



# ESE COMMUNITY TASK FORCE

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November 17, 2014  
10 am – 1 pm  
Arthur Ashe Jr. Campus

Chair: Stacey Hoaglund  
Facilitator: Sonja Clay, ESE Director

# MEETING AGENDA

- Welcome and Introductions (one minute each)
- Questions and Comments (After each presentation)
- PreK (3-5 Year Olds) Evaluation Timeline
- Secondary Student Support Model
- Transition
- Matriculation
- Individualized Educational Plans
- Topics for Next Meeting – January 26, 2015
- Adjourn

# Defining Our Success



# CHILD FIND BIRTH - AGE FIVE

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# Pre-K (3-5 Year Olds) Evaluation Timeline

Presenter(s): Donna McCann, Mary Claire Mucenic, and Rhonda Said

- Commendations
- Recommendations
- Professional Development
- Communication
- Data
- Budget
- IEP
- Inclusion

# Commendations

- Broward County Public Schools is commended for its seamless transition of toddlers with disabilities served by the local Early Steps to the district's Part B PreK ESE program.
- The FDLRS/Child Find staff and PreK Assessment Team members are commended for the unwavering commitment they demonstrate to the program, the children, and their families.
- The PreK Assessment Team members are commended for the individualized attention evident in the evaluations reviewed, particularly in light of the strain on resources resulting from the high volume of evaluations completed.

# Recommendations

- 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.
- 4.8-2: Revise the policy regarding obtaining consent for evaluation from parents of PreK children who do not pass the screening to include seeking consent as soon as possible, preferably on the same date as the screening.
- 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 PreK Child Find System that require or would benefit from redesign or restructuring.
- 4.8-4: Add at least two permanent PreK Assessment Teams to those currently in place.

# Recommendations - Continued

- 4.8-5: Make all contracts of staff required for prekindergarten evaluations 216-day contracts and evaluate the possibility of compressing screening and evaluation sessions
- 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.
- 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.



# Communication

## Internal

- Create and share Principal's Brainshark "What's New in ESE Preschool"
- Create and distribute a Parent Handbook to be given to parents after ESE PreK staffing explaining ESE Preschool services
- Create and distribute a Teacher Handbook to be given to teachers and ESE Specialists reviewing expectations, best practices, curriculum, etc. for ESE Preschool
- Update ESE Preschool website information

# Communication

## External

- Update ESE Preschool website information – parent/ community information
- Attend and share information at Baby (Special Needs Advisory Coalition) SNAC , Early Steps, and Preschool Agency meetings
- Child Find and Preschool Services Open House, October 3, 2014, at the Wingate
  - Showcased our services
  - 43 Participants - School Board and community members
- Created a Child Find and Preschool Services exit survey for families as they complete the phone call to staffing process

# Inclusionary Practices

- Partnered with Head Start and VPK increasing number of Integrated ESE Preschool classes held within Broward County elementary schools by two (2).
- Add additional Head Start and VPK integrated sites each year.

# Child Find and Preschool Services Exit Survey

- 95.83% of families that completed the survey felt that when they contacted the Child Find office the process and procedures were explained to them.
- 95.65% of families felt that the person they communicated with asked follow up questions and made sure their concerns were understood.
- 95.83% of the families said that when needed the person they spoke to shared additional resources.
- 100% of the families said the evaluation team made their child feel comfortable.

# Child Find and Preschool Services Exit Survey

- 100% said that during the evaluation the assessment team answered their questions and concerns
- 100% of the families said they felt they were an active participant in the evaluation process.
- 100% said that the initial staffing for their child was a positive experience.
- 100% said that all of their questions and concerns regarding their child and his/her needs were addressed during the staffing

# Pre-K Evaluation Data

| Month             | Activity                           | SY 13-14   | SY 14-15         | Improvement      |
|-------------------|------------------------------------|------------|------------------|------------------|
| September         | Scheduled                          | 255        | 260              | Increased by 2%  |
|                   | Attended                           | 181 (71%)  | 208 (80%)        | Increased by 9%  |
|                   | Referred for Evaluation            | 149 (82%)  | 153 (74%)        | Decreased by 8%  |
| October           | Scheduled                          | 243        | 291              | Increased by 20% |
|                   | Attended                           | 184 (76%)  | 251 (86%)        | Increased by 10% |
|                   | Referred for Evaluation            | 145 (79%)  | 176 (70%)        | Decreased by 9%  |
| Averages per year | Wait for Evaluation                | 2-3 months | Same day-2 weeks | Decreased by 83% |
|                   | Wait for Staffing after Evaluation | 1-2 months | 1-2 weeks        | Decreased by 75% |
|                   | Wait from Call to Staffing         | 5-7 months | 4-5 months       | Decreased by 29% |

# Data

- Number of schools with ESE Preschool classes: 83
- Number of ESE Preschool classes: 287
- Number of Agency sites: 10
- Number of ESE Preschool children: 2,626  
(as of 11/14/14)

# Questions/Comments





# SECONDARY SCHOOL STUDENT SUPPORT MODEL (SSSM)

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# Secondary School Support Model

Presenter: Gary Grigull, Beth Williams, Amy Cohen, Rick Gunsallus

- Commendations
- Recommendations
- Professional Development
- Communication
- Data
- Budget
- IEP
- Inclusion

# Recommendation

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.

