical form 20/Medical Exam (not required for Pre-K)
- Orthopedic Impairment OR other health-related concerns
- Demonstrated need for speech/language/Augmentative or Adapted Communication/PECS services, impaired communication
- Highly supported personal care/daily living assistance (ex. Toileting schedule, feeding, feeding assistance) - Independent Functioning Goals/Services
- Determined need for smaller group setting with a higher student: teacher ratio
- Nursing services OR direct support from an adult for all school activities

- Educational evaluation that identifies educational and environmental needs of services (Assistive technology evaluation)
- Services provided by occupational therapist, physical therapist, VI services on a frequent basis
- Specially designed Physical Education Needs
- Demonstrated need for Specialized Transportation (unless zoned for this school)
- Earned level 4 or 5 on Matrix for Independent Functioning, Social/Emotional, Curriculum and Communication as supported by IEP
- General concerns for health, wellbeing and safety
- Highly supported Community Based Instruction Community Based Instruction (on campus opportunities for generalization of skills)
- Highly supported Career Exploration/Job Coaching (on campus for acquiring pre-employment skills)

Programs Supporting Students with Behavioral, Emotional or Related Disabilities



Behavior Focus K – 5 (WES) General Education

- Evidence of an exceptional student education classification that supports program
- A curriculum/schedule that reflects a path toward general education instruction
- Determined need for smaller group setting with a higher student: teacher ratio
- Highly Structured behavior management/Social and Emotional support and direct instruction as an IEP service
- Functional Behavior Assessment/Positive Behavior Intervention Plan/Behavioral Support
- Demonstrated need for direct instruction in Social Skills
- Demonstrated need for mental health counseling services in program and outside of the program
- *Fidelity data to support the implementation of the above services/supports
- General concerns for safety of self and others
- Demonstrated need for Specialized Transportation (unless zoned for this school)
- Earned level 4 or 5 on Matrix under the social/emotional domain

Behavior Focus 6-8 (BTMS) General Education

- Evidence of an exceptional student education classification that supports program
- A curriculum/schedule that reflects a path toward general education instruction
- Determined need for smaller group setting with a higher student: teacher ratio
- Highly Structured behavior management/Social and Emotional support and direct instruction as an IEP service
- Functional Behavior Assessment/Positive Behavior Intervention Plan/Behavioral Support
- Demonstrated need for direct instruction in Social Skills
- Demonstrated need for mental health counseling services in program and outside of the program
- *Fidelity data to support the implementation of the above services/supports
- General concerns for safety of self and others
- Demonstrated need for Specialized Transportation (unless zoned for this school)
- Earned level 4 or 5 on Matrix under the social/emotional domain
- * Increased opportunities for inclusion in the general education setting (ex. Lunch, electives)

Behavior Focus 9-12 (MHS) General Education

- Evidence of an exceptional student education classification that supports program
- A curriculum/schedule that reflects a path toward general education instruction
- Determined need for smaller group setting with a higher student: teacher ratio

- Highly Structured behavior management/Social and Emotional support and direct instruction as an IEP service
- Functional Behavior Assessment/Positive Behavior Intervention Plan/Behavioral Support
- Demonstrated need for direct instruction in Social Skills
- Demonstrated need for mental health counseling services in program and outside of the program
- *Fidelity data to support the implementation of the above services/supports
- General concerns for safety of self and others
- Demonstrated need for Specialized Transportation (unless zoned for this school)
- Earned level 4 or 5 on Matrix under the social/emotional domain
- * Increased opportunities for inclusion in the general education setting (ex. Lunch, electives)

The standard operating practice for consideration to a cluster program begins with a data review with the current placement (school) staffing specialist. The staffing specialist will then share the information with the school based ESE Administrator. Together, they will reach out to the school that hosts the cluster program's staffing specialist and ESE Administrator. The team will review the information/data together. Identified staff from receiving school may want to visit the student, however, this is not a requirement. It's expected that the team who is making the recommendation and the team who may be considered for placement work cooperatively prior to the IEP team meeting.

Agencies and Resources



Parents of students with disabilities should begin considering transition planning (planning for adulthood) early. The following agencies and resources are useful, valuable and instrumental to supporting students as they transition to adulthood. For many students, the benefits of outside agencies connections are not just beneficial, but necessary.

