Completed Items since September 19, 2016 - Community Task Force

4.2 ESE Support and Related Services				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.1-3: Monitor the Division's goal of shifting its focus to curriculum and instruction.	**COMPLETED/ON-GOING:** *ESE Director, Support Services Director and staff are involved in cross-divisional meetings with Literacy department; OSPA; Talent Development; Talent Acquisition; Demographics; Diversity, Intervention and Prevention; ESOL; Head Start/Early Intervention; and Office of Strategic Achievement. Vendor presentations, and K-1 Sub-cadre meetings *Curriculum supervisors regularly meet with cadre directors (OSPA) to continually work with site based management to ensure focus on 1) Curriculum and instruction 2) Provision of proper and necessary support to students with disabilities, and 3) Accountable expenditure of ESE dollars for students with disabilities and ESE Programs. *Curriculum Supervisors trained all high school principals, high school Assistant Principals (APs) over ESE, and all middle school APs June – August 2016. Next step is to train all elementary school principals. Dates for one day school team trainings is available beginning Sept. 21, 2016 through December 2016 for both elementary and secondary schools. All elementary school principals were trained at their November 3 and November 10 sub-cadre meetings. Additional school team SF trainings are scheduled through January 2017.	09/2015 06/2016 11/2016	On-going On-going On-going	Sonja Clay
4.2-1: Develop a prioritized schedule in which key areas of district operations are identified for deeper examination and related action.	**COMPLETED / On-Going:** *ESE and Support Services administration and staff are involved in monthly/quarterly cross-divisional meetings with Literacy; OSPA; Talent Development; Talent Acquisition; Demographics; Diversity, Intervention and Prevention; ESOL; Head Start/Early Intervention; Instruction & Intervention and Office of Strategic Achievement.	01/2016	05/2017/ On-going	Andrea Ciotti

4.2 ESE Support and Related Services				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**COMPLETED/ON-GOING**: *Continuous focus on data with each quarter and year-end review *Frequent review of the need for growth positions (additional positions to alleviate larger caseloads) *Six (6) Behavior Technicians were added to each District team, to include PreK *Five Behavior Technicians were added to five middle schools (SSSM). All traditional middle schools have behavior techs assigned through the SSSM.	10/2014 04/2015 08/2016	On-going 12/2015 11/2016	Beth Williams Gary Grigull
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.	**COMPLETED/ON-GOING:** *Piloted during the 2013-2014 school year *Increased during the 2014-2015 school year to 25 schools *Secondary Student Support Model in all traditional Middle Schools as of September 30th. We are now in the process of interview and processing the additional Behavior Techs (5) *Secondary Support Model program to assist *Continuous review/modify as needed *Increased to 41 total SSSM behavior technicians for 15-16 school year. *Five (5) additional middle schools to be added 2016-2017 school year *Researched other districts, no formal matriculation manual or process; rather best practices. *Development of Broward ESE Matriculation Manual *Rolled out via November ESE Specialist meeting with guidelines for Spring matriculation activities across grade levels *Completed- District ESE Matriculation Manual, presented to ACE, Parent Advisory and ESE specialists (January/February), Joint Middle/High School Principal Cadre Meeting presentation (November 2016)	08/2013 08/2016	 09/30/16 11/2015 11/2016 02/2016 11/2016	Gary Grigull

4.2 ESE Support and Related Services				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**COMPLETED/ONGOING:** In collaboration with the Transportation Department: *Hired ESE Specialist for Transportation to assist with processes/accountability relating to IEPs *Current ESE Specialist on FMLA. Compliance Program Specialists have been handling transportation issues and concerns while the position has been vacant. Interviews were held December 2, 2016 and a new ESE Specialist for Transportation will be hired and in place by January 2017 *Ongoing meetings are held with Transportation *Revised the timeline for generating transportation requests to maximize the amount of time needed to properly route students *Transportation created a report of ride times for all students—currently under review *Timelines for routing students for the 2016-2017 school year were tightened to all requested needed by the end of the 2015-2016 school year	06/2014 12/8/2016 02/2016 06/2016	08/2014 01/2017 04/2016 02/2016	Tara Rodger Felicia Starke Sarah Samuels

4.3 Use of Funds				
Recommendations	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**COMPLETED/ON-GOING**: *Curriculum Supervisors provide Budget Department with projected program numbers for each school *Budget Department provides reports/monitoring *ESE & SS – assist with programming development and support *Curriculum teams conducted first week visitations. Data for the visitations was used to make adjustments to staffing ratios. (Reviews are conducted annually and discrepancies are addressed with school based administration) *Currently gathering data for 17-18 budget projections	10/2013 9/2014, 2015, and 2016 12/2016	On-going/ Annually	Gary Grigull

4.4 Communication with Stakeholders				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.4-3: Overhaul the ESE website so that information is organized logically, contains current information, and is visual appealing to BCPS stakeholders.	**COMPLETED/ON-GOING**: *Updates provided by individual ESE & SS Departments to micro tech for revisions *An additional Micro Technician was hired. *ESE and SS Division Focus 2016-2017 *Initial meeting of Parent Focus Group 7/13/16 to discuss website revisions and take recommendations *Follow-up meeting Parent Focus Group 7/21/2016 reviewed recommendations and created draft of website revisions per parental input *08/8-10/16 Staff completed individual webpages using a uniform template to make sure each page is user friendly for school staff, parents and the community. All documents and information will be updated and republished on the new website. The re-launch for the new website is scheduled for September 2016.	08/2014 07/13/16 07/21/16	On-going 07/2016 08/2016	Deneen Gorassini Debra Harrington

4.9 Referral, Evaluation, and Eligibility – Ages Six through 21				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.9-3: Incorporate resources to support social/behavioral development in addition to academic achievement into all MTSS and CPS/RtI reforms.	**COMPLETED/ON-GOING:** *CPS/RtI System rolled out under the direction of the Diversity Prevention and Intervention Department *District Social Emotional Learning Leadership Team was established to explore current research in Social Emotional Learning *The SEL Team established SEL Standards based on Collaborative for Academic, Social and Emotional Learning (CASEL) and Social-Emotional Learning (SEL) framework. *SEL presentation to School Psychologists by Daniel Shapiro *Professional development is ongoing across the District through Z-PAC	08/2015 07/2016	On-going 09/2016	Rhonda Said

4.9 Referral, Evaluation, and Eligibility – Ages Six through 21				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**COMPLETED/ON-GOING:** *MTSS/RtI District Leadership Team Identified criteria and supports necessary to facilitate the review process *Student Support Initiative (SSI) technical assistance and professional development are provided to school teams *RtI records in BASIS 3.0 are reviewed periodically	06/2015	On-going	Emily Goldstein

4.10 Individual Educational Plans				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**PARTIALLY COMPLETED/ON-GOING:** *Local procedure and facilitated IEP (FIEP) promote best practices to improve meaningful parental participation in IEP meetings. *Procedures outlined for the monitoring of schools complying with the required five-day draft and proving school staff, principals, curriculum supervisors, and cadre directors with feedback by the compliance team. *Worked with EasyIEP to include a cover letter for the Draft IEP document and a document for the parents to provide input. 05/2016 *Surveyed ESE Specialists to gauge the impact on ESE Specialists and to see if they have a better impression of how the 5 day draft IEP helps students, families and other stakeholders	04/20/15 08/22/16 9/2016 11/2016	On-going On-going 11/2016 11/2016	Sarah Samuels Felicia Starke

4.11 Transition/Matriculation				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**COMPLETED/ON-GOING:** *Links to adult agencies and transition resources added, description of specialized transition programs and agency referral documents included * Transition staff working with IT department to update transition page with agency information, links and transition program descriptions, and services available *ESE and SS Division Focus 2016-2017 *Initial meeting of Parent Focus Group 7/13/16 to discuss website revisions and take recommendations *Follow-up meeting Parent Focus Group 7/21/2016 reviewed recommendations and created draft of website revisions per parental input *Transition Supervisor completed individual webpage using a uniform template to make sure each page is user friendly for school staff, parents and the community. All documents and information will be updated and republished on the new website. Resources and action oriented information and links are accessible. *The relaunch of the website will be on December 15, 2016.	01/2016	07/2016 12/2016/ Completed	Brian Norris, Louis Ruccolo

4.12 Inclusionary Practices				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**COMPLETED/ON-GOING:** *Added 4 ESE Specialist Field Coaches *Added 7th District Behavior Technicians. *Expanded Secondary Student Support Model by adding Behavior Technicians *Each traditional Middle School has an "On Site Behavior Tech" assigned *Revised InD Funding Model guidelines to address SLP caseload *ESE Supervisors monitor special program numbers and provide additional support when over the recommended ratio *ESE Supervisors regularly meet with school administration to discuss staffing concerns, provide feedback from observations or classroom walkthroughs, programming, training and additional support they may need. *Increased to a total of 12 District Behavior Technicians *Quarterly Collaborative team meetings between curriculum program specialists and compliance program specialists to improve communication and supports to schools	08/2013 08/2014 10/2016	On-going On-going 09/2016 On-going On-going On-going	Felicia Starke Gary Grigull

4.13 Performance and Instruction of Students				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.13-1: Evaluate the effectiveness of the action initiatives to determine continuation, modification, and expansion.	**COMPLETED/ON-GOING:** *Stakeholders are involved in evaluating program effectiveness via data chats, end user surveys, and student achievement data 2016 FSA ELA student achievement data reviewed by Curriculum Supervisors and shared with teams *Fall, 2016 ongoing collaboration with the Literacy department via Literacy Coaches meeting, BAS training and conversations about data of ESE students	10/2014 08/2016 11/2016	On-going On-going annually	Janice Koblick

Partially Completed Items as of December 19, 2016

4.1 District and School Staffing and Support				
Recommendation	**District Action(s)**	**Initiation Date**	**Completion Date**	**Person Responsible**
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.	**PARTIALLY COMPLETED/ON-GOING**: *Professional development redesign **COMPLETED**: *Support Facilitation Manual **COMPLETED/ON-GOING**: *Training rolled out – Summer –Fall 2015 (Summer - 6 middle school teams, Sept 29-30, October 14, 2015; need for additional trainings has been considered/discussed). Collaborative planning, in-class support, caseload numbers, and scheduling of students are topics included in the training for general education teachers and Support Facilitators. This training is being provided by FDLRS with sessions scheduled during the summer and fall of 2016. *56 middle and high school teams have been trained in the support facilitation model since June 2015 *District Supervisors attend school budget conferences to ensure that schools are planning for and hiring the recommended number of Support Facilitators. *Meeting with cadre directors *District and school administrator training *Trained all high school principals, high school APs over ESE, and all middle school APs June – August 2016. Next step is to train all elementary school principals. Dates for one day school team trainings is available beginning Sept. 21, 2016 through December 2016 for both elementary and secondary schools. *In the process of arranging for all elementary principals to be trained. *Elementary principals were all trained at their sub-cadre meetings on November 3 and November 10, 2016. Elementary school team training dates are now scheduled through January 2017. *August- November, 2016 – 36 elementary schools and 16 secondary schools have been trained	08/2014 08/2016 09/2016 11/2016	10/2015 06/2015 On-going On-going/ Annually Ongoing/ Continuing On-going/ Continuing On-going / Continuing	Janice Koblick

4.1 District and School Staffing and Support				
Recommendation	**District Action(s)**	**Initiation Date**	**Completion Date**	**Person Responsible**
4.1-6: Update ESE job descriptions to accurately reflect job duties, necessary education, experience, physical requirements, and accountability measures.	**PARTIALLY COMPLETED:** *The following job descriptions have been submitted to Human Resources/Talent Acquisition for Board approval: Support Facilitator, ESE Specialist, and ESE Preschool Supervisor *Family Counselor job description has been reviewed. Additional Revisions made after review with District and submitted in 11/2016. *Support Facilitator, ESE Specialist, and Curriculum Supervisor, ESE Preschool job descriptions were approved by the Board.	02/2016 03/2016	06/2016 06/2017 08/16/16	Sonja Clay Charlene Grecsek
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.	**PARTIALLY COMPLETED:** * Focus Groups to address and obtain input *Job description for ESE Specialists has been revised and submitted to Human Resources *Support Facilitator, ESE Specialist, and Curriculum Supervisor, ESE Preschool were approved by the Board.	06/2014 01/2016	12/2014 06/2016 08/16/16	Sonja Clay
4.1-10: Ensure curriculum and instructional supports to schools align with and are integrated within the continuous improvement models.	**PARTIALLY COMPLETED:** *Model developed, will continue to modify based on data collected throughout the school year *Failure Free Reading, Attainment, First Author programs are being utilized and supported at schools *Destination Knowledge piloted at five (5) elementary schools for students identified with reading deficiencies *Implementation of Leaps to support social and emotional/behavioral development; district wide site license, it is part of the SEL plan district wide. *Failure Free Reading student licenses are being renewed by the ESE department at 19 middle schools	10/2014 12/2015 9/2016	On-going Complete	Janice Koblick

