



## Remaining Evergreen Independent Review Recommendations and Proposed Action Plan

RECOMMENDATION NUMBER/DESCRIPTION:	TEAM LEADERS	TEAM MEMBERS	ACTION STEPS/STRATEGIES	EVIDENCE OF COMPLETION	COST RESOURCES NEEDED	COMPLETION DATE
<p><b>4.1-4:</b> 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>Janice Koblick</p>	<p>Curriculum Supervisors</p>	<ul style="list-style-type: none"> <li>• There are currently 20 elementary schools not funded with a 100% support facilitator.</li> <li>•</li> <li>• Hire the additional number of support facilitators to ensure that each elementary school has a 100% Support Facilitator in order to meet student needs and recommended caseload.</li> <li>• This should not be used to fund dually certified classroom teachers.</li> <li>• Ongoing professional development in support facilitation for schools.</li> <li>• Realign ESE and Support Services Division's organizational chart</li> </ul>	<p>Attend budget conferences to ensure ESE positions are in place for 2017 – 2018 school year</p> <p>On-going</p>	<p>10 Support Facilitator positions needed Average salary - \$55,801 plus fringe \$17,909 = \$73,710 @ 10 = \$737,100</p>	<p>School Year 2017 - 2018</p> <p>On-going</p>
<p><b>4.1-6:</b> Update ESE job descriptions to accurately reflect job duties, necessary education, experience, physical requirements, and accountability measures.</p>	<p>Sonja Clay Charlene Grecsek</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• Revise ESE Family Counselor job description to accurately reflect the role.</li> <li>• The ESE Family Counselor job description was revised/reviewed by leadership. Revised description was sent to the appropriate department for review and is tentatively scheduled to be presented at a Board Meeting in Spring 2017.</li> <li>• Realign ESE and Support Services Division's org chart</li> </ul>	<p>ESE Family Counselor job description and realigned organizational chart approved by the Board.</p>	<p>No cost No cost</p>	<p>Spring 2017</p>

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<p><b>4-1.8:</b> 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>Sonja Clay</p>	<p>Talent Acquisition (Non-Instructional) BTU Labor Relations Legal Curriculum Supervisors ESE Field Coaches</p>	<ul style="list-style-type: none"> <li>• Created memo to offer ESE Specialists opportunity to work 10 days at the end of the 2016-2017 school year</li> <li>• Collected memo responses and provided a copy to Talent Acquisition for processing</li> <li>• Best practices are continually shared via ESE Specialists monthly meetings</li> <li>• Support provided via site visits</li> <li>• Request to extend ESE Field Coach calendar to allow for coaching/mentoring by ESE Field Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• ESE Specialists Extended Calendar memo</li> <li>• Number of ESE Specialists working additional days for the 2016-2017 school year</li> <li>• ESE Specialist meeting sign-in sheets</li> <li>• Log of services/supports provided to school site</li> <li>• ESE Field Coach calendar extension</li> </ul>	<p>ESE Field Coach Calendar Extension \$351,888.</p>	<p>August 2017; On-going</p>

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<p><b>4.1-10:</b> Ensure curriculum and instructional supports to schools align with and are integrated within the continuous improvement models.</p>	<p>Janice Koblick</p>	<p>Curriculum Supervisors</p>	<ul style="list-style-type: none"> <li>• Hire six (6) additional Program Specialists for Curriculum and Instruction. Primary responsibilities to include: supporting students in general education classrooms, modeling and coaching effective instructional strategies for teachers in general education classrooms, assisting schools with scheduling students in order to maximize support, and monitoring all matriculation activities and needs.</li> <li>• Extend the calendar for Program Specialists</li> <li>• Realignment of ESE and Support Services Division's organizational chart</li> </ul>	<p>Each Curriculum Supervisor will have one additional Program Specialist added to their team.</p>	<p>Average Salary (206 day calendar) \$64,776 Fringe: \$19,487 (includes \$8,088 + 17.6% of standard salary) =\$84,253 @ <b>6=\$505,518</b></p>	<p>School Year 2017 - 2018</p>

