



ESE Community Task Force

January 25, 2016

Evergreen identified five “Priority Areas”:

1. Expand the continuum of services and placements available within each school.
2. Improve staffing levels to ensure they are sufficient to meet the needs of students.
3. Reinforce and support the district’s Child Find and school-based collaborative problem solving/response to intervention (CPS/RtI) teams.
4. Establish a framework to promote and support meaningful and appropriate involvement of internal and external stakeholders in educational programs.
5. Closely monitor ESE budgets and expenditures at the campus and department levels, for both Special Revenues and General Fund, to ensure that ESE program dollars are effectively being used to enhance the delivery of services.

District and School Staffing and Support		
Recommendation	District Action(s)	Date
4.1-1: Expedite filling the position of Director of Exceptional Student Education.	<u>COMPLETED:</u> *Accomplished; ESE Director hired March 2014	03/31/14
4.1-2: Reclassify the position of Curriculum Specialist to Curriculum Coordinator.	<u>COMPLETED:</u> *Aligned in new organization chart as Curriculum Supervisor; positions reclassified *Completion date – approval of new org chart	07/01/14
4.1-3: Monitor the Division’s goal of shifting its focus to curriculum and instruction. (Examples)	<u>INITIATED</u> in school year 2013-2014; <u>ON-GOING:</u> *ESE Director and staff are Involved in cross-divisional meetings with Literacy, OSPA, and Talent Development, Demographics, Diversity, Intervention, and Prevention, ESOL, Head Start/Preschool, and Office of Strategic Achievement, literacy departments, vendor presentations, K-1 Sub-cadre meetings	09/2015- Present; On-going

District and School Staffing and Support - Continued

Recommendation	District Action(s)	Date
<p>4.1-4: Restructure the support facilitation staffing model to support greater collaboration and shared caseloads among ESE and dually certified staff, resulting in improved in-class support for students with disabilities and teachers in the general education setting</p>	<p>INITIATED/ON-GOING: *Professional development redesign *Expected completion Fall 2014</p> <p>COMPLETED: *Support Facilitation Manual</p> <p>ON-GOING: *Training roll out – Summer –Fall 2015 (Summer - 6 middle school teams, Sept 29-30, October 14, 2015; need for additional trainings have been considered/discussed) *56 middle and high school teams have been trained in the support facilitation model since June 2015</p>	<p>10/14/15</p> <p>01/2014</p> <p>06/2015</p>
<p>4.1-5: Develop a comprehensive plan for addressing hard-to-fill vacancies and strategies to meet this challenge</p>	<p>COMPLETED/ON-GOING: SLP positions *Plan includes: In conjunction with Human Resources/Talent Acquisition year round advertising, recruitment ASHA conference and university presentation. *As a result 10 permanent SLP positions have been hired to date. Seven (7) Potential candidates. *32 new school-based hires for the 2015-2016 school year *Recruitment presentations scheduled March 2016 through May 2016 at NSU, FIU and FAU by Curriculum Supervisor. Attendance at FLASHA May 2016 for recruitment purposes. On-going contact with 2015-2016 interns pursuing positions with BCPS for 2016-2017. Marketing advertisements via email to all FLASHA participants, May 2016.</p>	<p>12/2014</p> <p>03/2016</p>
<p>4.1-6: Update ESE job descriptions to accurately reflect job duties, necessary education, experience, physical requirements, and accountability measures</p>	<p>NEED/INITIATED: *Support Facilitator job description has been drafted. *The following positions have been submitted to Labor Relations, Human Resources/Talent Acquisition for Board approval: Support Facilitator, ESE Specialist, and Preschool Supervisor for ESE</p>	<p>10/2015</p> <p>02/2016</p>
<p>4.1-7: Restructure the ESE Specialist staffing allocation to allow incremental support within the weighted FTE formula.</p>	<p>COMPLETED: *Modified school year 2013-2014 w/special program sites at ES and MS *Hired four (4) ESE Field Coaches to provide coaching and mentoring to ESE Specialists *31 schools were increased to 100%</p>	<p>2013-2014 school year</p>
<p>4.1-8: Update the ESE Specialist job responsibilities to accurately reflect the necessary qualifications, extend calendar by at least 10 days, remove non-ESE duties and duties related to gifted education, and ensure school-based accountability.</p>	<p>INITIATED: *2013-2014 school - Focus Groups to address and obtain input *Continue to review for 2014-2015 school *Proposed job descriptions routed to Labor Relations, Human Resources/Talent Acquisition, and Compensation for review prior to approval</p>	<p>2013-2014 school year</p> <p>02/2016</p>

District and School Staffing and Support - Continued		
Recommendation	District Action(s)	Date
4.1-9: Evaluate the allocation of transition specialists and job coaches, and redistribute personnel to include assignment to students with mild-to-moderate disabilities from 14 to 18 years of age.	INITIATED: 2014 *Continue Summer 2014 planning w/anticipated implementation 2014-2015 school year *Pilot initiated with four schools, starting with 11 th graders	08/2015
4.1-10: Ensure curriculum and instructional supports to the schools align with and are integrated within the continuous improvement models.	INITIATED: 2013-2014 school year *Model developed, will continue to modify based on data throughout the school year through the year-end review. *Failure Free Reading, Attainment, First Author programs are being utilized and supported at schools	On-going
4.1-11: Establish a consistent schedule for ESE Curriculum Supervisors to participate in all principal meetings and visits to schools.	COMPLETED: *ESE Curriculum Supervisors are currently visiting schools and participating in principal meetings (Sub-Cadre). *Zone Principal Meetings (ZPAC), K-1 Sub Cadre and Cadre meetings.	On-going

