



ESE Community Task Force Input Chart

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	Task Force Input/Update	Date
4.1-1: Expedite filling the position of Director of Exceptional Student Education.	COMPLETED: Accomplished; ESE Director hired March 2014	03/31/14	Addressed-position filled	10/20/14
4.1-2: Reclassify the position of Curriculum Specialist to Curriculum Coordinator.	COMPLETED Aligned in new organization chart as Curriculum Supervisor; positions reclassified -Completion date – approval of new org chart			
4.1-3: Monitor the Division’s goal of shifting its focus to curriculum and instruction. (Examples)	INITIATED in school year 2013-2014; Continuous		Shift in focus to curriculum and instruction for Curriculum Supervisors	10/20/14

District and School Staffing and Support

Recommendation	District Action(s)	Date	Task Force Input/Update	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	INITIATED -Professional development redesign -Expected completion Fall 2014		Task Force will need whole day to discuss	10/20/14
			Discussion regarding support facilitation model, caseloads/formula and pace of instruction for students	11/17/14
			-Need equality from school to school -Need a system to support facilitators by ratio	1/26/15
			-Would like support facilitator numbers from the other counties -Caseload of students per Support Facilitator recommendation of: 18 in Elem, 22 in middle, 25 in high.	2/23/15
4.1-5: Develop a comprehensive plan for addressing hard-to-fill vacancies and strategies to meet this challenge	COMPLETED for SLP positions -Plan includes: In conjunction with HR year round advertising, recruitment ASHA conference and university presentation. -As a result 10 permanent SLP positions have been hired to date. 7 Potential candidates	12/2014		
4.1-6: Update ESE job descriptions to accurately reflect job duties, necessary education, experience, physical requirements, and accountability measures	NEED		-This still needs to be addressed; - Current job description is as same ESE teacher	1/26/15
			-Will look at what other districts are using	
			-Need job description of Support Facilitator -A team of trainers has been identified to conduct support facilitation training.	2/23/15 3/16/15
4.1-7: Restructure the ESE Specialist staffing allocation to allow incremental support within the weighted FTE formula.	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%;		-Task for made a request to increase Calendar for ESE Specialists to a 216 Calendar; -Recommendation: ESE Specialists to be fully funded at 100% at each school and receive an extra period supplement.	10/20/14

District and School Staffing and Support

Recommendation	District Action(s)	Date	Task Force Input/Update	Date
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.	INITIATED SY 13-14 Focus Groups to address and obtain input -Continue SY 14-15		Job Description needs to be revamped and enforced	10/20/14
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 SY 14-15		Task Force will include with Transition presentation -Not all students have access to transition services -Parents want to know about transition opportunities that could benefit their students as early as possible. -Transition pilot initiated at five schools; District staff to provide more details	10/20/14 1/26/15
4.1-10: Ensure curriculum and instructional supports to the schools align with and are integrated within the continuous improvement models.	INITIATED SY 13-14 Model developed, will continue to modify based on data throughout the school year through the year-end review.		-Task Force would like the District to research and purchase PreK curriculum - Need for updated and innovative curriculum for Preschool ESE programs	3/16/15
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.			

ESE Support and Related Services

Recommendation	District Action(s)	Date	Task Force Input/Update	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.	NEED -Assess current practice -Financial impact to the district		-Request to review Organizational chart -Recommendation: Hire AT Program Specialist instead of Supervisor; -Recommendation: Hire Behavior Supervisor	10/20/14 2/23/15

ESE Support and Related Services				
Recommendation	District Action(s)	Date	Task Force Input/Update	Date
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 ATC's at each school site. -Build capacity by educating administration on cases and liability to the district when services are not provided or are interrupted.		ESE & SS Division continues to build capacity at the school level through meetings and trainings	3/16/15
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.	COMPLETED 2014 -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, 2 schools providing additional supplements.	April-May 2014 12/2014	-Continue to examine staffing needs for SLPs to include caseload/workload -Frequency and intensity of services to students should be considered -Concern about support to SLPs was expressed ASHA average recommended caseload is 47; 79% of those surveyed use caseload rather than workload approach. Data should be gathered and shared of caseloads of SLPs for further examination.	10/20/14 2/23/15
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.	INITIATED SY 13-14 Continuous with each quarter and year-end review.		Availability of data at IEP meetings was brought up as a concern -Request for information on OT/PT and SLP caseloads -Recommendation: SLP caseloads to be 60-80	10/20/14 1/26/15 2/23/15
4.2-6: Develop strategies to extend the impact the Assistive Technology Office has on educational opportunities for ESE students in all BCPS schools.	NEED Review Summer 2014 Build capacity at the school level through identifying ATC's at each school site		Hire additional AT Program Specialist	2/23/15
4.2-7: Examine and update reporting processes for assistive technology.	COMPLETED Monthly BATT meetings		Concern that some AT purchases are not received by schools. District staff asked for specific situations because all requested items have been approved, received, and tracked.	3/16/15