4.2 ESE Support and Related Services				
Recommendation	**District Action(s)**	**Initiation Date**	**Completion Date**	**Person Responsible**
4.2-2: Create three Supervisor positions for Assistive Technology, Behavior, and Speech and Language.	**PARTIALLY COMPLETED:** *S/L Supervisor position filled *The ad for the District Coordinator (Behavior) position is currently posted. *AT Supervisor position not being recommended. It was determined the needs can be met by schools identifying assistive technology contacts to increase communication	10/2013 03/2016	10/2013 05/2016	Mary Claire Mucenic
4.2-3: Protect the effective use of staff time by setting and adhering consistently to priorities for services	**PARTIALLY COMPLETED:** *Build capacity at the school level through identifying Assistive Technology Contact (ATC) at each school site *Build capacity by educating district and site based administration on cases and liability to the district when services are not provided or are interrupted *ATC piloted at 30 schools 6/20-23/2016 - Summer Institute presented for persons interested in serving as ATCs (24 participants) 8/17/2016 - Training on Assistive Technology Process to SLPs 8/22/2016 - Training on Assistive Technology Process to OT/PTs 9/15/2016 - Training on new Assistive Technology Process will be presented at ESE Specialist monthly meeting 11/17/16 - AT referral process (Snap Shot) presented at the monthly ESE Specialist Meeting. Reviewed the Broward Assistive Technology Process Team Report and provided a deeper understanding of the checklist and summary of recommendations. *Weekly phone bridge calls with each Curriculum Support Team for approximately one hour each Wednesday. Extremely effective for our team members to collaborate on specific schools/students/school needs	08/2015 06/2016 11/2016	On-going/In Process 06/23/2016 08/17/2016 08/22/2016 11/17/2016	Gwen Lipscomb Brian Norris
4.2-6: Develop strategies to extend the impact the Assistive Technology Office has on educational opportunities for ESE students in all BCPS schools.	**PARTIALLY COMPLETED**: *Build capacity at the school level through identifying ATCs at each school site	06/2016	On-going	Gwen Lipscomb

4.5 Professional Development				
Recommendation	**District Action(s)**	**Initiation Date**	**Completion Date**	**Person Responsible**
4.5-2: 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.	**PARTIALLY COMPLETED/ON-GOING:** *Executive Director started December 2015 *A review of core group alignment is in process	12/2015	06/2017	Antoine Hickman

4.8 Child Find – Birth through Age Five				
Recommendation	**District Action(s)**	**Initiation Date**	**Completion Date**	**Person Responsible**
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.	**PARTIALLY COMPLETED/ON-GOING:** *PreK Supervisor works collaboratively with Demographics/Boundaries, OSPA Directors and Transportation to identify new school/class sites as preschool enrollment increases. *Seven new sites were opened February 2016.	08/2014	On-going	Sonja Clay ESE Preschool Supervisor
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.	**PARTIALLY COMPLETED/ON-GOING:** *Agency placements are considered during initial staffing *Two additional VPK/ESE Preschool Integrated classes have been opened for the 2016-2017 school year.	01/2016	08/2016	Sonja Clay ESE Preschool Supervisor

4.9 Referral, Evaluation, and Eligibility – Ages Six through 21				
Recommendation	**District Action(s)**	**Initiation Date**	**Completion Date**	**Person Responsible**
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.	**PARTIALLY COMPLETED/ON-GOING:** *ESE & SS and Student Support Initiatives (SSI) collaborate on data and monitoring *Current data system, referral guidelines, and processes will be reviewed to identify effective structures and improvements needed	03/2016	On-going	Rhonda Said
4.9-8: 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.	**PARTIALLY COMPLETED/ON-GOING:** *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. http://www.browardprevention.org/wp-content/uploads/2013/10/MTSS-RtI-Manual-Web1.pdf *Professional Development provided by University of South Florida PS/RtI Project Team to BCPS MTSS/RtI Team on evidenced-based implementation fidelity tools. Implementation of Fidelity planning started.	05/2014 01/2016	09/2014 On-going	Emily Goldstein

4.10 Individual Educational Plans				
Recommendation	**District Action(s)**	**Initiation Date**	**Completion Date**	**Person Responsible**
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).	**PARTIALLY COMPLETED/ON-GOING:** *Although the Evergreen Review made this recommendation, it is the ESE and Support Services Division's interpretation that IDEA and the Florida Rules Governing Exceptional Student Education, clearly identify the IEP Team as the team to develop an appropriate IEP. School staff and administration along with district level are to provide the support needed to allow the teachers to focus on specific subjects and instruction.	08/2014	On-going	Sonja Clay Mary Claire Mucenic

4.11 Transition/Matriculation				
Recommendation	**District Action(s)**	**Initiation Date**	**Completion Date**	**Person Responsible**
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.	**PARTIALLY COMPLETED/ON-GOING:** *Reviewed and identified programs with CTACE *ESE Transition Services Supervisor and CTACE Curriculum Supervisors are collaborating to develop vocational programs. The following proposals under review: Agricultural science – Western HS Entrepreneurial/Hospitality - Cross Creek Pro-start Culinary program – Ft Lauderdale HS	03/2016	08/2016	Louis Ruccolo
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.	**PARTIALLY COMPLETED/ON-GOING:** *The Transition Service Plan (TSP) meetings with all at risk 11th grade students with disabilities is ongoing – All schools have had their initial meetings, all schools will have the follow-up meetings by the end of the school year. *Follow-up with 12th grade students – meet with at-risk 11th grade students. Begin to meet with 9th grade students by 1/2017	12/2015 08/2016	07/2016 On-going 05/2017	Louis Ruccolo
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.	**PARTIALLY COMPLETED/ON-GOING:** *CTACE and ESE have collaborated to develop a proposal for a culinary program in which incorporates MOCPs at the Technical Colleges. Agricultural science – Western HS Entrepreneurial/Hospitality - Cross Creek Pro-start Culinary program – Ft Lauderdale HS	03/14/16 10/2016	10/2016 On-going	Louis Ruccolo Beth Williams
4.11-8: Revise the district's pupil progression plan to specify the availability of MOCPs.	**PARTIALLY COMPLETED/ON-GOING:** *District's pupil progression plan to specify the availability of MOCPs *Collaboration by ESE and CTACE departments	04/2016	10/2016 On-going	Louis Ruccolo Beth Williams
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.	**PARTIALLY COMPLETED/ON-GOING:** *Meetings being held with CTACE staff. *Eleven programs for adult students with disabilities (18-21) at host businesses, technical colleges, and high schools. *New Project SEARCH Site Added *New WOW Site Added *New WOW Site Added *Double Tree Hotel site proposed & accepted	03/14/16 08/2015 08/2016 09/2017	10/2016 On-going 06/2016	Louis Ruccolo Beth Williams

4.12 Inclusionary Practices				
Recommendation	**District Action(s)**	**Initiation Date**	**Completion Date**	**Person Responsible**
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.	**PARTIALLY COMPLETED/ON-GOING:** *Site based visits were conducted at all contracted preschools *No new sites will be opened for 2016-2017 *Continue current agency contracts for the 2016-2017 school year.	01/2016	On-going	Sonja Clay ESE Preschool Supervisor

4.13 Performance and Instruction of Students				
Recommendation	**District Action(s)**	**Initiation Date**	**Completion Date**	**Person Responsible**
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.	**PARTIALLY COMPLETED/ON-GOING:** *Although the evergreen Review made this recommendation, it is no longer applicable due to the passage of Senate Bill 850 (July 2014) *Students enrolled in six programs were provided employment training and job placement *Life-centered curriculum was piloted at 10 schools *Attainment Core is currently being used at 14 high schools	08/20/15 Spring 2016	On-going	Louis Ruccolo

Partially Completed Items as of December 19, 2016

1. **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.

2. **4.1-6**: Update ESE job descriptions to accurately reflect job duties, necessary education, experience, physical requirements, and accountability measures.

3. **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.

4. **4.1-10**: Ensure curriculum and instructional supports to schools align with and are improvement models.

5. **4.2-2**: Create three Supervisor positions for Assistive Technology, Behavior, and Speech and Language.

6. **4.2-3**: Protect the effective use of staff time by setting and adhering consistently to priorities for services.

7. **4.2-6**: Develop strategies to extend the impact the Assistive Technology Office has on educational opportunities for ESE students in all BCPS schools.

8. **4.5-2**: 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.

9. **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.

10. **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.

11. **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.

Partially Completed Items as of December 19, 2016

12. **4.9-8**: 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.

13. **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).

14. **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.

15. **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.

16. **4.11-7**: Offer Modified Occupational Completion Points (MOCPs) for vocational education to increase opportunities for vocational or employability skills training for high schools students with disabilities.

17. **4.11-8**: Revise the district's pupil progression plan to specify the availability of MOCPs.

18. **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.

19. **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.

20. **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.

EXCEPTIONAL STUDENT EDUCATION AND SUPPORT SERVICES
EVERGREEN REVIEW UPDATES

Evergreen's independent review focused on all aspects of the ESE program: organizational, operational, and programmatic. Throughout the course of this review, common themes emerged. The following five (5) "priority areas" derived from these themes:

1. Expand the continuum of services and placements available within each school.
   - In the elementary grades, focus on educating students with disabilities in the schools they would attend if nondisabled- including students with more challenging needs.
   - In middle school and high school settings, focus on ensuring that students with disabilities being taught the general Florida Standards receive the specially designed instruction, related services, and supplementary aids and services they need to achieve their annual goals and progress in the general curriculum, and that robust transitions and services are implemented.

2. Improve staffing levels to ensure they are sufficient to meet the needs of students with disabilities across all placements. In all schools, caseloads must be reasonable and manageable to ensure that:
   - IEP teams are empowered to base decisions regarding the amount of ESE services and supports each student will receive on the individual student's needs;
   - ESE teachers and service providers can fully implement the IEPs of the students for whom they are responsible; and
   - ESE Specialists are effectively and consistently trained and provided the resources needed to fulfill their duties as case managers and compliance specialists.

3. Reinforce and support the district's Child Find Teams and school-based collaborative problem solving/response-to-intervention (CPS/RtI) teams to ensure students with disabilities are identified, evaluated, and, as appropriate, found eligible or ineligible for ESE services with no undue delay.
   - Increase the capacity of Child Find Teams by adding staff and/or extending the contract year and on ensuring timely evaluation by promptly seeking parental consent once the district has knowledge that a child may be a child with a disability.
   - Ensure CPS/RtI teams have the knowledge, skills, and resources to effectively and efficiently implement the general education requirements found in Rule 6A-6.0331, F.A.C, and that evaluations and eligibility determinations are based on the BCPS ESE Policies and Procedures and applicable State Board of Education rules.

4. Establish a framework to promote and support meaningful and appropriate involvement of internal and external stakeholders in educational programs.
   - Delineate the roles, responsibilities, obligations, and spans of authority of each stakeholder group, and then clearly communicate and consistently implement them.
   - Provide structured opportunities for parents, teachers, school leaders, and district staff to provide input and share their insights regarding improving and enhancing ESE services within the district.

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 to students. In addition, analytic data are needed to accurately assess the cost and programmatic benefit of providing ESE services by program category and campus/location. In addition, campus administrators should be required to develop plans for the use of the ESE guaranteed allocation and its impact on ESE students.