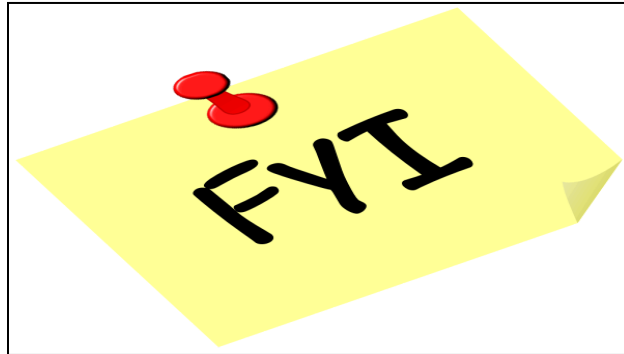
Agency for Persons with Disabilities	https://apd.myflorida.com/
Center for Autism and Related Disorders	https://www.centerforautism.com/
The Center for Parent Information & Resources	https://www.parentcenterhub.org/
disAbility Solutions for Independent Living	https://dsil.org/
Disability Support Services - Florida Department of Education	https://www.fldoe.org/schools/higher-ed/fl-college-system/student-services/disability-support-services.shtml
Division of Blind Services	http://dbs.myflorida.com/
Dyslexia	https://dyslexia.stanford.edu/
Easterseals - <i>Me In Progress (MIP)</i>	https://www.easterseals.com/necfl/programs-and-services/MIP/
ESE Parent Advisory Council (EPAC)	Erica Flores erica@vincentsclubhouse.org
Flagler County Schools ESE Department	https://flaglerschools.com/departments/exceptional_student_education

Flagler County Schools Transition Services and Programs	https://www.flaglerschools.com/academics/exceptional-student-education/transition-services-programs
The Florida Inclusion Network	https://www.floridainclusionnetwork.com/
Fun Coast Down Syndrome Association	https://www.funcoastdownsyndrome.com/
The Northeast Florida Educational Consortium	https://www.nefec.org/
Progressive Ability Support Services	https://www.progressiveabilities.org/
Project TEN Transition Network	http://project10.info/
SEDNET: The Multiagency Network for Students with Emotional/Behavioral Disabilities	https://sednetfl.info/
Social Security Administration	https://www.ssa.gov/
Vincent's Clubhouse	https://vincentsclubhouse.org/
Vocational Rehabilitation	http://www.rehabworks.org

Visual Supports for Home and School

<p>Behavior and Emotional Regulation</p> <ul style="list-style-type: none"> Conscious Discipline <ul style="list-style-type: none"> <input type="checkbox"/> ABCs for Parents <input type="checkbox"/> ABCs for Parents of Little Ones <input type="checkbox"/> At Home Breaks <input type="checkbox"/> Safe Place Breathing <input type="checkbox"/> Self Regulation Icons <input type="checkbox"/> Shubert and Sophie Stay Home Problem Solving <ul style="list-style-type: none"> <input type="checkbox"/> Social Behavior Mapping <input type="checkbox"/> Social Behavior Map Reinforcement <ul style="list-style-type: none"> <input type="checkbox"/> I am working for boards <input type="checkbox"/> I am working for icons <input type="checkbox"/> I am working for stars Social Stories <ul style="list-style-type: none"> <input type="checkbox"/> Hitting Social Story <input type="checkbox"/> I can do my part to keep myself safe <input type="checkbox"/> Lightning McQueen can slow <input type="checkbox"/> Why Can't I go to school? 	<p>Communication and Support Academics</p> <ul style="list-style-type: none"> Choices <ul style="list-style-type: none"> <input type="checkbox"/> Activity Choice board <input type="checkbox"/> Sensory Choice Board Core Boards <ul style="list-style-type: none"> <input type="checkbox"/> Boardmaker Core Board 1 (20) <input type="checkbox"/> Boardmaker Core Board 2 (30) <input type="checkbox"/> Boardmaker Core Board 3 (50) <input type="checkbox"/> Boardmaker Core Board 4 (72) <input type="checkbox"/> How to model language with Core Boards Visual to Support Academics <ul style="list-style-type: none"> <input type="checkbox"/> 100s chart <input type="checkbox"/> Colors <input type="checkbox"/> Graphic organizers for main idea <input type="checkbox"/> Lowercase letters <input type="checkbox"/> Numbers <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Shapes <input type="checkbox"/> Uppercase letters
<p>Social Environment</p> <ul style="list-style-type: none"> Wait Help Break Cards <ul style="list-style-type: none"> <input type="checkbox"/> Wait <input type="checkbox"/> Help <input type="checkbox"/> Break Schedules <ul style="list-style-type: none"> <input type="checkbox"/> Secondary Schedule <input type="checkbox"/> Elementary Schedule <input type="checkbox"/> Circle Times <input type="checkbox"/> Arrival Routine <input type="checkbox"/> 4 Locations Classroom Rules <ul style="list-style-type: none"> <input type="checkbox"/> Stay in Your Area <input type="checkbox"/> Have Your Materials <input type="checkbox"/> Good Talking <input type="checkbox"/> Good Listening <input type="checkbox"/> Good Hands <input type="checkbox"/> Finish Your Work <input type="checkbox"/> Cooperate <input type="checkbox"/> Be On Time <input type="checkbox"/> Good Behavior Centers <ul style="list-style-type: none"> <input type="checkbox"/> Center2 <input type="checkbox"/> Center3 <input type="checkbox"/> Center4 	<p>Schedules and Checklists</p> <ul style="list-style-type: none"> Routines and Schedules <ul style="list-style-type: none"> <input type="checkbox"/> Wash Hands <input type="checkbox"/> Listening <input type="checkbox"/> Daily Checklist <input type="checkbox"/> Bathroom Boy <input type="checkbox"/> Bathroom Girl First Then <ul style="list-style-type: none"> <input type="checkbox"/> First <input type="checkbox"/> Then Daily Schedules <ul style="list-style-type: none"> <input type="checkbox"/> Work Checklist Items <input type="checkbox"/> Work Checklist <input type="checkbox"/> Get Ready Do <input type="checkbox"/> Daily Schedule <input type="checkbox"/> Task Checklist <input type="checkbox"/> Task Checklis2