ESE Support and Related Services		
Recommendation	District Action(s)	Date
4.2-1: Develop a prioritized schedule in which key areas of district operations are identified for deeper examination and related action.	NEED: *Review Summer 2014	
4.2-2: Create three Supervisor positions for Assistive Technology, Behavior, and Speech and Language.	INITIATED: *Assess current practice *Financial impact to the district *District Coordinator position for Behavior is available for the 2015-2016 school year. Job description revision is needed and will begin upon hire of Support Services Director. The ad for this position is currently posted. *S/L Supervisor positioned filled 10/16/13 *Consideration for two district based SLPs is requested to provide services at schools w/temporary vacancies, extensive referrals, emergency leave to decrease use of contracted services and interruption of services.	07/2015
4.2-3: Protect the effective use of staff time by setting and adhering consistently to priorities for services.	INITIATED: 2014 *Build capacity at the school level through identifying ATCs at each school site. *Build capacity by educating administration on cases and liability to the district when services are not provided or are interrupted. *ATC piloted at 30 schools	2013-2014 school year

ESE Support and Related Services – Continued		
Recommendation	District Action(s)	Date
<p>4.2-4: Continue to examine staffing of speech/language pathologists (SLPs) with respect to caseload/workload issues and fund additional positions according to findings.</p>	<p><u>COMPLETED/ON-GOING:</u> *Participated in budget conferences to recommend additional personnel for schools with high caseloads and the use of a new –Accelischedule Program to streamline processes. Result: 16 schools with identified caseload concerns will be resolved with the hiring of additional personnel. *Typical caseload 60-80 *10 Growth positions created for 2014-15 SY, two schools providing additional supplements. *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. *As a result of the change to InD Funding Model Guideline, 12 schools w/InD special program classes were funded for an additional 50% position. As of 10/30/15, all positions have been filled. (\$334,812). Projected approximate w/growth (\$446,416). *OT/PT caseloads range between 40-50 or a full time position</p>	04/2014
		12/2014
<p>4.2-5: Expand the ESE Division’s focus on data to the impact on students caused by staffing decreases in related service areas and develop strategies, including increasing staffing levels, to address identified needs.</p>	<p><u>INITIATED/ON-GOING:</u> *Continuous with each quarter and year-end review during the 2013-2104 school year. *Growth positions (additional positions to alleviate larger caseloads) 2014-2015 school year *Elementary 21, Middle 7, High 9, (37 Total). *On-going need exists for elementary schools who have high caseloads, but do not generate enough funding to add an SLP position (part-time or full-time) *Six (6) Behavior Technicians will be added to each District team, to include PreK. Ads are currently posted; Ad closed 11/3/15.</p>	11/2015
<p>4.2-6: Develop strategies to extend the impact the Assistive Technology Office has on educational opportunities for ESE students in all BCPS schools.</p>	<p><u>NEED:</u> *Review Summer 2014; each school year *Build capacity at the school level through identifying ATC’s at each school site</p>	
<p>4.2-7: Examine and update reporting processes for assistive technology.</p>	<p><u>COMPLETED:</u> *Monthly BATT meetings *Revise checks/balances timeline from 60 days to 30 days</p>	03/2016

ESE Support and Related Services – Continued		
Recommendation	District Action(s)	Date
4.2-8: Expand identification of specific related services that are needed as students move from particular types of elementary cluster programs to middle schools and use that analysis to guide additional middle school supports for all ESE students.	<p>INITIATED: *Piloted during the 2013-2014 school year *Increased during the 2014-2015 school year to 25 schools *Secondary Support Model program to assist *Continuous review/modify as needed</p> <p>ON-GOING: *Increased to 36 total SSSM behavior technician for 15-16 school year. *Two (2) additional middle schools to be added 2016-2017 school year *Researched other districts, no formal matriculation manual or process; rather best practices. *Development of Broward ESE Matriculation Manual; Anticipate date: 12/2015 *Roll out via December ESE Specialist meeting with guidelines for Spring matriculation activities across grade levels *Completed: District ESE Matriculation Manual, presented to ACE, Parent Advisory and ESE specialist (January/February)</p>	<p>2013-2014 school year</p> <p>08/20/15 02/2016 Summer 2015 Fall 2015 12/2015 02/2016</p>
4.2-9: Weigh the cost versus benefits of the school psychology internship positions to the district and identify funds to continue the program.	<p>COMPLETED: *Intern program is funded. Benefits are training with community partners (Universities), our pipeline for new evaluators.</p>	<p>05/2013; On-going</p>
4.2-10: Develop processes and accountability strategies relating to IEP transportation components, especially the staffing of ESE bus attendants and one-on-one bus attendants.	<p>COMPLETED: *June 2014 – hired ESE Specialist for Transportation – processes/accountability relating to IEPs; Transportation – staffing & attendants</p>	<p>06/2014</p>
4.2-11: Examine BCPS program placement determination in light of the impact of decisions on the length of ESE student bus rides, develop procedures to remedy the issues, and ensure that all transportation-related procedures are uniformly followed in the district.	<p>INITIATED: Transportation; *ESE will assist as needed 6/2014 *Hired ESE Specialist for Transportation to assist with processes/accountability relating to IEPs *On-going meetings are held with Transportation; PreK has been primary focus; other grades to be addressed *In our Monthly meetings we have tackled the timeline for generating transportation requests to maximize the amount of time needed to properly route students. *Transportation created a report of ride times for all students..</p>	<p>06/2014</p> <p>On-going 02/2016</p>

ESE Support and Related Services – Continued

Recommendation	District Action(s)	Date
4.2-12: Create a Technology Plan for students with disabilities for the 2014-15 school year.	<p>NEED:</p> <ul style="list-style-type: none"> *Review Summer/Fall 2014 *Revise and review current plan and collaborate with other very large districts. <p>COMPLETED:</p> <p>*Students with disabilities are included in the district's Information & Technology Plan. Assistive Technology Supervisor or designee is included in all technology development communications. (Office of Academics Technology Committee meetings)</p>	02/2016: On-going

