VOLUSIA COUNTY SCHOOLS

Instructional Update: Exceptional Student Education

December 3, 2025

VCS ESE Restructure

- **Purpose:** Increase school-based support, compliance and department efficiency.
  - ***Elementary, Middle, and High Coordinators***
  - ***Program Teacher on Assignments (TOAs)***
  - ***Individual Education Plan Facilitators (IEPFs)***
  - ***Student Staffing Specialists (SSS)***

Education Modified

- Education Modified is a research-based education technology platform that supports our ESE compliance process.

- We piloted the platform during the SY23-24 and began full implementation with all teachers and related service providers in the sy24-25 school year.

- The platform tracks the following:
  - IEP Acknowledgments
  - IEP Goals
  - Student Accommodations
  - Separate Class Lesson Plans
  - Support Paraprofessional Logs

Enhanced ESE Service Delivery Models

SERVICE DELIVERY MODEL	Regular Class Placement 80-100% of school week with non-disabled peers						Resource Class Placement 40-79% of the school week with non-disabled peers			Separate Class Placement Less than 40% of the school week with non-disabled peers						Other Separate Environments
	General Education Classroom with ESE Support						General Education Classroom with ESE Support			Separate ESE Classroom						Other Separate Environments
	Consultation	Support Facilitation	Co-Teach	Behavior Support Teacher	ESE Support Class	Therapy OT, PT, Speech, Language, and CARS	ESE Support Class	ESE Separate Class	Therapy OT, PT, Speech, Language, and CARS	ESE Separate Class	ASD Separate Class	Intensive Class	EBD	ASD/IND Intensive Behavior	iABLE	Hospital Homebound, Off Campus Instruction, Separate school and Residential Placement

Least Restrictive → **Most Restrictive**

Behavior Support Teacher

Service Delivery Model

VOLUSIA COUNTY SCHOOLS
Exceptional Student Education

What is a Behavior Support Teacher?

A Behavior Support Teacher provides instruction and support to students in grades K-12 who display moderate adverse behaviors that interfere with learning and need specially designed instruction in social skills or social communication. These students participate in the general education classes but need more support with social emotional learning to navigate and generalize these skills.

Support Provided:

- Direct instruction for emotional regulation and social skills
- Direct instruction with organizational and executive functioning skills
- Direct instruction with generalization of skills across campus environments
- Positive reinforcement system
- Support for Behavior Intervention Plan (BIP)
- Development of classroom materials to assist classroom teacher with positive behavior supports
- Consultation with teachers
- Modeling for teachers and staff
- Collaboration with Behavior Specialist
- Support with data collection related to the IEP and BIP
- Non-Violent Crisis Intervention
- Social skills group
- Secondary: Social skills instruction provided through Unique Skills course

Student Characteristics:

- Behaviors that interfere with academics and learning process for self and/or others
- Deficits in social skills and peer interactions
- Typically, on grade level, but may be up to one year below grade level
- Difficulty generalizing social skills in the classroom environment
- Student requires more assistance with social, emotional, behavioral needs beyond embedded support during academic instruction

To support the students' needs, IEPs would reflect goals/services in:

- Social skills instruction
- Possible Behavior Intervention Plan (BIP)
- Possible academic and independent functioning support

Desired Student Outcomes:

- **Increase:** Attendance, grades, communication, engagement, socialization, self-advocacy, and successful post-secondary outcomes
- **Decrease:** Referrals, retentions, suspensions, and drop-out rate

Jacquese Copeland, ESE Executive Director

VCS ESE Department March 2025

VCS ESE Report Card

VOLUSIA COUNTY SCHOOLS
2024 - 2025 ESE REPORT CARD

[redacted]

State Audit

Minutes Owed

# of Minutes	POINTS
0	2

Key:	0 Minutes	1-500 Minutes	501 + Minutes
	2 Points	1 Point	0 Points

DISCIPLINE

5+ SUSPENSIONS IEPs Held	COMPARISON			
Y=1 / N = 0		ESE	Total	0.00%
1	# of REF	0	2	0
	OSS	0	0	
Actual # of Students	Key: If 24-25 1st Quarter % of:			
0	0.00%	> Current Value = 1		