Acronyms



ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit hyperactivity Disorder
APD	Agency for Persons with Disabilities
ASA	Autism Society of America
ASD	Autism Spectrum Disorders
ASHA	American Speech/Language Hearing Association
AT	Assistive Technology
BESE	Bureau of Exceptional Student Education
C.A.R.D.	Center for Autism and Related Disabilities
CBI	Community Based Instruction
CEC	Council for Exceptional Children
CED	Compliance Educational Diagnostician
CMS	Children's Medical Services
CST	Child Study Team
DCF	Department of Children and Families
DD	Developmentally Delayed
DHH	Deaf or Hard of Hearing
DOE	Department of Education
DOH	Department of Health
DSI	Dual-Sensory Impaired
DSM	Diagnostic Statistical Manual of Mental Disorders
EBD	Emotional or Behavioral Disability
EIP	Early Intervention Program
EP	Education Plan
ESE	Exceptional Student Education
ESY	Extended School Year
ET	Extended Transition
FAAST	Florida Alliance for Assistive Services and Technology
FAPE	Free and Appropriate Public Education
FBA	Functional Behavior Assessment
FCC	Family Care Council
FDDC	Florida Developmental Disabilities Council

FDLRS	Florida Diagnostic Learning Resources System
FERPA	Family Educational Rights Privacy Act
FIN	Florida Inclusion Network
FND	Family Network on Disabilities
FAST	Florida Assessment of Student Thinking
FAA	Florida Alternative Assessments
HH	Hospital Homebound
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation
IEP	Individual Educational Plan
IFSP	Individualized Family Support Plan
InD	Intellectual Disabilities
IPE	Individual Plan of Employment
LEA	Local Education Agency
LES	Local Early Steps
LI	Language Impairment
LRE	Least Restrictive Environment
MTSS/RTI	Multi Tier System of Support/Response to Intervention
OCR	Office of Civil Rights
OHI	Other Health Impaired
OI	Orthopedic Impairment
OSEP	Office of Special Education Programs
OT	Occupational Therapy
PBIP	Positive Behavior Intervention Plan
PT	Physical Therapy
SEA	State Education Agency
SEDNET	The Multiagency Network for Students with Emotional/Behavioral Disabilities
SI	Speech Impairment
SLD	Specific Learning Disabilities
SLP	Speech Language Pathologist
SP	Service Plan
SSI	Supplemental Security Income
TBI	Traumatic Brain Injury
TIEP	Transition Individual Education Plan
UCP	United Cerebral Palsy
VI	Visual Impairment
VPK	Voluntary Prekindergarten
VR	Vocational Rehabilitation

Common Terms/Classifications

Access Points

Academic Expectations written specifically for students with significant cognitive disabilities.

Accommodation

A different way of doing something that takes into account a person's disability.