Evergreen also identified thirteen (13) "specific task areas" from an analysis of program effectiveness through careful review of available data, benchmarking, interviews, and survey feedback.

The specific task areas include:

4.1 District and School Staffing and Support
4.2 ESE Support and Related Services
4.3 Use of Funds
4.4 Communication with Stakeholders
4.5 Professional Development
4.6 Parent Engagement
4.7 Community Engagement/Partnerships
4.8 Review Child Find – Birth through Age 5
4.9 Referral, Evaluation, and Eligibility-Ages 6-21
4.10 Individualized Educational Plans (IEPs)
4.11 Transition/Matriculation
4.12 Inclusionary Practices
4.13 Performance and Instruction of Students

The study identified 45 commendations and 110 recommendations. The following is an action plan being utilized by the ESE and Support Services Division to monitor the progress toward completion of the tasks.

ITEM CODING:

GREEN: COMPLETED
YELLOW: PARTIALLY COMPLETED
RED: NEW/ANTICIPATED COMPLETION DATE

4.1 District and School Staffing and Support
Commendations
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
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 Services Division promotes collaboration with other district departments and designates comprehensive curriculum and instructional support to schools.

4.1 District and School Staffing and Support				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.1-1: Expedite filling the position of Director of Exceptional Student Education.	**COMPLETED:** *Accomplished; ESE Director hired March 2014	03/2014	03/2014	Executive Director
4.1-2: Reclassify the position of Curriculum Specialist to Curriculum Supervisor.	**COMPLETED:** *Aligned in new organization chart as Curriculum Supervisor; positions reclassified *Completion date – approval of new org chart	07/2014	07/2014	Executive Director
4.1-3: Monitor the Division's goal of shifting its focus to curriculum and instruction.	**COMPLETED/ON-GOING:** *ESE Director, Support Services Director and staff are involved in cross-divisional meetings with Literacy department; OSPA; Talent Development; Talent Acquisition; Demographics; Diversity, Intervention and Prevention; ESOL; Head Start/Early Intervention; and Office of Strategic Achievement. Vendor presentations, and K-1 Sub-cadre meetings *Curriculum supervisors regularly meet with cadre directors (OSPA) to continually work with site based management to ensure focus on 1) Curriculum and instruction 2) Provision of proper and necessary support to students with disabilities, and 3) Accountable expenditure of ESE dollars for students with disabilities and ESE Programs. *Curriculum Supervisors trained all high school principals, high school Assistant Principals (APs) over ESE, and all middle school APs June – August 2016. Next step is to train all elementary school principals. Dates for one day school team trainings is available beginning Sept. 21, 2016 through December 2016 for both elementary and secondary schools. All elementary school principals were trained at their November 3 and November 10 sub-cadre meetings. Additional school team SF trainings are scheduled through January 2017.	09/2015 06/2016 11/2016	On-going On-going Complete	Sonja Clay

4.1 District and School Staffing and Support				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**PARTIALLY COMPLETED/ON-GOING**: *Professional development redesign **COMPLETED**: *Support Facilitation Manual **COMPLETED/ON-GOING**: *Training rolled out – Summer –Fall 2015 (Summer - 6 middle school teams, Sept 29-30, October 14, 2015; need for additional trainings has been considered/discussed). Collaborative planning, in-class support, caseload numbers, and scheduling of students are topics included in the training for general education teachers and Support Facilitators. This training is being provided by FDLRS with sessions scheduled during the summer and fall of 2016. *56 middle and high school teams have been trained in the support facilitation model since June 2015 *District Supervisors attend school budget conferences to ensure that schools are planning for and hiring the recommended number of Support Facilitators. *Meeting with cadre directors *District and school administrator training *Trained all high school principals, high school APs over ESE, and all middle school APs June – August 2016. Next step is to train all elementary school principals. Dates for one day school team trainings is available beginning Sept. 21, 2016 through December 2016 for both elementary and secondary schools. *In the process of arranging for all elementary principals to be trained. *Elementary principals were all trained at their sub-cadre meetings on November 3 and November 10, 2016. Elementary school team training dates are now scheduled through January 2017. *August- November, 2016 – 36 elementary schools and 16 secondary schools have been trained	08/2014 08/2016 09/2016 11/2016	10/2015 06/2015 On-going On-going/ Annually Ongoing/ Continuing On-going/ Continuing On-going / Continuing	Janice Koblick
4.1-5: Develop a comprehensive plan for addressing hard-to-fill vacancies and strategies to meet this challenge	**COMPLETED/ON-GOING**: SLP positions *Plan includes: In conjunction with Human Resources/Talent Acquisition year round advertising, recruitment at annual FLASHA and ASHA conference and presentations to local universities. *Signing bonus incentive of $2,000.00 has been approved. *Re-opened Affiliation Agreement with FIU to place SLP interns in BCPS schools as additional pool of recruits *Approval to extend DROP dates for current SLPs retiring end of 2015-2016 school year- 5/8 eligible and have agreed to extend into 2016-2017 school year offered to new hires for 2016-2017 school year	12/2014 02/2016 12/2015	12/2014 04/2016 04/2016	Deb Harrington

4.1 District and School Staffing and Support				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.1-6: Update ESE job descriptions to accurately reflect job duties, necessary education, experience, physical requirements, and accountability measures.	**PARTIALLY COMPLETED:** *The following job descriptions have been submitted to Human Resources/Talent Acquisition for Board approval: Support Facilitator, ESE Specialist, and ESE Preschool Supervisor *Family Counselor job description has been reviewed. Additional Revisions made after review with District and submitted in 11/2016. *Support Facilitator, ESE Specialist, and Curriculum Supervisor, ESE Preschool job descriptions were approved by the Board.	02/2016 03/2016	06/2016 06/2017 08/16/16	Sonja Clay Charlene Grecsek
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 elementary and middle schools *Hired four (4) ESE Field Coaches to provide coaching and mentoring to ESE Specialists *31 schools were increased to 100%	07/2014 07/2014	07/2014 07/2014	Sonja Clay Mary Claire Mucenic
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.	**PARTIALLY COMPLETED:** * Focus Groups to address and obtain input *Job description for ESE Specialists has been revised and submitted to Human Resources *Support Facilitator, ESE Specialist, and Curriculum Supervisor, ESE Preschool were approved by the Board.	06/2014 01/2016	12/2014 06/2016 08/16/16	Sonja Clay
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.	**COMPLETED:** *Planning began in summer 2014 *Pilot initiated with four schools, started with 11th graders *Completed in all schools	08/2014	On-going 05/2016	Louis Ruccolo
4.1-10: Ensure curriculum and instructional supports to schools align with and are integrated within the continuous improvement models.	**COMPLETED/ON-GOING:** *Model developed, will continue to modify based on data collected throughout the school year *Failure Free Reading, Attainment, First Author programs are being utilized and supported at schools *Destination Knowledge piloted at five (5) elementary schools for students identified with reading deficiencies *Implementation of Leaps to support social and emotional/behavioral development; district wide site license, it is part of the SEL plan district wide. *Failure Free Reading student licenses are being renewed by the ESE department at 19 middle schools	10/2014 12/2015 9/2016	On-going Complete	Janice Koblick Beth Williams

4.1 District and School Staffing and Support				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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 visit schools and participate in: Zone Principal Meetings (ZPAC), K-1 Sub Cadre and Cadre meetings. *Curriculum supervisors attend principals meetings as needed and continuously collaborate with OSPA to ensure the focus stays on the curriculum and instruction for our students with disabilities. Supervisors attend principal meetings as needed to address curricular and operational concerns with site based management/principals. Program specialists (staff) complete weekly visitation logs to document the assistance and support they are providing to their assigned schools.	08/2014 08/2014	On-going On-going	Gary Grigull

4.2 ESE Support and Related Services				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.2-1: Develop a prioritized schedule in which key areas of district operations are identified for deeper examination and related action.	**COMPLETED / On-Going:** *ESE and Support Services administration and staff are involved in monthly/quarterly cross-divisional meetings with Literacy; OSPA; Talent Development; Talent Acquisition; Demographics; Diversity, Intervention and Prevention; ESOL; Head Start/Early Intervention; Instruction & Intervention and Office of Strategic Achievement.	01/2016	Completed / On-going	Andrea Ciotti
4.2-2: Create three Supervisor positions for Assistive Technology, Behavior, and Speech and Language.	**PARTIALLY COMPLETED:** *S/L Supervisor position filled *The ad for the District Coordinator (Behavior) position is currently posted. *AT Supervisor position not being recommended. It was determined the needs can be met by schools identifying assistive technology contacts to increase communication.	10/2013 03/2016	10/2013 05/2016	Mary Claire Mucenic

4.2 ESE Support and Related Services				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.2-3: Protect the effective use of staff time by setting and adhering consistently to priorities for services	**PARTIALLY COMPLETED:** *Build capacity at the school level through identifying Assistive Technology Contact (ATC) at each school site *Build capacity by educating district and site based administration on cases and liability to the district when services are not provided or are interrupted *ATC piloted at 30 schools 6/20-23/2016 - Summer Institute presented for persons interested in serving as ATCs (24 participants) 8/17/2016 - Training on Assistive Technology Process to SLPs 8/22/2016 - Training on Assistive Technology Process to OT/PTs 9/15/2016 - Training on new Assistive Technology Process will be presented at ESE Specialist monthly meeting 11/17/16 - AT referral process (Snap Shot) presented at the monthly ESE Specialist Meeting. Reviewed the Broward Assistive Technology Process Team Report and provided a deeper understanding of the checklist and summary of recommendations. *Weekly phone bridge calls with each Curriculum Support Team for approximately one hour each Wednesday. Extremely effective for our team members to collaborate on specific schools/students/school needs	08/2015 06/2016 11/2016	On-going/In Process 06/23/2016 08/17/2016 08/22/2016 11/17/2016	Gwen Lipscomb Brian Norris

4.2 ESE Support and Related Services				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.2-4: Continue to examine staffing of speech/language pathologists (SLPs) with respect to caseload/workload issues and fund additional positions according to findings.	**COMPLETED/ON-GOING**: *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 school year, two schools providing additional supplements. *Each curriculum team has a dedicated SLP Program Specialist to provide support to schools.); 2014-2015 school year average caseload numbers: Elementary 54, Middle School 61, High School 47, and Centers 33 *As a result of the change to InD Funding Model Guideline, 12 schools w/InD special program classes were funded for an additional 50% position *OT/PT caseloads range between 40-50 for a full time position *2016-17 school year: - Elementary Schools w/ 85+ caseload as of 6/9/16 (10/137) - Middle Schools w/ 85+ caseload as of 6/9/16 (2/38) - High Schools w/ 85+ caseload as of 6/9/16 (3/33) *2016-17 school year: - Elementary Schools – Growth positions (11) additional positions or increase in existing position - Middle Schools – Growth positions (6) additional positions or an increase in existing position - High School/Center – Growth positions (8) additional positions or an increase in existing position Continued need exists at the elementary level regarding sufficient funding to fund growth positions. *2016-17 school year – New school based hires (26) across levels	April-May 2014 12/2014	On-going 10/30/15 09/2016 9/2016	Deb Harrington
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.	**COMPLETED/ON-GOING**: *Continuous focus on data with each quarter and year-end review *Frequent review of the need for growth positions (additional positions to alleviate larger caseloads) *Six (6) Behavior Technicians were added to each District team, to include PreK *Five Behavior Technicians were added to five middle schools (SSSM). All traditional middle schools have behavior techs assigned through the SSSM.	10/2014 04/2015 08/2016	On-going 12/2015 11/2016	Beth Williams Gary Grigull
4.2-6: Develop strategies to extend the impact the Assistive Technology Office has on educational opportunities for ESE students in all BCPS schools.	**PARTIALLY COMPLETED**: *Build capacity at the school level through identifying ATCs at each school site	06/2016	On-going	Gwen Lipscomb

