

Exceptional Student Education Community Task Force
November 2, 2015 Meeting

Number	All Levels	Staff Input	Evergreen Recommendation(s)
1.	District to develop job description for Support Facilitator at all levels.	<u>INITIATED</u> : Support Facilitator job description is drafted;	4.1-6
2.	ESE Support Facilitator caseloads of 18 students per support facilitator in elementary, 22 per support facilitators in middle and 25 per support facilitator in high schools.	<u>INITIATED</u> : Decreased caseload to approximately 50 through the budget conferences	4.1-4
3.	Speech/Language Pathologists caseloads of 60-80 students as per American Speech-Language-Hearing Association (ASHA), 79% of those surveyed use the caseload rather than workload approach to determine caseloads and the average caseload was 47 (59 for Florida), not anything near what we currently have).	<u>COMPLETED/ON-GOING</u> : Restructuring of InD Funding Model to include part-time (50%) SLP position for elementary schools with four (4) or more InD special programs. Twelve schools meet this criterion for the 2015-2016 school year. Each curriculum team has a dedicated SLP Program Specialist to provide support to schools.); 1415 SY average caseload numbers: Elementary 54, Middle School 61, High School 47, and Centers 33.	4.2-4
4.	Hire an additional Assistive Technology (AT) Program Specialist – AT Contact assigned at every school.	<u>INITIATED</u> : ATs will be established at focused school sites where are special programs based on bond program roll out.	4.2-2
5.	Response to Intervention process – more parent engagement and education	<u>INITIATED</u> : SSI Division attended a presentation at the September 2015 ESE Advisory meeting.	4.9
6.	12 Behavior Technicians (Two per each team – there are six teams including PreK team)	<u>INITIATED/ON-GOING</u> : Advertisements for six (6) additional behavior technicians are currently posted; each team will have two per team, including PreK.	4.12-1
7.	One Teacher of Behavioral Support per middle school (per old model)	Further discussion as compared to current models will be given to this request	4.12-1
8.	Behavior Supervisor (per old model)	<u>INITIATED</u> : District Coordinator position has been added to the 2015-2016 organizational chart.	4.2-2

Exceptional Student Education Community Task Force
November 2, 2015 Meeting

Number	All Levels	Staff Input	Evergreen Recommendation(s)
9.	Summer training for Support Facilitators	<u>INITIATED</u> : Support Facilitation trainings were conducted September 29-30, 2015, and October 13, 2015. Additional trainings are planned.	4.5-5
10.	Training for paraprofessionals the week before school begins so that they are adequately prepared to meet the complex needs of students.	<u>INITIATED/ON-GOING</u> : Educational Support Professionals (ESPs) Summer Institute was provided on July 13-15, 2015. Training focused on effective educational and behavioral strategies for the paraprofessional working with SWDs. Topics included job responsibilities, ethical considerations, and an overview of disabilities, its educational impact, instructional strategies and behavioral interventions.	4.5-7
11.	Purchasing process to ensure that technology is purchased and received	<u>COMPLETED/ON-GOING</u> : Point of contact has been identified in purchasing department to troubleshoot and problem-solve issues regarding AT purchases.	4.2-7
12.	More busses for ESE students. Some students are on the bus more than two hours when the state guideline for ESE students is 50 minutes for elementary aged students, and an hour for middle and high.	<u>INITIATED</u> : On-going meetings are held with Transportation; ESE PreK is the primary focus; additional grades will be addressed.	4.2-11
13.	Teachers to be made aware of budget allowances for classroom supplies. To have teachers as part of the process of classroom/ESE school-based dollar expenditures.	<u>INITIATED</u> : This is happening on an ongoing basis through department heads, teams, and direct inquiry through the District ESE office.	4.3

Exceptional Student Education Community Task Force
November 2, 2015 Meeting

Number	All Levels	Staff Input	Evergreen Recommendation(s)
14.	Accountability process in place to ensure that administration spends IDEA dollars on ESE students. Add curriculum and supplies to Staff Report.	<u>INITIATED/ON-GOING</u> : Curriculum Supervisors participated in budget conferences in April, will continue to monitor spending on staff and supplies through the summer and fall.	4.3
15.	Additional Individual Education Plan (IEP) maintenance staff – teacher and clerk. If Broward changes to Florida IEP system, a great deal of funds will be saved.	<u>NEED</u> : Additional staff consideration is needed for EMS	4.10
16.	Establish Parent Volunteer program (Evergreen Report Recommendation 4.6-7) Refer to ACE initiative and modify	<u>NEED</u> : District volunteer procedures exist.	4.6-7