# Why we need the Secondary School Support Model?

- State course code changes in 2011 impacted students typically supported in varying exceptionalities classes
  - Teachers required to be certified in content areas
  - Students served more in general education setting
- Additional need for behavioral and emotional supports in general education setting for some students with disabilities.

# What is the Secondary Student Support Model (SSSM)?

- Establish a school-based *proactive* team to provide specific, integrated behavioral and emotional support for students with disabilities
- Build skills and expertise of school staff in the area of behavioral, social and emotional support
- School-wide model that is above and beyond a student's IEP

# Pilot Year 2013-2014

Two schools identified based on students' needs

- Ramblewood Middle School
- Rickards Middle School

# Impact from the Pilot Year 2013-2014

- 21 students
- All students promoted to next grade
- 2 placements in a more restrictive setting (2-EBD Center)
- Positive feedback from Principals, staff, parents, and students

# Expansion 2014-2015

- 25 district middle schools were chosen based on four or more students entering
- 140 students exited ASD and EBD clusters on general education standards with behavioral needs and social/emotional goals



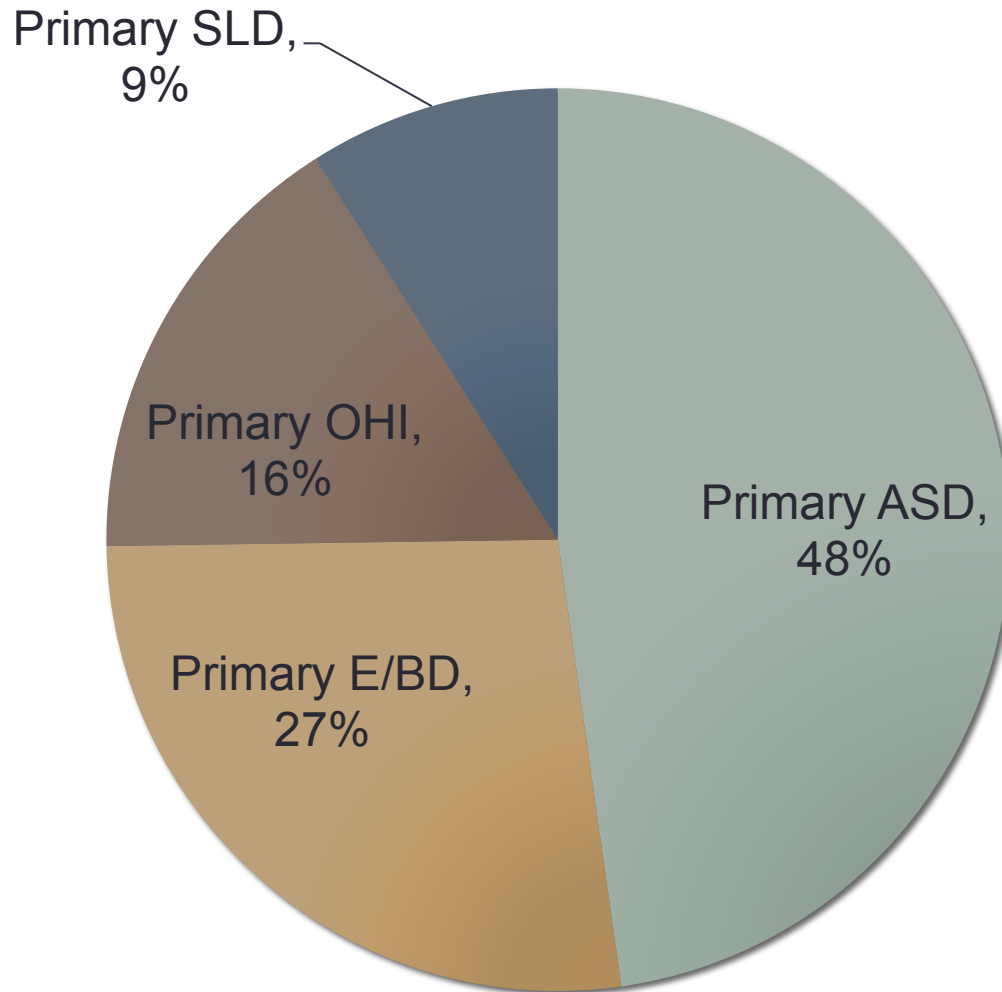
# 25 SSSM Schools

- Apollo
- Attucks
- Dillard 6-12
- Driftwood
- Falcon Cove
- Forest Glen
- Glades
- Indian Ridge
- Lyons Creek
- Margate
- McNicol
- Millennium
- New Renaissance
- Pines
- Plantation
- *Ramblewood (Year 2)*
- *Rickards (Year 2)*
- Sawgrass Springs
- Silver Lakes
- Silver Trail
- Sunrise
- Tequesta Trace
- WC Young
- Westpine
- Westglades

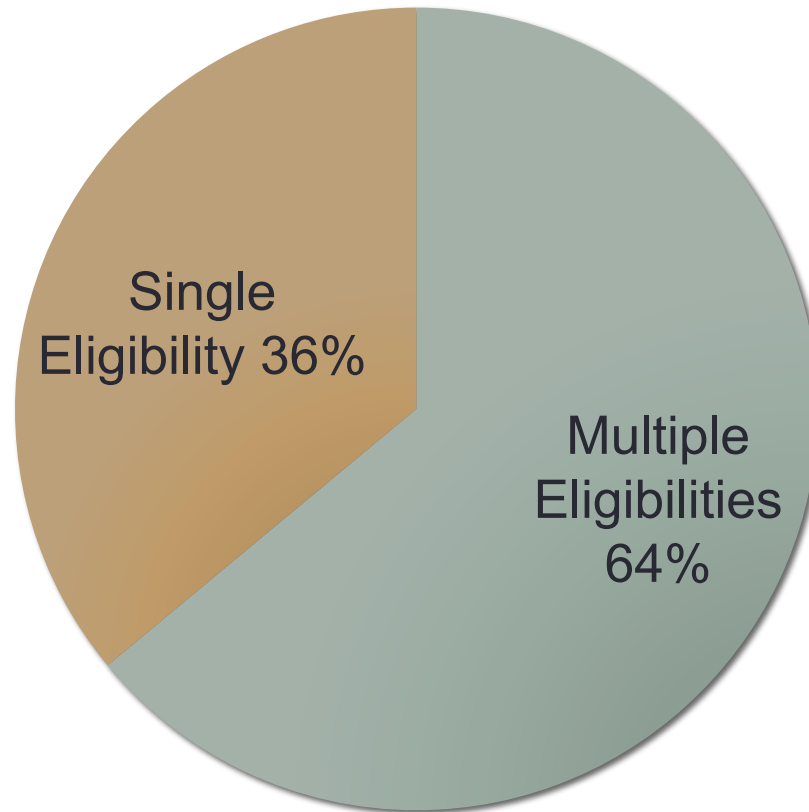
# Targeted Students

- Eligible under ASD and E/BD
- Prior placement in self-contained setting at elementary level
- Requires frequent one-to-one or small-group assistance
- Present Level of Performance and social/emotional goals from IEP support this type of assistance

