

**2016-17 Exceptional Student Education  
On-Site Monitoring Report**

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**Palm Beach County School District  
January 10-12, 2017**



This publication is produced through the Bureau of Exceptional Education and Student Services (BEESS), Division of K-12 Public Schools, Florida Department of Education (FDOE), and is available online at <http://www.fldoe.org/ese/mon-home.asp>. For information on available resources, contact the BEESS Resource and Information Center (BRIC).

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**Florida Department of Education  
Bureau of Exceptional Education and Student Services**

## Table of Contents

Authority.....	1
Exceptional Student Education (ESE) On-Site Monitoring Process.....	1
Background Information.....	1
School Selection.....	2
On-Site Activities.....	3
On-Site Visit Team .....	3
Data Collection .....	3
2016-17 ESE On-Site Monitoring Results .....	4
Dropout Rate .....	4
Educational Environment (Least Restrictive Environment) .....	4
Transition Individual Educational Plans Aligned with Postsecondary Outcomes .....	5
Math Scores for Middle-Grades Students with Disabilities .....	5
Interviews Conducted.....	6
Administrator Focus Groups .....	6
Teacher Focus Groups .....	7
Parent Focus Group .....	8
Student Focus Groups.....	8
School Walk-Through Debriefings .....	9
Commendations.....	9
2016-17 Next Steps .....	9
Technical Assistance .....	12
State Support Team for Palm Beach County School District .....	14

## **Authority**

The Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEESS), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance of district school boards in the enforcement of all exceptional student education (ESE) laws (sections 1001.03(3), 1003.571 and 1008.32, Florida Statutes [F.S.]) and rules. One purpose of the Individuals with Disabilities Education Act (IDEA) is to assess and ensure the effectiveness of efforts to educate children with disabilities (s. 300.1(d) of Title 34, Code of Federal Regulations [CFR]). BEESS is responsible for ensuring that the requirements of IDEA and the educational requirements of the state are implemented (34 CFR §300.149(a)(1) and (2)).

In fulfilling this requirement, BEESS monitors ESE programs provided by district school boards in accordance with ss. 1001.42, 1003.57 and 1003.573, F.S. Through these monitoring activities, BEESS examines records and ESE services, evaluates procedures, provides information and assistance to school districts, and otherwise assists school districts in operating effectively and efficiently. The monitoring system is designed to facilitate improved educational outcomes for students while ensuring compliance with applicable federal laws and regulations and state statutes and rules.

Under 34 CFR §300.646(b)(2), if a state identifies significant disproportionality based on race or ethnicity in a local educational agency (LEA) with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings or the taking of disciplinary actions, the LEA must use the maximum amount (15 percent) of funds allowable for comprehensive coordinated early intervening services (CEIS) for children in the LEA who are not currently identified as needing special education or related services, but who need additional academic or behavioral supports in order to succeed in a general education environment. These children should include particularly, but not exclusively, children in those groups that were significantly over-identified.

Section 1003.573, F.S., Use of restraint and seclusion on students with disabilities, establishes documentation, reporting and monitoring requirements for districts regarding the use of restraint and seclusion on students with disabilities. It also requires districts to have policies and procedures in place that govern parent notification, incident reporting, data collection and monitoring the use of restraint or seclusion for students with disabilities. As required, the FDOE has established district- and school-based standards for documenting, reporting and monitoring the use of restraint and seclusion. These standards are included in each district's Exceptional Student Education Policies and Procedures (SP&P) document.

## **ESE On-Site Monitoring Process**

### **Background Information**

The 2016-17 ESE On-Site Monitoring process focuses on those State Performance Plan (SPP) indicators that contributed to the targeting of school districts for CEIS and the following indicators that affect equity and access in the educational environment for students with disabilities:

- Indicator 1 – Graduation: Percentage of youth with individual educational plans (IEPs) graduating from high school with a regular diploma.