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<b>4.2-2:</b> Create three Supervisor positions for Assistive Technology, Behavior, and Speech and Language.	Mary Claire Mucenic  Antoine Hickman	N/A	<ul style="list-style-type: none"> <li>Hire one (1) additional Assistive Technology Program Specialist with primary responsibilities of training and supporting school-based Assistive Technology Contacts (ATC), providing support to Assistive Technology Program Specialist and PreK.</li> <li>Identify school personnel to participate in piloting ATC model.</li> <li>Piloted ATC model at six (6) schools</li>   <li>Revise Behavior Coordinator job description</li>   <li>SLP Supervisor hired school year 2013-2014.</li>   <li>Calendar extension for AT Program Specialist</li>   <li>Realignment of ESE and Support Services Division's organizational chart</li> </ul>	<p>Assistive Technology Contacts will be identified at multiple school sites.</p>    <p>Deb Harrington is the curriculum supervisor for SLP/OT/PT.</p>	<p>Average Salary: \$64,776 +Fringe: \$19,487=<b>\$84,253</b> <b>(1 AT Program Specialist)</b></p> <hr/> <p>Stipend of \$1000 for each Assistive Technology Program Specialist Contact (\$1000 X 50 =50,000) <b>Projected Total: \$134,253</b></p> <p>No cost</p> <p>No cost</p> <p>\$3,698 @ 5= \$18,490</p>	School Year 2017 - 2018
<b>4.2-3:</b> Protect the effective use of staff time by setting and adhering consistently to priorities for services	Gwen Lipscomb  Brian Norris	Assistive Technology Team	Refer to 4.2-2, 4.1-4, 4.1-6, 4.1-8	Refer to 4.2-2, 4.1-4, 4.1-6, 4.1-8	Refer to 4.2-2, 4.1-4, 4.1-6, 4.1-8	School Year 2017 - 2018

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<p><b>4.2-5:</b> 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>*Specific to Behavior Support</p> <p><b>*Completed/On-going</b></p>	<p>Beth Williams</p> <p>Gary Grigull</p>	<p>Curriculum Supervisors</p>	<ul style="list-style-type: none"> <li>• Hire two (2) additional Behavior Program Specialist for each District Curriculum Supervisor Team (<b>12 additional Program Specialist for Behavior total</b>)</li> <li>• Extend the calendar for Program Specialists</li> <li>• Realignment of ESE and Support Services Division's organizational chart</li> </ul>	<p>Positions advertised, hired and placed within the ESE department</p>	<p>Average Salary (206 day calendar) \$64,766 Fringe: \$19,487 (includes \$8,088 +17.6% of standard salary) = \$84,253 @ 12 = <b>\$1,011,036</b></p>	<p>August 2017</p>
<p><b>4.2-6:</b> Develop strategies to extend the impact the Assistive Technology Office has on educational opportunities for ESE students in all BCPS schools.</p>	<p>Gwen Lipscomb</p>		<p>Refer to 4.2-2</p>	<p>Refer to 4.2-2</p>	<p>Refer to 4.2-2</p>	<p>School Year 2017 - 2018</p>
<p><b>4.5-2:</b> Move FDLRS to a direct reporting to the Executive Director of the Division of Exceptional Student Education and Support Services. Assemble core groups with common responsibilities to identify strategies to maximize the use of resources to better meet student needs.</p>	<p>Antoine Hickman</p>	<p>ESE &amp; SS Directors</p>	<p>Realignment of ESE and Support Services Division's organizational chart</p>	<p>The organizational chart will reflect changes with the goal to be in line with the Office of School Performance and Accountability and the BCPS Strategic Plan</p>	<p>No cost</p>	<p>School Year 2017 - 2018</p>
<p><b>4.6-9</b> – Establish the role of ESE Parent Liaison within the division of ESE and SS to facilitate and improve parent engagement, and monitor parent issues through resolve</p> <p><b>*Completed/On-going</b></p>	<p>Felicia Starke</p> <p>Sarah Samuels</p>	<p>N/A</p>	<p>Hire two (2) staff members for the School-Parent Liaison</p>	<p>Positions advertised, hired and placed within the ESE &amp; Support Services Division</p>	<p>Standard Salary: \$64,766 Fringe: \$19,487 (includes \$8,088 +17.6% of standard salary) = \$84,253 @ 2 = <b>\$161,110</b></p>	<p>School Year 2017 - 2018</p>