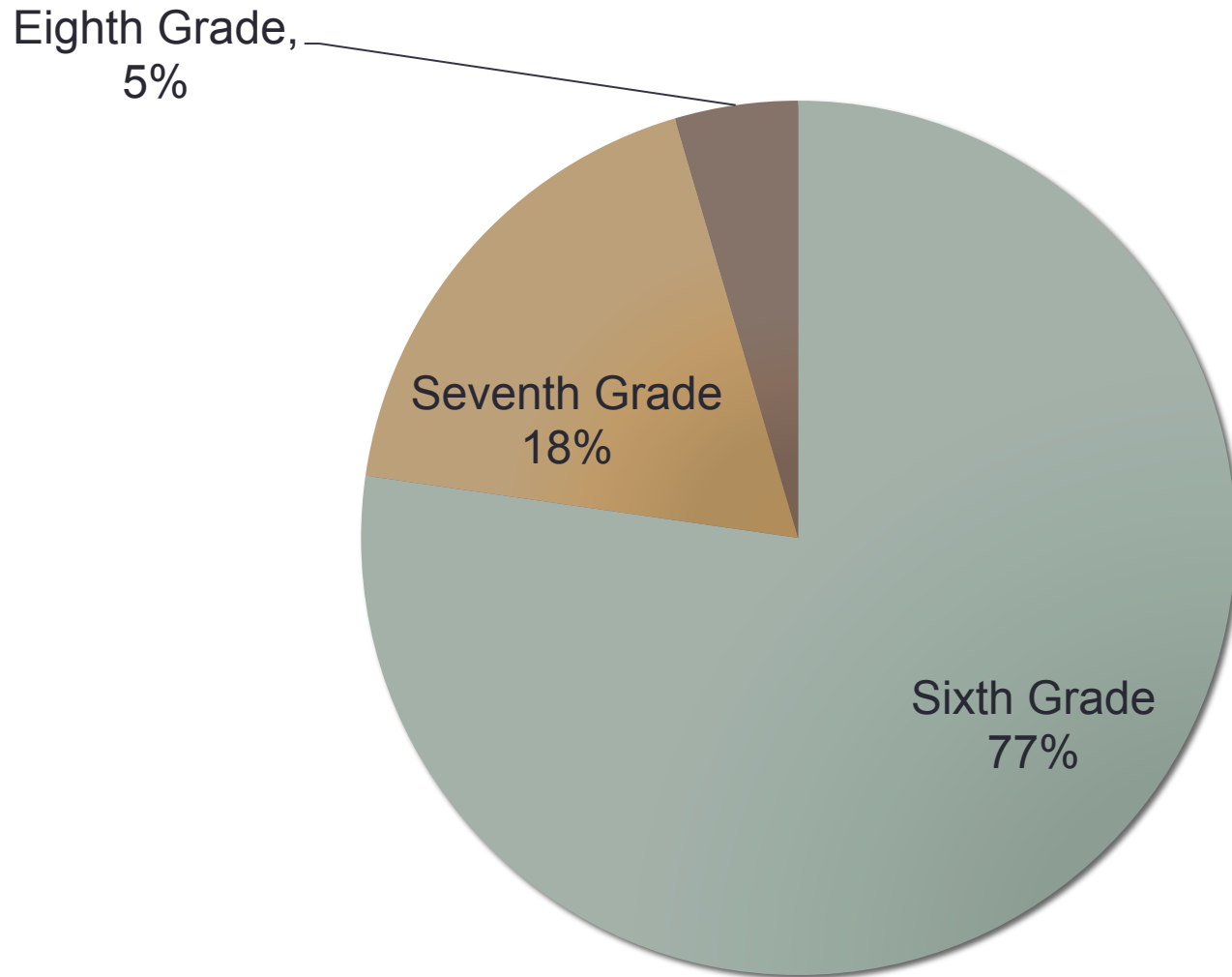
# Student Eligibility Distribution in SSSM as of November 12, 2014



# Student Eligibility Distribution in SSSM as of November 12, 2014



# Student Grade Distribution in SSSM as of November 12, 2014



# SSSM Support Staff

- One Behavior Technician for each school, each credentialed as a Registered Behavior Technician (RBT)
- One ESE Family Counselor for every two schools

# Behavior Technician's Role

- Assigned to a specific school
- Daily schedule in identified students' classrooms
- On-call to meet students' immediate needs
- Reports to District Curriculum Supervisor
- Daily contact with Behavior Program Specialist
- Responsibilities
  - PBIP/Behavior Plan implementation (modeling, coaching staff, supporting)
  - Behavior emergency/crisis
  - Reinforcement
  - Stress walks/Breaks
  - Accommodations – model, implement, coach
  - Additional support as assigned

# ESE Family Counselor's Role

- Develop student specific emotional support strategies to meet students emotional needs and collaborate with school and district team
- Coach/Model/Train school and district team on emotional support strategies to support the PBIP implementation
- Provide constructive feedback to school and district team regarding implementation of emotional support strategies
- Review and report data on emotional support strategy implementation to Family Counselor Lead



# SSSM Communication

## Internal

- May 2014 - Projection conferences with school principals and directors
- July 2014 - Two conference calls with principals
- August 2014
  - District staff met with Principals to provide caseloads
  - Program design was distributed to all schools
  - Participant and facilitator manuals were developed and distributed to staff

# SSSM Communication - Continued

## Internal–Continued

- Quarterly conference calls with Principals and ESE Specialists
- Weekly BCBA conference calls with Behavior Technicians
- On-going SSSM CAB conference

## External

- October 2014 – ACE meeting
- April 2015 – ESE Advisory Council general meeting

# Professional Development

- All Behavior Technicians are in the process of becoming fully credentialed RBTs
  - 40 hours of face to face training (August 2014)
- Must demonstrate competency in ABA principles and techniques (RBT Competency Assessment) as evaluated by BCBA/BCaBA
  - Monthly supervision by BCBA/BCaBA
- Additional RBT Training scheduled for January 2015
- ESE Family Counselors are actively involved in a PLC which includes peer sharing of best practices; application of building capacity within the school setting; emotional strategies data collection; and follow up training.
- Clinical Educator training completed by 41% of ESE Family Counselors.