- Indicator 2 – Dropout: Percentage of youth with IEPs dropping out of high school.
- Indicator 4 – Rates of suspension and expulsion:
  - A. Percentage of districts that have a significant discrepancy in the rates of suspensions and expulsions of more than 10 days in a school year for children with IEPs.
  - B. Percentage of districts that have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards.
- Indicator 5 – Educational environments:  
Percentage of children with IEPs aged 6 through 21:
  - A. In the regular class 80 percent or more of the day,
  - B. In the regular class less than 40 percent of the day, and
  - C. In separate schools, residential facilities or homebound/hospital placements.
- Indicator 10 – Disproportionality, specific disability categories: Percentage of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- CEIS – Services provided to students in kindergarten through Grade 12 (with a particular emphasis on students in kindergarten through Grade 3) who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment.
- Restraint – Rate of incidents of restraint, as reported on the FDOE website.
- Seclusion – Rate of incidents of seclusion, as reported on the FDOE website.

The ESE Monitoring process includes four phases:

- Phase 1 is composed of planning activities that occur in advance of the initial on-site visit to the school district.
- Phase 2 is the initial on-site visit to the selected school district by the state support team (SST).
- Phase 3 is follow-up activities, which are conducted by a designated follow-up team, as determined by the SST, and identification of the ongoing data that will be collected.
- Phase 4 is evaluation of the effectiveness of how the district is addressing each of the focus areas, and should include participation of the action-planning and problem-solving process team.

In a letter dated September 19, 2016, the superintendent of the Palm Beach County School District was informed that BEESS would be conducting an on-site monitoring visit for the following focus areas: dropout rate, least restrictive environment and transition IEPs aligned with postsecondary outcomes. Subsequent to the letter being sent, it was decided that best practices in middle-grades math for students with disabilities would be included in the on-site visit.

### **School Selection**

Upon review of the school district's data, it was determined that the monitoring process would involve the following schools for school administrator, teacher, parent and student focus groups and school walk-through debriefings:

- Omni Middle School
- John I. Leonard High School

- Mavericks High School of Palm Springs (charter school)
- Worthington High School (charter school)

## **On-Site Activities**

### **On-Site Visit Team**

The following SST members planned or conducted the on-site monitoring visit:

#### **FDOE, BEESS**

- Monica Verra-Tirado, State Director for Special Education, Bureau Chief
- Leanne Grillo, Senior Educational Program Director, Dispute Resolution and Monitoring
- April Katine, Educational Program Director, Bureau Resource and Information Center, Lead
- Iris Williams, School Social Work Consultant, Student Services Project

#### **Peer Monitors**

- Lucinda Kelley, ESE Director, Hendry County School District
- Robin Morrison, Executive Director, Miami-Dade County School District

#### **FDOE, BEESS Discretionary Projects**

- Lisa Friedman-Chavez, Regional Transition Representative, Project 10: Transition Education Network
- Kelly Justice, Problem-Solving Facilitator, Problem Solving: Response to Intervention (PS:Rtl)
- Amber Brundage, Problem-Solving Facilitator, PS:Rtl
- Cheryl Harris, Project Manager, Multiagency Network for Students with Emotional Behavioral Disabilities (SEDNET)
- Marsha Kufel, Program Administrator, Florida Diagnostic and Learning Resources System Associate Centers (FDLRS)
- Fartun Mohamud, Facilitator, Florida Inclusion Network (FIN)
- Carmelina Hollingsworth, Director, Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTC)
- Robyn Vanover, Problem-Solving Facilitator, Positive Behavior Interventions and Supports (PBIS)

## **Data Collection**

On-site monitoring activities included the following:

- Review of recent data
- Welcome session with district and school administrators and staff – 31 participants
- Administrator focus groups – 30 participants
- Teacher focus groups – 33 participants
- Parent focus group – eight participants
- Student focus groups – 32 participants
- School walk-through debriefings – 18 classrooms
- Action-planning and problem-solving process – 26 participants

The district completed the initial Best Practices for Inclusive Education (BPIE) assessment with FIN facilitators on November 18, 2014, and drafted a service plan on December 9, 2016, which included the following goal:

- During the 2016-17 school year, the district will work in collaboration with schools to increase regular class placement of students with disabilities to 80 percent from 74.4 percent.
  - Priority Action Steps:
    - Share information regarding each school’s regular class placement for students with disabilities with individual school leadership and regional leadership.
    - Confirm accurate reporting of time with nondisabled peers.
    - Provide technical assistance and professional development for Inclusive Scheduling.
    - Assist school leadership with incorporating the BPIE into the School Improvement Plan.

The district will complete their second district BPIE assessment by November 2017.