4.2 ESE Support and Related Services				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.2-7: Examine and update reporting processes for assistive technology.	**COMPLETED:** *Monthly Broward Assistive Technology Team (BATT) meetings *Revise checks/balances timeline from 60 days to 30 days	08/2015	05/2016	Gwen Lipscomb
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.	**COMPLETED/ON-GOING:** *Piloted during the 2013-2014 school year *Increased during the 2014-2015 school year to 25 schools *Secondary Student Support Model in all traditional Middle Schools as of September 30th. We are now in the process of interview and processing the additional Behavior Techs (5) *Secondary Support Model program to assist *Continuous review/modify as needed *Increased to 41 total SSSM behavior technicians for 15-16 school year. *Five (5) additional middle schools to be added 2016-2017 school year *Researched other districts, no formal matriculation manual or process; rather best practices. *Development of Broward ESE Matriculation Manual *Rolled out via November ESE Specialist meeting with guidelines for Spring matriculation activities across grade levels *Completed- District ESE Matriculation Manual, presented to ACE, Parent Advisory and ESE specialists (January/February), Joint Middle/High School Principal Cadre Meeting presentation (November 2016)	08/20/13 08/2016	 09/30/16 11/2015 11/2016 02/2016 11/2016	Gary Grigull
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 with Medicaid funds. Benefits include: additional supports to schools at low cost to District influence on training provided by universities (community partners), and creation of a pipeline for well-trained new school psychologists.	03/2014	07/2014	Rhonda Said
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:** *Hired an ESE Specialist for transportation to address processes/accountability relating to transportation needs students with disabilities. Guiding questions, proper IEP documentation, and any additional resources required were added to the Transportation section of the special Considerations Tab in EasyIEP.	06/2014	06/2014	Tara Rodger

4.2 ESE Support and Related Services				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**COMPLETED/ONGOING:** In collaboration with the Transportation Department: *Hired ESE Specialist for Transportation to assist with processes/accountability relating to IEPs *Current ESE Specialist on FMLA. Compliance Program Specialists have been handling transportation issues and concerns while the position has been vacant. Interviews were held December 2, 2016 and a new ESE Specialist for Transportation will be hired and in place by January 2017 *Ongoing meetings are held with Transportation *Revised the timeline for generating transportation requests to maximize the amount of time needed to properly route students *Transportation created a report of ride times for all students—currently under review *Timelines for routing students for the 2016-2017 school year were tightened to all requested needed by the end of the 2015-2016 school year	06/2014 12/8/2016 02/2016 06/2016	08/2014 01/2017 04/2016 02/2016	Tara Rodger Felicia Starke Sarah Samuels
4.2-12: Create a Technology Plan for students with disabilities for the 2014-15 school year.	**COMPLETED:** *Students with disabilities are included in the district's Information & Technology Plan. Assistive Technology Supervisor or designee is included in all technology development communications. (Office of Academics Technology Committee meetings)	07/2014	03/2016	Gwen Lipscomb

4.3 Use of Funds				
Recommendations	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**COMPLETED:** *Budget Department provides reports/monitoring *ESE & SS – assist with programming/development/support *Curriculum Supervisors and Coordinator of SEDNET met with ESE Directors and SS Directors regarding school support model recommendations *Curriculum Supervisors attend staffing/budget conferences for each school to recommend allocation of ESE dollars to meet the needs of students with disabilities	03/2014	On-going/ Annually	Brian Norris Charlene Grecsek
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.	**COMPLETED/ON-GOING**: *Curriculum Supervisors provide Budget Department with projected program numbers for each school *Budget Department provides reports/monitoring *ESE & SS – assist with programming development and support *Curriculum teams conducted first week visitations. Data for the visitations was used to make adjustments to staffing ratios. (Reviews are conducted annually and discrepancies are addressed with school based administration) *Currently gathering data for 17-18 budget projections	10/2013 9/2014, 2015, and 2016 12/2016	On-going/ Annually	Gary Grigull

4.3 Use of Funds				
Recommendations	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.3-3: Require campus administrators to develop plans for the use of the ESE Guaranteed Allocation and its impact on ESE students.	**COMPLETED/ON-GOING**: *Budget Department provides reports/monitoring *ESE & SS – assist with programming development and support *OSPA – Oversight of campus administration *This is done annually in April during the staffing/budget conferences. Curriculum Supervisors provide input to cadre directors and site-based management regarding the expenditure of ESE generated funds to meet the needs of students with disabilities. Use of the funds is monitored throughout the school year by the Curriculum Supervisors. In addition, each school receiving funds for a para funded from IDEA funds, documentation of the para's schedule and duties directly related to supporting specified students with disabilities must be provided	04/2013	On-going/ Annually	Brian Norris

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

4.4 Communication with Stakeholders				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.4-1: Develop a comprehensive ESE Communications Plan.	**COMPLETED/ON-GOING:** *Cross Divisional Meeting/Committee Calendar	02/2016	On-going/ Annually	Andrea Ciotti
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 *As of August 2015, ESE Specialists no longer use the referral database for questions. They are able to call or email.	08/2014	08/2015	Felicia Starke

4.4 Communication with Stakeholders				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.4-3: Overhaul the ESE website so that information is organized logically, contains current information, and is visual appealing to BCPS stakeholders.	**COMPLETED/ON-GOING**: *Updates provided by individual ESE & SS Departments to micro tech for revisions *An additional Micro Technician was hired. *ESE and SS Division Focus 2016-2017 *Initial meeting of Parent Focus Group 7/13/16 to discuss website revisions and take recommendations *Follow-up meeting Parent Focus Group 7/21/2016 reviewed recommendations and created draft of website revisions per parental input *08/8-10/16 Staff completed individual webpages using a uniform template to make sure each page is user friendly for school staff, parents and the community. All documents and information will be updated and republished on the new website. The re-launch for the new website is scheduled for September 2016.	08/2014 07/13/16 07/21/16	On-going 07/2016 08/2016	Deneen Gorassini Debra Harrington
4.4-4: Increase awareness of commendable ESE staff, programs, and practices.	**COMPLETED/ON-GOING:** *Highlighted in our newsletter, website and other social media modes; *Community meetings *Creation and participation in first-ever District ESE Down Syndrome Buddy Walk Team Oct 18th; will be highlighted in the District ESE 411 newsletter Buddy Walk –October 2016; District team will be formed by September 10; we've ordered 300 flyers to share with schools at September ESE Specialist's meeting. *Just Do It Event – (recognized 185 students) *Autism in Flight *Announcements at Monthly ESE Advisory Meetings *Board resolutions (Downs Syndrome Awareness, Disability History and Awareness, Disability Employment Awareness, Disability Mentoring Day, School Psychology Week, Support of Inclusive Schools Week, Autism Awareness Month, Better Hearing and Speech Month	10/2014 09/10/16	On-going 10/2016	Andrea Ciotti, Gary Grigull, Gwen Lipscomb
4.4-5: Determine and share the most appropriate translation tools for ESE Specialists to use in daily correspondence with parents.	**COMPLETED**: *Continuous collaboration with ESOL Department *Recommended using "Google Translate" to ESE Specialists *Staff provided with a possible feature in EasyIEP that would translate text added to documents within the EasyIEP system (native language) *Forms have been translated into three languages. Software to translate the written parts of the forms is available using Google Translate as needed	10/2014	04/2016	Tara Rodger
4.4-6: Use social media platforms to further engage ESE stakeholders.	**COMPLETED/ON-GOING**: *Currently have the ability to post on BCPS Facebook/Twitter through the Public Information Office	08/2014	On-going	Beth Williams

4.5 Professional Development
Commendations
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.
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.

4.5 Professional Development				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.5-1: Build on the online training for principals and ESE Specialists and ensure that central office administrators are included.	**COMPLETED/ON-GOING**: *18 PDA online courses are available for instructional, administrative and support staff *New courses are developed by the Florida Department of Education and promoted by the ESE and Support Services Division	10/2014	04/2016	Gwen Lipscomb
4.5-2: 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.	**PARTIALLY COMPLETED/ON-GOING:** *Executive Director started December 2015 *A review of core group alignment is in process	12/2015	06/2017	Antoine Hickman
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.	**COMPLETED/ON-GOING**: *ESE & SS Program staff have been identified to work with the Instruction & Intervention Department to prepare CARE packets for identified schools *Work with other Directors to assist cross-divisionally *ESE Director and select staff participate at least monthly in meetings with other district level divisions: Literacy; OSPA; Talent Development; Talent Acquisition; Demographics; Diversity, Prevention and Intervention; ESOL; Head Start/Early Intervention; Innovative Learning and the Arts; and Office of Strategic Achievement *Access Points Instructional Framework for grades K-12; in progress	10/2014 12/2015	On-going On-going	Janice Koblick
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/ON-GOING:** *Previously existed through Talent Development and ESE & SS Division catalog of professional learning. *Internal course catalog has been updated *All supervisors have access to a revised database, which can be used to recommend targeted professional development for schools. *A comprehensive calendar with dates and times of all training is available to district employees and updated continually.	Prior to 06/2014	On-going	Gwen Lipscomb

4.5 Professional Development				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**COMPLETED/ON-GOING**: *Revisited division processes related to professional learning opportunities, and timeline of requesting TDA's, etc. *Monthly ESE Specialist meetings are designed to address current topics with input from all ESE & SS leadership *Teacher Directed Improvement Funds are available through an application process to all instructional personnel through Talent Development	06/2014	09/2014	Andrea Ciotti Gwen Lipscomb
4.5-6: Commit to the professional growth of staff working with ESE students and communicate that commitment through word, planning, and action.	**COMPLETED/ON-GOING**: *In collaboration with The Office of Talent Development, the ESE & Support Services Master Plan for Professional Development is reviewed and updated.	06/2014	04/2016	Gwen Lipscomb
4.5-7: Expand the array of training offered to ESE paraprofessionals, and create targeted training for transportation staff in Broward County Public Schools.	**COMPLETED/ON-GOING**: Summer professional development Review scheduled for June 2014 *ESE will expand/provide additional training *Educational Support Professionals (ESPs) Summer Institute was provided July 13-15, 2015. Training focused on effective educational and behavioral strategies for the paraprofessional working with SWDs. Topics included job responsibilities, ethical considerations, and an overview of disabilities, its educational impact, instructional strategies and behavioral interventions. *ESE collaborated with transportation on the training provided to bus drivers, attendants, and staff. Training is provided yearly at the welcome back meetings and individually at each terminal.	8/2015	On-going	Tara Rodger
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/ON-GOING:** *Facilities point person worked with professional development team to designate additional room for professional learning activities (FDLRS)	10/2014	01/2015	Gwen Lipscomb

4.6 Parent Engagement
Commendations
Broward County Public Schools is commended for assessing parent training needs, and delivering on those needs.
The Division of Exceptional Student Education and Support Services is commended for planning and delivering an ESE open house for new parents.

4.6 Parent Engagement				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.6-1: Implement Robert's Rules of Order during BCPS ESE Advisory Council meetings to foster more productive and efficient outcomes.	**COMPLETED/ON-GOING:** *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	06/2014	07/2014	Sonja Clay & ESE Advisory Chair
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.	**COMPLETED/ON-GOING:** *ESE Director worked with the Executive Board to identify flexible dates, times and locations *ESE Advisory Council members elected to have all meetings for the 2015-2016 school year at Piper Senior High School from 6:30 pm to 9 pm *ESE Advisory utilizes phone bridge and live streaming	10/2014	10/2014	Sonja Clay & ESE Advisory Executive Board
4.6-3: Collect information on issues brought forward by parents during ESE Advisory Council meetings and maintain a list of priority issues.	**COMPLETED/ON-GOING:** During the 2014-2015 school year, the ESE Director and Chair developed a formal process to communicate issues with designated response times and dates.	08/2014	06/2015	Sonja Clay & ESE Chair
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/ON-GOING:** *Parent Needs Assessment developed by FDLRS has been updated to reflect "school name." *A parent workshop calendar is created and shared with parents in hard and soft copy	10/2014	01/2015	Gwen Lipscomb
4.6-5: Prepare multimedia versions of those trainings requested or delivered frequently.	**COMPLETED:** *Parent trainings are available in multimedia versions on the Brainshark website:www.browardschools.com/parents-students/parents, http://browardschools.com/adobeconnect.com/parentwebinar/ *Additional trainings are developed as needed	01/2015	09/2015	Gwen Lipscomb

4.6 Parent Engagement				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.6-6: Develop a comprehensive ESE Services Manual for parents that provide information on ESE services specific to BCPS, and supplements information in the FDOE Parent Introduction Guide.	**COMPLETED/ON-GOING:** *Introduction to ESE Services in Florida – Manual available on BCPS ESE website *Matriculation Guide was completed and presented to ESE Specialists, ESE Advisory Council, Autism Sub-Committee, and Evergreen Task Force. Monthly activities are reviewed monthly with all ESE Specialists.	12/2015	01/2016	Gwen Lipscomb Janice Koblick
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.	**COMPLETED:** The STAR system keeps track of all approved volunteers. The Public Information Office (PIO) coordinates the volunteer services program for the district. The ESE and Support Services Division will continue to work through the PIO and Student Support Initiatives Divisions to capitalize on Mentoring Programs, Parent, Family, and Community Engagement and our Partners in Education www.browardschools.com/getinvolved	02/2016	04/2016	Gary Grigull
4.6-8: Develop stringent business rules for issue escalation, and implement a tracking system for entering and tracking parent issues through closure.	**COMPLETED/ON-GOING:** *Created a database to track parent calls from initial contact to closure through the Local Resolution Office	08/2014	12/2014	Felicia Starke
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.	**COMPLETED/ON-GOING:** *ESE Parent Liaison is no longer a separate position; ESE Compliance Specialists support fulfill this need	06/2014	12/2014	Felicia Starke

4.7 Community Engagement/Partnerships
Commendation
The Division of Exceptional Student Education and Support Services is commended for cultivating, maintaining, and nurturing community partnerships that benefit students with disabilities.