# Expected Outcomes

- Improved emotional, social and behavioral skills
- Improved academic performance
- Increased Independence (more options)
- Reduction in the number of middle school students placed in more restrictive/alternative settings
- Increased graduation rate

# SSSM Budget/Financial Impact

- Behavioral Techs Salary and Benefits- \$692,975
- RBT Certification - \$1,500
- Technology - Tablets- \$7,500
- Training Manuals - \$2,910
- Materials - \$4,775

***Total = \$709,660***

# Next Steps for SSSM

- Analyze projection data to determine additional middle schools for SSSM
- Expand to high schools, starting with initial 6<sup>th</sup> grade cohort ***who will be incoming 9<sup>th</sup> graders in 2016-2017***

# Questions/Comments



# TRANSITION

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# TRANSITION

Presenter(s): Lou Ruccolo, Tara Rodger, John Felser, and Christy Bradford

- Commendations
- Recommendations
- Professional Development
- Communication
- Data
- IEP
- Inclusion

# Commendations

- The prekindergarten to elementary matriculation process allows for smooth transition from one setting to another. The process focuses on children's readiness for kindergarten and includes the key stakeholders of receiving schools and families.
- Broward County Public Schools is commended for establishing partnerships across the district with community members and developing district-level staff who are well-trained in providing assistance to both teachers and students
- Broward County Public Schools is commended for its continuous progress in increasing positive measures of post-school outcomes for students with disabilities
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- Broward County Public Schools is commended for its commitment to fostering active involvement by students in the developing their summary of performances (SOPs) to ensure the content as accurate and meaningful as possible
- Broward County Public Schools is commended for its commitment to helping students develop self-determination skills through active participation as members of their IEP teams.

# Recommendations

- 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. (CTACE)
- 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.
- 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
- 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. (CTACE)
- 4.11-8: Revise the district's pupil progression plan to specify the availability of MOCPs. (CTACE)

# Recommendations - Continued

- 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.
- 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.
- 4.11-11: Establish collaborative relationships among transition directors and specialists in the other enrollment group districts.
- 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
- 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.

# Recommendations - Continued

- 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.
- 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.

# Professional Development

- Post Graduate Alternatives for Secondary Students (PASS)
  - PASS 1, 2 & 3
- Self-Determination – Standing Up For Me Curriculum
- Transition IEP
- Discovery Process
- Job Coach Training
- Transition Exit Summary (SOP)
- Adult Agency Services
- Life Centered Education (LCE)

# Communication

## Internal

- ESE Specialist Meeting – Transition Services
- Transition Brochures
- ESE Quarterly Newsletter
- Monthly Transition Team meetings
- Transition Team regular face to face meetings with school-based Administration, ESE Specialist and school staff

# Communication - Continued

## External

- ESE Advisory
- Training in Transition
- Transition Summit
- Special Needs Advisory Coalition (SNAC) and Transition to Independence Committee (T2I)
- College Fair
- Business/Industry groups and associations
- Adult Agencies



# Data

- **Transitioning students ages 14 -21**
  - 11<sup>th</sup> and 12<sup>th</sup> graders, plus Specialized Varying Exceptionalities (SVE)/PASS: 705
  - General Education students prepared for employment via portfolio process: 412
  - General Education and SVE/PASS baseline employed: 141
- **Paid Employment Placements**
  - School Year 2011-2012: 273 students
  - School Year 2012-2013: 410 students
  - School Year 2013-2014: 438 students

# IEP/Summary of Performance (SOP)

- Convene a meeting of the transition team, compliance team and key ESE Specialists to look into the rules of completion for this document.
- Train the Field Coaches on this document, deploy them to their secondary schools for data analysis on this task, develop a multimedia training for all necessary parts of the SOP
- The existing form in EasyIEP was developed from a sample form provided by the Council for Exceptional Children

# Transition Planning Services

- Transition Services Support Model to General Education Students
- Monitor students on course for graduation
- High school activities for Transition into postsecondary settings
- Self-Determination in high school and postsecondary settings
- New Diploma Options

# Community-Based Services

- Community-based services in the high schools and Technical Colleges
- Expansion of community-based services to host businesses
  - Work Opportunities from Within (WOW) initiative
    - High school transition program for students aged 18 through 21
    - Provides training and education leading to paid employment for students through School Board of Broward County (SBBC) jobs

# Community-Based Services - Continued

- Project SEARCH
  - A high school transition program that provides training and education
  - Employment for individuals with disabilities, aged 18 through 21

# Project 10 and FLDOE

Current and historic collaboration with Project 10 and the Transition Center, prior to Project 10, for technical assistance and FLDOE trainings, include:

