

Executive Summary & District Action

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.

Evergreen provided in their Summary report commendations and recommendations by the following “Areas”.

The District charted the accountable Division/Department and all current and needed action items for each recommendation.

Item Coding:

Completed Items = Green

Initiated Action Items = Yellow

Need Items = No Color

District and School Staffing and Support	
Commendation	Action
The Division of Exceptional Student Education and Support Services is commended for shifting its focus to curriculum and instruction, while continuing to address issues related to procedural compliance and policies	Related to our newly aligned organization structure. Special Programs/Cluster classes Newly developed vision/mission
BCPS is commended for maintaining staffing ratios for its specialized ESE programs that ensure a low student-to-adult ratio and are based on the programmatic needs of students.	
The mission and vision of the Exceptional Student Education and Support Division promotes collaboration with district departments and designates comprehensive curriculum and instructional support to schools.	

District and School Staffing and Support				
Recommendation	Action	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		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
			-Ensure “Stand Up For Me” curriculum is accessible to all (perhaps having this instruction imbedded within social studies curriculum might be a way to implement this for kids on regular standards).	11/17/14

District and School Staffing and Support

Recommendation	Action	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 -Discussion regarding support facilitation model, caseloads/formula and pace of instruction for students. -Decrease caseloads of Support Facilitators – create system to calculate “appropriate caseload” per support facilitator. -Give careful consideration to the schedule of ESE students by school administration and guidance counselors. -All middle schools to have support model – as well as high schools. -Provide professional development for all educators to identify children for counseling services who might be easily missed as needing the service (because they may not have failing grades or significant behaviors).	10/20/14 11/17/14 11/17/14 11/17/14 11/17/14 11/17/14
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	<u>NEED</u>			

District and School Staffing and Support

Recommendation	Action	Date	Task Force Input/Update	Date
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; -Job Description needs to be revamped and enforced	10/20/14
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 SY14-15			
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 SY14-15		Task Force will include with Transition presentation	10/20/14
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.			
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	
Commendation	Action
The BCPS Office of Support Services, SEDNET, Transportation Department, and the Executive Director of Exceptional Student Education and Support Services are commended for their application of business principles and use of data in decision making.	Related to our newly aligned organization structure.
The BCPS SEDNET Office is commended for strengthening services offered BCPS students through agency partnerships.	Special Programs/Cluster classes
Broward County Public Schools is commended for beginning to examine staffing related to caseloads.	Newly developed vision/mission
Broward County Public Schools is commended for recognizing the strategic role that a vibrant internship program can play in recruiting high quality staff.	
Broward County Public Schools is commended for its intentional recruitment, hiring, and training practices regarding psychologists to reflect the diversity of culture and language within the district.	
The BCPS Office of Psychological Services is commended for its exceptional processes and products that have brought the district state and national recognition.	
The BCPS Transportation Department and the Division of Exceptional Student Education and Support Services are commended for persistence and collaboration in maximizing Medicaid funds for transportation services to ESE students.	Implemented new program SY 13-14
The BCPS Transportation Department is commended for its proactive focus on data in guiding decisions about staffing, routing, and costs.	

ESE Support and Related Services	
Commendation	Action
Broward County Public Schools is commended for recognizing the interdependent relationship between programs and transportation and involving representatives of both in planning.	Implemented scheduled collaborative meetings SY 13-14
The BCPS Transportation Department ensures operators and attendants are knowledgeable about ESE students, legal aspects of transporting students, and specific needs and strategies.	
Broward County Public Schools is commended for ensuring that students with disabilities have equal access to instructional technology.	
Broward County Public Schools is commended for ensuring computers distributed under the Digital 5 project were provided to students with disabilities and mainstream students alike.	

ESE Support and Related Services				
Recommendation	Action	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.	<u>NEED</u> Review Summer 2014			
4.2-2: Create three Supervisor positions for Assistive Technology, Behavior, and Speech and Language.	<u>NEED</u> -Assess current practice -Financial impact to the district		Request to review Organizational chart	10/20/14
4.2-3: Protect the effective use of staff time by setting and adhering consistently to priorities for services.	<u>INITIATED 2014</u> -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.			
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.	<u>COMPLETED 2014</u> -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	10/20/14

ESE Support and Related Services				
Recommendation	Action	Date	Task Force Input	Date
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	10/20/14
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			
4.2-7: Examine and update reporting processes for assistive technology.	COMPLETED Monthly BATT meetings			
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.	INITIATED SY 13-14 as Pilot -Increased SY 14-15 25 schools -Secondary Support Model program to assist -Continuous review / modify as needed		-Question: Plans for expansion of Secondary Student Support Model to high school for school year 2016-2017 -Program to expand to high school for 2016-2017; -Need for District level inclusion -Need for classroom setup/technology	10/20/14 11/17/14 11/17/14 11/17/14
4.2-9: Weigh the cost versus benefits of the school psychology internship positions to the district and identify funds to continue the program.	COMPLETED Intern program is funded. Benefits are training with community partners (Universities), our pipeline for new evaluators.			
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.	COMPLETED 6/2014 – hired ESE Specialist for Transportation – processes/accountability relating to IEPs; <i>Transportation</i> – staffing & attendants	06/2014		
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		
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.			