Accommodations are changes in how a student is taught or tested. Accommodations do not change the requirements of a course or the standards the student must meet.

(Compared with "modification".)

Administrative Law Judge (ALJ)

The person who is in charge of a due process hearing and who makes the decisions after the hearing. The administrative law judge cannot work for the local school district.

In Florida, administrative law judges are employed by the Division of Administrative Hearings within the Florida Department of Management Services. The administrative law judge cannot know the student or be a friend or relative of the family. They must be impartial—fair to both parents and the school district.

Age-Appropriate

Describes materials, activities, and experiences that are useful and suitable for persons of a particular age. For example, age-appropriate books for a teenager are different from age-appropriate books for a seven-year-old, even if the teenager reads on a second-grade level.

Annual Goal

See “measurable annual goal.”

Appeal

A written request for a court to review the decision of an administrative law judge in a due process hearing.

Assessment

A way of collecting information about what a student knows and can do and what a student still needs to learn. Assessment may include testing, observing the student, and looking at a student's portfolio or work samples.

Assistive Technology (AT)

Assistive technology devices or services. See below.

Assistive Technology Device

Equipment that helps a person with a disability maintain, increase, or improve their ability to do something.

Autism Spectrum Disorder (ASD)

Characterized by an uneven developmental profile and pattern of qualitative impairments in social interaction, communication, and the presence of restrictive and repetitive, and/or stereo-typed patterns of behavior, interests and activities.

Change of Placement

A change in the type of placement listed on the IEP of a student with a disability. This includes a change from a more restrictive placement to a less restrictive placement, or vice versa. Any change of placement must be decided during an IEP meeting.

Child Study Team (CST)

A group of people who help teachers meet the learning needs of their students. The team may refer a student for an "evaluation."

Compensatory Services

Services that a school district provides to a student in order to make up for services not provided in the past.

Complaint

A parent's formal written claim that a school district has violated a law related to the education of students with disabilities.

Consent

Parents agreement to allow the school to take an action that affects their child's education. Consent is usually shown by the parent signing a form.

Continuum of Services

The range of possible placements for students with disabilities. It includes services provided in a general education classroom, special class, or other placements.

Courses of Study

The types of courses a student plans to take in order to reach their measurable postsecondary goals.

Daily Living Skills

Skills necessary to take care of one's personal needs as independently as possible. Examples include dressing for work, renting an apartment, and buying a bus pass.

Deaf or Hard-of-Hearing (DHH)

A student who has a loss of some or all of the ability to hear.

Developmentally Delayed (DHH)

This program is for children ages birth to five years of age only. A child with a developmental delay is developing more slowly than his or her peers either mentally, emotionally or physically.

Diploma Options

Various types of standard diplomas earned based on successful completion of state defined criteria - standard diploma and standard diploma via access points.

Disability

A condition that makes it hard for a student to learn or do things in the same ways as most other students. A disability may be short-term or permanent.

Dismissal

A decision made at an IEP or an EP meeting to dismiss a student from ESE services because the student no longer needs those services. The IEP team reviews evaluations and other information about the student before making this decision. Parents will receive written notice before services are stopped.

Dual-Sensory Impaired (DSI)

A student who is deaf-blind and has such severe problems with both seeing and hearing that the student cannot learn successfully in either a program for the deaf or hard-of-hearing or in a program for the visually impaired.

Due Process Hearing

A formal meeting held to settle disagreements between parents and school districts about the evaluation, eligibility, placement, services, or IEP of a child with a disability. The meeting is run by an administrative law judge.

Duration

An IEP includes the amount of ESE services a student will get. "Duration" is the length of time a student with a disability is expected to get a service during the school year or extended school year.

Education Plan (EP)

A written plan describing the individual learning needs of a gifted student and the modifications that will be provided to the student.

Eligibility Criteria

The requirements a child must meet to be eligible for each exceptionality category (program). The eligibility criteria are listed in Florida's State Board of Education Rules.

Eligibility Staffing

A meeting at which the parents and a group of school staff members decide if a student is eligible for ESE services.

Emotional or Behavioral Disability (EBD)

Persistent and consistent behavior that adversely affects educational performance. Not attributable to age, culture, gender or ethnicity.

End of Course (EOC) Assessments

End-of-Course assessments are tests designed to measure students' achievement of the standards for specific high school level courses.

Evaluation

A way of collecting information about a student's learning needs, strengths and interests. It is used to help decide whether a student has a disability and is eligible for ESE programs and services.

Exceptionality

A disability or special learning need.