Use of Funds

Recommendations	District Action(s)	Date
4.3-1: More closely monitor ESE budgets and expenditures at the campus and department level for both Special Revenues and General Fund, to ensure that program dollars are effectively being used to enhance the delivery of services to students.	<p>INITIATED:</p> <ul style="list-style-type: none"> *Budget provide reports/monitoring *ESE & SS – assist with programming *Summer 2014 and on-going; *ESE Curriculum Supervisors have participated in budget conferences *Attended Spring Budget Conferences *Assisted with school re-budgeting conferences *Curriculum supervisors will be attend school budget conferences in April 2016. <p>*ESE supervisors met with directors regarding school support model recommendations.</p>	<p>April-May 2014</p> <p>09/2015</p> <p>01/2016</p>
4.3-2: Gather the analytic data needed to accurately assess the cost and programmatic benefit of providing ESE services by program category and campus or location.	<p>INITIATED/ON-GOING:</p> <ul style="list-style-type: none"> *Budget provide reports/monitoring *ESE & SS – assist with programming 	On-going
4.3-3: Require campus administrators to develop plans for the use of the ESE Guaranteed Allocation and its impact on ESE students.	<p>NEED:</p> <ul style="list-style-type: none"> *Budget provide reports/monitoring *ESE & SS – assist with programming *OSPA – Implementation 	

Communication with Stakeholders

Recommendation	District Action(s)	Date
4.4-1: Develop a comprehensive ESE Communications Plan.	NEED: *Review Summer 2014 *Will work with PIO to market success stories and innovative practices.	
4.4-2: Set guidelines for what questions should be submitted through BASIS, shorten the 24-hour response window, create an email response notification, and allow ESE Specialists to call District Program Specialists directly for concerns or issues that require more immediate response.	COMPLETED: *Implementation of ESE Specialist Field Coach position for defined support *Update of referral database *As of August 2015, ESE Specialists no longer use the referral database for questions. They are able to call or email.	08/2014 08/2015
4.4-3: Overhaul the ESE website so that information is organized logically, contains current information, and is visual appealing to BCPS stakeholders.	INITIATED/ON-GOING: Summer 2014 *Expected Completion Fall 2014 *An additional Micro Technician was hired as a one year temporary employee 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	10/2015
4.4-4: Increase awareness of commendable ESE staff, programs, and practices.	INITIATED/ON-GOING: *Continue during the 2014-2015 school year with highlights in our newsletter, website and other social media modes; *Community meetings *Creation and participation in first-ever District ESE Down Syndrome Buddy Walk Team Oct 18 th ; will be highlighted in the District ESE 411 newsletter *Just Do It Event – (recognized 185 students) *Board resolutions (Downs Syndrome Awareness, Disability History and Awareness, Disability Employment Awareness, Disability Mentoring Day, School Psychology Week, Support of Inclusive Schools Week, Autism Awareness Month, Better Hearing and Speech Month	10/2015

Communication with Stakeholders - Continued

Recommendation	District Action(s)	Date
4.4-5: Determine and share the most appropriate translation tools for ESE Specialists to use in daily correspondence with parents.	<p>INITIATED:</p> <ul style="list-style-type: none"> *Review Fall 2014 *Collaborate with Multi-cultural department as needed *Recommend using "Google translation" to ESE Specialists *Staff provided with a possible feature in EasyIEP that would translate text added to documents within the EasyIEP system (native language) *Electronic technology to correctly complete this task is still very primitive. We are waiting for industry testing before we move forward 	03/2016
4.4-6: Use social media platforms to further engage ESE stakeholders.	<p>COMPLETED/ON-GOING:</p> <ul style="list-style-type: none"> *Currently post on District's Facebook/Twitter 	On-going

Professional Development

Recommendation	District Action(s)	Date
4.5-1: Build on the online training for principals and ESE Specialists and ensure that central office administrators are included.	<p>COMPLETED/ON-GOING:</p> <ul style="list-style-type: none"> *Review Summer 2014 to enhance current modules 	03/2016
4.5-2: Move FDLRS to a direct reporting relationship to the Executive Director of the Division of Exceptional Student Education and Support Services, and assemble core groups with common responsibilities to identify strategies for maximizing the use of all available resources to better meet student needs.	<p>INITIATED/ON-GOING:</p> <ul style="list-style-type: none"> *Core group alignment concept review began 2014 *Executive Director candidate approved by Board 10/20/15 with anticipated start date of December 2015. *The review of core group alignment will resume upon start of Executive Director 	
4.5-3: Assemble a cross-divisional task group to examine key common elements that are effective with special needs learners that should be core elements of all content, instruction, and professional development discussions, planning, and decisions.	<p>INITIATED/ON-GOING:</p> <ul style="list-style-type: none"> *Review Summer 2014 *ESE & SS Program staff identified to work with Instruction & Intervention Department to prepare CARE packets for identified schools. *Work with other Directors to assist cross-divisionally *ESE Director and select staff participate at least monthly meetings with other District divisions -Literacy, OSPA, and Talent Development, Demographics, Diversity, Intervention, and Prevention, ESOL, Headstart/Preschool, and Office of Strategic Achievement *Access Points Instructional Framework for grades K-12; in progress 	<p>10/2014</p> <p>Spring 2016</p>

Professional Development		
Recommendation	District Action(s)	Date
4.5-4: Develop a teacher course catalog (much like one for high schools or colleges) that prioritizes professional development options according to critical learning needs.	<u>COMPLETED/ON-GOING:</u> *Currently exists through Talent Development and ESE & SS Division catalog of professional learning. *Internal course catalog updated and revised a database which all supervisors have access to in order to recommend targeted professional development for schools. *Comprehensive calendar with dates and times of all trainings available as well and updated continually.	03/2016
4.5-5: Develop consistent, efficient, and effective district processes to ensure that all ESE educators are able to benefit from professional learning opportunities related to their field.	<u>INITIATED:</u> with Talent Development 2014 *Revisit division processes related to professional learning opportunities, and timeline of requesting TDA's, etc. *Support Facilitation trainings were conducted September 29-30, 2015; and October 13, 2015. Additional trainings are planned. *SEDNET Coordinator has provided trainings to ESE Specialists and ESE School Workers	02/2016
4.5-6: Commit to the professional growth of staff working with ESE students and communicate that commitment through word, planning, and action.	<u>INITIATED:</u> *In collaboration with The Office of Talent Development, the ESE & Support Services Master Plan for Professional Development is reviewed and updated.	03/4/16
4.5-7: Expand the array of training offered to ESE paraprofessionals, and create targeted training for transportation staff in Broward County Public Schools.	<u>INITIATED/ON-GOING:</u> Summer professional development Review scheduled for June 2014 *ESE will expand/provide additional training *Educational Support Professionals (ESPs) Summer Institute was provided 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.	02/0416
4.5-8: Convene a representative group of professional development providers that includes those at the Arthur Ashe Center to meet with decision makers to identify all location specific barriers to professional learning, develop specific strategies to ameliorate them, and set a timetable by which obstacles will be resolved.	<u>COMPLETED:</u> *Facilities point person worked with professional development team to designate additional room for professional learning activities.	10/2014