Use of Funds				
Recommendations	Action	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		
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			
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			

Communication with Stakeholders

Commendation	Action
The Division of Exceptional Student Education and Support Services is commended for its excellent ESE monthly newsletter, which acts a vehicle for sharing important and timely information regarding BCPS ESE services with all stakeholders.	FDLRS

Communication with Stakeholders

Recommendation	Action	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.		-Ensure that students, parents, and schools are aware of and trained in the Standing Up For Me curriculum. Further self-determination instruction for all students, not only those in SVE. District will inform principals that the Superintendent's office supports the transition initiatives so that barriers that may exist will be lessened, or dissolved.	11/17/14 11/17/14

Communication with Stakeholders

Recommendation	Action	Date	Task Force Input/Update	Date
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		Provide user-friendly website to include the evaluation process (and what is included in the evaluation process), as well as why 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

Commendation	Action
The Division of Exceptional Student Education and Support Services is commended for developing leadership modules to build the capacity of administrators and ESE Specialists regarding critical knowledge of ESE laws, regulations, and inclusive school cultures.	Implementation of ESE Leadership Credential model
The Directors of Support Services and Office of Psychological Services are commended for their thoughtful approach to planning for professional growth that is likely to sustain and embed new knowledge and skills into practice.	
The Division of Exceptional Student Education and Support Services is commended for recognizing the need for Facilitative IEP (FIEP) training and providing it for all school teams and administrators.	New Implementation 2014

Professional Development				
Recommendation	Action	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	
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 TDA's, 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			
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			

Professional Development				
Recommendation	Action	Date	Task Force Input/Update	Date
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	
Commendation	Action
Broward County Public Schools is commended for assessing parent training needs, and delivering on those needs.	Done annually by FDLRS
The Division of Exceptional Student Education and Support Services is commended for planning and delivering an ESE open house for new parents.	Newly implemented SY 13-14

Parent Engagement				
Recommendation	Action	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 SY14-15 ESE Director and Chair will develop a formal process to communicate issues with designated response times and dates.			

Parent Engagement				
Recommendation	Action	Date	Task Force Input	Date
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.	COMPLETED Parent Needs Assessment developed by FDLRS has been updated to reflect "school name."	10/2014	Redesign ESE Advisory's parent survey to obtain direct input from parents on their personal experiences in order to truly represent the needs of the community.	11/17/14
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 provides information on ESE services specific to BCPS, and supplements information in the FDOE Parent Introduction Guide.	<u>NEED</u> Review Summer 2014 Projected Implementation: Fall 2014		Needed per Task Force	10/20/14
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.	<u>NEED</u> - 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			
4.6-8: Develop stringent business rules for issue escalation, and implement a tracking system for entering and tracking parent issues through closure.	<u>INITIATED SY13-14</u> -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.	<u>NEED</u> -Review Summer/Fall 2014; -Consideration under Policy 1.22 discussions			

Community Engagement / Partnerships	
Commendation	Action
The Division of Exceptional Student Education and Support Services is commended for cultivating, maintaining, and nurturing community partnerships that benefit students with disabilities.	Related to our newly aligned organization structure.

Community Engagement / Partnerships				
Recommendation	Action	Date	Task Force Input/Update	Date
4.7-1: Increase the speed of response for students needing immediate mental health services.	<u>INITIATED SY 14-15</u> -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	10/20/14
4.7-2: Develop basic performance measures for community service providers delivering mental health services to students in Broward County Public Schools.	<u>NEED</u> Review Summer 2014 – collaborate w/providers and SSI			
4.7-3: Create a multimedia version of the “What you need to know before you go into a school?” training.	<u>NEED</u> Review Summer 2014 – collaborate with Talent Development and others to create and communicate training			
4.7-4: Communicate to community service providers the BCPS student eligibility requirements that lead to student referrals for their services.	<u>NEED</u> -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	10/20/14
4.7-5: Commence monthly meetings of community service providers.	<u>INITIATED</u> -Review Summer 2014 - process/ notice, etc. -Behavioral health providers met -PreK and other providers needed			

Child Find – Birth through Age Five

Commendation	Action
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.	Annually
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.	Annually – invested staff
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.	Annually