ESE Support and Related Services

Recommendation	District Action(s)	Date	Task Force Input/Update	Date
<p>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>	<p>INITIATED SY 13-14 as Pilot -Increased SY 14-15 25 schools -Secondary Support Model program to assist -Continuous review / modify as needed</p>		<p>Question: Plans for expansion of Secondary Student Support Model to high school for school year 2016-2017</p> <p>-Program to expand to high school for 2016-2017; -Need for District level inclusion -Need for classroom setup/technology</p> <p>-Related services are provided as per each student's Individual Education Plan. -Need for training for General Education teachers who have students with disabilities in their classrooms -Recommendation to have each school with Secondary School Support Model to have town hall meeting for their parents -Need for a full continuum of services for students with disabilities -Would like follow up on the middle school SVE model; and would like district to look into hiring a consultant to create the model</p> <p>-Need for clearly defined matriculation process that is used equally across the district. Other large school districts to be consulted as a guide.</p>	<p>10/20/14</p> <p>11/17/14</p> <p>1/26/15</p> <p>2/23/15</p>
<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>	<p>COMPLETED Intern program is funded. Benefits are training with community partners (Universities), our pipeline for new evaluators.</p>		<p>Cost for nine (9) interns is \$227,000</p>	<p>3/16/15</p>
<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>	<p>COMPLETED 6/2014 – hired ESE Specialist for Transportation – processes/accountability relating to IEPs; <i>Transportation</i> – staffing & attendants</p>	<p>06/2014</p>	<p>Legislation states that District's plan routes so far as practical so that elementary 50 minutes and secondary 60 minutes</p>	<p>3/16/15</p>

ESE Support and Related Services				
Recommendation	District Action(s)	Date	Task Force Input/Update	Date
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.	INITIATED - Transportation; -ESE will assist as needed 6/2014 -Hired ESE Specialist for Transportation to assist with processes/accountability relating to IEPs	06/2014	It has been reported that schools with special programs have many children on few buses. (i.e.; Children at EBD programs have many children on bus with one bus aide who does not leave their seat at the back of the bus – where he/she can see everyone.)	
4.2-12: Create a Technology Plan for students with disabilities for the 2014-15 school year.	NEED -Review Summer/Fall 2014 -Revise and review current plan and collaborate with other very large districts.		Ensure that AT Supervisor is involved in all technology development communications. (i.e.; Digital 5)	1/23/15

Use of Funds				
Recommendations	District Action(s)	Date	Task Force Input/Update	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.	INITIATED Budget provide reports/monitoring ESE & SS – assist with programming -Summer 2014 and on-going; -ESE Curriculum Supervisors have participated in budget conferences	April-May 2014	-Teachers should be informed about the budget. - ESE Curriculum Supervisors will participate in upcoming Budget Conferences.	3/16/15
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.	NEED Budget provide reports/monitoring ESE & SS – assist with programming		District staff reviews performance data, student achievement and programmatic costs	3/16/15
4.3-3: Require campus administrators to develop plans for the use of the ESE Guaranteed Allocation and its impact on ESE students.	NEED Budget provide reports/monitoring ESE & SS – assist with programming OSPA – Implementation		Task Force would like to have ESE Guaranteed Allocation Report to list outcomes.	3/16/15

Communication with Stakeholders				
Recommendation	District Action(s)	Date	Task Force Input/Update	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.		Need for parent friendly website with up to date information. ESE Page to be easily accessible.	11/17/14
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	8/2014		
4.4-3: Overhaul the ESE website so that information is organized logically, contains current information, and is visual appealing to BCPS stakeholders.	INITIATED -Summer 2014; -Expected Completion Fall 2014		Task Force members would like the district to provide a user-friendly website to include information about the evaluation process and what parents should look for in reviewing their own school/program for efficiency and support.	11/17/14
4.4-4: Increase awareness of commendable ESE staff, programs, and practices.	INITIATED 2014 -Continue SY 14-15 w/ highlights in newsletter, website & other social media; -Community meetings			
4.4-5: Determine and share the most appropriate translation tools for ESE Specialists to use in daily correspondence with parents.	NEED -Review Fall 2014 -Collaborate with Multi-cultural department as needed -Recommend using "Google translation" to ESE Specialists			
4.4-6: Use social media platforms to further engage ESE stakeholders.	COMPLETED - Currently post on District's Facebook			