**2016-17 ESE On-Site Monitoring Results**

The following data are related to the focus areas and activities for the 2016-17 ESE On-Site Monitoring for the Palm Beach County School District.

**Dropout Rate**

The federal dropout rate for students with disabilities is calculated by taking the number of students who exited special education as a result of dropping out, divided by the number of students who graduated with a regular high school diploma, special diploma, certificate of completion, special certificate of completion, dropped out or died. The district’s dropout rate for students with disabilities for the 2014-15 school year is 34.2 percent, which is above the state target of 15.1 percent. The 2015-16 dropout rate decreased to 31.5 percent, which is above the state target of 13.4 percent.

	2013-14	2014-15	2015-16
Palm Beach	<b>39.1%</b>	<b>34.2%</b>	<b>31.5%</b>
State Target	<b>16.8%</b>	<b>15.1%</b>	<b>13.4%</b>

**Educational Environment (Least Restrictive Environment)**

To the maximum extent appropriate, students with disabilities are to be educated with nondisabled students. These LRE data are calculated by dividing the number of students with disabilities aged 6 through 21 served in the regular class for 80 percent or more of the day, by the total number of students with disabilities aged 6 through 21 reported in October (survey 2). These data do not include parentally placed private school students or students served in Florida county jails, Florida Department of Juvenile Justice facilities or Florida Department of Corrections. The district’s percentage of students with disabilities being served in the regular class for the 2014-15 school year is 72.2 percent, which is below the state rate of 77.0 percent. The district’s LRE rate for the 2015-16 school year increased to 73.1 percent, which is below the state target of 79.0 percent.

	2013-14	2014-15	2015-16
Palm Beach	<b>71.3%</b>	<b>72.2%</b>	<b>73.1%</b>
State Target	<b>74.0%</b>	<b>77.0%</b>	<b>79.0%</b>

**Transition Individual Educational Plans Aligned with Postsecondary Outcomes**

Each year districts are required to complete web-based protocols on the BEESS General Supervision website. Correction of noncompliance and corrective action plans are reported by districts and tracked via this website. One of the required protocols is SPP 13 – Secondary Transition for Students with Disabilities (Age 16), which is comprised of 19 standards. Standard T16-16 includes all the requirements for a transition IEP to be compliant.

During the 2014-15 self-assessment process, 6.7 percent of the student records entered by the district had findings of noncompliance for standard T16-16. Results of the 2015-16 self-assessment indicated that 20.0 percent of the student records entered had findings of noncompliance for standard T16-16.

	2014-15	2015-16
Percentage of Noncompliance for Standard T16-16	<b>6.7%</b>	<b>20.0%</b>

**Math Scores for Middle-Grades Students with Disabilities**

Percentage of Students with Disabilities Scoring Level Three and Above in Middle-Grades Math

After reviewing state assessment data trends for the Florida Standards Assessment (FSA), BEESS determined that the district’s scores for students with disabilities in middle-grades math was above the 2014-15 state average of 22.7 percent and above the 2015-16 state average of 21.0 percent. The average percentage represents students with disabilities scoring level three and above in middle-grades math. BEESS requested to learn more about the district’s best practices in this area because of the district’s scores.

FSA Scores of Level Three and Above in Middle-Grades Math	2014-15	2015-16
<b>Palm Beach</b>		
Percent of Students with Disabilities	<b>27.8%</b>	<b>26.2%</b>
<b>State</b>		
State Average of Students with Disabilities	<b>22.7%</b>	<b>21.0%</b>
State Target for Students with Disabilities	<b>51.0%</b>	<b>56.0%</b>

## Interviews Conducted

### Administrator Focus Groups

Members of the SST conducted focus groups with administrators from Omni Middle School, John I. Leonard High School, Mavericks High School of Palm Springs and Worthington High School regarding dropout rate and LRE and to learn about best practices in the area of middle-grades math for students with disabilities.