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<p><b>4.8-6:</b> 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>Alex Lopes</p>	<ul style="list-style-type: none"> <li>• Curriculum Supervisors</li> <li>• Elementary Cadre Directors</li> <li>• Transportation</li> <li>• District VPK Supervisor</li> <li>• District Head Start Director</li> <li>• District Title I Director</li> <li>• ESE Preschool Program</li> <li>• Specialists</li> <li>• ESE Preschool Staffing Specialists</li> <li>• Budget</li> </ul>	<ul style="list-style-type: none"> <li>• Identify areas of need/growth based on previous trend data and scheduled evaluations.</li> <li>• Create a work group consisting of Elementary Cadre Directors, transportation, District VPK supervisor, District Head Start Director, ESE preschool program specialists/staffing specialists, Curriculum Supervisors, and Budget to develop ESE preschool policies</li> <li>• Hire staffing specialist with calendar extension (206)</li> <li>• Realignment of ESE and Support Services Division's organizational chart</li> </ul>	<ul style="list-style-type: none"> <li>• Identified needs</li> <li>• List of work group representatives</li> <li>• Meeting schedule</li> <li>• Development and implementation of ESE preschool policy (ies)</li> </ul>	<ul style="list-style-type: none"> <li>• Add one staffing Specialist for Part C. Average Salary: \$64,766 Fringe: \$19,487 (includes \$8,088 +17.6% of standard salary) =\$84,253</li> <li>• Refer to 4.1-10, 4.2-5</li> </ul>	<p>School Year 2017 - 2018</p>

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<p><b>4.8-7:</b> 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>Alex Lopes</p>	<ul style="list-style-type: none"> <li>• Curriculum Supervisors</li> <li>• Elementary Cadre Directors</li> <li>• Transportation</li> <li>• District VPK Supervisor</li> <li>• District Head Start Director</li> <li>• District Title I Director ESE Preschool Program</li> <li>• Specialists</li> <li>• ESE Preschool Staffing Specialists</li> <li>• Budget</li> </ul>	<ul style="list-style-type: none"> <li>• Identify areas of need/growth based on previous trend data and scheduled evaluations.</li> <li>• Meet with Elementary Cadre Directors, transportation, District VPK supervisor, District Head Start Director, District Title I Director ESE, ESE preschool program specialists/staffing specialists, Curriculum Supervisors, and Budget to identify and add additional ESE preschool programs.</li> <li>• Identify benefits of having ESE preschool in their home school</li> <li>• Identify opportunities to partner with community-based early care/child care programs.</li> <li>• Identify VPK partnership opportunities</li> <li>• Identify Head start partnership opportunities</li> <li>• Identify Title I partnership opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• List/calendar of meetings</li> <li>• List of added ESE preschool programs</li> </ul>	<ul style="list-style-type: none"> <li>• Projected FTE</li> <li>• Cost for Community-based programs can range between \$400,000 to almost 2 million per contract.</li> <li>• Refer to 4.1-8, 4.8-6</li> </ul>	<p>School Year 2017 - 2018 On-going</p>
<p><b>4.9-6:</b> 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>Rhonda Said</p>	<ul style="list-style-type: none"> <li>• Jeff Stanley</li> <li>• Silvia Place</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed data reports from BASIS regarding Rtl referrals and referrals submitted to Psychological Services for evaluation</li> <li>• Reviewed data reports from Easy IEP regarding ESE eligibility for initial referrals</li> <li>• Created Spreadsheet of school grades and data from BASIS and Easy IEP to be shared with DPI department, ESE Compliance Staff, and School Psychologists</li> </ul>	<p>Data will be reviewed and identified schools will receive assistance from district staff in processes to better assist in the identification of students with suspected disabilities</p>	<p>No cost</p>	<p>Spring 2017</p>