4.7 Community Engagement/Partnerships				
Recommendation	District Action(s)	Initiation Date	Completion	Person Responsible
4.7-1: Increase the speed of response for students needing immediate mental health services.	**COMPLETED**: *ESE and Support Services staff worked with a team of principals to review and modify the process for special day school and alternative school services *Communicated with all schools the process and available services for all students *21 Community Providers offer access to mental health services for families. Providers attend monthly meetings to discuss challenges or access. Schools have access to providers via Behavioral Health Partnership website *A revised portfolio of all Behavior Health Partners (BHP) services was created and distributed electronically *Brainshark will be created to describe the process to all schools *SEDNET department is readily accessible for questions and face-to-face meetings * Poster Created and distributed to schools regarding partners and supports	07/2014	10/2014 01/2016; On-going 06/2016	Charlene Grecsek
4.7-2: Develop basic performance measures for community service providers delivering mental health services to students in Broward County Public Schools.	**COMPLETED:** *Although the Evergreen Review made this recommendation, community service providers do not provide services as a part of the IEP or ESE program. The services are provided in the home and community for the family and youth. *Providers are accountable to their insurance providers. Providers use measures as prescribed by individual insurance plans, grants or funders for effectiveness *Services are only provided on campus at guardian request along with site based approval	06/2014	06/2014	Charlene Grecsek
4.7-3: Create a multimedia version of the "What you need to know before you go into a school?" training.	**COMPLETED/ON-GOING:** Training is available online for providers and schools via Brainshark Brainshark was developed and is revised each year since August 2014 www.brainshark.com/browardschools	08/2014	08/2014	Charlene Grecsek
4.7-4: Communicate to community service providers the BCPS student eligibility requirements that lead to student referrals for their services.	**COMPLETED/ON-GOING** *SEDNET Department presented eligibility requirements that lead to student referral at the following community service provider events: Systems of Care Meeting, Cross Systems Interagency Meeting, etc.	08/2014	On-going	Charlene Grecsek

4.7 Community Engagement/Partnerships				
Recommendation	District Action(s)	Initiation Date	Completion	Person Responsible
4.7-5: Commence monthly meetings of community service providers	**COMPLETED:** *Reviewed Summer 2014 – process/notice, etc. *Behavioral health providers met *PreK and other providers needed *21 providers meet regularly every month * Monthly newsletter sent sine September 2016 Poster with providers created and distributed August 2016 *Providers serve clients 3 years old – adult, but can serve PreK, if requested	On-going	On-going	Charlene Grecsek

4.8 Child Find – Birth through Age Five
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.

4.8 Child Find – Birth through Age Five				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**COMPLETED/ON-GOING:** *Created a customer service survey to obtain parent feedback on satisfaction with the child find process. *Survey is set up and parents are encouraged to complete it after the staffing	10/2014	On-going/ Annually	Gwen Lipscomb,
4.8-2: Revise the policy regarding obtaining consent for evaluation from parents of Pre K children who do not pass the screening to include seeking consent as soon as possible, preferably on the same date as the screening.	**COMPLETED:** *New process was created which allows for the evaluation on the same day as the screening *Consent for evaluation is obtained at the time screening indicated the need for further evaluation	06/2014	09/2014	Rhonda Said
4.8-3: Establish an internal workgroup to solicit input from size-alike peer districts and/or regional neighboring districts to identify aspects of the district's Pre K Child Find System that require or would benefit from redesign or restructuring.	**COMPLETED/ON-GOING:** *BCPS restructured the previous PreK Child Find Process *ESE & Support Services staff participate in size-alike district meetings *Upon completion of the restructure of the process, size-alike district peer groups requested a presentation on the BCPS PreK Child Find Process *BCPS has been commended and frequently receives requests from school districts to observe best practices in Broward's model	09/2014	On-going/ Quarterly	Gwen Lipscomb

4.8 Child Find – Birth through Age Five				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.8-4: Add at least two permanent Pre K Assessment Teams to those currently in place.	**COMPLETED:** *Three additional teams have been hired.	09/02/14	08/2015	Rhonda Said
4.8-5: Make all contracts of staff required for Pre-Kindergarten evaluations 216-day contracts and evaluate the possibility of compressing screening and evaluation sessions.	**COMPLETED:** *Working with Budget/Human Resources/Broward Teacher's Union to convert positions from 196 to 216 calendar *Calendar changes were processed	09/2015	06/2016	Sonja Clay Rhonda Said
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.	**PARTIALLY COMPLETED/ON-GOING:** *PreK Supervisor works collaboratively with Demographics/Boundaries, OSPA Directors and Transportation to identify new school/class sites as preschool enrollment increases. *Seven new sites were opened February 2016.	08/2014	On-going	Sonja Clay ESE Preschool Supervisor
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.	**PARTIALLY COMPLETED/ON-GOING:** *Agency placements are considered during initial staffing *Two additional VPK/ESE Preschool Integrated classes have been opened for the 2016-2017 school year.	01/2016	08/2016	Sonja Clay ESE Preschool Supervisor

4.9 Referral, Evaluation, and Eligibility – Ages Six through 21
Commendations
Broward County Public Schools is commended for committing to a renewed focus on the development and implementation of a fully functioning district-wide 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.
Psychological Services staff are commended for ongoing support of schools and CPS/RtI teams as they strive to provide appropriate and effective instruction and intervention to students and produce accurate and meaningful RtI data to inform evaluation and eligibility decisions for students with disabilities.
Broward County Public Schools is commended for the quality and professionalism demonstrated by its evaluation teams.

4.9 Referral, Evaluation, and Eligibility – Ages Six through 21				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.9-1: Develop an infrastructure to create and support a seamless CPS/RtI system within a framework of MTSS across all BCPS schools.	**COMPLETED:** *CPS/RtI System rolled out under the direction of the Diversity Prevention and Intervention Department *ESE & SS has representation as a part of the stakeholder group	07/2014	On-going	Emily Goldstein
4.9-2: Ensure all stakeholder groups are represented in the committee or workgroup engaged in developing CPS/RtI procedures and resources, and monitor the process to ensure the individuals selected to participate are knowledgeable, committed, and actively involved.	**COMPLETED:** *CPS/RtI System rolled out under the direction of the Diversity Prevention and Intervention Department *ESE & SS has representation as a part of the stakeholder group	07/2014	On-going	Emily Goldstein
4.9-3: Incorporate resources to support social/behavioral development in addition to academic achievement into all MTSS and CPS/RtI reforms.	**COMPLETED/ON-GOING:** *CPS/RtI System rolled out under the direction of the Diversity Prevention and Intervention Department *District Social Emotional Learning Leadership Team was established to explore current research in Social Emotional Learning *The SEL Team established SEL Standards based on Collaborative for Academic, Social and Emotional Learning (CASEL) and Social-Emotional Learning (SEL) framework. *SEL presentation to School Psychologists by Daniel Shapiro *Professional development is ongoing across the District through Z-PAC	08/2015 07/2016	On-going 09/2016	Rhonda Said

4.9 Referral, Evaluation, and Eligibility – Ages Six through 21				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.9-4: Expand the existing body of CPS/RtI 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.	**COMPLETED/ON-GOING**: *CPS/RtI System rolled out under the direction of the Diversity Prevention and Intervention Department * RtI Flow Chart and Decision Making Guide provides guidance for school teams. *Prevention.org link and documents provided to School Psychologists to ensure ongoing support to school teams. *Professional development provided to schools monthly in Zone Platform for Assistance and Collaboration (Z-PAC) sessions *Link to RtI Manual:http://www.browardprevention.org/wp-content/uploads/2013/10/MTSS-RtI-Manual-Web1.pdf	10/2015 08/2016	On-going 08/2016	Emily Goldstein
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 develop more effective CPS/RtI processes.	**COMPLETED/ON-GOING:** *School psychologists participated in PLC for MTSS/RtI/SLD for past 2 years *School Psychologists help school-based teams review and graph data to use in decision-making processes *School Psychologists are active members of the CPST/RtI teams and processes at schools. They provide assessments during Tier 2 and Tier 3 to help determine appropriate interventions for students	09/2014 09/2014 09/2015	05/2016 On-going On-going	Emily Goldstein
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.	**PARTIALLY COMPLETED/ON-GOING:** *ESE & SS and Student Support Initiatives (SSI) collaborate on data and monitoring *Current data system, referral guidelines, and processes will be reviewed to identify effective structures and improvements needed	03/2016	On-going	Rhonda Said
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.	**COMPLETED/ON-GOING:** *MTSS/RtI District Leadership Team Identified criteria and supports necessary to facilitate the review process *Student Support Initiative (SSI) technical assistance and professional development are provided to school teams *RtI records in BASIS 3.0 are reviewed periodically	06/2015	On-going	Emily Goldstein
4.9-8: 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.	**PARTIALLY COMPLETED/ON-GOING:** *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. http://www.browardprevention.org/wp-content/uploads/2013/10/MTSS-RtI-Manual-Web1.pdf *Professional Development provided by University of South Florida PS/RtI Project Team to BCPS MTSS/RtI Team on evidenced-based implementation fidelity tools. Implementation of Fidelity planning started.	05/2014 01/2016	09/2014 On-going	Emily Goldstein

4.9 Referral, Evaluation, and Eligibility – Ages Six through 21				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**COMPLETED:** *The Multidisciplinary Team Report (MDT) for SLD/LI was revised. A subcommittee of the MTSS District Leadership Team (DLT) convened to provide input on the revised MDT report. *The MDT Report for SLD/LI aligns with the current FDOE required evaluation components.	10/2014	08/2015	Mary Claire Mucenic
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.	**COMPLETED/ON-GOING:** *Although the Evergreen Review indicated an increasing trend in SLD identification, BCPS data indicated that over a 5-year period SLD rates remained relatively stable *Current data reveals a <1% increase in SLD identification over a seven year period *SLD eligibilities will continue to be tracked against size-alike peer districts	05/2014	On-going	Mary Claire Mucenic
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/RtI teams, eligibility staffing committees, and IEP teams.	**COMPLETED/ON-GOING:** *CPS/RtI System rolled out under the direction of the Diversity Prevention and Intervention Department * RtI Flow Chart and Decision Making Guide provides guidance for school teams. *Roles and Responsibilities have been established and communicated in the following ways: *New ESE Specialist Trainings *Applied Learning Modules for ESE Specialists *New ESE Specialist 4 Day Summer Institute	08/2014 10/2014 08/2016	On-going On-going On-going	Felicia Starke

4.10 Individualized Educational Plans
Commendations
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.
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 is commended for its implementation of a centralized web-based ESE management system.
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.
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.