Professional Development				
Recommendation	District Action(s)	Date	Task Force Input/Update	Date
4.5-1: Build on the online training for principals and ESE Specialists and ensure that central office administrators are included.	COMPLETED Continuous Review Summer 2014 to enhance current modules		Professional development will be added to each meeting discussion as appropriate	10/20/14

Professional Development				
Recommendation	District Action(s)	Date	Task Force Input/Update	Date
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.	INITIATED Core group alignment concept review began 2014			
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.	INITIATED -Review Summer 2014 -ESE & SS PROGRAM STAFF identified to work with Instruction & Intervention Department to prepare CARE packets for identified schools. -Work with Director to assist cross-divisionally	10/2014	Task Force requested that this item be added to organizational chart discussion	10/20/14
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.	COMPLETED - Currently exists through Talent Development and ESE & SS Division catalog of professional learning.			
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.	INITIATED w/Talent Dev 2014 Revisit division processes related to professional learning opportunities, and timeline of requesting TDAs, etc.		The Task Force expressed concern about professional development needs of ESE Educators	10/20/14
4.5-6: Commit to the professional growth of staff working with ESE students and communicate that commitment through word, planning, and action.	INITIATED -District Staff in process		Need for regular education teachers and paraprofessionals to receive necessary training on strategies and inclusion.	1/23/15
4.5-7: Expand the array of training offered to ESE paraprofessionals, and create targeted training for transportation staff in Broward County Public Schools.	INITIATED Summer PD Review scheduled for June 2014 -ESE will expand/provide additional training		Need Training in inclusion	1/23/15
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.	COMPLETED Facilities point person worked with PD Team to designate additional room for professional learning activities.	10/2014		

Parent Engagement				
Recommendation	District Action(s)	Date	Task Force Input/Update	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.			
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 -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	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 SY 14-15 ESE Director and Chair will develop a formal process to communicate issues with designated response times and dates.		Redesign ESE Advisory's parent survey to obtain direct input from parents on their personal experiences in order to represent community.	11/17/14
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 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 made available in multimedia versions as appropriate.			
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		-Needed per Task Force -Per FDLRS grant, resource guide was created -ESE & SS Manual will be considered as a companion document next school year	10/20/14 3/16/15

Parent Engagement				
Recommendation	District Action(s)	Date	Task Force Input/Update	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.	NEED - Review Summer 2014 -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		Review mentoring program initiated by the Autism Committee of ESE – Volunteers have received training – waiting for final approval.	3/16/15
4.6-8: Develop stringent business rules for issue escalation, and implement a tracking system for entering and tracking parent issues through closure.	INITIATED SY 13-14 -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.	NEED Review Summer/Fall 2014; -Consideration under Policy 1.22 discussions		-There is are four (4) ESE Parent Liaisons assigned to assist with and resolve parent issues	3/16/15

Community Engagement / Partnerships				
Recommendation	District Action(s)	Date	Task Force Input/Update	Date
4.7-1: Increase the speed of response for students needing immediate mental health services.	INITIATED SY 14-15 -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		Request made to have mental health agencies at meetings -This is an issue due to managed care. Partners will expedite the process from referrals from the school system	10/20/14 3/16/15
4.7-2: Develop basic performance measures for community service providers delivering mental health services to students in Broward County Public Schools.	NEED Review Summer 2014 – collaborate w/providers and SSI		-Community service providers attend partnership meetings -New staff participate in 1½ hour training	3/16/15
4.7-3: Create a multimedia version of the “What you need to know before you go into a school?” training.	NEED Review Summer 2014 – collaborate with Talent Development and others to create and communicate training			