Number	ESE Preschool	Staff Input	Evergreen Recommendation(s)
1.	Establish PreK class caps of 6 students per Intensive Classroom and 12 students per Specialized Classroom.	<u>INITIATED/ON-GOING</u> : PreK Coordinator continues to monitor impact and review needs monthly.	4.8-6, 4.8-7
2.	Additional PreK teams to reach for the goal of being consistent with the Part C timeline, which is 75 days from initial call to staffing into placement and services.	<u>COMPLETED</u> : Three additional PreK teams have been added.	4.8-4
3.	Monitor new 216-day calendar of PreK evaluation staff for results in reduction of timelines. If 216-day calendar does not bring us closer to the Part C timeline requirement, move for a 241-day calendar of evaluation teams.	<u>ON-GOING</u> : Staff will continue to monitor	4.8-4, 4.8-5

Exceptional Student Education Community Task Force
November 2, 2015 Meeting

Number	ESE Preschool - Continued	Staff Input	Evergreen Recommendation(s)
4.	Update curriculum for PreK classrooms to include innovation – Namely Teach Town and Letter People	NEED: Pending funding	4.1-10

Number	Middle Schools	Staff Input	Evergreen Recommendation(s)
1.	Establish formal matriculation process to ensure success from day-one	INITIATED: Anticipated roll out of matriculation manual is 12/2015	4.11-1, 4.11-3
2.	Decrease caseloads of Support Facilitators – create system to calculate “appropriate caseload” per support facilitator.	INITIATED: Reduced caseload to approximately 50 students per facilitator depending on the frequency, duration, and intensity of services. Caseloads/workloads are reviewed quarterly.	4.1-4
3.	Give careful consideration to the schedule of ESE students by school administration and guidance counselors.	INITIATED/ON-GOING: Collaborate with FIN in flexible scheduling training, and continues to reinforce scheduling through the roll out of Support Facilitation training.	4.11-2
4.	All middle schools and high schools to have support model	INITIATED/ON-GOING: Added 10 new SSSM sites based on student need for the 2015-2016 SY, matriculation projections, high school phase in plan begins 2016-2017 school year when student groups matriculate	4.2-8

Exceptional Student Education Community Task Force
November 2, 2015 Meeting

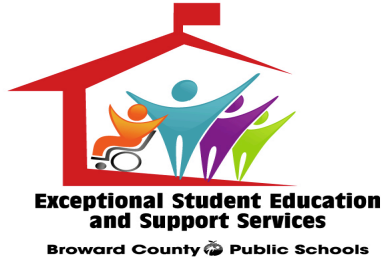
Number	Middle Schools – Continued	Staff Input	Evergreen Recommendation(s)
5.	Provide professional development for all educators to identify children for counseling services who might be easily missed as needing the service (because they may not have failing grades or significant behaviors).	INITIATED: Training provided to ESE Specialists and ESE School Social Workers	4.5-5
6.	Examine Specialized Varying Exceptionalities (SVE) middle school programs for consistency of supports proven in prior years to be necessary. Help middle school curriculum supervisors create a middle school “goal”.	INITIATED/ON-GOING: Curriculum Supervisors will ensure that standards are being followed by conducting quarterly SVE classroom standards walkthrough’s	4.2-8

Number	High Schools	Staff Input	Evergreen Recommendation(s)
1.	Further expand Project Search and WOW programs.	INITIATED/ON-GOING: One Project SEARCH; and one WOW programs was implemented for the 2015-2016 school; Two additional sites are needed (North and NW Broward)	4.11-4
2.	District to provide additional staff for secondary transition programs, to include CTACE	INITIATED: Transition team has five (5) transition teachers, one (1) training specialist, and one (1) job coach to support 33 high schools and collaborate with the curriculum supervisor teams. Curriculum Teams provide support K-12, 48 schools per team with 6 program specialists.	4.11-4
3.	Determine and financially support CTACE initiatives towards partial industry certifications.	NEED	4.11-7, 4.13-6

Exceptional Student Education Community Task Force
November 2, 2015 Meeting

Number	High Schools – Continued	Staff Input	Evergreen Recommendation(s)
4.	Ensure Stand Up For Me curriculum is accessible to all (perhaps having this instruction imbedded within social studies curriculum might be a way to implement this for kids on regular standards)	<u>COMPLETED/ON-GOING</u> : Training available for all BCPS Teachers	4.11-4
5.	Ensure that students, parents and schools are aware of and trained in the “Standing Up For Me” curriculum. Further self-determination instruction for all students, not only those in SVE.	<u>INITIATED/ON-GOING</u> : Training available to staff and parents.	4.11-4
6.	District will inform principals that the Superintendent’s office supports ESE Transition initiatives so that barriers that may exist will be lessened, or dissolved.	<u>NEED</u>	4.11-3