Total Student Population:	248
Total SWD Population:	29
Percentage of SWD:	11.69%
Data from:	1/5/2025

LRE

Class Type	Quarter 1	Current School %	Target%	POINTS:
5a Zoned	100.00%	100.00%	78%	1
5b Zoned	0.00%	0.00%	<13%	1
5a All	100.00%	100.00%	78%	-
5b All	0.00%	0.00%	<13%	-
Key:	5a (Regular Class) Increased OR 5a meets Target % = 1			
	5b (Separate Class) Decreased OR 5b meets Target % = 1			

2nd Quarter

OUT OF DATE IEPs/ Gifted EPs

As of :	EXPIRED		Need to be Addressed	
1/5/2025	IEPs	EPs	IEPs	EPs
Count:	0	0	0	0
POINTS:	0.5	0.5	-	-

Key: None (or 0) = 0.5
1 or More Expired IEPs/EPs = 0

Key: The student has been enrolled less than 30 days.

TEAMS
Monitoring and Feedback

Next Steps Completed
2

Key: Yes = 2 / No = 0

T-16

SCORE:	1

Key: Met=1 / Not Met=0

Legal (Not Scored)

Students with Representation
0

OVERALL SCORE:	10.0
24-25 Q1 Score: 9	
RED	0-4
YELLOW	5-7
GREEN	8-10

Additional Comments

Discipline:

T-16:

Legal:

State Audit: 75 minutes owed for language/105 speech

IEPs/EPs Needing Attention:

Point Adjustment	Comments
1	Discipline comparsion did not decrease

Post Scoring Comments:

VCS ESE Report Card – Service Audit and Discipline

# of Minutes		POINTS	
0		2	
Key:	0 Minutes	1-500 Minutes	501 + Minutes
	2 Points	1 Point	0 Points

DISCIPLINE				
5+ SUSPENSIONS IEPs Held	COMPARISON			
Y=1 / N = 0		ESE	Total	0.00%
1	# of REF	0	2	0
	OSS	0	0	
Actual # of Students	Key: If 24-25 1st Quarter % of:			
0	0.00%	> Current Value = 1		

Total Student Population:	248
Total SWD Population:	29
Percentage of SWD:	11.69%
Data from:	1/5/2025

VCS ESE Report Card – Least Restrictive Environment

LRE				
Class Type	Quarter 1	Current School %	Target%	POINTS:
5a Zoned	100.00%	100.00%	78%	1
5b Zoned	0.00%	0.00%	<13%	1
5a All	100.00%	100.00%	78%	-
5b All	0.00%	0.00%	<13%	-
Key:	5a (Regular Class) Increased OR 5a meets Target % = 1			
	5b (Separate Class) Decreased OR 5b meets Target % = 1			

VCS ESE Report Card – Out of Date IEPS/Gifted EPs

OUT OF DATE IEPs/ Gifted EPs				
As of :	EXPIRED		Need to be Addressed	
1/5/2025	IEPs	EPs	IEPs	EPs
Count:	0	0	0	0
POINTS:	0.5	0.5	-	-
Key: None (or 0) = 0.5 1 or More Expired IEPs/EPs = 0			Key: The student has been enrolled less than 30 days.	