Parent Engagement		
Recommendation	District Action(s)	Date
4.6-1: Implement of Robert's Rules of Order during BCPS ESE Advisory Council meetings to foster more productive and efficient outcomes.	COMPLETED: *Purchased Robert's Rules of Order, provided to ESE Advisory Chair *Offered services of a parliamentarian to work with the council for the first couple of meetings *Offered clerical assistance at the meeting with sign-ins so Board members can conduct meeting with ease.	2014-2015 SY
4.6-2: Identify and schedule alternate meeting locations of the ESE Advisory Council and live stream Council meetings to ensure parents across Broward County have an opportunity to participate.	INITIATED/ON-GOING: *ESE Director will work with the Executive Board to identify flexible dates, times and locations *Meetings have been scheduled for 2014-2015; times are from 6:30 pm to 9 pm *BECON does not have evening staff *Phone bridge is setup *ESE Advisory Council members elected to have all meetings for the 2015-2016 school year at Piper Senior High School. *ESE Advisory Council made the October 21, 2015 meeting accessible to parents and others who could not attend the meeting through Google Hangout.	10/20/14
4.6-3: Collect information on issues brought forward by parents during ESE Advisory Council meetings and maintain a list of priority issues.	COMPLETED/ON-GOING: During the 2014-2015 school year, the ESE Director and Chair developed a formal process to communicate issues with designated response times and dates.	
4.6-4: Improve the Needs Assessment Survey by adding "School Name" to the demographics section of the survey tool, offering the survey in an electronic format, and ensuring that the calendar of workshops is distributed in a timely manner before the beginning of each semester.	INITIATED/COMPLETED: *Parent Needs Assessment developed by FDLRS has been updated to reflect "school name."	10/2014
4.6-5: Prepare multimedia versions of those trainings requested or delivered frequently.	COMPLETED: *Parent trainings are made available in multimedia versions as appropriate.	01/2016
4.6-6: Develop a comprehensive ESE Services Manual for parents that provide information on ESE services specific to BCPS, and supplements information in the FDOE Parent Introduction Guide.	NEED: *Review Summer 2014 *Projected Implementation: Fall 2014	

Parent Engagement – Continued

Recommendation	District Action(s)	Date
4.6-7: Conduct a review of school-based volunteer programs and opportunities to ensure that all schools are capitalizing on their pool of potential volunteers.	<p>NEED: - Review Summer 2014</p> <ul style="list-style-type: none"> *SSI – mentoring programs *Memo offering a parent certification group (12 parents are trained) *Training for parents *Add a link to our department from the parent resources on the parent page 	
4.6-8: Develop stringent business rules for issue escalation, and implement a tracking system for entering and tracking parent issues through closure.	<p>INITIATED: during the 2013-2014 school/ ON-GOING:</p> <ul style="list-style-type: none"> *Continuous review w/modification as needed *Create a filemaker database *Currently In Progress *Parent Resolution Office 	08/2014
4.6-9: Establish the role of ESE Parent Liaison within the Division of Exceptional Student Education and Support Services to facilitate and improve parent engagement, and monitor parent issues through resolve.	<p>INITIATED:</p> <ul style="list-style-type: none"> *ESE Parent Liaison is no longer a separate position; ESE Compliance Specialists and ESE Field Coaches support this role. 	2013-2014 school year

Community Engagement/Partnerships

Recommendation	District Action(s)	Date
4.7-1: Increase the speed of response for students needing immediate mental health services.	<p>INITIATED: during the 2014-2015 school year</p> <ul style="list-style-type: none"> *Principal Team review and modify the process for special day school and alternative school services. *Communicate with all schools process and available services for all students *Community Providers offer access to families. There are 21 providers available to families. Providers attend monthly meetings to discuss challenges or access. Schools have access to providers via Behavioral Health Partnership website that is updated weekly with new clinicians. A revised Portfolio of all Behavior Health Partners (BHP) services was created and distributed electronically in January 2016. *Brainshark will be created by 5/1/16 to describe the process to all schools. SEDNET department is available via phone or email for questions and face-to-face meetings. Guidance Counselor Administration is invited to each Partnership Monthly meeting and is expected to distribute information to staff. School Social Work department attend Partnership meeting and distribute information to administration and schools monthly. 	<p>01/2016; On-going</p> <p>Upcoming; On-going</p>
4.7-2: Develop basic performance measures for community service providers delivering mental health services to students in Broward County Public Schools.	<p>NEED:</p> <ul style="list-style-type: none"> *Review Summer 2014 – collaborate w/providers and SSI 	

Community Engagement/Partnerships

Recommendation	District Action(s)	Date
4.7-3: Create a multimedia version of the “What you need to know before you go into a school?” training.	<u>NEED:</u> *Review Summer 2014 – collaborate with Talent Development and others to create and communicate training	
4.7-4: Communicate to community service providers the BCPS student eligibility requirements that lead to student referrals for their services.	<u>NEED:</u> *Campaign advertising how to access SP&P with state eligibility requirements *Projected Implementation: Fall 2014	
4.7-5: Commence monthly meetings of community service providers.	<u>INITIATED:</u> *Review Summer 2014 - process/notice, etc. *Behavioral health providers met *Pre K and other providers needed	

