

**Exceptional Student Education Community Task Force**  
**June 1, 2015 Meeting**

Number	Discussion Items - (All Levels)	Staff Input	Task Force Input
1.	District to develop job description for Support Facilitator at all levels.	Sample from Support Facilitation Job Description	See Meeting Notes/Minutes
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.	Decreased caseload to approximately 50 through the budget conferences	See Meeting Notes/Minutes
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).	See Meeting Notes/Minutes	See Meeting Notes/Minutes
4.	Hire an additional Assistive Technology (AT) Program Specialist – AT Contact assigned at every school.	ATs will be established at focused school sites where are special programs based on bond program roll out.	See Meeting Notes/Minutes
5.	Response to Intervention process – more parent engagement and education\	See Meeting Notes/Minutes	See Meeting Notes/Minutes
6.	12 Behavior Technicians (Two per each team – there are six teams including PreK team)	Additional Behavior Tech's will be considered through grant writing, no update at this time	See Meeting Notes/Minutes
7.	One Teacher of Behavioral Support per middle school (per old model)	Will be considered through grant writing, no update at this time	See Meeting Notes/Minutes
8.	Behavior Supervisor (per old model)	See Meeting Notes/Minutes	See Meeting Notes/Minutes
9.	Summer training for Support Facilitators	See Meeting Notes/Minutes	See Meeting Notes/Minutes

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10.	Training for paraprofessionals the week before school begins so that they are adequately prepared to meet the complex needs of students.	Educational Support Professionals (ESPs) Summer Institute will be provided on July 13-15, 2015. Training will focus on effective educational and behavioral strategies for the paraprofessional working with SWDs. Topics include job responsibilities, ethical considerations, overview of the disability and the educational impact, instructional strategies and behavioral interventions.	See Meeting Notes/Minutes
11.	Purchasing process to ensure that technology is purchased and received	Point of contact has been identified in purchasing department to trouble shoot and problem solve issues regarding AT purchases.	See Meeting Notes/Minutes
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.	See Meeting Notes/Minutes	See Meeting Notes/Minutes
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.	This is happening on an ongoing basis through department heads, team, and through inquiry through district ESE office	See Meeting Notes/Minutes

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14.	Accountability process in place to ensure that administration spends IDEA dollars on ESE students. Add curriculum and supplies to Staff Report.	Curriculum Supervisors participated in budget conferences in April, will monitor spending on staff and supplies through the summer and fall	See Meeting Notes/Minutes
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.	See Meeting Notes/Minutes	See Meeting Notes/Minutes
16.	Establish Parent Volunteer program (Evergreen Report Recommendation 4.6-7) Refer to ACE initiative and modify	See Meeting Notes/Minutes	See Meeting Notes/Minutes

Number	Discussion Items - (ESE Preschool)	Staff Input	Task Force Input
1.	Establish PreK class caps of 6 students per Intensive Classroom and 12 students per Specialized Classroom.	See Meeting Notes/Minutes	See Meeting Notes/Minutes
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.	See Meeting Notes/Minutes	See Meeting Notes/Minutes
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.	See Meeting Notes/Minutes	See Meeting Notes/Minutes
4.	Update curriculum for PreK classrooms to include innovation – Namely Teach Town and Letter People	See Meeting Notes/Minutes	See Meeting Notes/Minutes

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Number	Discussion Items - (Middle Schools)	Staff Input	Task Force Input
1.	Establish formal matriculation process to ensure success from day-one	Summer Writing Team will develop matriculation/transition manual; stakeholder involvement will be enlisted in developing. Training for ESE Specialists will occur in September and March	See Meeting Notes/Minutes
2.	Decrease caseloads of Support Facilitators – create system to calculate “appropriate caseload” per support facilitator.	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	See Meeting Notes/Minutes
3.	Give careful consideration to the schedule of ESE students by school administration and guidance counselors.	Collaborate with FIN in flexible scheduling training, and reinforce scheduling through the role out of Support Facilitation Model	See Meeting Notes/Minutes
4.	All middle schools and high schools to have support model	Added 10 new SSSM sites based on student need for the 2015-2016 school year, matriculation projections, high school phase in plan begins 2016-2017 school year when student groups matriculate	See Meeting Notes/Minutes

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Number	Discussion Items - (Middle Schools – Continued)	Staff Input	Task Force Input
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).	See Meeting Notes/Minutes	See Meeting Notes/Minutes
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”.	Curriculum Supervisors will ensure that standards are being followed by conducting quarterly SVE classroom standards Walkthrough’s	See Meeting Notes/Minutes

Number	Discussion Items - (High Schools)	Staff Input	Task Force Input
1.	Further expand Project Search and WOW programs.	In process- waiting for staff approval	See Meeting Notes/Minutes
2.	District to provide additional staff for secondary transition programs, to include CTACE	Transition team has 5 transition teachers, 1 training specialist, and 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.	See Meeting Notes/Minutes
3.	Determine and financially support CTACE initiatives towards partial industry certifications. This should assist with Evergreen Report Recommendation tem 4.13-6	See Meeting Notes/Minutes	See Meeting Notes/Minutes

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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)	Completed - Training available for all BCPS	See Meeting Notes/Minutes
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.	Available to all staff-parent training schedule for September-day and night training to be available.	See Meeting Notes/Minutes
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.	See Meeting Notes/Minutes	See Meeting Notes/Minutes

Number	Discussion Items - (Communication)	Staff Input	Task Force Input
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.	See Meeting Notes/Minutes	See Meeting Notes/Minutes
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.	See Meeting Notes/Minutes	See Meeting Notes/Minutes