Themes that emerged from these focus groups included the following:

- Administration and teachers make themselves available to students who need assistance.
- School counselors and other school staff utilize data chats to help students stay knowledgeable about the progress they are making toward graduation.
- At some schools, students experience greater academic success when teachers utilize direct instruction, which seems to increase attendance and motivate students.
- The practice of promoting high school students with their grade cohort, regardless of credits earned, is confusing to students. Students assume they are seniors when they enroll in the dropout retrieval program even if they are lacking credits.
- At some schools, vocational opportunities are lacking and transportation is a barrier to providing job experiences.
- Support facilitation staff are scheduled in classes, which provides flexibility to assist students in need of support.
- Schools have dually certified teachers to help increase inclusion.
- Regularly scheduled meetings are held with general education teachers and ESE teachers for collaboration to support students' needs.
- At some schools, the reduction of ESE staff (e.g., support facilitators) is causing larger caseloads, making it difficult to meet students' needs.
- The alternative charter schools reported:
  - Using city bus passes to get students to school is helpful to some students because they can independently get to school; however, students who attend the early session (7:00 a.m.) and live farther away from school have difficulty utilizing the buses.
  - Using recognitions to motivate students to stay in school (e.g., attendance and academic awards).
  - Using Apex curriculum for credit recovery and improving student grade-point average.
  - Utilizing split scheduling, which provides students with a choice of morning or afternoon classes, which motivates students to stay in school, because they can attend school in the morning and work in the afternoon.
  - Using split scheduling results in students who are not provided breakfast or lunch, which is a barrier to students being able to focus.
  - Using multiple methods to check on students who are not attending school regularly and reach out to the parents and students.
  - Believing that students should be given a clean slate at the start of each day.
  - Using the “Choices 360” program as a social career curriculum to help students plan for their futures.

## Teacher Focus Groups

Members of the SST conducted focus groups with teachers from Omni Middle School, John I. Leonard High School, Mavericks High School of Palm Springs and Worthington High School regarding dropout rate and LRE and to learn about best practices in the area of middle-grades math for students with disabilities.

Themes that emerged from these focus groups included the following:

- Academic tutoring is readily available (e.g. after school, during lunch and Saturdays)
- Teachers believe a smaller school environment helps to provide students with more individualized assistance.
- ESE school coordinators assist teachers with current information regarding accommodations for students with disabilities (i.e., classroom and testing) and additional supports available.
- Teachers provide academic feedback on progress toward graduation to students on a regular basis and build trusting relationships with students.
- At most schools, teachers utilize a variety of methods to communicate with parents (e.g., phone, text and email).
- There is strong collaboration and communication among instructional staff regarding student progress.
- Support facilitators are scheduled into math classes with the freedom to move around based on students' needs.
- There are strong relationships between the general education math teachers and the ESE teachers providing support facilitation and also those who provide direct math instruction in separate class placements.
- Students with disabilities using access points are scheduled in general education classes or separate class placement based on their needs.
- Schools and teachers provide award recognition to students for attendance and academics to help keep them motivated.
- At some schools, small student-to-teacher ratios and common planning time are used to create a supportive positive school climate, which helps to encourage students to attend school.
- ESE and general education teachers review IEPs to ensure an understanding of students' needs.
- At some schools, ESE teachers would like to be included in building the master schedule to ensure students with disabilities are included in general education classes.
- Students and families need more information on post-school education options, community resources and employment.
- Teachers believe that more training is needed on instructional strategies for students with disabilities.
- There is a lack of family support for some students, which makes it hard to keep students motivated.
- Students often transition to high school with a lack of academic foundational skills in reading and math.
- The practice of promoting high school students with their grade cohort, regardless of the credits earned is confusing to students. When students enroll in dropout retrieval programs they assume they are seniors because of their classification rather than credits earned.
- Overaged students who are parents themselves and need to work to support their families find it hard to keep up with family and school demands.

## **Parent Focus Group**

Members of the SST conducted a focus group with parents of students with disabilities aged 14 years and older from the district regarding postsecondary transition.

Themes that emerged from the focus group included the following:

- There is concern with the lack of consistency of transition services available from school to school, as some high schools have very little to offer regarding work experiences and post-school supports.
- Parents indicated that they are not provided transition resource information that includes services related to assistance after high school (e.g., Division of Vocational Rehabilitation [VR] services and assistance and postsecondary educational opportunities).
- Parents noted that some of the IEPs for students age 14 years and older do not contain goals for transition.
- Parents do not feel that some school staff read the students IEPs or psychological reports.
- Parent input does not appear to be valued as much as that of other IEP team members.
- There is concern that when a student transfers to another school, the student files are not received at the new school in a timely manner.
- Parents would like school staff to help them understand what is being discussed at IEP meetings such as explaining acronyms and jargon used.