Child Find – Birth through Age Five

Recommendation	Action	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.	<u>INITIATED</u> -Refined processes -Current survey on pilot conducted Need implementation of overall process -Create a customer service tool (SurveyMonkey) to obtain parent feedback on satisfaction with the child find process. -Currently implemented	10/20/14		10/20/14
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.	<u>COMPLETED</u> 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 PreK Child Find System that require or would benefit from redesign or restructuring.	<u>INITIATED</u> -Review Summer 2014 -Size-alike peer group asking us to <u>present to them our action plan</u> -In the process of collecting info from size-alike districts on child find <u>procedures</u> .			
4.8-4: Add at least two permanent PreK Assessment Teams to those currently in place.	<u>COMPLETED</u> Being advertised through Title I grant	09/02/14		

Child Find – Birth through Age Five

Recommendation	Action	Date	Task Force Input/Update	Date
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.	INITIATED -Implemented strategies and process change. -Will monitor impact and review additional needs monthly		-Additional PreK teams to reach for the goal of being consistent with the Part C timeline, which is 75 days from initial call to staffing into placement and services. -Monitor new 216-day calendar of PreK evaluation staff for results in reduction of timelines. -If 216-day calendar does not bring us closer to the Part C timeline requirement, move for a 241-day calendar of evaluation teams.	11/17/14 11/17/14 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			

Referral, Evaluation, and Eligibility – Ages Six through 21

Commendation	Action
Broward County Public Schools is commended for committing to a renewed focus on the development and implementation of a fully functioning districtwide multi-tiered system of supports that incorporates clear and consistent procedures for school-based collaborative problem solving teams and gives them the resources necessary to provide effective data-based instruction and interventions to all students.	Related to CAO's newly created Rtl Team facilitated through SSI
Psychological Services staff are commended for ongoing support of schools and CPS/Rtl teams as they strive to provide appropriate and effective instruction and intervention to students and produce accurate and meaningful Rtl data to inform evaluation and eligibility decisions for students with disabilities.	This will expand with the work of the Rtl Team and become school site specific expertise
Broward County Public Schools is commended for the quality and professionalism demonstrated by its evaluation teams.	Annually

Referral, Evaluation, and Eligibility – Ages Six through 21				
Recommendation	Action	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			
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 SY13-14 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	10/20/14
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			

Referral, Evaluation, and Eligibility – Ages Six through 21				
Recommendation	Action	Date	Task Force Input/Update	Date
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			

Referral, Evaluation, and Eligibility – Ages Six through 21

Recommendation	Action	Date	Task Force Input/Update	Date
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.	<u>INITIATED</u> -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			
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.	<u>INITIATED 2014</u> 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.	<u>INITIATED 2014</u> Process for review to be established by District Rtl Leadership Team by November 2014			
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.	<u>INITIATED</u> -ESE Supervisors/Psych Svcs – review of Rtl data			
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.	<u>INITIATED</u> -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.	<u>INITIATED</u> -SSI – Rtl -ESE Admin – Staffing & IEP; completed			

Individualized Educational Plans	
Commendation	Action
Broward County Public Schools is commended for the 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 use of eBox, ESE eNews, and other tools provide all stakeholders with easy access to valuable and timely information.	Annual
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.	Annual
Broward County Public Schools is commended for its implementation of a centralized web-based ESE management system.	Annual
Broward County Public School 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.	Annual
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.	Annual –reinforced w/professional development
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.	Annual –reinforced w/professional development

Individual Educational Plans				
Recommendation	Action	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	
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.	<u>NEED</u> -Review Summer 2014 -Obtain Input Fall 2014			
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.	<u>NEED</u> -Review Summer 2014 -Conduct Needs Assessment of end-user		Concern expressed about EasyIEP; 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

Individual Educational Plans				
Recommendation	Action	Date	Task Force Input/Update	Date
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.	<u>NEED</u> -Review process Summer 2014/Fall -Team to identify		Individual education plans will be added to each meeting discussion as appropriate	
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.	<u>NEED</u> 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.	<u>INITIATED</u> -Use of ESE Specialist Field Coaches - Develop Compliance Module IEP goals training			
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	<u>NEED</u> -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.	<u>INITIATED</u> -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		

Individual Educational Plans				
Recommendation	Action	Date	Task Force Input/Update	Date
4.10-9: Implement policies that clearly establish authority of members of a duly constituted IEP team to fulfill their assigned roles and responsibilities	<u>INITIATED</u> -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		
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).	<u>INITIATED</u> -Embedded within other recommendations – review needed -Develop Support Facilitator Training Module *Develop Speech Language training to include logging			
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).	<u>NEED</u> -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)			

Transition/Matriculation	
Commendation	Action
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.	Annual
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.	Annual – rebuild SY 13-14
Broward County Public Schools is commended for its continuous progress in increasing positive measures of post-school outcomes for students with disabilities.	Annual
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.	