- Discovery Process
- School Based Enterprise – SBE
- ARTthread
- Sting Ray – Florida Consortium on Postsecondary Education and Intellectual Disabilities
- LCE – Life Centered Education Transition Curriculum
- Linking Assessment to the Transition IEP
- Job Coach Training
- Transition Services for Secondary Students
- Project 10 District Profile

# Collaboration

Ongoing collaboration with several districts

- Miami-Dade
- Palm Beach
- Monroe
- Brevard
- Orange

# Questions/Comments





# MATRICULATION

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# Matriculation

Presenter: Janice Koblick and Andrea Ciotti

- Commendations
- Recommendations
- Professional Development
- Communication
- Data
- Budget
- IEP
- Inclusion

# Commendations

- PreK to Elementary process allows for smooth transition
- Close connection between schools and families
- Purposeful coordination between prekindergarten and elementary teachers and classrooms
- PreK matriculation process supports the readiness for schools to receive incoming children

# Recommendations

- 4.11-1: Create a district matriculation procedure for promoting students from elementary to middle
- 4.11-2: Assess existing matriculation activities throughout BCPS and develop a resource guide of best practices
- 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.

# Historical Perspective

- Prior to School Year 2008-2009, Spring Matriculation meetings were being held as annual or interim IEP meetings
- Middle School ESE Specialists attended face to face meetings at feeder Elementary sites and High School ESE Specialists attended face-to-face meetings at feeder Middle school sites
- Two to three months of meetings held requiring an average of 141 staffings per middle school ESE Specialist each spring
- At that time, ESE Specialists and District ESE Program Specialists were on extended calendars.

# Professional Development

Roll out of matriculation procedures to include:

- Provide opportunities for incoming ESE students/families to tour schools;
- Meet staff and become familiar with first day procedures, arrival/dismissal procedures, lunch, parent conferences, sign-in and out, communication, transitions between classes.
- Provide opportunities for student tours during the summer months

# Professional Development - Continued

- Utilize peers at the school as buddies/mentors for incoming students
- Remind schools that student IEPs describe what student needs based on available data, not based on what the next school offers
- When developing annual IEP's for 5<sup>th</sup> and 8<sup>th</sup> graders, consider next setting when developing goals, supports and services, supports for school personnel, among other factors

# Professional Development - Continued

- For IEP meetings held earlier in the year, new information to consider may suggest an interim IEP meeting in the spring
- Add the next level ESE Specialist to the EasyIEP team early in the second semester of school
- Include students in the typical matriculation activities that occur at schools for all students and provide access to the ESE Specialist for questions during those activities



# Professional Development - Continued

- If the receiving school has data to support that the IEP is not reflective of the student after the student begins at the next level in the fall, schools should hold an interim IEP meeting to address the new information and make needed changes.
- Promote inclusionary practices so that students can spend as much time as possible in general education classes with needed supports

# Communication/Best Practices

Develop a best practice guide for all schools with a variety of matriculation activities for incoming students and families.

Activities may include:

- Host a “Meet and Greet” with incoming students and their families
- Host an Open House for incoming students and families in the spring
- Provide the name and phone number of a contact person at the school should issues come up over the summer months

# Communication/ Best Practices - Continued

- Contact the sending school prior to the matriculation to discuss the individual students, review the IEP, student grades, and unique learning needs
- Speak with ESE Specialists within feeder pattern to ensure awareness of potential student needs in next setting. Share information regarding type of schedule, number of transitions between classes throughout the day, size of campus, elective requirements, and the ESE team.
- Consider a designated face-to-face ESE Specialist meeting across levels to discuss/exchange information on specific students

# Data

- Number of students with IEPs matriculating from PreK to elementary from School Year 2014-2015 to School Year 2015 -2016: **1,479 students**
- Number of students with IEPs matriculating from elementary to middle from School Year 2014-2015 to School Year 2015-2016: **2,808 students**
- Number of students with IEPs matriculating from middle to high from School Year 2014-2015 to School Year 2015-2016: **2,356 students**

# Budget/Financial Impact

- Extend calendar of all ESE Specialists /District ESE Program Specialists from 196 to 206 days: \$1,070,300
- Extend calendar of all ESE Specialists /District ESE Program Specialists from 196 to 216 days: \$2,140,325

# Impact on IEPs

- Service delivery changes significantly for many students in general education classrooms
- IEPs may not be appropriately written for new setting
- Receiving staff may not be appropriately informed or trained on incoming students
- Necessary assistive technology and/or adaptive equipment may not be readily available in new setting
- Interim IEPs may be needed at new setting to make adjustments

# Questions/Comments



# INDIVIDUAL EDUCATIONAL PLANS

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# Individual Educational Plans