## **Student Focus Groups**

Members of the SST conducted focus groups with students from Omni Middle School, John I. Leonard High School, Mavericks High School of Palm Springs and Worthington High School. Students were asked to share their perspectives on topics such as graduation, dropout and post-school activities.

Comments from these focus groups included the following:

- There are people at school who the students trust and can talk with who make them feel cared about.
- Students believe that data chats are helpful and keep them on track for graduation.
- For some students, support facilitation teachers are accessible and flexible in assisting them, while other students may need to learn to advocate for additional help.
- Some students are aware of how to access academic assistance through tutoring in schools.
- Students at one school feel that they are doing better in math because of smaller class sizes or the presence of a second teacher who provides support in the general education math class.
- Students see the benefit of staying in school and recognize the importance of not dropping out.
- Most students have a career or graduation plan; however, more support is needed for accessing disability services at college.
- Students reported that the greatest barriers to graduation are teen pregnancy, difficulty passing assessments and passing required math classes.
- Students would like the amount of testing requirements reduced.
- Some students attend their IEP meetings and have a voice at those meetings; however, at one school, students have not attended their IEP meetings.

- At some schools, teachers are aware of the accommodations on IEPs; however, at other schools, teachers are not knowledgeable of the accommodations and students have to advocate for themselves.
- At the charter schools, students reported that they are hungry as classes begin very early in the morning and it is hard to wait to eat until their four-hour session is over.
- Some students are not aware of VR and the services that are offered to assist with employment opportunities.

**School Walk-Through Debriefings**

School walk-through debriefings were conducted at Omni Middle School, John I. Leonard High School, Mavericks High School of Palm Springs and Worthington High School regarding student engagement, school climate, and evidence of academic and behavioral expectations.

Observations from the school walk-through debriefings included the following:

- The campuses and classrooms were clean and well maintained.
- Students were engaged in instruction and activities (e.g., working in pairs, small groups or independently).
- Students have access to computers and other technology (e.g., iPads and SMART boards).
- Staff and administration at some schools greet students by name.
- Security measures to help keep students safe include using a single point of entry for all visitors, requiring picture identification, and utilizing metal detectors at the charter schools.

**Commendations**

1. The graduation rate increased to 68.9 percent, for the 2015-16 school year, which is above the state target of 58.3 percent.
2. The risk ratio for students with disabilities being suspended or expelled for greater than 10 days when compared to their nondisabled peers in the 2015-16 school year is 0.695, which means that students with disabilities were less likely than nondisabled students to be suspended or expelled for greater than 10 days.
3. During the 2014-15 and 2015-16 school years, the district was above the state averages for students with disabilities scoring level three and above in middle-grades math. The middle school visited uses support facilitation and differentiated instruction in small groups for Tier 2 interventions as a best practice for math instruction.

**2016-17 Next Steps**

<b>Dropout Rate</b>	
Summary	The district's dropout rate for students with disabilities for the 2014-15 school year is 34.2 percent, which is above the state target of 15.1 percent. The 2015-16 dropout rate decreased to 31.5 percent, which is above the state target of 13.4 percent