Transition/Matriculation				
Recommendation	Action	Date	Task Force Input/Update	Date
4.11-1: Create a district matriculation procedure for promoting students with disabilities from elementary to middle school.	<u>NEED</u> -Review and revise matriculation memo and best practices for SY 14-15 -Convene a parent group to discuss transition through the grade levels	11/17/14	-Examine matriculation process to ensure receiving school has what is necessary prior to day one. -Examine SVE middle school programs for consistency of supports proven in years to be necessary. Help middle school curriculum supervisors create a middle school "goal".	11/17/14 11/17/14
4.11-2: Assess existing matriculation activities throughout Broward County Public Schools and develop a resource guide of best practices.	<u>NEED</u> -Review and revise matriculation memo and best practices -Convene a parent group to discuss transition through the grade levels			
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.	<u>NEED</u> Review Summer/Fall 2014 Projected Implementation: Spring 2015 *Review and revise matriculation practices *Convene a parent group to discuss transition through the grade levels			
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.	<u>INITIATED</u> 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	10/20/14
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.	<u>INITIATED</u> Re-established partnership with Project 10	11/2014	Further expansion of Project Search and WOW programs	11/17/14
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.	<u>NEED</u> 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	11/17/14 11/17/14

Transition/Matriculation				
Recommendation	Action	Date	Task Force Input/Update	Date
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.	<u>NEED</u> Review Summer/Fall 2014			
4.11-8: Revise the district's pupil progression plan to specify the availability of MOCPs.	<u>NEED</u> Review Summer/Fall 2014			
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.	<u>INITIATED</u> Meetings held with CTACE to identify opportunities for adult learners	10/2014	-District to provide additional staff for secondary transition programs (to include CTACE). -Determine and financially support CTACE initiatives towards partial industry certifications.	11/17/17 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.	<u>NEED</u> Review Summer/Fall 2014			
4.11-11: Establish collaborative relationships among transition directors and specialists in the other enrollment group districts.	<u>COMPLETED</u> ; On-going Review Summer/Fall 2014	08/2014		

Transition/Matriculation				
Recommendation	Action	Date	Task Force Input/Update	Date
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.	<u>NEED</u> 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.	<u>INITIATED</u> Review Summer/Fall 2014 BCPS summary of performance was adopted from Council for Exceptional Children	10/20/14		

Inclusionary Practices	
Commendation	Action
BCPS is commended for its focus on and commitment to providing access to the general curriculum through regular class placement for students with disabilities.	
BCPS is commended for its progress in ensuring students with significant disabilities have access to nondisabled peers to the maximum extent appropriate by decreasing placements in ESE center schools and embedding additional supports in traditional school campuses through specialized cluster programs.	
BCPS is commended for its use of contracted services as a tool to expand the continuum of PreK ESE services to meet the needs of the most significantly involved children and to expand opportunities for inclusion.	
BCPS principals, teachers, other faculty, and staff are commended for the supportive and welcoming environment they foster in their schools on a daily basis.	

Inclusionary Practices				
Recommendation	Action	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).	<u>INITIATED SY 13-14</u> Continuous – Secondary Support Model, STEM curriculum Access, Newly Revised Access Point Training		Inclusion will be added to each meeting discussion as appropriate.	10/20/14
4.12-2: Conduct a review of current policies and practices regarding routine use of counseling as a primary source of support.	<u>INITIATED SY 13-14</u> Review of federal law, etc. Task Force to continue			
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.	<u>INITIATED SY 13-14</u> 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.	<u>INITIATED 2014</u> Continue to participate in budget conferences/process			

Inclusionary Practices				
Recommendation	Action	Date	Task Force Input/Update	Date
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.	<u>INITIATED SY 13-14</u> Continuous One School Community Initiative & ESE Leadership Credential Program			
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.	<u>INITIATED SY 13-14</u> Continuous ESE Specialist Field Coach	08/2014		

Inclusionary Practices				
Recommendation	Action	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. SSM;	INITIATED SY 13-14 Center Principal Task Force			
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 progs SY 14-15 Continuous			

Performance and Instruction of Students	
Commendation	Action
The Division of Exceptional Student Education and Support Services is commended for its action initiatives that offer opportunities for expanded services and greater support to schools. ESE staff worked collaboratively with school staff to assess and identify key initiatives of action.	Annual
The community-based instruction (CBI) program offers instruction of functional skills in natural environments to students with moderate and severe disabilities. The district's program is comprehensive, based on the individual needs of students, and highly supported by local business partners.	Annual

Performance and Instruction of Students				
Recommendation	Action	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			

Performance and Instruction of Students

Recommendation	Action	Date	Task Force Input/Update	Date
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			
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.			
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			
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		Determine and financially support CTACE initiatives towards partial industry certifications.	11/17/14