VCS ESE Report Card – Feedback/Monitoring

TEAMS Monitoring and Feedback
Next Steps Completed
2
Key: Yes = 2 / No = 0

VCS ESE Report Card – Transition and Legal

T-16	
SCORE:	1
Key: Met=1 / Not Met=0	

Legal (Not Scored)
Students with Representation
0

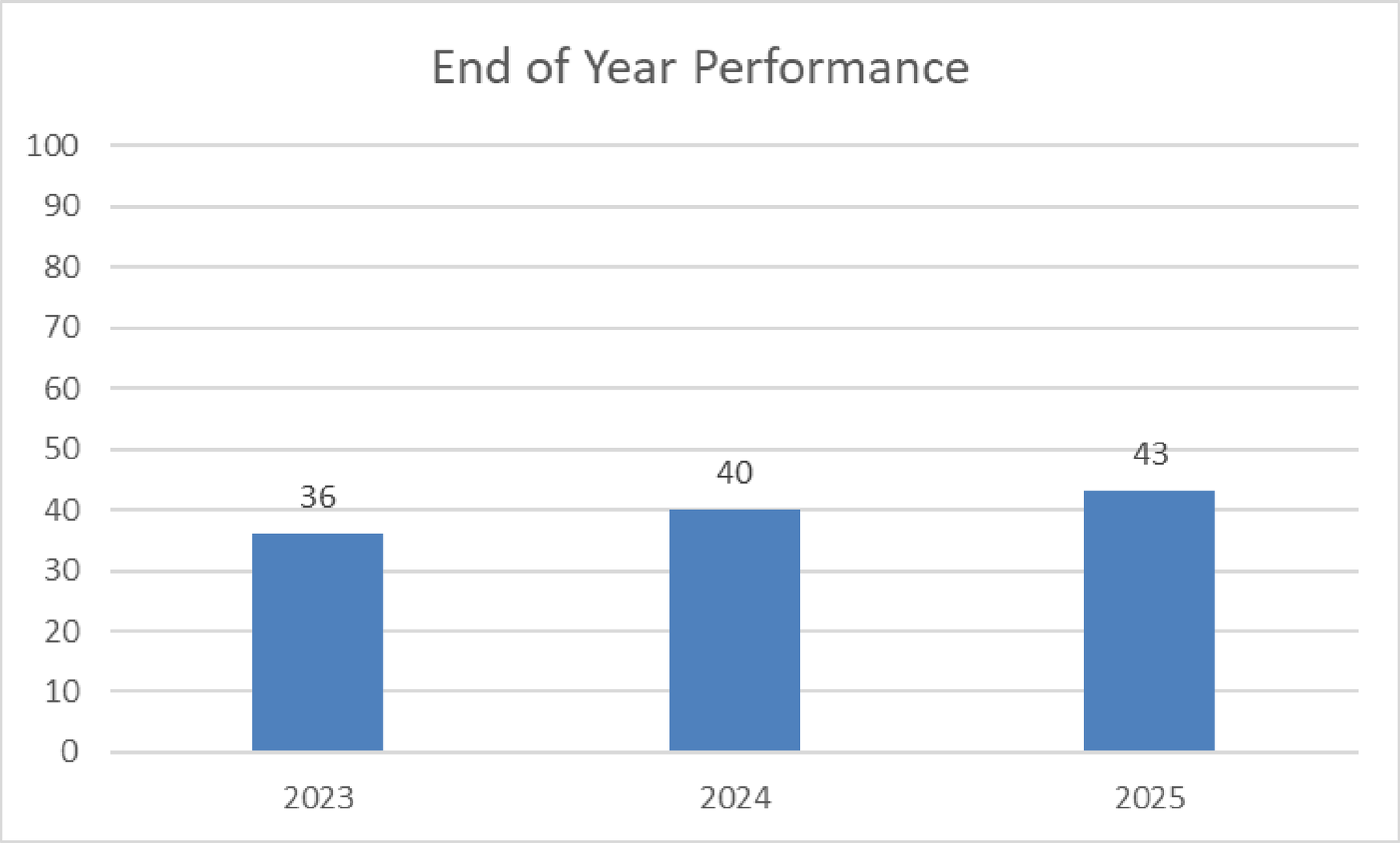
VCS ESE Report Card – Overall Score

OVERALL SCORE:	10.0
24-25 Q1 Score: 9	
RED	0-4
YELLOW	5-7
GREEN	8-10

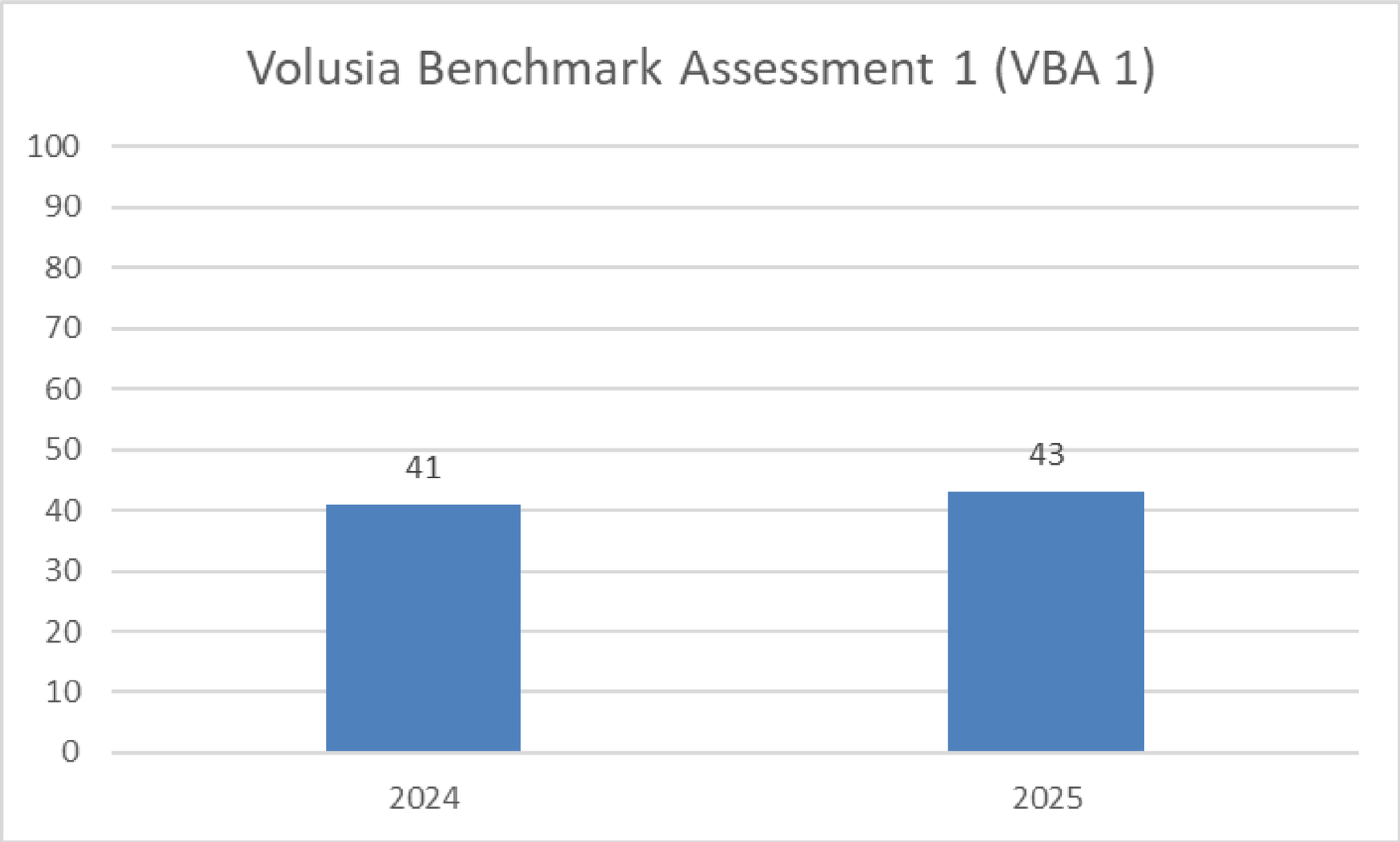
ESE Audit Report Card Data

SY24 Quarter 1	SY25 Quarter 1	SY26 Quarter 1
16 Schools	3 Schools	3 Schools
43 Schools	42 Schools	22 Schools
8 Schools	22 Schools	42 Schools

District Performance
Students with Disabilities



District Performance
Students with Disabilities



State Complaints

Total = 22

Closed = 68% (15)

Comp Ed Only = 18% (4)

Active = 14% (3)

Highlights

- No new state complaints since June 2025
  - 1st quarter with no new state complaint since 2021
- All overdue complaints have been closed
- ESE Compliance/Resolution Team
- Weekly Meetings with BEESS

Contact Information

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