Number	Communication	Staff Input	Evergreen Recommendation(s)
1.	Redesign ESE Advisory’s parent survey to obtain direct input from parents on their personal experiences in order to truly represent the needs of the community.	<u>NEED</u> : Staff needs a copy of survey by ESE Advisory in previous years.	4.6-3
2.	Provide user-friendly website to include the evaluation process (and what is included in the evaluation process), as well as what parents should look for in reviewing their own school/program for efficiency and support.	<u>INITIATED/ON-GOING</u> : An additional Micro Technician was as a one year temporary employee hired with background in website design. Current employee is on military leave. -Funding needed to create a permanent position to focus on web design and enhancements.	4.4-1, 4.4-3



ESE Community Task Force Meeting

November 2, 2015

The Exceptional Student Education (ESE) Task Force Planning Committee met on November 2, 2015, from 10 a.m. to 1 p.m. at Arthur Ashe Jr. Campus located at 1701 NW 23 Avenue, Fort Lauderdale, FL. 33311.

Stacey Hoaglund, Task Force Chair, provided the welcome, and reviewed the agenda.

Agenda Item - Public Comment – Public comment was permitted.

Agenda Item: Discussion Items

All Levels

1. Support Facilitator job description (4.1-6)

Task Force members reviewed and discussed the draft job description. Members asked about the difference between Support Facilitator and ESE Teacher. It was shared that Support Facilitators provide support to general education teachers and students with disabilities in general education courses. The Task Force recommended staff to research certifications via FLDOE and other Florida districts

2. Support Facilitation Caseloads (4.4-4)

Staff shared that secondary schools are still looking at about 50 students per Support Facilitator. Curriculum supervisors have been in contact with schools with caseloads above 60. Task Force members requested data on schools that are at 50 or below.

All Levels - Continued

3. Speech Language Pathologist (SLP) Caseloads (4.2-4)

Staff shared updated Task Force members on the restructuring of the Intellectual with Disabilities (InD) Funding Model. This model now includes a part-time (50%) SLP position for elementary schools with four (4) or more InD special programs. Twelve schools meet this criterion for the 2015-2016 school year.

Each curriculum team has a dedicated SLP Program Specialist to provide support to schools.); 2014-2015 school year average caseload numbers: are as follows: Elementary 54, Middle School 61, High School 47, and Centers 33.

4. Hire additional Assistive Technology (AT) Program Specialist (4.2-2)

Staff shared that assistive technology contacts will be established at focused school sites where are special programs based on bond program roll out.

5. Response to Intervention (Rtl) (4.9)

District ESE staff shared that staff from Student Support Initiatives attended the ESE Advisory September, 2015 meeting.

6. Behavior Technicians (4.12-1)

Staff shared that six behavior technician positions were advertised. Upon hires, each team will have two behavior technicians; including the PreK team.

7. One teacher of Behavioral support per middle school (4.12-1)

Task Force members shared there is still a need for teachers of behavioral support based on information shared by the ESE Advisory Chair that there has been an increase in expulsions. Staff shared that students with disabilities are not expelled.

8. Behavior Supervisor (4.2-2)

A District Coordinator position has been added the 2015-2016 organizational chart.

All Levels – Continued

9. Summer Training for Support Facilitators (4.5-5)

Support Facilitation trainings were conducted September 29-30, 2015, and October 13, 2015. Additional trainings are planned.

10. Task Force members discussed the need for training for paraprofessionals the week before school begins so that they are adequately prepared to meet the complex needs of students. (4.5-7)

Staff shared that paraprofessional training was offered this summer and additional trainings will be provided throughout the year other trainings for paraprofessionals will be offered.

11. Purchasing - Assistive Technology (AT) (4.2-7)

Staff shared that a point of contact has been identified in our district's Purchasing Department to troubleshoot and problem-solve issues regarding assistive technology purchases.

12. Transportation/Busses – Pick up/Drop off Times (4.2-11)

On-going meetings are held with Transportation; ESE PreK is the primary focus; additional grades will be addressed.

13. Teachers to be made aware of budget allowances for classroom supplies. (4.3)

Staff shared that teachers are made aware of budget allowances for classroom supplies on an ongoing basis through department heads, teams, and direct inquiry through the District ESE office.

14. Curriculum Supervisors participated in budget conferences in April. They will to continue to monitor spending on staff and supplies through the summer and fall. (4.3)

15. Task Force members continues to see a need for an additional IEP maintenance staff (teacher and clerk).

16. Task Force members discussed the need to establish Parent Volunteer program by referring to the ACE initiative and modify it as appropriate. Task Force members shared that this item needs attention. (4.6-7)

Preschool ESE

1. Staff shared that the ESE Preschool Coordinator will continue to monitor impact and review needs monthly. (4.8-6, 4.8-7)
2. Task Force members recommended two additional PreK evaluation teams. Staff shared that three additional PreK evaluation teams have been added. There is an increase of 265 PreK students with disabilities as compared to this time last school year. (4.8-4))
3. Staff will continue to monitor and share the progress of PreK evaluation teams with Task Force members.
4. Update curriculum for PreK classrooms to include innovation – Namely Teach Town and Letter People.

