



Remaining Evergreen Independent Review Recommendations

RECOMMENDATION NUMBER/ DESCRIPTION:	ACTION STEPS/STRATEGIES	DATE
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.	SY 16-17 – total number of schools trained (both elementary and secondary) is 82 with 222 participants. Some schools have sent multiple teams	03/01/2017
4.1-6: Update ESE job descriptions to accurately reflect job duties, necessary education, experience, physical requirements, and accountability measures.	Job description was revised/reviewed by leadership. Revised description was sent to appropriate department for review and is tentatively scheduled to be presented at a Board meeting Spring 2017.	Spring 2017

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4.2-3: Protect the effective use of staff time by setting and adhering consistently to priorities for services	<ul style="list-style-type: none"> • Segments of the AT Referral Process with examples highlighted at monthly ESE Specialists meetings • 2017 Summer Institute on Assistive Technology is being planned. 	03/16/2017 03/06/2017
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. (previously completed)	Met with Middle School Assistant Principals on 3/16/17 to review matriculation	03/16/17
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.	<ul style="list-style-type: none"> • Coordinators of Psychological Services have met individually with each school psychologist to discuss collaborative-problem solving and referral processes at their assigned schools. School psychologists are encouraged to assist school-based teams in appropriately identifying students suspected of having a disability. • Spreadsheet of data analysis by school has been shared with Adrienne Dixson of DPI to share with Rtl coaches to provide additional support to schools regarding their collaborative-problem solving processes. 	Spring 2017
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.	Implementation of fidelity planning started	February – March 2017
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).	Work group consists of Cadre Directors, Select Curriculum Supervisors, and Principal	December 20, 2016
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.	Met with 9 th grade students by January 2017; February 2017	On-going
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.	Miramar high school, District and CTACE staff have begun planning to offer and implement CTE instruction, to include MOCPs in automotive and culinary arts classes for students with disabilities, grades 11 & 12, for SY 17/18	School Year 2017 - 2018

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4.11-8: Revise the district's pupil progression plan to specify the availability of MOCPs.	Met with Policy 6000.1 committee to add language regarding the availability of MOCPs to the District's Pupil Progression Plan for students with disabilities	School Year 2017 - 2018
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. (previously completed)	*K-8 Access Points Instructional Framework is complete	Completed January 2017