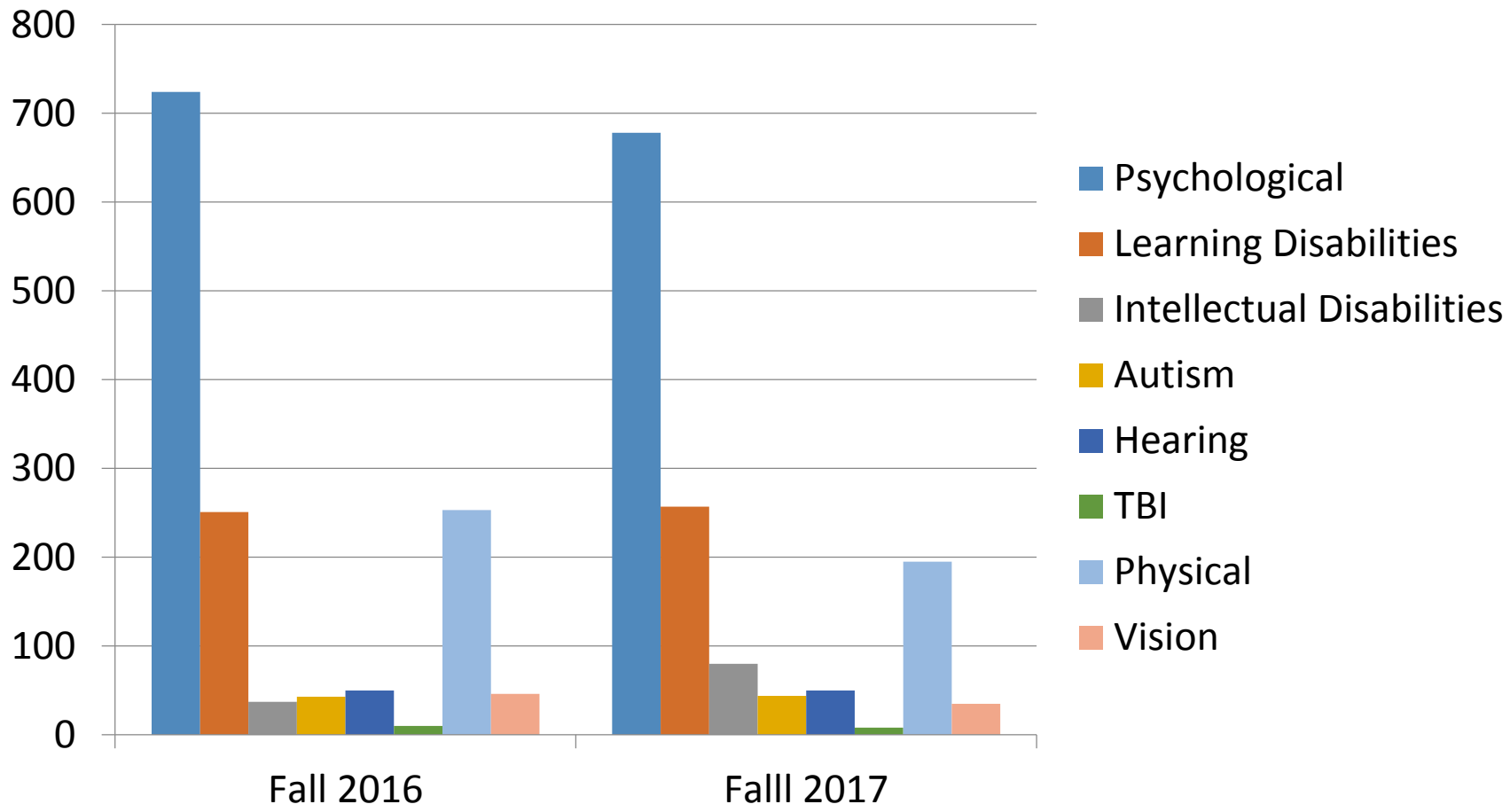


# Legislative Changes Related to Students with Disabilities

Deb Larew, Ed.D.

# Trends in Student Needs



# Florida Legislative Changes

- 2011 House Bill 7151 Admission of Students with Disabilities in the Florida College System.
- <http://www.fldoe.org/core/fileparse.php/3/urlt/07-11studentswithdisabilities.pdf>

Sections 1007.264 and 1007.265, F. S., will be impacted as follows:

*1007.264 Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules and regulations.—*

- (1) Any student with a disability, as defined in s. 1007.02(2), who is otherwise eligible, ~~except those who have been documented as having intellectual disabilities,~~ shall be

# Florida Legislative Changes

- 2013 SB 1720
- <https://www.flsenate.gov/Session/Bill/2013/1720>
- 2014 SB 850
- <https://info.fldoe.org/docushare/dsweb/Get/Document-7134/dps-2014-136.pdf> (pp 16-17)

# Florida Legislative Changes

- Access Points
- <http://www.fldoe.org/teaching/just-for-teachers-community/resources/>

# GRADE: 1112

## Strand: READING STANDARDS FOR LITERATURE

### Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.1112.RL.1.1	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
LAFS.1112.RL.1.2	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
LAFS.1112.RL.1.3	<p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>

LAFS.1112.RL.1.AP.1a

Use two or more pieces of evidence to support inferences, conclusions or summaries of the plot, purpose or theme within a text.