Florida Alternate Assessment (FAA)

Measures student academic performance on the Access Points in Language Arts, Mathematics, Science, and Social Studies.

Free and Appropriate Public Education (FAPE)

The words used in the federal law (IDEA) to describe the right of a student with a disability to special services that will meet his or her individual learning needs, at no cost to his or her parents.

Functional Behavior Assessment (FBA)

The process of gathering data about problem behaviors of students with disabilities.

Functional Vocational Evaluation

An ongoing process that identifies a student's work-related skills, interests, and need for training.

GED Diploma

A high school diploma earned by a student who is at least 8 years old and who passes the Tests of General Education Development.

General Curriculum

The academic content that most students are studying in Florida. The general curriculum or Benchmarks for Excellent Student Thinking (BEST) describe what students are expected to know and be able to do at various points in their education.

Gifted

Students who exhibit high cognitive abilities and need a compacted curriculum that allow them to make progress that reflects those abilities. It is possible for a gifted student to have a disability as well.

Hospital Homebound (HH)

A student in this program must be instructed at home or in a hospital for an extended period of time due to a severe illness, injury or health problem.

Identification

The decision that a student has a disability and what the disability is.

Independent Educational Evaluation

An evaluation requested by a student's parents and carried out by someone who does not work for the school district.

Independent Functioning

A student's skills in meeting his or her own needs, such as feeding, dressing and toileting; traveling safely; and using time management and organizational strategies.

Individual Educational Plan (IEP)

A written plan describing the individual learning needs of a student with disabilities and the services, supports, accommodations and/or modifications that will be provided to the student.

IEP Team Meeting

A meeting that is held at least every 12 months to write a student's IEP. Changes in a student's services, accommodations, or placement must be made at an IEP meeting.

Individuals with Disabilities Education Act (IDEA)

The most important United States law regarding the education of students with disabilities.

Intellectual Disabilities (InD)

Significantly below average general intellectual and adaptive functioning manifested during the developmental period (birth to 8 years) with significant delays in academic skills.

Interventions

Strategies used to help a student make progress in learning or behavior.

Job Coaching

Support for a student with a disability in which a specially trained adult goes to the workplace with the student to help the student learn the tasks that are part of a job.

Language Impairment

A disorder in one or more of the basic learning processes involved in understanding or using spoken or written language. In order to qualify for programs and services for students with language impairments, a student must meet all the requirements listed in the Florida State Board of Education Rules.

Least Restrictive Environment (LRE)

The school setting (placement) allows a child with a disability to be educated to the greatest extent possible with children who do not have disabilities.

Manifestation

If a student's misbehavior is a result of their disability, the misbehavior is called a "manifestation" of the disability.

Manifestation Determination Review

A meeting at which a team determines if a student's misbehavior is a result of their disability.

Matrix of Services

A funding document used in Florida to calculate the ESE cost factor that will apply to the services and supports provided to some students with disabilities.

Measurable Annual Goal

A statement in an IEP of what the student needs to learn and should be able to attain within one year.

Mediation

A process in which parents and school personnel try to settle disagreements with the help of a person who has been trained to resolve conflicts.

Notice

A note or letter to parents about an action the school plans to take that will affect their child's education.

Occupational Therapy (OT)

Treatment for a student with a disability that helps the student to maintain, improve, restore, or develop skills needed for daily living.

Orientation and Mobility

Instructing individuals who are blind or visually impaired with safe and effective travel through their environment.

Orthopedic Impairment (OI)

Severe skeletal, muscular, or neuromuscular impairment.

Other Health Impaired (OHI)

Having limited strength, vitality, or alertness with respect to the educational environment that is due to chronic or acute health problems.

Physical Therapy (PT)

Treatment for a student that helps to maintain, improve, restore or develop the student's movements and coordination so that he or she can benefit from ESE services.

Placement

The type of setting in which the student will receive special services. The placement may include one, or more than one, classroom or other area in which the student will receive services for a particular amount of time.

Positive Behavior Intervention Plan

A plan that helps a student decrease his or her problem behaviors. The PBIP includes strategies the student will be taught that will allow the student to stop the problem behaviors or replace them with other behaviors. The PBIP also includes the method for determining the student's progress in decreasing the problem behavior.

Present Levels of Educational Performance

Statements in an IEP that describe what a student can do or they know now.

Procedural Safeguards

Federal special education law under IDEA that outlines the protections for families of students with disabilities.

