

## Exceptional Student Learning Support 2019-2020 Evergreen Updates (October 3, 2019)

Recommendation	2019 Update	Initiation Date	Completion Date
<b>4.1-4:</b> Restructure the support facilitation staffing model to support greater collaboration and shared caseloads among ESE and dually certified staff, resulting in improved in-class support for students with disabilities and teachers in the general education setting.	<ul style="list-style-type: none"> <li>* Support Facilitation Manual Revised and added to the ESLS website homepage</li> <li>* 2019-2020 Weekly phone bridge calls with each Curriculum Support team. Extremely effective for team members to collaborate on specific schools/students/school needs.</li> <li>* 2019/2020 - Alignment to Cadre by Cadre Director and Level (PreK/Elem and Secondary)</li> </ul>	2019	On-going
<b>4.1-11:</b> Establish a consistent schedule for ESE Curriculum Supervisors to participate in all principal meetings and visits to schools.	<ul style="list-style-type: none"> <li>* Curriculum supervisors participate in weekly collaborative school visits</li> </ul>	2018	Ongoing
<b>4.2-3:</b> Protect the effective use of staff time by setting and adhering consistently to priorities for services	<ul style="list-style-type: none"> <li>* Weekly phone bridge calls with each Curriculum Support team. Team members collaborate on specific schools' and/or students' needs</li> </ul>	2016	On-going
	<ul style="list-style-type: none"> <li>* Alignment to schools by Cadre Director and level (PreK/Elem and Secondary)</li> </ul>	On-going	On-going
<b>4.3-2:</b> Gather the analytic data needed to accurately assess the cost and programmatic benefit of providing ESE services by program category and campus or location.	<ul style="list-style-type: none"> <li>* Projections and allocations</li> </ul>	On-going	Ongoing
<b>4.4-1:</b> Develop a comprehensive ESE Communications Plan.	<ul style="list-style-type: none"> <li>* Division Meetings (Internal Communication)</li> <li>* Division blog posts</li> <li>* EASE Conference</li> <li>* Faculty Council (3 times a year)</li> </ul>	On-going	Ongoing/Annually

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<b>4.4-3:</b> Overhaul the ESE website so that information is organized logically, contains current information, and is visual appealing to BCPS stakeholders.	* Electronic Child Find Referral form (birth to 2 and age 3-5)	08/2019	Ongoing
<b>4.4-4:</b> Increase awareness of commendable ESE staff, programs, and practices.	* Just Do It event has been enhanced to include the recognition of a peer-pair representative and celebrates National Inclusive Schools Weeks.	09/2019	Ongoing
<b>4.5-1:</b> Build on the online training for principals and ESE Specialists and ensure that central office administrators are included.	* There are 47 online courses available through the BEESS Portal for instructional, administrative, and support staff. (This includes facilitated and independent study courses.)	09/2019	On-going
<b>4.5-2:</b> Move FDLRS to a direct reporting to the Executive Director of the Division of Exceptional Student Education and Support Services. Assemble core groups with common responsibilities to identify strategies to maximize the use of resources to better meet student needs.	* FDLRS Department reports to the ESLS PreK/Elementary Director	09/2019	On-going
<b>4.5-4:</b> Develop a teacher course catalog (much like one for high schools or colleges) that prioritizes professional development options according to critical learning needs.	* The Learning Across Broward (LAB) Management System reflects all professional learning opportunities. A professional learning catalog of available courses is disseminated to capture Fall and Spring professional learning opportunities.	09/2019	On-going
<b>4.5-5:</b> 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.	* Use of Learning Across Broward professional learning management system	2018-2019	On-going

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<b>4.5-6:</b> Commit to the professional growth of staff working with ESE students and communicate that commitment through word, planning, and action.	* In collaboration with the Professional Development Standards and Support Department, the Exceptional Student Learning Support Professional Learning Catalog was updated.	09/2019	On-going; as needed
<b>4.5-7:</b> Expand the array of training offered to ESE paraprofessionals and create targeted training for transportation staff in Broward County Public Schools.	* Professional learning specifically targeting Educational Support Personnel (paraprofessional educators) in Positive Behavioral and Academic Strategies for Student Success (PBASSS) was offered during the preservice week of the 2019-2020 school year.  * Sessions will continue to be offered throughout the 2019-2020 school year.	09/2019	On-going
<b>4.5-8:</b> 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.	* Two rooms are designated as professional learning venues.	09/2019	On-going
<b>4.6-4:</b> 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.	* Two electronic parent calendars are disseminated annually: Fall/Winter and Spring/Summer	09/2019	On-going
<b>4.6-5:</b> Prepare multimedia versions of those trainings requested or delivered frequently.	* Selected parent trainings are available via Adobe Connect sessions	09/2019	On-going