Community Engagement / Partnerships

Recommendation	District Action(s)	Date	Task Force Input/Update	Date
4.7-4: Communicate to community service providers the BCPS student eligibility requirements that lead to student referrals for their services.	NEED -Campaign advertising how to access SP&P with state eligibility requirements -Projected Implementation: Fall 2014		Request made to look at referral data five years ago to now Recommendation to adopt Part C calendar requirement for service initiation of 75 days from call to provision of service.	10/20/14 1/23/15
4.7-5: Commence monthly meetings of community service providers.	INITIATED -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	Task Force Input/Update	Date
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.	INITIATED -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	10/20/14		
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.	COMPLETED Moved to direct evaluations New process was shared which allows for intake and assessment on the same day for eligible students	09/02/14		
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.	INITIATED -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.			
4.8-4: Add at least two permanent Pre K Assessment Teams to those currently in place.	COMPLETED Being advertised through Title I grant	09/02/14	Task Forced suggested that additional teams be added to reach goal of being consistent with Part C requirements which is 75 days from initial call to staffing	11/17/14

Child Find – Birth through Age Five

Recommendation	District Action(s)	Date	Task Force Input/Update	Date
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.	INITIATED -Implemented strategies and process change. -Will monitor impact and review additional needs monthly		If this fails to bring district closer to Part-C 75 day window, Task Force would like staff to be moved to a 241 day calendar	11/17/14
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.	INITIATED ; On-going Increased enrollment, federal mandate	08/2014		
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.	INITIATED ; On-going -Integrated w/Head Start -Review Summer 2014 – community support strategies		Consider agency sites as needed to establish lower class size of Specialized PreK programs to Twelve (12) students and Intensive to six (6) children.	2/23/15

Referral, Evaluation, and Eligibility – Ages Six through 21

Recommendation	District Action(s)	Date	Task Force Input/Update	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.	COMPLETED SY 13-14 System developed and ready for roll out Summer 2014		-ESE & SS Division participates in district team meetings -Professional development is currently rolled out via Student Support Initiatives Division	3/16/15 3/16/15
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.	COMPLETED SY 13-14 System developed and ready for roll out Summer 2014			
4.9-3: Incorporate resources to support social/behavioral development in addition to academic achievement into all MTSS and CPS/Rtl reforms.	COMPLETED SY 13-14 System developed and ready for roll out Summer 2014; -Training provided to all principals and assistant principals		-Request made to have Psychological Services staff continue to collaborate with SSI -Provide professional development to educators to identify children for counseling services – not necessarily flagged due to GPA or behavior.	10/20/14 1/23/15

Referral, Evaluation, and Eligibility – Ages Six through 21

Recommendation	District Action(s)	Date	Task Force Input/Update	Date
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.	INITIATED 2014 Continuous for SY 14-15			
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.	INITIATED SY 13-14 Psych Services Coordinator serves as part of the team Continuous with each quarter and year-end review		-Support Services Psych Coordinator continues to participate in district leadership team meetings	2/23/15
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.	INITIATED -SSI & ESE will collaborate on data and monitoring INITIATED at the elementary level Spring 2014; -Will expand to all schools during 2014-15; -Principals to present data at Cadre meetings			3/16/15
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.	INITIATED 2014 Process for review to be established by District Rtl Leadership Team by November 2014		Task Force expressed concern regarding “who” and “how often” Rtl data is reviewed	10/20/14
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.	INITIATED 2014 Process for review to be established by District Rtl Leadership Team by November 2014		-ESE staff will share referral and eligibility concerns with the Student Support Initiatives Division/district leadership team	2/23/15
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.	INITIATED -ESE Supervisors/Psych Svcs – review of Rtl data		-Staff shared that Rtl is the evaluation for LD Parents and staff to be made aware of the parental right for evaluation and RTI to run concurrently.	2/23/15

Referral, Evaluation, and Eligibility – Ages Six through 21

Recommendation	District Action(s)	Date	Task Force Input/Update	Date
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.	INITIATED -ESE Supervisors/Psych Svcs -Review of Rtl data		Task Force expressed concern that Evergreen misinterpreted data; concern that there may be under-identification of students with learning disabilities	10/20/14
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.	INITIATED -SSI – Rtl -ESE Admin – Staffing & IEP; completed		-Recommendation: Include more Rtl awareness training for parents	2/23/15