District staff is The ESE and Support Services Division will also consider grant (discretionary/other) funding opportunities, if appropriate.

Middle School

1. Establish formal matriculation process to ensure success from day-one (4.11-1, 4.11-3)

Anticipated roll out of matriculation manual is December 2015

2. Decrease caseloads of Support Facilitators – create system to calculate “appropriate caseload” per support facilitator. (4-1.4)

Reduced caseload to approximately 50 students per facilitator depending on the frequency, duration, and intensity of services. Caseload/workload are reviewed will be reviewed quarterly.

3. Give careful consideration to the schedule of ESE students by school administration and guidance counselors. (4.11-2)

Staff continues to collaborate with Florida Inclusion Network (FIN) in flexible scheduling training and has reinforced scheduling through the roll out of the Support Facilitation training.

4. All middle schools and high schools to have support model. (4.2.8)

ESE and Support Services has added 10 new Secondary School Support Model sites at the middle school level based on student need for the 2015-2016 school year, matriculation projections, high school phase in plan will begin 2016-2017 school year when student groups matriculate.

Middle School - Continued

5. Provide professional development for all educators to identify children for counseling services who might be easily missed as needing the service because they may not have failing grades or significant behaviors. (4.5-5)

Staff shared that training was provided to ESE Specialists and ESE School Social Workers.

6. Examine specialized varying exceptionalities (SVE) middle school programs for consistency of supports proven in prior years to be necessary. Help middle school curriculum supervisors create a middle school “goal”. (4.2-8)

District staff shared that Curriculum Supervisors will continue to ensure that conducting quarterly SVE classroom walkthroughs follows standards.

High school

1. Further expand Project Search and WOW programs. (4.11-4)
2. District to provide additional staff for secondary transition programs [to include Career, Technical, & Adult Education (CTACE)] (4.11-4)

Transition team has five transition teachers, one training specialist, and one job coach to support 33 high schools and collaborate with the curriculum supervisor teams. Curriculum Teams provide support K-12 to 48 schools per team with six program specialists.

3. Determine and financially support CTACE initiatives towards partial industry certifications. (4.11-7, 4.13-6)

District staff is working with CTACE to determine support needed.

4. Ensure Stand Up For Me curriculum is accessible to all (perhaps having this instruction imbedded within social studies curriculum might be a way to implement this for kids on regular standards) 4.11-4)

This training is available for all BCPS teachers.

High school-Continued

5. Ensure that students, parents and schools are aware of and trained in the Standing Up For Me curriculum. Further self-determination instruction for all students, not only those in SVE. (4.11-4)

The Transition teams works with FDLRS to plan training for teachers, parents and students. Training is available during the day and at night.

6. District will inform principals that the Superintendent's office supports Lou Ruccolo's transition initiatives so that barriers that may exist will be lessened, or dissolved. (4.11-3)

Task Force members discussed the need for additional Transition staff.

Communication

1. Redesign ESE Advisory's parent survey to obtain direct input from parents on their personal experiences in order to truly represent the needs of the community. (4.6-3)

Staff shared that this item was not addressed in the Evergreen Report, but was a survey that was created with the ESE Advisory Council. Staff requested a copy of survey previously used by ESE Advisory Council via the Advisory Chair.

The item addressed in the Evergreen report focused on the Florida Diagnostic Resource Systems parent.

2. Provide user-friendly website to include the evaluation process (and what is included in the evaluation process), as well as what parents should look for in reviewing their own school/program for efficiency and support. (4.4-1, 4.4-3)

Staff shared that an additional Micro Technician was hired as a one-year temporary employee. This employee has a background in website design. The current employee is on military leave. Funding is needed to create a permanent position to focus on web design and enhancements.

Additional Items Discussed the Task Force

- Paraprofessional – Task Force members shared/discussed there are 42 advertised paraprofessional positions. It was discussed that schools are unable to find interested applicants for these positions at the current pay rate and job responsibilities to keep up with the demands of the student population. Current pay rate for paraprofessionals is \$10.02 an hour; teacher assistants - \$11.57 an hour. The Task Force is requesting a raise in pay for these employees.
- Task Force members also discussed the short supply of Substitute Teachers. It was shared that due to this short, students are moved around when a sub cannot be secured. Current pay for subs is \$11.27 an hour; and \$12.07 for pool subs.
- The above employees are members of BTU. Requests for increases in salary must go through union and Superintendent for approval.