Child Find – Birth through Age Five

Recommendation	District Action(s)	Date
<p>4.8-1: Request that parents and/or guardians complete a customer service poll at each point of contact to solicit feedback regarding barriers they may have experienced in accessing the Child Find services.</p>	<p><u>INITIATED/ON-GOING:</u> *Refined processes *Current survey on pilot conducted *Need implementation of overall process *Create a customer service tool (Survey Monkey) to obtain parent feedback on satisfaction with the child find process. *Currently implemented *Survey Monkey is set up and parents are encouraged to complete the survey (8 questions) after the staffing. For those that have completed the survey the results are: 98.34% Agree "When you contacted the Child Find and Preschool office, the process and procedures were explained to you." 98.31% Agree "The person you communicated with asked follow up questions and made sure your concerns were understood." 97.78% Agree "If needed/requested, the person shared additional resources with you." 99.44% Agree "The evaluation team made my child and I feel comfortable." 99.43% Agree "During the evaluation the team answered my questions and concerns." 100% Agree "I felt I was an active participant in the evaluation process." 100% Agree "The initial staffing for my child was a positive experience." 100% Agree "All of the questions and concerns regarding my child and his/her needs were addressed."</p>	<p>10/20/14</p> <p>02/2016</p>
<p>4.8-2: Revise the policy regarding obtaining consent for evaluation from parents of Pre K children who do not pass the screening to include seeking consent as soon as possible, preferably on the same date as the screening.</p>	<p><u>COMPLETED:</u> *Moved to direct evaluations *New process was shared which allows for intake and assessment on the same day for eligible students</p>	<p>09/02/14</p>
<p>4.8-3: Establish an internal workgroup to solicit input from size-alike peer districts and/or regional neighboring districts to identify aspects of the district's Pre K Child Find System that require or would benefit from redesign or restructuring.</p>	<p><u>INITIATED/ON-GOING:</u> *Review Summer 2014 *Size-alike peer group asking us to present to them our action plan *In the process of collecting info from size-alike districts on child find procedures *ESE Director participates in quarterly size-alike meetings; select supervisors have also attended these meetings</p>	
<p>4.8-4: Add at least two permanent Pre K Assessment Teams to those currently in place.</p>	<p><u>COMPLETED:</u> *Two additional teams have been hired. *A third team has also been hired.</p>	<p>09/02/14 08/2015</p>

Child Find – Birth through Age Five

Recommendation	District Action(s)	Date
<p>4.8-5: Make all contracts of staff required for Pre Kindergarten evaluations 216-day contracts and evaluate the possibility of compressing screening and evaluation sessions.</p>	<p><u>INITIATED:</u> *Implemented strategies and process change. *Will monitor impact and review additional needs monthly *Funding is available. *Working with Budget/HR to convert positions from 196 to 216 *All staff will have the option of working 216-calendar. Official change will take place for 2016-2017 school year.</p>	<p>09/2015 10/2015</p>
<p>4.8-6: Implement policies to provide for stronger district control of basic ESE programmatic decisions, including the location of specialized program clusters or classrooms such as PreK ESE classrooms.</p>	<p><u>INITIATED/ON-GOING:</u> *Increased enrollment, federal mandate *PreK Coordinator works collaboratively with Demographics/Boundaries, OSPA Directors and Transportation to identify new school/class sites as preschool enrollment increases.</p>	<p>08/2014 On-going</p>
<p>4.8-7: Focus efforts to expand the capacity of the PreK ESE program on providing more inclusive placements, including providing services and supports to children in community-based early care/child care programs.</p>	<p><u>INITIATED/ON-GOING:</u> *Integrated w/Head Start *Review Summer 2014 – community support strategies *Agency placements are always considered during initial staffings, if student needs can best be met at a Preschool Agency. *Opening two additional VPK/ESE Preschool Integrated classes for the 2016-2017 school year.</p>	<p>On-going Upcoming</p>

Referral, Evaluation, and Eligibility – Ages Six through 21

Recommendation	District Action(s)	Date
4.9-1: Develop an infrastructure to create and support a seamless CPS/Rtl system within a framework of MTSS across all BCPS schools.	<u>COMPLETED:</u> 2013-2014 school year *System developed and ready for roll out Summer 2014	2013-2014 school year
4.9-2: Ensure all stakeholder groups are represented in the committee or workgroup engaged in developing CPS/Rtl procedures and resources, and monitor the process to ensure the individuals selected to participate are knowledgeable, committed, and actively involved.	<u>COMPLETED:</u> 2013-2014 school year *System developed and ready for roll out Summer 2014	2013-2014 school year
4.9-3: Incorporate resources to support social/behavioral development in addition to academic achievement into all MTSS and CPS/Rtl reforms.	<u>COMPLETED:</u> during the 2013-2014 school year/ <u>ON-GOING:</u> *System developed and ready for roll out Summer 2014; *Training provided to all principals and assistant principals *Professional Development training is available via Brainshark regarding ESE Counseling Services. Training is available at any time staff sign in. Contact information is on the Brainshark to have additional face-to-face training done at any school upon request. http://app.brainshark.com/brainshark/brainshark.net/salesportal/title.aspx?pi=zBlz9PFFHz0z0	08/17/15
4.9-4: Expand the existing body of CPS/Rtl tools to include explicit guidance and technical assistance on the establishment and consistent implementation of decision rules for assessing intervention effectiveness as well as a uniform understanding of what constitutes reasonable and/or sufficient intervention efforts prior referring a student for evaluation.	<u>INITIATED:</u> 2014 *Continuous for the 2014-2015 school year and beyond	2014-2015 school year
4.9-5: Use the significant knowledge base and expertise within Psychological Services to assist in the development of an effective support structure for schools as they development more effective CPS/Rtl processes.	<u>INITIATED:</u> 2013-2014 school year/ <u>ON-GOING:</u> *Psych Services Coordinator serves as part of the team *Continuous with each quarter and year-end review	2013-2014 school year