4.10 Individual Educational Plans				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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 link directly to staff emails; *Four ESE Specialist Field Coaches were hired to assist with training and notification *A new dashboard for all users was launched with additional notification capability	09/2014	02/2016	Tara Rodger
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.	**COMPLETED/ON-GOING:** *BCPS stake-holders reviewed the state's PEER system and determined the EasyIEP system to be more comprehensive and provides greater functionality *Current IEP System has been updated to include stakeholders' recommendations and enhancements.	10/2014 10/2015	10/2015 On-going	Tara Rodger
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.	**COMPLETED/ON-GOING:** *Conducted a needs assessment of end-users *It was determined that the addition of two teacher based staff would allow the District team to assist new users with issues	09/2014	10/2015	Tara Rodger

4.10 Individual Educational Plans				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**COMPLETED/ON-GOING:** Local policies and procedures reviewed on an ongoing basis *Compliance team established consisting of 4 Compliance Program Specialists, 4 ESE Specialist Field Coaches and 1 ESE Specialist for Transportation	08/2014	On-going	Sarah Samuels
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.	**COMPLETED/ON-GOING:** *Local procedure and facilitated IEP (FIEP) promote best practices to improve meaningful parental participation in IEP meetings. *Procedures outlined for the monitoring of schools complying with the required five-day draft and proving school staff, principals, curriculum supervisors, and cadre directors with feedback by the compliance team. *Worked with EasyIEP to include a cover letter for the Draft IEP document and a document for the parents to provide input. 05/2016 *Surveyed ESE Specialists to gauge the impact on ESE Specialists and to see if they have a better impression of how the 5 day draft IEP helps students, families and other stakeholders	04/20/15 08/22/16 9/2016 11/2016	On-going On-going 11/2016 11/2016	Sarah Samuels Felicia Starke
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.	**COMPLETED/ON-GOING:** *BCPS/FDLRS Staff provided training on writing measureable annual goals and objectives *BCPS provides a face to face abridged training on annual goals and objectives *An online IEP goals training is available on the BCPS/ESE website	08/2014 11/2015	On-going On-going	Gwen Lipscomb
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	**COMPLETED/ON-GOING:** * Training on post-secondary goal information incorporated into the one-day and four-day IEP training * Post-Secondary goals extensively trained at the December ESE Specialist meeting * Ongoing monitoring done by Transition team	03/2015	On-going	Louis Ruccolo

4.10 Individual Educational Plans				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**COMPLETED/ON-GOING:** *Addressed through monthly ESE Specialist meetings and small group applied learning sessions *ESE Field Coaches assist in providing guidance in alignment with local, state and federal guidelines *Addressed through Facilitated IEP Trainings	08/2014	On-going	Felicia Starke
4.10-9: Implement policies that clearly establish authority of members of a duly constituted IEP team to fulfill their assigned roles and responsibilities	**COMPLETED/ON-GOING:** *Implemented Facilitated IEP training for all ESE Specialists *Implemented applied learning trainings semi-annually	03/2014	On-going	Felicia Starke
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).	**COMPLETED/ON-GOING**: *Developed Support Facilitator Training, which describes the roles and responsibilities of: Administrators, ESE Support Facilitators and General Education Teachers. Training provided quarterly *Speech Language Pathologists, Occupational Therapists, Physical Therapists, and ESE Family Counselors were trained to appropriately document the services they provide *Delivered services are monitored to ensure compliance with the student's IEP	08/2014 08/2014	08/2015 08/2015	Janice Koblick, Deb Harrington
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).	**PARTIALLY COMPLETED/ON-GOING:** *Although the Evergreen Review made this recommendation, it is the ESE and Support Services Division's interpretation that IDEA and the Florida Rules Governing Exceptional Student Education, clearly identify the IEP Team as the team to develop an appropriate IEP. School staff and administration along with district level are to provide the support needed to allow the teachers to focus on specific subjects and instruction.	08/2014	On-going	Sonja Clay MaryClaire Mucenic

4.11 Transition/Matriculation
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.
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.

4.11 Transition/Matriculation				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.11-1: Create a district matriculation procedure for promoting students with disabilities from elementary to middle school.	**COMPLETED:** *Reviewed and revised matriculation memo and best practices for 2014-2015. *Convened a parent group to discuss transition through the grade levels * The matriculation manual was approved, published and made available electronically. Due to the district utilizing and supporting a site based management philosophy, schools are able to decide what matriculation activities they will use. Program staff work with assigned schools on their matriculation plan/activities for their students with disabilities	10/2014	01/2016	Janice Koblick
4.11-2: Assess existing matriculation activities throughout Broward County Public Schools and develop a resource guide of best practices.	**COMPLETED/ON-GOING**: *Reviewed and revised matriculation memo and best practices *Convened a parent group to discuss transition through the grade levels	10/2014	01/2016 On-going	Janice Koblick
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.	**COMPLETED/ON-GOING:** *Reviewed and revised matriculation practices *Convened a parent group to discuss transition through the grade levels	10/2014	01/2016 On-going	Janice Koblick
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.	**PARTIALLY COMPLETED/ON-GOING:** *Reviewed and identified programs with CTACE *ESE Transition Services Supervisor and CTACE Curriculum Supervisors are collaborating to develop vocational programs. The following proposals under review: Agricultural science – Western HS Entrepreneurial/Hospitality - Cross Creek Pro-start Culinary program – Ft Lauderdale HS	03/2016	08/2016	Louis Ruccolo

4.11 Transition/Matriculation				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**COMPLETED/ON-GOING:** *Although the Evergreen Review made this recommendation, there is evidence that BCPS and Project 10 collaborated on a regular basis regarding comprehensive transition planning, collaborative training on Self-Determination, Discovery, Customized Employment, Early warning systems, modified occupational points (MOCPs), resource mapping, etc. The plan is to continue to grow this partnership.	08/2014	On-going	Louis Ruccolo
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.	**PARTIALLY COMPLETED/ON-GOING:** *The Transition Service Plan (TSP) meetings with all at risk 11th grade students with disabilities is ongoing – All schools have had their initial meetings, all schools will have the follow-up meetings by the end of the school year. *Follow-up with 12th grade students – meet with at-risk 11th grade students. Begin to meet with 9th grade students by 1/2017	12/2015 08/2016	07/2016 On-going 05/2017	Louis Ruccolo
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.	**PARTIALLY COMPLETED/ON-GOING:** *CTACE and ESE have collaborated to develop a proposal for a culinary program in which incorporates MOCPs at the Technical Colleges. Agricultural science – Western HS Entrepreneurial/Hospitality - Cross Creek Pro-start Culinary program – Ft Lauderdale HS	03/14/16 10/2016	10/2016 On-going	Louis Ruccolo Beth Williams
4.11-8: Revise the district's pupil progression plan to specify the availability of MOCPs.	**PARTIALLY COMPLETED/ON-GOING:** *District's pupil progression plan to specify the availability of MOCPs *Collaboration by ESE and CTACE departments	04/2016	10/2016 On-going	Louis Ruccolo Beth Williams
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.	**PARTIALLY COMPLETED/ON-GOING:** *Meetings being held with CTACE staff. *Eleven programs for adult students with disabilities (18-21) at host businesses, technical colleges, and high schools. *New Project SEARCH Site Added *New WOW Site Added *New WOW Site Added *Double Tree Hotel site proposed & accepted	03/14/16 08/2015 08/2016 09/2017	10/2016 On-going 06/2016	Louis Ruccolo Beth Williams

4.11 Transition/Matriculation				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**COMPLETED/ON-GOING:** *Links to adult agencies and transition resources added, description of specialized transition programs and agency referral documents included * Transition staff working with IT department to update transition page with agency information, links and transition program descriptions, and services available *ESE and SS Division Focus 2016-2017 *Initial meeting of Parent Focus Group 7/13/16 to discuss website revisions and take recommendations *Follow-up meeting Parent Focus Group 7/21/2016 reviewed recommendations and created draft of website revisions per parental input *Transition Supervisor completed individual webpage using a uniform template to make sure each page is user friendly for school staff, parents and the community. All documents and information will be updated and republished on the new website. Resources and action oriented information and links are accessible. *The relaunch of the website will be on December 15, 2016.	01/2016	07/2016 12/2016 Completed	Brian Norris, Louis Ruccolo
4.11-11: Establish collaborative relationships among transition directors and specialists in the other enrollment group districts.	**COMPLETED/ON-GOING:** *ESE Transition Supervisor and transition staff from size-alike districts collaborate on an ongoing basis	08/2014	On-going	Louis Ruccolo
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.	**COMPLETED:** *Staff Team investigated state forms compared with local forms and the process aligns with federal guidelines	10/20/14	11/17/14	Louis Ruccolo Tara Rodger
4.11-13: Review the summary of performance form to determine if the information regarding a student's status as an English Language Learner (ELL) 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.	**COMPLETED/ON-GOING:** *BCPS summary of performance was adopted from Council for Exceptional Children *Current information was reviewed and deemed to be necessary. *Collaborating with ESOL department in training on ELL needs on the Summary of Performance *Current form is being trained by the transition team and monitored for completion	10/20/14 12/2015 08/2016	Completed Completed Completed	Tara Rodger

4.12 Inclusionary Practices
Commendations
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 it 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.

4.12 Inclusionary Practices				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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).	**COMPLETED/ON-GOING:** *Expanded the Secondary Student Support Model *Purchased, trained and distributed STEM curriculum for all InD special programs *Training provided on the revised Florida Standards Access Points *Hired six (6) District Behavior Technician's (one per team, including PreK)	10/2015	On-going 12/2015	Gary Grigull, Andrea Ciotti
4.12-2: Conduct a review of current policies and practices regarding routine use of counseling as a primary source of support.	**COMPLETED:** *Federal guidelines and current local policies were reviewed *The document used to determine the need for services was revised * Brainshark completed to assist staff in understanding this area	08/2014	08/2015	Charlene Grecsek
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.	**COMPLETED/ON-GOING:** *ESE Supervisors met with individual Cadre Directors to recommend staffing ratios in order to meet the individual needs of students with disabilities (Spring 2016) *ESE Supervisors met with Cadre Directors to create a roll out plan to train principals on the Support Facilitation Model and will continue to provide technical assistance and support throughout the 16-17 school year at monthly cadre meetings (May 2016) *Inclusive Scheduling training for school teams is schedule (Scheduled Fall 2016) *Support Facilitation Model training provided July-August 2016 – Curriculum Supervisors trained all High School Principals, Middle & High Assistant Principals Fall 2016 – Scheduled training for Elementary & Middle School Principals in Support Facilitation 11/2106 -	04/2016 05/2016 08/2016	On-going Completed	Brian Norris, Janice Koblick

4.12 Inclusionary Practices				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**COMPLETED/ON-GOING:** *Continue to participate in budget conferences/process (April 2016 – Curriculum Supervisors participated in School Budget meeting) *Level 1 State Self-Assessment participation *ESE Program Specialist participate in on site visits (Aug-Sept 2016 – All Schools have been visited to identify supports needed for 16-17 school year) *ESE Curriculum Supervisors routinely review staffing reports and review discrepancies with principals (Aug-Sept 2016 – Curriculum Supervisors have reviewed school staffing reports and assisted schools as needed with re-budgeting for 16-17 school year) *ESE Supervisors review individual student needs and identify additional supports as warranted (Aug-Sept 2016 – Curriculum Supervisors have reviewed school staffing reports and assisted schools identify supports needed for 16-17 school year) *Inclusive Scheduling training is provided by FDLRS (Scheduled Fall 2016) *Support Facilitation Model training provided July-August 2016 – Curriculum Supervisors trained all High School Principals, Middle & High Assistant Principals Fall 2016 – Scheduled training for Elementary & Middle School Principals in Support Facilitation *Dec 2016-Jan 2017 – Begin Budget Projections for 17-18 school year	04/2013 Dec 2016	On-going	Andrea Ciotti Janice Koblick Gwen Lipscomb
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.	**COMPLETED/ON-GOING:** *Facilitated IEP Training provided to Principals *One School Community Initiative & ESE Leadership Credential Program *Participate in regular meetings with cadre directors *Presentation at level principal meetings to discuss inclusionary practices and highlight best practices within our programs and schools.	08/2014 08/2014 09/2016	03/2015 On-going On-going 9/2016	Gwen Lipscomb, Felicia Starke, Brian Norris

4.12 Inclusionary Practices				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**COMPLETED/ON-GOING:** *Added 4 ESE Specialist Field Coaches *Added 7th District Behavior Technicians. *Expanded Secondary Student Support Model by adding Behavior Technicians *Each traditional Middle School has an "On Site Behavior Tech" assigned *Revised InD Funding Model guidelines to address SLP caseload *ESE Supervisors monitor special program numbers and provide additional support when over the recommended ratio *ESE Supervisors regularly meet with school administration to discuss staffing concerns, provide feedback from observations or classroom walkthroughs, programming, training and additional support they may need. *Increased to a total of 12 District Behavior Technicians *Quarterly Collaborative team meetings between curriculum program specialists and compliance program specialists to improve communication and supports to schools	08/2013 08/2014 10/2016	On-going On-going 09/2016 On-going On-going	Felicia Starke Gary Grigull
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.	**COMPLETED/ON-GOING:** *Convened Center Principal Task Force *Opened 24 new ASD special program sites over the last three years to service boundary school students *ESE Supervisors regularly meet with principals to discuss placement decisions and support needed	08/2014	On-going	Gary Grigull Andrea Ciotti
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.	**PARTIALLY COMPLETED/ON-GOING:** *Site based visits were conducted at all contracted preschools *No new sites will be opened for 2016-2017 *Continue current agency contracts for the 2016-2017 school year.	01/2016	On-going	Sonja Clay ESE Preschool Supervisor

4.13 Performance and Instruction of Students
Commendations
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.
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.