Reevaluation

An evaluation that takes place after a student has already been receiving ESE services. A student with a disability must be reevaluated at least every three years. The purpose of the reevaluation is to decide if the student still has a disability and if the services they receive are still appropriate.

Referral

A request that a child be given an individual evaluation. A parent, teacher, doctor, or anyone who has worked with the child may make the referral. Children do not have to be in school to be referred.

Related Services

Special help given to a student with a disability in addition to classroom teaching. Examples of related services are special transportation, physical and occupational therapy and the services of readers for the blind.

Screening

A way of testing a group of students to find out if any of them need an individual evaluation.

Self-Determination

Taking control and making decisions that affect one's own life. Self-determination skills help students with disabilities make choices, set goals, and manage their own lives.

Specific Learning Disabilities (SLD)

A student who has average or above average ability, but is still unable to learn things as easily as most other students do.

Speech Impaired (SI)

A student who has a speech impairment has difficulty speaking so that they can be understood. In order to qualify for programs and services for students with speech impairments, a student must meet all the requirements listed in the Florida State Board of Education Rules.

Staffing Specialist

A person who guides the eligibility staffing meeting and makes sure that the requirements of the State Board of Education Rules are met.

State Board of Education Rules

The rules developed to implement Florida's laws related to education.

Supplementary Aids and Services

Aids and services provided in general education classes or other education-related settings to allow students with disabilities to be educated with students without disabilities. These are listed in the IEP.

Transfer of Rights

The shift of rights from the parents of a student with a disability to the student when the student reaches the "age of majority."

Transition IEP Meeting

The transition IEP helps prepare students for life after school. A major purpose of the meeting is to help plan a young person's move into adult life and the world of work.

Traumatic Brain Injury (TBI)

An acquired injury to the brain caused by an external physical force resulting in a disability that adversely affects educational performance.

Visual Impairment (VI)

A student who has a loss of some or all of the ability to see.

Vocational Services

Related to skills needed for a trade or technical career.

Written Notice

A written communication from the school to the parent, describing an action the school plans to take that will affect their child's education.

Procedural Safeguards



<https://www.fldoe.org/core/fileparse.php/7690/urlt/0070135-procedural.pdf>

School Based ESE Administrators



School	ESE Administrator	Staffing Specialist
Belle Terre Elementary School	Sarah Ashman	Angela Creasy
Bunnell Elementary School	Tamara Payne Elizabeth Sebastianelli (Pre-K)	Rosemarie Alfano
Old Kings Elementary School	Kimberly Scaccia	Michelle Bigenho
Rymfire Elementary School	Abra Seay (ASD) Jamie Scala (Gen.Ed ESE)	Sara Casale
Wadsworth Elementary School	Cody Anderson	Latoya Lockhart
Buddy Taylor Middle School	Marquez Jackson	Gina Bauer
Indian Trails Middle School	Tara Millette	Suzanne Davis
Flagler Palm Coast High School	Althia Thompson	Kimberlee Collaro
Matanzas High School	Savannah Brock	Justine Keller
iFlagler Virtual School	Erin Quinn	Alyeshia Ali (K-11)
Imagine School at Town Center	Heather Overton	Heather Overton

FCS District ESE Office



If you have a question or concern that can't be addressed at the school level regarding your child or the school's ESE program, the next step is to contact your District ESE Office. The District office assists schools regarding procedures for identifying, evaluating, and placing students who have a disability.

Director of Exceptional Student Education	Dr. Kimberli L. Halliday	(386) 437-7526 ext.1302
ESE Department Secretary	Aimee Mock	(386) 437-7526 ext.1176
Lead Staffing Specialist	Alyeshia Ali	(386) 437-7526 ext. 1175

Additional Helpful Contacts

Flagler County Schools Superintendent
LaShakia Moore
(386) 437-7526 ext. 1102

Assistant Superintendent
Dr. Angela O'Brian
(386) 437-7526 ext. 1102

Flagler County Schools Director of Teaching and Learning
Jeffrey Reaves
(386) 437-7526 ext. 1110

Flagler County Schools Director of Student Services
John Fanelli
(386) 437-7526 ext. 1106

Flagler County Schools Coordinator of Student Supports and Behavior
Douglas Glasco
(386) 437-7526 ext. 1107

Flagler County Schools Coordinator of Counseling Services
Brandy Williams
(386) 437-7526 ext. 1265

Director of Flagler Technical College
Renee Kirkland
(386) 447-4345 ext. 1205