Referral, Evaluation, and Eligibility – Ages Six through 21 – Continued

Recommendation	District Action(s)	Date
<p>4.9-6: Analyze the referral and eligibility data for all schools, disaggregated by level, to determine the extent to which schools are successfully identifying students with disabilities and to ensure that there are no patterns of either over- or under-referral across schools.</p>	<p><u>INITIATED:</u> *SSI & ESE will collaborate on data and monitoring <u>INITIATED:</u> at the elementary level Spring 2014; *Will expand to all schools during 2014-15; *Principals to present data at Cadre meetings *MTSS/Rtl District Leadership Team Identify criteria and supports necessary to facilitate the process.</p>	<p align="center">03/2016</p>
<p>4.9-7: Conduct a review of student referral records to identify the extent to which teams engaged in the problem solving process adhere to the criteria for referring students for evaluation without unnecessary delay.</p>	<p><u>INITIATED:</u> 2014 *Process for review to be established by District Rtl Leadership Team by November 2014 *MTSS/Rtl District Leadership Team Identify criteria and supports necessary to facilitate the review process.</p>	<p align="center">03/2016</p>
<p>4.9-8: Provide technical assistance and support to foster team member confidence in the integrity and validity of the data produced through CPS/Rtl, in conjunction with actions taken to revise and/or enhance MTSS and the CPS/Rtl process.</p>	<p><u>INITIATED:</u> 2014 *Process for review to be established by District Rtl Leadership Team by November 2014 *Professional Development provided by University of South Florida PS/Rtl Project Team to MTSS/Rtl Team on evidenced-based implementation fidelity tools. January 2016 *Implementation of Fidelity planning started. January 2016</p>	<p align="center">01/2016</p>
<p>4.9-9: Establish a committee of district and school-based staff involved in referral, evaluation, and eligibility of students with disabilities to evaluate the extent to which current district practices related to specific learning disabilities (SLD) align with written policies of the state and district.</p>	<p><u>INITIATED:</u> *ESE Supervisors/Psych Services – review of Rtl data</p>	<p align="center">10/2014- 08/2015</p>
<p>4.9-10: Investigate the potential reason for the increasing trend in SLD in BCPS compared with a decreasing trend in the peer school districts, concurrent with the previous recommendation to evaluate practices related to SLD.</p>	<p><u>INITIATED:</u> *ESE Supervisors/Psych Services *Review of Rtl data</p>	<p align="center">On-going; Monitoring</p>

Referral, Evaluation, and Eligibility – Ages Six through 21 – Continued

Recommendation	District Action(s)	Date
4.9-11: Implement policies that clearly establish the roles, responsibilities, and authority of members of the multiple teams involved in ESE functions, including CPS/Rtl teams, eligibility staffing committees, and IEP teams.	<u>INITIATED:</u> *SSI – Rtl *ESE Admin – Staffing & IEP; completed	

Individual Educational Plans

Recommendation	District Action(s)	Date
4.10-1: Review the alert system in EasyIEP™ to identify ways it can be used more effectively to notify users of upcoming changes to functionality, revised content, or new compliance requirements.	<u>COMPLETED:</u> *EasyIEP has alerts in place that will go to their emails; *Anticipate the ESE Specialist Coaches helping with this	09/2015
4.10-2: Solicit input from BCPS Program Specialists, school-based ESE Specialists, and ESE teachers and service providers regarding ways the current IEP system could be enhanced to proactively guide teams in developing high quality IEPs.	<u>INITIATED/ON-GOING:</u> *Review Summer 2014 *Obtain Input Fall 2014 *District compliance staff and other stake-holders reviewed the state's PEER system and have decided to remain with the current system due to the fragility of our ESE Specialist position at this time *Current IEP System has been updated to include stakeholders recommendations and enhancements.	10/2015
4.10-3: Assess the level and type of support currently in place for EasyIEP™ to determine if it is sufficient to meet the needs of all users, including new hires and experienced teachers, with regard to content and technical support.	<u>NEED:</u> *Review Summer 2014 *Conduct Needs Assessment of end-user *The addition of two staff would allow the District team to assist new users with issues *Secretarial assistance for access and password resets has been provided	09/2015
4.10-4: Review local policies regarding IEP development and content, assess their impact on quality and efficiency of services, and identify potential benefits and pitfalls inherent in requiring procedures or content that goes beyond federal and state requirements.	<u>NEED:</u> *Review process Summer 2014/Fall *Team to identify	

Individual Educational Plans – Continued

Recommendation	District Action(s)	Date
<p>4.10-5: Include data-based analysis of the potential impact of requiring draft IEP components five days prior for every IEP team meeting in the district's review of local policies recommended above.</p>	<p><u>INITIATED:</u> *District data collection Fall 2014 needed; each school year *Superintendent mandate and best practice with facilitated IEP (FIEP) to improve meaningful participation in IEP meetings. *Instituted cover letter and parent participation form (PPF) to ensure parent engagement.</p>	<p align="center">04/20/15</p>
<p>4.10-6: Enhance the training components related to measurable annual goals and internal methods for monitoring and oversight to ensure IEP team members consistently apply what is learned during training. Continue to reinforce the importance of incorporating multiple data sources, including results of classroom, benchmark, and standardized assessments.</p>	<p><u>INITIATED/ON-GOING:</u> *Use of ESE Specialist Field Coaches *Develop Compliance Module IEP goals training</p>	<p align="center">02/2016</p>
<p>4.10-7: Enhance the training related to measurable postsecondary goals and internal methods for monitoring and oversight to ensure they reflect an observable, measurable action that will occur in the future (after graduation or obtaining the age of 21), and correspond in a meaningful and reasonable way to the students interests, skills, and abilities as described in the present level statement</p>	<p><u>NEED:</u> *Review Summer 2014 *Develop Compliance Module for postsecondary goal *Communicate to all stakeholders</p>	