4.13 Performance and Instruction of Students				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
4.13-1: Evaluate the effectiveness of the action initiatives to determine continuation, modification, and expansion.	**COMPLETED/ON-GOING:** *Stakeholders are involved in evaluating program effectiveness via data chats, end user surveys, and student achievement data 2016 FSA ELA student achievement data reviewed by Curriculum Supervisors and shared with teams *Fall, 2016 ongoing collaboration with the Literacy department via Literacy Coaches meeting, BAS training and conversations about data of ESE students	10/2014 08/2016 11/2016	On-going On-going annually	Janice Koblick
4.13-2: Establish opportunities for collaborative planning for special and general education teachers using common lesson planning tools and templates.	**COMPLETED/ON-GOING:** *Developed resources via the Support Facilitators Model *Ongoing team trainings for school based teams (general and ESE teachers) on collaborative planning and flexible scheduling *Trained 56 school teams in support facilitation *Training scheduled for September, October, November and December 2016 for Elementary and Secondary school based teams. Cadre Directors are supporting schools to send teams to be trained. *Will be initiating a separate flexible schedule training 11/16 - All elementary school principals were trained in the Support Facilitation Model through their individual cadre meetings and were also provided upcoming training dates in December and January to send school teams to be trained.	01/2015 03/2016 08/2016 11/2016	On-going On-going Completed /On-going	Janice Koblick, Brian Norris
4.13-3: Incorporate high-yield strategies and formative assessment throughout instruction.	**COMPLETED/ON-GOING:** *High yield strategies have been imbedded into professional development and program standards *Special Program Classroom Standards and Support Facilitation Standards have been aligned to High Yield strategies *High Yield Strategies have been aligned to the teacher observation tool	08/2014	On-going	Janice Koblick

4.13 Performance and Instruction of Students				
Recommendation	District Action(s)	Initiation Date	Completion Date	Person Responsible
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.	**COMPLETED/ON-GOING**: *District Staff facilitates SIM professional learning *District staff have been identified to build capacity for training in strategies.	08/2014	On-going	Andrea Ciotti, Janice Koblick
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/ON-GOING:** *PreK pilot; two new curriculum resources identified for purchase *Attainment Core Content Collection purchased for 14 High Schools as year one (1) roll out; training and implementation started *K-8 Access Points Instructional Framework is complete; *Anticipate 9-12 Access Points Instructional Framework *Updated Basic Equipment/Curriculum Materials Lists for ASD, InD, and SVE programs *Preschool Curriculum – Abrams Learning's Develop, Inspire, Grow (DIG); TeachTown] was approved by Board	02/2016 06/2015 09/2015	01/2017 08/2016 01/2017 08/16/16	Sonja Clay, PreK Curriculum, Supervisor, Andrea Ciotti
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.	**PARTIALLY COMPLETED/ON-GOING:** *Although the evergreen Review made this recommendation, it is no longer applicable due to the passage of Senate Bill 850 (July 2014) *Students enrolled in six programs were provided employment training and job placement *Life-centered curriculum was piloted at 10 schools *Attainment Core is currently being used at 14 high schools	08/20/15 Spring 2016	On-going	Louis Ruccolo

ESE Initiatives 2016-17

Items to be completed as of 12/14/16

RECOMMENDATION NUMBER/DESCRIPTION:	TEAM LEADERS	TEAM MEMBERS	ACTION STEPS/STRATEGIES	EVIDENCE OF COMPLETION	COST RESOURCES NEEDED	COMPLETION 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.	Janice Koblick	Curriculum Supervisors	Currently, 102 schools are funded a 50% ESE Specialist. Avg salary plus fringe is $84,230. Identify schools with 50/50 ESE Specialist/SF position. Hire the additional number of support facilitators to ensure that each elementary school has a 100% SF. Ongoing PD in Support Facilitation for school	Attend budget conferences to ensure the ESE positions are in place for SY17-18 Ongoing	$84,230 X 51 Positions= **$4.3 Million** Currently investigating the number of schools that do not have a 100% SF and the cost associated	9/2017 Ongoing
4.1-6: Update ESE job descriptions to accurately reflect job duties, necessary education, experience, physical requirements, and accountability measures.	Sonja Clay Charlene Grecsek		Revise Job Description to accurately reflect the position of ESE Counselor. Job Description was revised/reviewed by leadership. Revised description was sent to appropriate department for review. Job Description is tentatively scheduled to be presented at a Board Meeting in February 2017.		Zero dollar cost as is a revision of wording of a job that currently exists. No responsibilities have changed.	Estimated date pending Board Review 3/2017

ESE Initiatives 2016-17

Items to be completed as of 12/14/16

RECOMMENDATION NUMBER/DESCRIPTION:	TEAM LEADERS	TEAM MEMBERS	ACTION STEPS/STRATEGIES	EVIDENCE OF COMPLETION	COST RESOURCES NEEDED	COMPLETION DATE
4-1.8: Update the ESE Specialist job responsibilities to accurately reflect the necessary qualifications, extend calendar by at least 10 days, remove non-ESE duties and duties related to gifted education, and ensure school-based accountability.	Sonja Clay	1. Talent Acquisition (Non-Instructional?) 2. BTU 3. Labor Relations 4. Legal (?) 5. Curriculum Supervisors 6. ESE Field Coaches	1. Create memo to offer ESE Specialists opportunity to work 10 days at the end of the 2016-2017 school year 2. Collect memo responses and provide a copy to Talent Acquisition for processing 3. Best practices shared via ESE Specialists monthly meetings 4. Support provided via site visits	1. ESE Specialists Extended Calendar memo 2. Number of ESE Specialists working additional days for the 2016-2017 school year 3. ESE Specialist meeting sign-in sheets 4. Log of services/supports provided to school site	1. ESE Program Specialists Calendar Extension $300,000. 2. ESE Field Coach Calendar Extension $351,888. Additional funds will be needed if the number of program specialists and field coaches are increased	08/2017; Ongoing

RECOMMENDATION NUMBER/DESCRIPTION:	TEAM LEADERS	TEAM MEMBERS	ACTION STEPS/STRATEGIES	EVIDENCE OF COMPLETION	COST RESOURCES NEEDED	COMPLETION DATE
4.1-10: Ensure curriculum and instructional supports to schools align with and are integrated within the continuous improvement models.	Janice Koblick	Curriculum Supervisors	Hire 5 additional Program Specialists for Curriculum and Instruction. Primary responsibilities to include: supporting students in general education classrooms, model and coach effective instructional strategies for teachers in general education classrooms, assist schools with scheduling students in order to maximize support, and monitor all matriculation activities and needs.	Each Curriculum Supervisor will have one additional Program Specialist added to the team.	For a 206 extended calendar – 5 positions would cost $293,240	SY 17-18
4.2-2: Create three Supervisor positions for Assistive Technology, Behavior, and Speech and Language.	Mary Claire Mucenic Dr. Hickman		Supervisor position for ATC Model Pilot. Behavior Supervisor interviewed 8/16. Waiting for Zero budget. SLP Supervisor hired 2012.	 Deb Harrington is the supervisor for SLP.	 $71,000 to $82,000 N/A	

RECOMMENDATION NUMBER/DESCRIPTION:	TEAM LEADERS	TEAM MEMBERS	ACTION STEPS/STRATEGIES	EVIDENCE OF COMPLETION	COST RESOURCES NEEDED	COMPLETION DATE
4.2-3: Protect the effective use of staff time by setting and adhering consistently to priorities for services	Gwen Lipscomb Brian Norris	Assistive Technology Team	Hire 1 additional Assistive Technology Program Specialist with primary responsibilities of training and supporting school-based Assistive Tech Contacts, providing support to AT Program Specs and preK. Identify school personnel to participate in piloting ATC model.	Assistive Technology Contacts will be identified at multiple school sites.	Standard Salary: $55,801 +Fringe: $17,909 =**$73,710 (1 AT Program Specialist)** Stipend of $1000 for each Assistive Technology Program Specialist Contact ($1000 X 50 =50,000) **Projected Total: $123,710**	SY 17-18

RECOMMENDATION NUMBER/DESCRIPTION:	TEAM LEADERS	TEAM MEMBERS	ACTION STEPS/STRATEGIES	EVIDENCE OF COMPLETION	COST RESOURCES NEEDED	COMPLETION 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. *Specific to Behavior Support ***Completed/On-going**	Beth Williams Gary Grigull	Curriculum Supervisors	Allocate resources to provide a Cadre based Teacher of behavioral Support . **(A)** Identify one school within each cadre that will hire a Teacher of Behavior Support to provide behavioral support to students with disabilities in Elem., Middle School and High School within the cadre. 9 elementary 3 middle 2 high 1 center **15 total Teachers of Behavioral Support** **(B)** Hire 2 additional Behavior Program Specialist for Each District Curriculum Supervisor Team **10 Program Specialist for Behavior** **(C)** Hire an additional behavior Tech for each Curriculum Team (Including 2 Pre-K) **12 Behavior Techs**	Positions advertised, hired and placed at the locations	**(A)** Standard Salary: $55,801 Fringe: $17,909 (includes $8,088 +17.6 of standard salary) =$73,710 @ **15** = **$1,105,650** **(B)** Standard Salary: $61,622 Fringe: $18,933 (includes $8,088 +17.6 of standard salary) =$80,555 @ **10** = **$805,550** **(C)** Standard Salary: $28,598 Fringe: $13,121 (includes $8,088 +17.6 of standard salary) =$41,719 @ **12** = **$500,628** **Projected Total: $2,411,828**	8/2017

RECOMMENDATION NUMBER/DESCRIPTION:	TEAM LEADERS	TEAM MEMBERS	ACTION STEPS/STRATEGIES	EVIDENCE OF COMPLETION	COST RESOURCES NEEDED	COMPLETION DATE
4.2-6: Develop strategies to extend the impact the Assistive Technology Office has on educational opportunities for ESE students in all BCPS schools.	Gwen Lipscomb	Assistive Technology Team	Hire 1 additional Assistive Technology Program Specialist with primary responsibilities of training and supporting school-based Assistive Tech Contacts, providing support to AT Program Specs and preK. Identify school personnel to participate in piloting ATC model.	Assistive Technology Contacts will be identified at multiple school sites.	Standard Salary: $55,801 +Fringe: $17,909 =**$73,710 (1 AT Program Specialist)** Stipend of $1000 for each Assistive Technology Program Specialist Contact ($1000 X 50 =50,000) **Projected Total: $123,710**	SY 17-18
4.5-2: 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.	Antoine Hickman	Sonja Clay Mary Claire Mucenic	1. A review of the ESE and SS division is being conducted to include a review of overall funding allocations. 2. Upon completion of the review and upon school board review and approval, changes will be made to the organizational chart.	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.	It has not yet been determined what the new structure will be nor the funds needed to implement the changes, however it is expected there will be a cost associated with the changes.	June 30, 2017
4.6-9 – 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 ***Completed/On-going**	Felicia Starke/ Sarah Samuels		1). Allocate funds to secure additional staff 2). Advertise positions 3). Hire two staff member for the School-Parent Liaison	Staff in place for the positions	Standard Salary: $61,622 Fringe: $18,933 (includes $8,088 +17.6 of standard salary) =$80,555 @ **2** = **$161,110.00**	SY 17-18