Individual Educational Plans

Recommendation	District Action(s)	Date	Task Force Input/Update	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.	COMPLETED -EasyIEP has alerts in place that will go to their emails; *Anticipate the ESE Specialist Coaches helping with this		Individual education plans will be added to each meeting discussion as appropriate	10/20/14
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.	NEED -Review Summer 2014 -Obtain Input Fall 2014		-District is reviewing the state IEP system (PEER) for potential use.	3/16/15
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.	NEED -Review Summer 2014 -Conduct Needs Assessment of end-user		-Concern expressed about Easy IEP; and the 5-day draft not being implemented at all schools; although still in place, -Request made to have Facilitated IEP trainings recorded/shared; Need to discuss time constraints	10/20/14
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.	NEED -Review process Summer 2014/Fall -Team to identify		-Individual education plans will be added to each meeting discussion as appropriate. -The facilitated IEP training process has been redesigned for all ESE Specialist; and Principals have been offered opportunities to participate in these trainings.	10/20/14 3/16/15

Individual Educational Plans				
Recommendation	District Action(s)	Date	Task Force Input/Update	Date
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.	NEED District data collection Fall 2014 needed			
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.	INITIATED -Use of ESE Specialist Field Coaches - Develop Compliance Module IEP goals training		-District is using FDOE's model for IEP goals. -FDOE is updating training -District staff will follow state redesigned model when it is rolled out for use. -Opportunities for parent input continue to be a concern.	3/16/15
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	NEED -Review Summer 2014 -Develop Compliance Module for postsecondary goal -Communicate to all stakeholders			
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.	INITIATED -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	08/2014 08/2014 03/2014; ongoing	Applied learning trainings are provided.	3/16/15
4.10-9: Implement policies that clearly establish authority of members of a duly constituted IEP team to fulfill their assigned roles and responsibilities	INITIATED -Continue the role out of the facilitated IEP process -Continue scenario-based trainings and applied learning opportunities for monthly ESE Specialist meetings.	03/2014 10/2014		

Individual Educational Plans				
Recommendation	District Action(s)	Date	Task Force Input/Update	Date
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).	INITIATED -Embedded within other recommendations – review needed -Develop Support Facilitator Training Module *Develop Speech Language training to include logging		-Concern expressed that IEPs are not implemented with fidelity -Want to see the full continuum of services	1/26/15
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).	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)		Task Force would like to leave as a reporting comment.	3/16/15

Transition/Matriculation				
Recommendation	District Action(s)	Date	Task Force Input/Update	Date
4.11-1: Create a district matriculation procedure for promoting students with disabilities from elementary to middle school.	NEED -Review and revise matriculation memo and best practices for SY 14-15 -Convene a parent group to discuss transition through the grade levels		-ESE will come up with a formal guide for matriculation which will include best practices for schools -2015-2016 Anticipated implementation Examine formalized matriculation processes in other large school districts.	1/26/15 2/23/15
4.11-2: Assess existing matriculation activities throughout Broward County Public Schools and develop a resource guide of best practices.	NEED -Review and revise matriculation memo and best practices -Convene a parent group to discuss transition through the grade levels		-Staff shared that a revised matriculation memo was sent out to schools that included suggested best practices -Ensure receiving school has what is needed for students prior to first day of school.	1/26/15 3/16/15
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.	NEED Review Summer/Fall 2014 Projected Implementation: Spring 2015 *Review and revise matriculation practices *Convene a parent group to discuss transition through the grade levels		Superintendent's office to inform principals of initiatives made by transition supervisor to garner support and follow through on transition initiatives.	11/17/14

Transition/Matriculation				
Recommendation	District Action(s)	Date	Task Force Input/Update	Date
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 Review Summer/Fall 2014 ESE Transition Services Supervisor and CTACE Curriculum Supervisors are collaborating to develop vocational programs.	10/2014	-Task Force requested to have Transition added to 11/17/14 meeting -Further expand Project Search and WOW programs. -Provide additional staff for transition programs to include CTACE development for students with special needs. -Ensure Standing Up For Me curriculum is provided and accessible to all students with disabilities.	10/20/14 11/17/14
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 Re-established partnership with Project 10	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		-Task Force requested that a team look at the transition and matriculation processes across schools/levels. -More focus on self-advocacy is needed -Place students with disabilities first through collaboration of ESE Spec, Sup Facilitator and Guidance to secure teacher choice to those with greatest ability to educate children with special needs.	11/17/14 11/17/14
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.	NEED Review Summer/Fall 2014		Work with CTACE for industry certification development programs for students with special needs.	11/17/14