<p>Recommendations</p>	<p>It is recommended that the district collaborate with PS:Rtl, State Personnel Development Grant and Project 10 to implement strategies to decrease the district's dropout rate for students with disabilities. The district should specifically request training in MyCareerShines from Project 10.</p>
<p>Required Actions</p>	<p>The district must review the students coded as a dropout for the 2016-17 school year to determine if they are coded accurately. A definition of the dropout codes (DNE, W05, W13, W15, W18, W21, W22 and W23) can be found in the PK-12 Database Manuals, Appendix A, at <a href="http://www.fldoe.org/accountability/data-sys/database-manuals-updates/">http://www.fldoe.org/accountability/data-sys/database-manuals-updates/</a>.</p> <p>In addition, the district must ensure that students who drop out and return to another school in the district are not still being counted as a dropout.</p> <p>The district must provide a detailed summary of the above-mentioned activities to the district's BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> by <b>May 30, 2017</b>.</p>
<p><b>Educational Environment (Least Restrictive Environment)</b></p>	
<p>Summary</p>	<p>The district's percentage of students with disabilities being served in the regular class for the 2014-15 school year is 72.2 percent, which is below the state rate of 77.0 percent. The district's LRE rate for the 2015-16 school year increased to 73.1 percent, which is below the state target of 79.0 percent.</p>
<p>Recommendations</p>	<p>It is recommended that the district collaborate with FIN to provide training and technical assistance on inclusive scheduling.</p>
<p>Required Actions</p>	<p>During the on-site visit the district team informed BEESS that the following action would be completed: The district will review staffing allocations to make sure that ESE support (i.e., ESE teachers and paraprofessionals) meet the needs of students with disabilities included in general education settings in order to achieve success.</p> <p>The district must provide a detailed summary of the above-mentioned activity to the district's BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> by <b>May 10, 2017</b>.</p>
<p><b>Transition IEPs Aligned with Postsecondary Outcomes</b></p>	
<p>Summary</p>	<p>During the 2014-15 self-assessment process, 6.7 percent of the student records entered by the district had findings of noncompliance for standard T16-16. Results of the 2015-16 self-assessment indicated that 20.0 percent of the student records entered had findings of noncompliance for standard T16-16.</p>
<p>Recommendations</p>	<p>It is recommended that prior to the submission of student records for self assessment each year, the district should review the IEPs for compliance for transition goals and ensure that postsecondary outcomes (SPP 13) are included. If noncompliance is found during the review, the district should provide training to the designated staff responsible.</p>

Required Actions	<p>The district must collaborate with FDLRS to provide professional development on “Developing Quality Individual Educational Plans” to district and school staff, specifically in the areas of writing IEP transition goals. In addition, district transition teams must continue to randomly review transition IEPs for alignment with postsecondary outcomes.</p> <p>The district must provide a detailed summary and documentation of the above-mentioned activities to the district’s BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> by <b>May 30, 2017</b>.</p>
<b>Best Practices for Math Scores for Middle-Grades Students with Disabilities</b>	
Summary	<p>For middle-grades math, the district averages for students with disabilities with a passing score of level three or above is above the 2014-15 state average of 22.7 percent and above the 2015-16 state average of 21.0 percent. The average percentage represents students with disabilities scoring level three and above in middle-grades math.</p>
Recommendations	<p>During the on-site visit the district team informed BEESS that the following action would be completed: When the 2016-17 math scores are available, the district will review and compare middle-grades math scores from the 2014-15 and 2015-16 school years and determine if the recent reduction of support facilitator allocations had an impact on outcomes for students with disabilities.</p>
Required Actions	None.
<b>Phase 4 of the ESE Monitoring Process</b>	
Summary	<p>The Palm Beach County School District was selected for an on-site visit for the following focus areas related to students with disabilities:</p> <ul style="list-style-type: none"> <li>• Dropout rate</li> <li>• Least restrictive environment</li> <li>• Transition IEPs aligned with postsecondary outcomes</li> <li>• Best practices in the area of middle-grades math</li> </ul>
Required Actions	<p>By <b>September 22, 2017</b>, designated BEESS staff and members of the district problem-solving team will reconvene via a conference call to share how they are addressing each of the above-mentioned focus areas and determine next steps. The district will coordinate with BEESS regarding the date and time of the conference call and provide documentation (e.g., recent data, professional development, problem-solving notes and action plans) to BEESS by <b>September 15, 2017</b>.</p>