Individual Educational Plans – Continued

Recommendation	District Action(s)	Date
<p>4.10.8: Examine current guidance being provided to IEP teams regarding service decisions and ensure that it clearly and accurately describes the team’s obligation and authority to include in the IEP the services and supports necessary to provide a free appropriate public education (FAPE) in the least restrictive environment.</p>	<p>INITIATED/ON-GOING: *Address through monthly ESE Specialist meetings and small group training sessions *ESE Field Coaches will assist in consistency of implementation *Addressed through Facilitate IEP Trainings</p>	<p>08/2014 08/2014 03/2014</p>
<p>4.10-9: Implement policies that clearly establish authority of members of a duly constituted IEP team to fulfill their assigned roles and responsibilities</p>	<p>INITIATED: *Continue the roll out of the facilitated IEP process *Continue scenario-based trainings and applied learning opportunities for monthly ESE Specialist meetings.</p>	<p>03/2014 10/2014</p>
<p>4.10-10: Conduct an in-depth review of IEP implementation, focusing on services that are not directly tied to ESE course enrollment (e.g., support facilitation, consultation, collaboration) and that are provided on an itinerant basis (e.g., speech and language therapy, counseling, occupational therapy, physical therapy).</p>	<p>INITIATED/ON-GOING: *Embedded within other recommendations – review needed *Develop Support Facilitator Training Module *Develop Speech Language training to include logging *ESE Counselors provide all documentation on a database that can be tracked. The documentation is linked to the IEP. Individual reports are pulled for implementation to ensure adherence to the IEP.</p>	<p>08/17/15</p>
<p>4.10-11: Establish a workgroup, comprised of school leaders and district staff, to develop procedures for ensuring IEPs are implemented in their entirety, focusing on both the subject of instruction (i.e., annual goals) and the amount and type of service required (e.g., direct ESE support, consultation, collaboration, and accommodations).</p>	<p>NEED: *Review Summer/Fall 2014 *Create a workgroup to ensure that IEPs are implemented in their entirety. Especially focused on support facilitation and related services. (support facilitation modules, included)</p>	

Transition/Matriculation		
Recommendation	District Action(s)	Date
4.11-1: Create a district matriculation procedure for promoting students with disabilities from elementary to middle school.	COMPLETED: *Review and revise matriculation memo and best practices for 2014-2015 school year final edits taking place by February 2016. *Convene a parent group to discuss transition through the grade levels- Completed *Matriculation Manual has been completed January 2016	01/2016
4.11-2: Assess existing matriculation activities throughout Broward County Public Schools and develop a resource guide of best practices.	COMPLETED: *Review and revise matriculation memo and best practices *Convene a parent group to discuss transition through the grade levels	01/2016
4.11-3: Create a district protocol for students with disabilities matriculating from middle school to high school to ensure that appropriate and sufficient supports and services are in place to meet each student's needs.	COMPLETED: *Review Summer/Fall 2014 *Projected Implementation: Spring 2015 *Review and revise matriculation practices *Convene a parent group to discuss transition through the grade levels	01/2016
4.11-4: Conduct a comprehensive review/evaluation of all transition programming, with a focus on how schools are implementing vocational education for ESE students, and develop a guide based on researched best practices and effective service delivery models.	INITIATED/ON-GOING: *Review Summer/Fall 2014 *ESE Transition Services Supervisor and CTACE Curriculum Supervisors are collaborating to develop vocational programs.	10/2014
4.11-5: Utilize the training, technical assistance, and resources provided by the Project 10: Transition Education Network to develop a comprehensive transition program in BCPS secondary schools.	INITIATED/ON-GOING: *Re-established partnership with Project 10; each school year	11/2014
4.11-6: Increase the monitoring of students with disabilities who are academically successful and consider participation in accelerated academic programs in transition planning, as appropriate.	NEED: *Review Summer/Fall 2014; each school year	

Transition/Matriculation – Continued

Recommendation	District Action(s)	Date
<p>4.11-7: Offer Modified Occupational Completion Points (MOCPs) for vocational education to increase opportunities for vocational education or employability skills training for high school students with disabilities.</p>	<p><u>NEED:</u> *Review Summer/Fall 2014; each school year</p>	
<p>4.11-8: Revise the district’s pupil progression plan to specify the availability of MOCPs.</p>	<p><u>NEED:</u> *Review Summer/Fall 2014; each school year</p>	
<p>4.11-9: Expand capacity in meeting the needs of adult students with disabilities who desire or would benefit the most for community-based services that are not housed on a traditional school campus, and ensure that all students who are eligible for and would benefit from a program have the opportunity to participate.</p>	<p><u>INITIATED:</u> *Meetings held with CTACE to identify opportunities for adult learners</p>	<p>10/2014</p>
<p>4.11-10: Establish an easily located page on the Division of Exceptional Student Education and Support Services website to provide parents, students, and staff members with informative and action-oriented information and links to the array of specialized transition programs available across the district.</p>	<p><u>NEED:</u> *Review Summer/Fall 2014; each school year</p>	
<p>4.11-11: Establish collaborative relationships among transition directors and specialists in the other enrollment group districts.</p>	<p><u>COMPLETED/ON-GOING:</u> *Review Summer/Fall 2014; each school year</p>	<p>08/2014</p>
<p>4.11-12: Review the business requirements completion of the EasyIEP™ summary of performance to ensure that the logic and flow of the final document are not compromised by efforts to streamline the process.</p>	<p><u>NEED:</u> *Review Summer/Fall 2014; each school year</p>	

Transition/Matriculation – Continued

Recommendation	District Action(s)	Date
<p>4.11-13: Review the summary of performance form to determine if the information regarding a student’s status as an English language learner is necessary. If so, provide training to staff responsible for completing the SOP to ensure a description is provided of ELL services and, if not, delete this section of the form.</p>	<p>INITIATED/ON-GOING: Review Summer/Fall 2014 *BCPS summary of performance was adopted from Council for Exceptional Children *Current information was reviewed and deemed to be necessary. *Collaborating with ESOL department in training of WIDA 2.0 & ACCESS WIDA for students on Access Points</p>	<p>10/20/14</p>