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<b>4.6-9:</b> 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.	* Since the 2018-2019 school year, two Parent Liaisons were hired to support families throughout the District.	2018-2019	On-going
<b>4.9-11:</b> Implement policies that clearly establish the roles, responsibilities, and authority of members of the multiple teams involved in ESE functions, including CPS/Rtl teams, eligibility staffing committees, and IEP teams.	* Re-offering Applied Learning modules from previous years to ensure that new hires are provided with the opportunity to learn the information  * Provided training to Elementary and high school Principals and Assistant Principals during August 2019 using case from the 2018-2019 school year to reinforce roles and responsibilities as they pertain to students with disabilities.	On-going	Ongoing
<b>4.10-7:</b> 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	* Bi- monthly transition planning meetings at every high school focused on Transition IEP (TIEP) goals that increase student achievement and assist students with disabilities in reaching their post-secondary goals and aligning resources, agency support, programs options and employment	08/2019	On-going
<b>4.11-4:</b> Conduct a comprehensive review/evaluation of all transition programming, with a focus on how schools are implementing vocational education for ESE students, and develop a guide based on researched best practices and effective service delivery models.	* Career Technical Education (CTE) transition clubs were implemented at 29 high schools offering inclusive clubs implemented and instructed by an ESE teacher and CTE teacher; grant funded	09/2019	On-going

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<b>4.11-4:</b> Conduct a comprehensive review/evaluation of all transition programming, with a focus on how schools are implementing vocational education for ESE students, and develop a guide based on researched best practices and effective service delivery models.	<ul style="list-style-type: none"> <li>* Teacher Pathway Initiative Grant provided by CTACE</li> <li>* CTACE Middle School Industry Certification</li> <li>* This grant will fully fund middle and high school ESE teachers to be certified in CTE Business Education 6-12 to support computer science, information technology instruction and industry certification training and testing for students with disabilities.</li> </ul>	10/2019	On-going
<b>4.11-6:</b> Increase the monitoring of students with disabilities who are academically successful and consider participation in accelerated academic programs in transition planning, as appropriate.	<ul style="list-style-type: none"> <li>* Transition Specialist provide Bi-weekly transition days delivering comprehensive transition planning including monitoring students academically.</li> </ul>	08/2019	On-going
<b>4.11-7:</b> Offer Modified Occupational Completion Points (MOCPs) for vocational education to increase opportunities for vocational education or employability skills training for high school students with disabilities.	<ul style="list-style-type: none"> <li>* BCPS is a vendor of Vocational Rehabilitation and providing Pre-Employment Transition Services in five (5) high schools to increase vocational education, self-advocacy and employability skills.</li> <li>* <u>Pilot Schools:</u> Monarch, Blanche Ely, Fort Lauderdale, Whispering Pines, and Cross Creek</li> </ul>	08/2019	On-going
<b>4.11-8:</b> Revise the district's pupil progression plan to specify the availability of MOCPs.	<ul style="list-style-type: none"> <li>* Collaboration between ESLS and CTACE departments to continue increasing opportunities for students with disabilities to participate in secondary CTE course electives and explore available post-secondary certificate and certification programs.</li> </ul>	08/2019	On-going

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<b>4.11-9:</b> Expand capacity in meeting the needs of adult students with disabilities who desire or would benefit the most for community-based services that are not housed on a traditional school campus, and ensure that all students who are eligible for and would benefit from a program have the opportunity to participate	<ul style="list-style-type: none"> <li>* WOW at five (5) Hilton Hotel locations</li> <li>* WOW at Atlantic Technical College</li> <li>* SEARCH at three (3) Memorial Hospitals</li> <li>* College Prep Program at Broward College</li> </ul>	08/2018	On-going
<b>4.11-11:</b> Establish collaborative relationships among transition directors and specialists in the other enrollment group districts.	* Quarterly Tri-County meetings in collaboration with Project 10	08/2018	On-going
<b>4.13-5:</b> 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.	* Create curriculum committee to vet and purchase new curriculum for the PreK intensive classes	09/2019	04/2020