RECOMMENDATION NUMBER/DESCRIPTION:	TEAM LEADERS	TEAM MEMBERS	ACTION STEPS/STRATEGIES	EVIDENCE OF COMPLETION	COST RESOURCES NEEDED	COMPLETION DATE
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.	Ales Lopes	1. Curriculum Supervisors 2. Elementary Cadre Directors 3. Transportation 4. District VPK Supervisor 5. ESE Preschool Program Specialists 6. ESE Preschool Staffing Specialists 7. Budget	1. Identify areas of need/growth based on previous trend data and scheduled evaluations. 2. Create a work group consisting of Elementary Cadre Directors, transporation, District VPK supervisor, ESE preschool program specialists/staffing specialists, Curriculum Supervisors, and Budget to develop ESE preschool policies	1. Identified needs 2. List of work group representatives 3. Meeting schedule 4. Development and implementation of ESE preschool policy(ies)	1. Cost to move 50% Support Facilitators to 100% - needed to support additional caseload as result of added ESE preschool programs.	August 2017; Ongoing

RECOMMENDATION NUMBER/DESCRIPTION:	TEAM LEADERS	TEAM MEMBERS	ACTION STEPS/STRATEGIES	EVIDENCE OF COMPLETION	COST RESOURCES NEEDED	COMPLETION DATE
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.	Alex Lopes	1. Curriculum Supervisors 2. Elementary Cadre Directors 3. Transportation 4. District VPK Supervisor 5. ESE Preschool Program Specialists 6. ESE Preschool Staffing Specialists 7. Budget	1. Identify areas of need/growth based on previous trend data and scheduled evaluations. 2. Meet with Elementary Cadre Directors, transportation, District VPK supervisor, ESE preschool program specialists/staffing specialists, Curriculum Supervisors, and Budget to identify and add additional ESE preschool programs. 3. Identify benefits of having ESE preschool in their home school 4. Identify opportunities to partner with community-based early care/child care programs. 5. Identify VPK partnership opportunities	1. List/calendar of meetings 2. List of added ESE preschool programs	1. Projected FTE 2. Cost for Community-based programs can range between $400,000 to almost 2 million per contract. 3. One more staffing Specialist for Part C. 4. One more clerical for Wingate Oaks. 5. One more person at Harbordale. 6. Bring Teacher/ ESE Specialist over to Wingate Oaks and extend her calendar year. 7. Increase the number of Program Specialists to three, based on new BCPS PK SPED sites, North, Central, and South. - $300,000. Included in other areas	2017-2018 School year; on-going

RECOMMENDATION NUMBER/DESCRIPTION:	TEAM LEADERS	TEAM MEMBERS	ACTION STEPS/STRATEGIES	EVIDENCE OF COMPLETION	COST RESOURCES NEEDED	COMPLETION 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.	Rhonda Said	Jeff Stanley Silvia Place	• Requested data reports from BASIS regarding Rti referrals and referrals submitted to Psychological Services for evaluation • Requested data reports from Easy IEP regarding ESE eligibility for initial referrals • Data will be compared across reports to determine how successfully school are identifying students with disabilities An action plan will be developed for addressing concerns with schools	Action plan to address identified under/over referral rates will be developed and implemented	N/A	Spring 2017

RECOMMENDATION NUMBER/DESCRIPTION:	TEAM LEADERS	TEAM MEMBERS	ACTION STEPS/STRATEGIES	EVIDENCE OF COMPLETION	COST RESOURCES NEEDED	COMPLETION DATE
4.9-8: 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.	Emily Goldstein	Diversity, Prevention and Intervention (DPI) Department	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 (completed September 2014). http://www.browardprevention.org/wp-content/uploads/2013/10/MTSS-RtI-Manual-Web1.pdf Professional Development provided by University of South Florida PS/RtI Project Team to BCPS MTSS/RtI Team on evidenced-based implementation fidelity tools. Implementation of Fidelity planning started (initiation date, 02-03/2017).	MTSS/RtI Manual and Benchmark Checklist at link: www.browardprevention.org Tiers I, II and III Critical Components Checklists		09/2014 Anticipated initiation date 02-03/2017

RECOMMENDATION NUMBER/DESCRIPTION:	TEAM LEADERS	TEAM MEMBERS	ACTION STEPS/STRATEGIES	EVIDENCE OF COMPLETION	COST RESOURCES NEEDED	COMPLETION DATE
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).	Sonja Clay MaryClaire Mucenic	1. Curriculum Supervisors 2. Due Process Coordinators 3. Related Services Supervisors (Support Services) 4. Cadre Directors 5. Principals	1. Identify representatives (School/District) 2. Establish meeting schedule 3. Determine effective best practices 4. Finalize best practices 5. Based on data/identified school needs, identify pilot sites for implementation 6. District-wide implementation	1. Work group membership list 2. Schedule of meetings 3. Best Practices 4. List of piloted schools 5. District implementation	To be determined by work group. Extension of District Program Specialists and ESE Field Coaches calendar - $615,000 (estimate)	Initiation by June 2017-2018; On-going
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.	Louis Ruccolo	ESE Curriculum Supervisors CTACE Curriculum Supervisors Guidance	Evaluate transition programming in all high schools and tech colleges (including other school districts) to identify current vocational programs and CTE offerings related to students with disabilities participation and access. Develop guide of service delivery and best practices based on evaluation.	Evaluation complete - Vocational Education guide created.	No additional resources required other than printing cost of completed guide manual	June, 2017

RECOMMENDATION NUMBER/DESCRIPTION:	TEAM LEADERS	TEAM MEMBERS	ACTION STEPS/STRATEGIES	EVIDENCE OF COMPLETION	COST RESOURCES NEEDED	COMPLETION DATE
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.	Louis Ruccolo	Transition Team ESE Curriculum Supervisors	Data taken and students with disabilities monitored who are academically successful in high schools. Accelerated academic programs 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 additional resources required.	June, 2017
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.	Louis Ruccolo Beth Williams	CTACE Transition	Agricultural Science Program – Western High School		N/A	1/2017 - start
4.11-8: Revise the district's pupil progression plan to specify the availability of MOCPs.	Louis Ruccolo Beth Williams		No action taken			
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.	Louis Ruccolo Beth Williams	Transition Team	We have expanded opportunities for students 18 through 21. We now have 12 community-based programs. SEARCH (2 sites) WOW (2 sites) PASS (Selected high schools) Agency Programs (2) Career Placement (3) ACCESS (2) Double Tree (New)		N/A	Completed - ongoing SY 17/18

RECOMMENDATION NUMBER/DESCRIPTION:	TEAM LEADERS	TEAM MEMBERS	ACTION STEPS/STRATEGIES	EVIDENCE OF COMPLETION	COST RESOURCES NEEDED	COMPLETION DATE
4.12-6 – 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 A). Hire 6 additional ESE Specialist Field Coaches B). Hire 2 additional Program Specialists for Compliance C). Hire 2 additional Program Specialists for Charter Schools/Compliance ***Completed/On-going**	Felicia Starke/ Sarah Samuesl		1). Allocate funds to secure additional staff 2). Advertise positions 3). Hire two staff member for the School-Parent Liaison	Staff in place for the newly created positions	A). Additional 6 ESE Specialist Field Coach Standard Salary: $61,622 Fringe: $18,933 (includes $8,088 +17.6 of standard salary) =$80,555 @ **6** = **$483,330.00** B). Additional Program Specialists for Compliance Standard Salary: $61,622 Fringe: $18,933 (includes $8,088 +17.6 of standard salary) =$80,555 @ **2** = **$161,110.00** C). Additional Program Specialists for Charter Schools/Compliance Standard Salary: $61,622 Fringe: $18,933 (includes $8,088 +17.6 of standard salary) =$80,555 @ **2** = **$161,110.00** =$80,555 @ **2** = **$161,110.00**	SY 17-18

RECOMMENDATION NUMBER/DESCRIPTION:	TEAM LEADERS	TEAM MEMBERS	ACTION STEPS/STRATEGIES	EVIDENCE OF COMPLETION	COST RESOURCES NEEDED	COMPLETION DATE
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.	Alex Lopes	1. VPK Supervisor 2. ESE Preschool Program Specialists 3. ESE Preschool Staffing Specialists	1. Meet with District VPK Supervisor to identify community partners. 2. Schedule meetings with community partners. 3. Develop plan of action to address ESE preschool needs.	1. List of community partners 2. Meeting schedule 3. Action plan	FTE generated programs Cost of additional ESE Preschool Program Specialists - Cost of additional ESE Preschool Staffing Specialists - $170,000 Additional calendar (216) for the above	
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.	Louis Ruccolo	Transition Supervisor Transition Team	All students are participating in the general education setting and on the regular diploma track - special diploma has been eliminated. The Life Centered Curriculum was piloted in 10 SVE classrooms during the 2014-15 school year for ACCESS Points students. ACCESS Points students were not successful with the LCCE Curriculum.	This recommendation is no longer viable given the new diploma options and the elimination of the special diploma and VE classroom setting.	Curriculum materials for pilot were provided free of charge, no additional resources required.	Completed 6/2015

RECOMMENDATION NUMBER/DESCRIPTION:	TEAM LEADERS	TEAM MEMBERS	ACTION STEPS/STRATEGIES	EVIDENCE OF COMPLETION	COST RESOURCES NEEDED	COMPLETION DATE
Suicide Prevention Initiative	Mary Claire Mucenic Charlene Grecsek		One masters level counselor position that is dedicated to suicide prevention education and support. $60,000 (salary and benefits) Position would • Provide training to Peer counseling students and staff at schools • create training for suicide prevention designees and provide two times per year • Update based on data Suicide Prevention Manual annually • Respond to suicide crisis at schools. • Collect, track and respond to data entered in Suicide/Baker Act data base. • Coordinate with support by SEDNET Director needed trainings for school staff and students. Position supported by other counselors 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.	When position is created and filled. Data base created and reports generated. Position develops data base to track number of students and staff trained and schools. Cross check data with crisis and trainings completed. Quarterly reports created.	One masters level counselor position that is dedicated to suicide prevention education and support. $60,000 (salary and benefits) Elementary School Curriculum at $125 per curriculum times 20 schools = 2,500 plus fees shipment and handling fees= approximately $3,000.	

ESE Community Task Force Recommendations

1. Increase in paraprofessional salaries – (not in Evergreen report)

2. Hiring of Teachers of Behavior Support [One (1) per middle schools] – (mentioned as a reduction in staff; not listed as a recommendation)

3. Add PreK classrooms to combat inappropriate class sizes to provide early intervention.

4. Additional speech language pathologists (to meet ASHA ratio recommendations; 1:47)

Completed Items since September 19, 2016-Community Task Force

1. **4.1-3**: Monitor the Division's goal of shifting its focus to curriculum and instruction

2. **4.2-1**: Develop a prioritized schedule in which key areas of district operations are identified for deeper examination and related action.

3. **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.

4. **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.

5. **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.

6. **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.

7. **4.4-3**: Overhaul the ESE website so that information is organized logically, contains current information and is visually appealing to BCPS stakeholders.

8. **4.9-3**: Incorporate resources to support social/behavioral development in addition to academic achievement into all MTSS and CPS/RtI reforms.

9. **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.

10. **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.

11. **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

12. **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.

13. **4.13-1**: Evaluate the effectiveness of the action initiatives to determine continuation, modification, and expansion.