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<p><b>4.9-8:</b> Provide technical assistance and support to foster team member confidence in the integrity and validity of the data produced through CPS/RtI, in conjunction with actions taken to revise and/or enhance MTSS and the CPS/RtI process.</p>	<p>Emily Goldstein</p>	<ul style="list-style-type: none"> <li>• Diversity, Prevention and Intervention (DPI)</li> <li>• Psychological Services Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• On-going professional development provided by University of South Florida PS/RtI Project Team to BCPS MTSS/RtI Team on evidenced-based implementation fidelity tools.</li> <li>• Implementation of fidelity planning started (initiation date, 02-03/2017).</li> </ul>	<p>RtI/CPS Team composition varies based on the student(s) and the area of concern. Broward County Public Schools MTSS/RtI Manual and Benchmark Checklist outlines best practice for team composition.  <a href="http://www.browardpr evention.org">http://www.browardpr evention.org</a></p> <p>Tiers I, II and III Critical Components Checklists  <a href="http://floridarti.usf.edu/resources/format/pdf/cc.pdf">http://floridarti.usf.edu/resources/format/pdf/cc.pdf</a>  <a href="https://nysrti.org/files/statewide_trainings/tier_iii_critical_components_checklist.pdf">https://nysrti.org/files/statewide_trainings/tier_iii_critical_components_checklist.pdf</a></p>	<p>No cost</p>	<p>September 2014 On-going</p>
<p><b>4.10-11:</b> 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>Sonja Clay Mary Claire Mucenic</p>	<ul style="list-style-type: none"> <li>• Curriculum Supervisors</li> <li>• Cadre Directors</li> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• Establish meeting schedule</li> <li>• Determine effective best practices</li> <li>• Finalize best practices</li> <li>• Based on data/identified school needs, identify pilot sites for implementation</li> <li>• Provide district-wide implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Work group membership list</li> <li>• Schedule of meetings</li> <li>• Best Practices</li> <li>• List of piloted schools</li> <li>• District implementation</li> </ul>	<p>To be determined by work group.</p>	<p>School Year 2017 - 2018 On-going</p>



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<b>4.11-4:</b> 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.	Louis Ruccolo	<ul style="list-style-type: none"> <li>ESE Curriculum Supervisors</li> <li>CTACE Curriculum Supervisor</li> <li>Guidance</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate transition programming in all high schools and technical colleges (including other school districts) to identify current vocational programs and Career Technical Education offerings related to students with disabilities participation and access.</li> <li>Develop guide of service delivery and best practices based on evaluation.</li> </ul>	Creation of Vocational Education guide created.	<p>Printing costs of completed guide manual to be determined</p> <p>No cost</p>	June 2017
<b>4.11-6:</b> Increase the monitoring of students with disabilities who are academically successful and consider participation in accelerated academic programs in transition planning, as appropriate.	Louis Ruccolo	<ul style="list-style-type: none"> <li>Transition Team</li> <li>ESE Curriculum Supervisors</li> </ul>	Data will be gathered and students with disabilities will be monitored in high schools. Accelerated academic programs will be identified for participation of academically successful students, taking into consideration their preferences and abilities.	Increase in number of students with disabilities' participation in accelerated academic programs in high school.	No cost	June 2017
<b>4.11-7:</b> 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.	Louis Ruccolo Beth Williams	<ul style="list-style-type: none"> <li>CTACE</li> <li>Transition</li> </ul>	Miramar High School will develop and add MOCPs for automotive program	Creation/ Implementation of MOCPs	No cost	School Year 2017 - 2018
<b>4.11-8:</b> Revise the district's pupil progression plan to specify the availability of MOCPs.	Louis Ruccolo Beth Williams	N/A	<ul style="list-style-type: none"> <li>Schedule meeting with CTACE to review the pupil progression plan</li> <li>Develop and implement MOCPs</li> </ul>	Creation/ Implementation of MOCPs	No cost	School Year 2017 - 2018
<b>4.11-9:</b> 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.	Louis Ruccolo Beth Williams	Transition Team	<ul style="list-style-type: none"> <li>Created expanded opportunities for students 18 through 21.</li> <li>Currently there are 12 community-based programs. <ul style="list-style-type: none"> <li>SEARCH (2 sites)</li> <li>WOW (2 sites)</li> <li>Agency Programs (2)</li> <li>Career Placement (3)</li> <li>ACCESS (2)</li> </ul> </li> <li>Create program Double Tree</li> <li>Proposed new program Wyndham Hotel</li> </ul>		<p>FTE generated</p> <p>No cost</p>	<p>Completed /On-going</p> <p>School Year 2017 - 2018</p>