Presenter: Diana Cruz, Felicia Starke, Tara Rodger, Gwen Lipcombs

- Commendations
- Recommendations
- Professional Development
- Communication
- Data
- Budget
- IEP
- Inclusion

# Commendations

- Broward County Public Schools is commended for coordinated and comprehensive set of resources the district provides to ESE Specialists, teachers, service providers, and other interested parties regarding district policies, procedures, and recommended practices. The eBox, ESE eNews, and other tools provide all stakeholders with easy access to valuable and timely information.
- Broward County Public Schools is commended for the positive efforts demonstrated by staff with regard to developing meaningful IEPs and for the way parents are actively included in the process.
- Broward County Public Schools commended for its implementation of a centralized web-based ESE management system.
- Broward County Public Schools is commended for the quality of the content in the majority of individual educational plans reviewed. It is evident that staff developing the plans are knowledgeable about the students and that care has been taken to reflect the unique nature of each student in their IEPs.

# Commendations - Continued

- BCPS is commended for its commitment to increasing and maintaining the quality of IEPs developed within the district by operationalizing the way IEP Teams should implement the intent of IDEA.
- Broward County Public Schools is commended for the impact of its IEP training on the overall content of the plans and the extent to which the present levels and annual goals reflect IEP Team consideration of the unique qualities and needs of the students.

# Recommendations - Continued

- 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.
- 4.10-5: Include data-based analysis of the potential impact of requiring draft IEP components five days prior for every IEP meeting in the district's review of local policies recommended above.

# Recommendations

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 services and supports necessary to provide a free and appropriate public education (FAPE) in the least restrictive environment

4.10.9: Implement policies that clearly establish authority of members of a duly constituted IEP team to fulfill their assigned roles and responsibilities.

# Superintendent's 5-Day Draft

Broward County currently has one local policy regarding the development on IEPs that goes beyond federal and state policies.

- Put in place to ensure all parents can be meaningful participants in their child's IEP development.
- Intended to limit need for multiple meetings and meetings running overtime.

# 5 Day Draft: Challenges

- Communication Process
- School Accountability
- Parent Engagement
- Quality of Draft

# Professional Development

- ESE Specialists
  - Monthly ESE Specialist meetings
  - Compliance Module
  - New ESE Specialist Training
  - New ESE Specialist Bridge Call
  - LEA Agreement
- ESE Teachers/Providers
  - Compliance Module
  - School Based Compliance Training



# Communication

## Internal

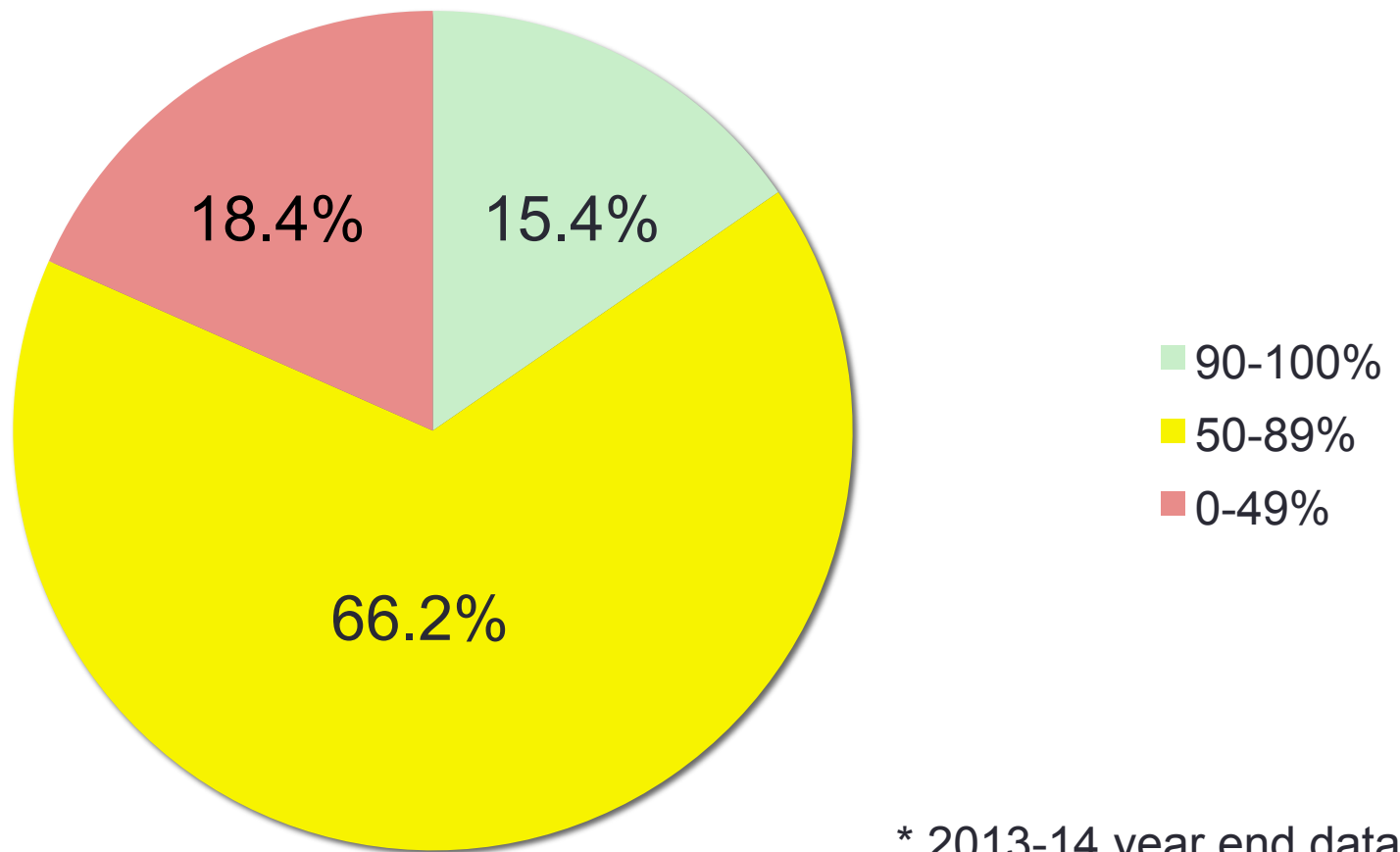
- Compliance monitoring
- LEA Memo to Principals
- Monthly Data Chats
  - Discussions led to intensity of support provided to schools