More Information

**Category:** Access Point

**Date Adopted/Revised:** 06/14

**Belongs to:** [Key Ideas and Details](#)

LAFS.1112.RL.1.AP.1b

Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries or text.

More Information

**Category:** Access Point

**Date Adopted/Revised:** 06/14

**Belongs to:** [Key Ideas and Details](#)

LAFS.1112.RL.1.AP.1c

Use evidence to support conclusions about ideas not explicitly stated in the text.

More Information

**Category:** Access Point

**Date Adopted/Revised:** 06/14

**Belongs to:** [Key Ideas and Details](#)

LAFS.1112.RL.1.AP.2a

Determine two or more themes or central ideas of an adapted grade-appropriate text.

More Information

**Category:** Access Point

**Date Adopted/Revised:** 06/14

**Belongs to:** [Key Ideas and Details](#)

# Think College

- [www.thinkcollege.net](http://www.thinkcollege.net)
- Florida Center for Unique Abilities

• <https://fcsua.org>

• <http://politics.heraldtribune.com/2016/05/27/sons-disability-guides-senate-leader/>





# What are the outcomes of these trends?

Now students who previously would have earned Special Diplomas and thus were not eligible to attend a two-year college, will earn Standard Diplomas and can attend colleges with open door policies.

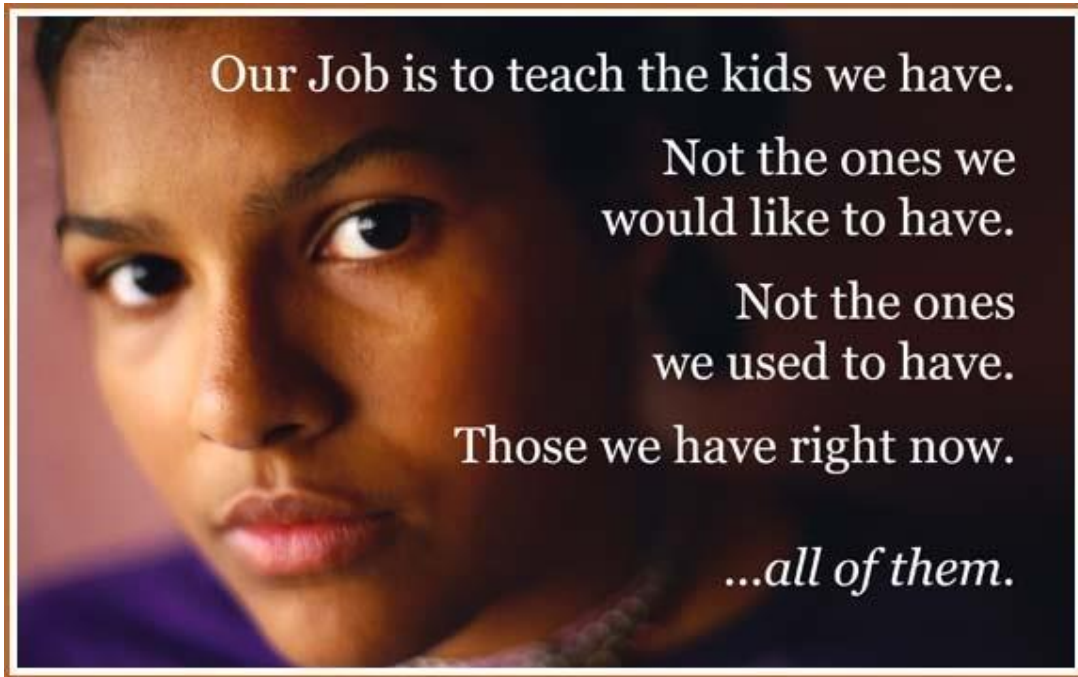
While we can modify the way in which students receive the content and are assessed on the content mastery, we cannot alter the content. They must still master the learning objectives.

# What can you do to support students?

- Review the placement scores
- Ask questions about high school success or challenges
- Recommend that the PERT is available to ensure they are at the instructional level in Math and English
- Refer to OSD
  - Resource room
  - IEP
  - 504
  - Extra time
  - Etc.

Questions ?





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