

**From:** McDougal, Kim  
**Sent time:** Thursday, February 23, 2012 12:26:29 PM  
**To:** Mary Laura Bragg (MaryLaura@excelined.org) <MaryLaura@excelined.org>  
**Subject:** FW: Need Quick Help

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**From:** McDougal, Kim  
**Sent:** Thursday, February 23, 2012 11:28 AM  
**To:** Seay, Kelly  
**Subject:** FW: Need Quick Help

Kelly,

[Can you track back the #4 response under the General Comments section on the ESEA Waiver Flexibility to a particular individual....trying to identify which council... need ASAP..thanks](#)

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**From:** McDougal, Kim  
**Sent:** Thursday, February 23, 2012 11:19 AM  
**To:** Bishop, Cathy; Denbroeder, Karen  
**Subject:** Need Quick Help

The below comment is a comment the DOE received regarding our waiver flexibility request...do you know the name of the council – need asap....thanks

We have conducted a quick review of Florida's ESEA Flexibility Request dated September 28, 2011. Given the extremely short turn around time (November 8th to November 11th), this review is not as thorough as the importance of this waiver application warrants. Paramount for the Council is that the performance of all students with disabilities, particularly students with significant disabilities, be tracked by each school and that schools are held to the same level of accountability for the progress of students with disabilities, as they are all other students. The progress of students with significant disabilities needs to be a specific focus of school grading and accountability. It appears, given this limited review, that all students with disabilities are being tracked (as they are included in the 25% lowest performing students) and included in the school grading system, thus providing accountability for the performance and progress of students with disabilities. If this interpretation is not correct, we strongly recommend revisions to this waiver application to accomplish this goal. The Council would like to offer the following suggestions to strengthen the attention to and supports for students with disabilities:

- Pages 30 and 31 speak to preparing for college. There are new and emerging post secondary opportunities for student with significant disabilities to work toward vocational careers. We ask that efforts to expand student access to college programs recognize post secondary programs for students with disabilities.
- Page 104, Additional time for Learning and Collaborations: The last sentence speaks to Florida's commitment to providing increased instructional time and practice to its struggling students. We would like to ensure that the extended instructional strategy is available for students with disabilities. This may be the intent with the term "struggling students" but we suggest use of the term that is used throughout the waiver to refer to the group that students with disabilities is included, i.e., subgroups.
- Page 126, Instructional Materials that are reviewed during the Instructional Reviews: We suggest that "supports and accommodations as identified in students' Individual Education Plan" be added to the list of Instructional materials reviewed.

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