## Technical Assistance

1. **Implementing a Multi-Tiered System of Support (MTSS) for Behavior: Recommended Practices for School and District Leaders** (Florida’s PBIS Project) may be accessed at [http://flpbs.fmhi.usf.edu/pdfs/RTIB%20Guide%20101811\\_final.pdf](http://flpbs.fmhi.usf.edu/pdfs/RTIB%20Guide%20101811_final.pdf) and provides an overview of the critical components of an MTSS for behavior. These critical components describe systems changes that are necessary for a results-driven ESE system.
2. The district’s **SP&P** document provides district- and school-based standards for documenting, reporting and monitoring the use of manual, physical, or mechanical restraint and seclusion developed by FDOE. The school district’s document for the 2015-16 through 2017-18 school years may be accessed at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.
3. The technical assistance paper entitled, “**Guidelines for the Use, Documentation, Reporting, and Monitoring of Restraint and Seclusion with Students with Disabilities,**” dated October 14, 2011, may be accessed at <https://info.fldoe.org/docushare/dsweb/Get/Document-6212/dps-2011-165.pdf>. This document provides guidance regarding the use, documenting, reporting, and monitoring of restraint and seclusion with students with disabilities in school districts, including (a) when restraint or seclusion might be used, (b) considerations when selecting a training program for restraint, (c) what should be documented, (d) parent notification and reporting, and (e) monitoring use. It also contains information about s. 1003.573, F.S., Use of restraint and seclusion on students with disabilities.
4. The United States Department of Education, in collaboration with the United States Department of Justice, released **School Discipline Guidance** in January 2014, Volume 4, Issue 1 of the **Office of Special Education Programs Monthly Update**. This package will assist states, districts and schools in developing practices and strategies to enhance school climate, and ensure those policies and practices comply with federal law. The resource documents listed below are included in the package, and are available at <http://www.ed.gov/school-discipline>.
  - **Dear Colleague** guidance letter on civil rights and discipline;
  - **Guiding Principles** document, which draws from emerging research and best practices;
  - **Directory of Federal School Climate and Discipline Resources**, which indexes federal technical assistance and other resources; and
  - **Compendium of School Discipline Laws and Regulations**, which catalogs state laws and regulations related to school discipline.
5. **The Project 10: Transition Education Network** (<http://project10.info>) assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes. Project 10 serves as the primary conduit between BEESS and school-district personnel in addressing law and policy, effective practices, and research-based interventions in the area of transition services for youth with disabilities. The project also supports transition initiatives developed through the BEESS Strategic Plan. Examples of assistance provided related to graduation rates include using school-level data for graduation success, technical assistance to improve data collection, analysis, and data-driven decision making, in order to develop a color-coded student graduation tracking system that can be coordinated with existing initiatives or systems. Regarding dropout, the

project supports dropout prevention strategies for students with disabilities, school-based enterprise, service learning and EWS.

6. **FDLRS Associate Centers Support** may be accessed at <http://www.fdlrs.org/>. The 19 FDLRS associate centers provide an array of instructional and technical support services to school districts statewide. The four central functions of each FDLRS center are Child Find, parent services, human resource development, and professional learning and technology. The centers collaborate with districts, agency and support personnel, communities, families, and educational personnel providing support services for educators, school administrators, parents, and students with disabilities. Examples of professional development related to graduation rates include Florida standards/access points, differentiated instruction, access to the general curriculum, Strategic Instruction Model, behavior/discipline, Standing up for Me, self-advocacy, responsive classroom, and district specific supports. Professional development related to dropout include differentiated instruction, accommodations, CHAMPs, Tough Kids, discipline in the secondary classroom, support for parent involvement, Professional Development Alternatives for Positive Behavior Support module, universal design for learning, small-group planning and problem solving, disability awareness, and district specific supports.
7. **PS:Rtl Technology** may be accessed at <http://www.floridarti.usf.edu/index.html>. One function of this project provides support to regional technology coordinators and technology specialists to effectively implement accessible instructional materials, assistive technologies, learning technologies, and universal design for learning principles within all tiers of instruction. This project also manages, coordinates and supports the regional assistive technology loan libraries.
8. **SEDNET** may be accessed at <http://www.sednetfl.info/>. The 19 regional SEDNET centers assist Florida school districts and relevant stakeholders in building capacity to provide the necessary mental health and academic supports to students with or at risk of emotional and behavioral disabilities to prepare students to achieve academic success; graduate high school; and become career, college and life ready.
9. The **PS/Rtl – Technology and Learning Connections (TLC)** may be accessed at <http://www.tlc-mtss.com>. TLC provides guidelines and resources to support the implementation of universal design for learning. A quarterly newsletter that focuses on technology integration to support the local development of highly effective classrooms for all students may also be accessed. TLC's Winter 2016-17 newsletter focuses on math instruction, resources and tools to eliminate barriers and increase achievement for all students and can be viewed at <http://conta.cc/2kjsuGt>. To sign-up to receive this quarterly newsletter, please visit <http://bit.ly/1TL0HLQ>. Additional resources are available at <http://www.tlc-mtss.com/resources.html>.

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