Inclusionary Practices

Recommendation	District Action(s)	Date
<p>4.12-1: Identify avenues to increase the level of specialized programmatic support available to all schools (e.g., behavior management, characteristics of ASD, access points and functional performance).</p>	<p>INITIATED: during the 2013-2014 school year/ON-GOING: *Continuous – Secondary Support Model, STEM curriculum Access, Newly Revised Access Point Training *Ads for six (6) new District Behavior Technician’s (one per team, including PreK) are currently posted. *Hired six additional district behavior technicians *Submitted a request for additional program specialists for the curriculum teams</p>	<p>10/2015 12/2015 03/2016</p>
<p>4.12-2: Conduct a review of current policies and practices regarding routine use of counseling as a primary source of support.</p>	<p>COMPLETED: during the 2013-2014 school year *Review of federal law, etc. *Task Force to continue *ESE Counseling according to the State TAP can only be added after examining the needs. ESE Counselors provide checklists to staff to begin to examine the need for services. Services are not routinely added until this is done. Brainshark completed to assist staff in understanding this area.</p>	<p>08/17/15</p>
<p>4.12-3: Enhance technical assistance provided to principals to reinforce the expectation that IEP teams consider the unique and individualized needs of a student first, and then work with school leadership to ensure the necessary supports are available.</p>	<p>INITIATED: during the 2013-2014 school year/ON-GOING: *Part of IEP goals training; included in Support Facilitation Training</p>	<p>02/2016</p>

Inclusionary Practices – Continued

Recommendation	District Action(s)	Date
<p>4.12-4: Establish stronger district control of basic ESE programmatic procedures, including ensuring that sufficient special education, related services, and supplementary aids and services are available within each school to meet the needs of its students to the extent possible, and implement guidelines for reasonable caseloads and workloads.</p>	<p><u>INITIATED/ON-GOING:</u> 2014 *Continue to participate in budget conferences/process</p>	<p>01/2014</p>
<p>4.12-5: Provide training and/or technical assistance encouraging principals to pursue innovative and productive strategies to improve the effectiveness of ESE programs in their schools.</p>	<p><u>INITIATED:</u> during the 2013-2014/<u>ON-GOING:</u> * One School Community Initiative & ESE Leadership Credential Program</p>	<p>2013-2014 school year</p>
<p>4.12-6: Review recent organizational and staffing changes and current positions and develop strategies for increasing schools access to district-level program areas specialists and support services.</p>	<p><u>INITIATED:</u> during the 2013-2014/<u>ON-GOING:</u> *ESE Specialist Field Coach</p>	<p>08/2014</p>
<p>4.12-7: Evaluate current practices related to IEP team decisions regarding placement decisions that require the student to transfer to a traditional school campus other than the zoned school (i.e., cluster site) or to an ESE center school.</p>	<p><u>INITIATED:</u> during the 2013-2014 school year *Center Principal Task Force</p>	<p>2013-2014 school year</p>
<p>4.12-8: Expand efforts to identify high-quality regular early childhood programs within the community, and increase the district’s portfolio of inclusive programs for young children with disabilities by increasing the number of contracted placements and implementing a push-in model of support.</p>	<p><u>INITIATED:</u> during the 2013-2014/<u>ON-GOING:</u> *Implementation new integrated programs during the 2014-2015 school year</p>	<p>2013-2014 school year</p>

Performance and Instruction of Students

Recommendation	District Action(s)	Date
<p>4.13-1: Evaluate the effectiveness of the action initiatives to determine continuation, modification, and expansion.</p>	<p><u>NEED:</u> *Continuous monitor/modify *Continuation of Quarterly Data Chats and consultation with ESE research specialist on data being collected</p>	
<p>4.13-2: Establish opportunities for collaborative planning for special and general education teachers using common lesson planning tools and templates.</p>	<p><u>INITIATED/ON-GOING:</u> *Review Summer/Fall 2014 *Develop resources via the Support Facilitators Module *These tools are embedded in Support Facilitation Training *Schools have to send a team consisting of general education and ESE teachers. *Collaborative planning and flexible scheduling are addressed in this training. *Trained 56 school teams in support facilitation *Will be initiating a separate flexible schedule training in the fall of 2016</p>	<p align="center">03/2016</p>
<p>4.13-3: Incorporate high-yield strategies and formative assessment throughout instruction.</p>	<p><u>INITIATED:</u> *Review Summer/Fall 2014 *Align w/professional development *Embedded and highlighted high yield strategies in the design of professional learning opportunities. *High yield strategies have been embedded into professional development and program standards</p>	<p align="center">09/2014</p>
<p>4.13-4: Participate in the Strategic Intervention Model and Content Enhancement Routines training offered by FDLRS, and establish pilot sites in BCPS secondary schools for implementation.</p>	<p><u>INITIATED/ON-GOING:</u> *Review Summer/Implement during the 2014-2015 school year *District Staff will be facilitating SIM professional learning *District staff will be identified to build capacity for training in strategies.</p>	
<p>4.13-5: Identify instructional materials and curricula being used in special programs and develop a district-approved bank of resources that support the instruction of access points to the general education curriculum.</p>	<p><u>COMPLETED/ON-GOING:</u> *Access Curriculum updates (STEM/Writing) *PreK pilot; two new curriculum resources identified *Attainment Core Content Collection purchased for 14 High Schools as year one (1) roll out; training and implementation started 9/24/15. Feedback is positive *K-8 Access Points Instructional Framework is complete; anticipate 9-12 framework being complete by January. *Roll out through Access Points trainings throughout the spring. *Adding assessment resources and full implementation *Updated Basic Equipment Lists for ASD, InD, and SVE programs</p>	<p align="center">09/2015</p> <p align="center">07/2015</p>

Performance and Instruction of Students – Continued		
Recommendation	District Action(s)	Date
<p>4.13-6: Adopt a life-centered curriculum for students with disabilities who are not being successful in general education and create opportunities for graduation with special diploma based on employability skills.</p> <p>Merit diploma; collaborate with Project 10 (Discretionary Project) to identify/align life-centered curriculum with employability skills</p>	<p><u>INITIATED/ON-GOING</u></p> <ul style="list-style-type: none"> -Review needed – change in legislation may impact -Consider SB 850 impacts in discussions; focus on industry certification needed -Six programs for students receiving a modified curriculum were provided employment training and job placement -Life-centered curriculum was piloted at 10 schools, but was deemed to high. -Attainment Core is currently used at 14 high schools 	<p>08/20/15</p>