Transition/Matriculation				
Recommendation	District Action(s)	Date	Task Force Input/Update	Date
4.11-8: Revise the district's pupil progression plan to specify the availability of MOCPs.	NEED Review Summer/Fall 2014		Collaborate with CTACE	11/17/14
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.	INITIATED Meetings held with CTACE to identify opportunities for adult learners	10/2014	Further develop and expand Project Search and WOW models	11/17/14
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.	NEED Review Summer/Fall 2014		Task Force members expressed need for parents to learn about transition programs as early as possible; before child is eligible to participate	1/26/15
4.11-11: Establish collaborative relationships among transition directors and specialists in the other enrollment group districts.	COMPLETED ; On-going Review Summer/Fall 2014	08/2014		
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.	NEED Review Summer/Fall 2014			
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.	INITIATED Review Summer/Fall 2014 BCPS summary of performance was adopted from Council for Exceptional Children	10/20/14	District staff shared that they would research the need to delete information regarding a student's status as an English language learner. If not necessary, staff will delete.	11/17/14

Inclusionary Practices				
Recommendation	District Action(s)	Date	Task Force Input/Update	Date
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).	INITIATED SY 13-14 Continuous – Secondary Support Model, STEM curriculum Access, Newly Revised Access Point Training		-Inclusion will be added to each meeting discussion as appropriate. -All middle and high schools to have and sustain secondary support model. -Sustain 12 behavior tech positions (2 per each ESE team); 1 Teacher of Behavior Support per middle school zone; and 1 Behavior Supervisor.	10/20/14 1/23/15 2/23/15
4.12-2: Conduct a review of current policies and practices regarding routine use of counseling as a primary source of support .	INITIATED SY 13-14 Review of federal law, etc. Task Force to continue		Provide professional development to educators to identify students in need of counseling services.	11/17/14
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.	INITIATED SY 13-14 Continuous; Part of IEP goals training; included in Support Facilitation Training			
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.	INITIATED 2014 Continue to participate in budget conferences/process		Implement and enforce Best Practices and principal accountability to follow best practices.	1/23/15
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.	INITIATED SY 13-14 Continuous One School Community Initiative & ESE Leadership Credential Program		Best Practice accountability – principals to understand and monitor.	1/23/15
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.	INITIATED SY 13-14 Continuous ESE Specialist Field Coach	08/2014		

Inclusionary Practices				
Recommendation	District Action(s)	Date	Task Force Input/Update	Date
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.	INITIATED SY 13-14 Center Principal Task Force		Task Force members expressed concern that Broward does not offer a full continuum of services to students with disabilities – no ASD/EBD/IND programs in middle and high.	1/26/15
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.	INITIATED SY 13-14 Continuous Implementation new integrated programs SY 14-15 Continuous		-Task Force would for district to research the availability of open classrooms within the community to address need for space for PreK students with disabilities. -Agency programs to report space availability.	2/23/15

Performance and Instruction of Students				
Recommendation	District Action(s)	Date	Task Force Input	Date
4.13-1: Evaluate the effectiveness of the action initiatives to determine continuation, modification, and expansion.	NEED -Continuous monitor/modify -Continuation of Quarterly Data Chats and consultation with ESE research specialist on data being collected			
4.13-2: Establish opportunities for collaborative planning for special and general education teachers using common lesson planning tools and templates.	NEED -Review Summer/Fall 2014 -Develop resources via the Support Facilitators Module		Task Force shared need to have mode where general education and ESE teachers are collaborating.	2/23/15
4.13-3: Incorporate high-yield strategies and formative assessment throughout instruction.	INITIATED -Review Summer/Fall 2014 -Align w/professional development -Embedded and highlighted high yield strategies in the design of professional learning opportunities.			
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.	INITIATED -Review Summer/Implement SY 14-15 -District Staff will be facilitating SIM professional learning -District staff will be identified to build capacity for training in strategies.			

Performance and Instruction of Students

Recommendation	District Action(s)	Date	Task Force Input	Date
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.	COMPLETED ; Continuous -Access Curriculum updates (STEM/Writing) -PreK pilot; two new curriculum resources identified		Need for Best Practices to be equitable throughout district.	1/23/15
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. Merit diploma; collaborate with Project 10 (Discretionary Project) to identify/align life-centered curriculum with employability skills.	NEED -Review needed – change in legislation may impact -Consider SB 850 impacts in discussions; focus on industry certification needed		-Fully implement Standing Up for Me self-determination curriculum. -Need for MOCP certification programs – with CTACE support	11/17/14 3/16/15