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<p><b>4.12-6</b> – Review recent organization and staffing changes and current positions and develop strategies for increasing schools' access to District level program areas/specialists and support services</p> <p><b>*Completed/On-going</b></p>	<ul style="list-style-type: none"> <li>• Felicia Starke</li> <li>• Sarah Samuels</li> </ul>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• Hire staff members for the ESE Specialist Field Coach, Program Specialist for Compliance, and Program Specialist for Charter Schools Compliance positions</li> <li>• Hire 6 additional ESE Specialist Field Coaches</li> <li>• Hire 2 additional Program Specialists for Compliance</li> <li>• Hire 2 additional Program Specialists for Charter Schools/Compliance</li> <li>• Realignment of ESE and Support Services Division's organizational chart</li> </ul>	<p>Positions advertised, hired and placed within the ESE department</p>	<p>Additional six (6) ESE Specialist Field Coach  Standard Salary: \$64,776  Fringe: \$19,487 (includes \$8,088 +17.6% of standard salary)  =\$84,253 @ 6 = <b>\$505,518</b></p> <hr/> <p>Additional two (2) Program Specialists for Compliance  Standard Salary: \$64,776  Fringe: \$19,487 (includes \$8,088 +17.6% of standard salary)  =\$84,253 @ 2 = <b>\$168,506</b></p> <hr/> <p>Additional two (2) Program Specialists for Charter Schools/Compliance  Standard Salary: \$64,776  Fringe: \$19,487 (includes \$8,088 +17.6% of standard salary)  =\$84,253 @ 2 = <b>\$168,506</b></p>	<p>School Year 2017 - 2018</p>

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<p><b>4.12-8:</b> 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>Alex Lopes</p>	<ul style="list-style-type: none"> <li>• VPK Supervisor</li> <li>• District Head Start Director</li> <li>• ESE Preschool Program Specialists</li> <li>• ESE Preschool Staffing Specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with District VPK Supervisor and Head Start Director to identify community partners.</li> <li>• Schedule meetings with community partners.</li> <li>• Develop plan of action to address ESE preschool needs.</li> </ul>	<ul style="list-style-type: none"> <li>• List of community partners</li> <li>• Meeting schedule</li> <li>• Action plan</li> </ul>	<ul style="list-style-type: none"> <li>• FTE generated programs</li> <li>• Refer to 4.1-10, 4.8-7</li> </ul>	<p>School Year 2017 - 2018</p>
<p><b>4.13-6:</b> 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>Louis Ruccolo</p>	<ul style="list-style-type: none"> <li>• Transition Supervisor</li> <li>• Transition Team</li> </ul>	<ul style="list-style-type: none"> <li>• All students are participating in the general education setting and on the regular diploma track - special diploma has been eliminated.</li> <li>• The Life Centered Curriculum was piloted in 10 SVE classrooms during the 2014-15 school year for ACCESS Points students.</li> <li>• ACCESS Points students were not successful with the LCCE Curriculum.</li> </ul>	<p>This recommendation is no longer viable given the new diploma options and the elimination of the special diploma and VE classroom setting.</p>	<p>No cost</p>	<p>Completed June 2015</p>

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<p>Suicide Prevention Initiative</p> <p>Although not in Evergreen Initiative this position would</p> <ul style="list-style-type: none"> <li>• Provide training to peer counseling students and staff at schools</li> <li>• Create training for suicide prevention designees and provide two times per year</li> <li>• Update the Suicide Prevention Manual annually based on data</li> <li>• Respond to suicide crises at schools</li> <li>• Collect, track and respond to data entered in Suicide/Baker Act data base</li> <li>• Coordinate with support by SEDNET Director needed trainings for school staff and students</li> </ul> <p>These tasks are currently provided by ESE Family Counselors within the ESE Department who devote time to training along with counseling responsibilities. This position allows for more consistent training to be completed at more schools and tracked quarterly. 100% of time dedicated to tracking trends, data and supports needed at schools</p>	<p>Mary Claire Mucenic</p> <p>Charlene Grecsek</p>	<ul style="list-style-type: none"> <li>• SEDNET Director</li> <li>• Student Support Initiatives (SSI)</li> <li>• Diversity, Prevention and Intervention (DPI)</li> <li>• Employment Services</li> <li>• Psychologists</li> <li>• ESE Family Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• One masters level counselor position that is dedicated to suicide prevention education and support. \$60,000 (salary and benefits)</li> <li>• Purchase of elementary school curriculum</li> <li>• Add resource page to Literacy Field Guide</li> <li>• Create user friendly suicide/baker act database</li> <li>• Provide training to existing and new staff</li> </ul>	<p>Positions advertised, hired and placed within the ESE department</p>	<p>Average Salary: \$64,776 +Fringe: \$19,487 = \$84,253</p> <hr/> <p>Elementary School Curriculum at \$125 per curriculum times 20 schools = 2,500 plus fees shipment and handling fees= approximately \$3,000.</p>	<p>School Year 2017 - 2018</p>

Grand Total: \$5,948,827