## External

- Parent Letter- November 15, 2013
- Draft IEP's sent home prior to scheduled IEP meeting

# Data

## Compliance with 5-Day Draft Mandate



\* 2013-14 year end data

# Facilitated IEP Professional Development

- ESE Specialists
  - Facilitated IEP Process
  - Monthly ESE Specialist Meetings
  - ESE Specialist Field Coaches
    - Mentoring
    - Coaching
- ESE Providers
  - School-based trainings
  - Brainsharks
  - Compliance Module
- Principals
  - Facilitated IEPs: coming February 2015

# Communication

## Internal

- Brainsharks
- Compliance Program Specialists
- Referral Database
- ESE Specialist Field Coaches
- New ESE Specialist Bridge Calls

## External

- Parent Training on Facilitated IEPs (FIEP)
- ESE Advisory Presentation on FIEPs
- Brainsharks on Browardschools.com
  - Procedural Safeguards
  - Parent Requested Evaluations
  - Response to Intervention (RtI) for Parents

# Data

- Facilitated IEPs Face-to-Face Training
  - 300 ESE Specialists trained
  - 53 Parents and advocates trained
    - March 8, 2014
    - September 29, 2014
- Facilitated IEPs Awareness Brainshark Training
  - 398 views

# Data - Continued

- Face-to-Face Facilitated IEPs Awareness Training
  - Cadre Directors
  - ESE Administrative Team
  - Presentation at Down Syndrome Committee by Due Process Coordinators
- 4 ESE Specialist Field Coaches
  - 50+ schools supported per coach
  - Needs assessment completed for every ESE Specialist
  - Face-to-Face coaching and mentoring on Facilitated IEPs

# Budget

## Facilitated IEPs paid through IDEA

- \$102,000 cost to date for training
  - 2-day initial training for all schools (including charters)
  - Half-day Advanced Training
  - 3 Parent Trainings
  - Two hour Principal training for all administrators
  - All training materials
- \$25,569 cost to date for Start-up Packets (1 per trained school)
  - Laminated posters
  - Laminated agendas
  - Markers
  - Tape

# Budget - Continued

## Facilitated IEPs Future Expenses

- Projected Cost Annually Approximately \$25,000
  - 2 initial 2-day trainings
  - Half-day advanced training
  - Parent Training
  - Two hour Principal Training
  - All training materials



# Budget - Continued

## Start-up Packets (1 per trained school)

- All trained schools should retain the packets
- \$85.23 per packet, if needed.

## 4 Field Coaches

- Average salary of \$55,802

# Questions/Comments



# Next Meeting Date/Topics

Next Meeting Date: January 26, 2015  
from 10 am to 1 pm at Arthur Ashe Jr. Campus

## Topics:

- Behavior and Inclusion
- Behavior Data – Support Staff, Positions, Caseloads, Referral, Suspension, and Expulsion as compared to the Past five (5) years
- Review Discipline Matrix and Administrative Training
- Recommendation 4.2-2: Create Supervisor for Behavior

Thank you for your support.



Have a wonderful day.