

# EXCEPTIONAL STUDENT EDUCATION AND SUPPORT SERVICES DIVISION

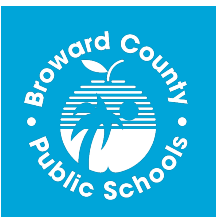
## ESE Service Model and Improvement Progress

Daniel F. Gohl, Chief Academic Officer

Antoine L. Hickman, Ed.D., Executive Director, ESE and Support Services

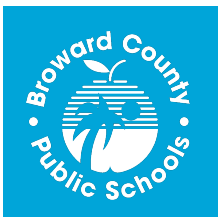
Sonja Clay, Director, ESE

Mary C. Claire Mucenic, Ph.D., Director, Support Services



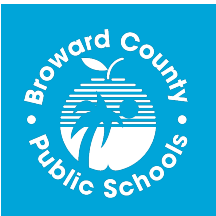
# AGENDA

- **MISSION**
- **OVERVIEW OF EXCEPTIONAL STUDENT EDUCATION (ESE) AND SUPPORT SERVICES**
- **CROSS-DIVISIONAL SUPPORTS**
- **DIRECT SUPPORTS TO STUDENTS AND SCHOOLS**
- **PERFORMANCE UPDATES**
- **CURRENT CHALLENGES**
- **FUTURE AREAS OF FOCUS**
- **NEXT STEPS**
- **FEEDBACK FROM BOARD MEMBERS**



# MISSION

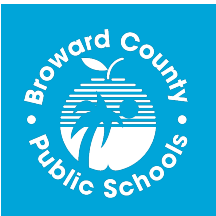
**To create a framework upon which schools and families can build a collaborative structure of support services that promotes academic achievement and encourages personal growth in students with disabilities.**



# EXCEPTIONAL STUDENT EDUCATION DEFINED

An exceptional student shall mean any child who requires special instruction or related services to take full advantage of educational programs because of a:

- physical, mental, medical, emotional, social or specific learning disability, speech and language impairment, hearing impairment, visual impairment, physical impairment, developmental delay, traumatic brain injury, or autism.

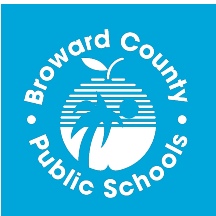


# EXCEPTIONAL STUDENT EDUCATION (ESE) AND SUPPORT SERVICES

## ❖ Snapshot:

❖ Total District Enrollment (PK-12)	= 270,658*
❖ Total ESE Enrollment	= 34,589* (12.8%)
❖ Total 504 Eligible	= 4,436* (1.6%)
❖ # of teachers (PK-12)	= 12,815
❖ # of teachers (PK-12) that teach at least 1 ESE Student	= 11,563 (90.2%)

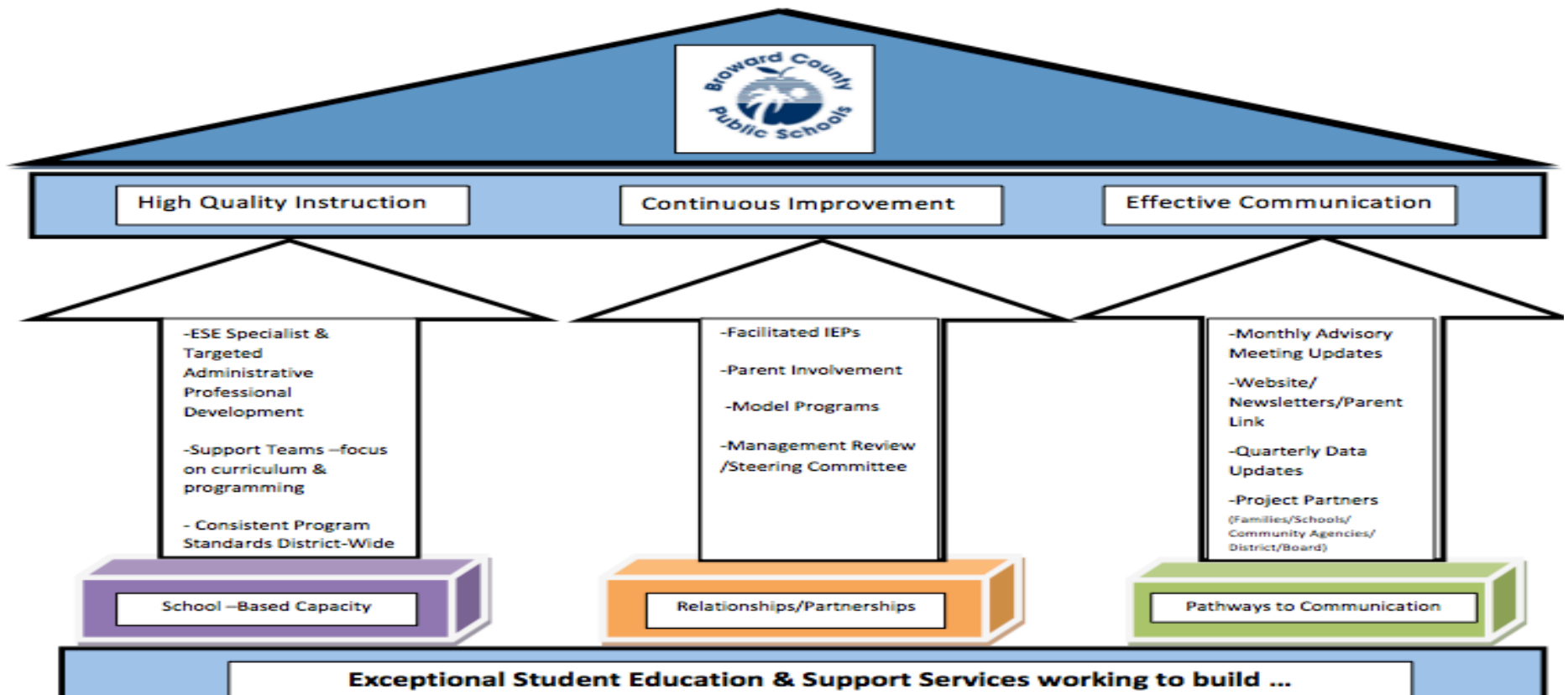
\*Based on March 2016 enrollment reports



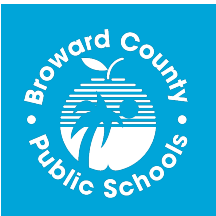
# ESE AND SUPPORT SERVICES OVERVIEW



**Exceptional Student Education & Support Services Division**  
*"Building a Future with You!"*



# ESE AND SUPPORT SERVICES



# ESE AND SUPPORT SERVICES: SUPPORTS TO SCHOOLS AND STUDENTS

## High Quality Instruction:

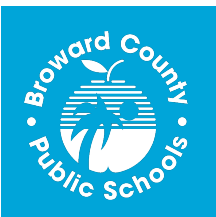
- Provide curriculum, instruction, and behavioral support to schools for students with disabilities
- Coach and mentor school-based staff to build capacity of instructional practices
- Develop and monitor program models
- Identify current evidence-based curriculum and instructional programs

## Effective Communication:

- Ongoing communication and collaboration with school leadership, stakeholders, and community
- Facilitate ongoing professional development to maintain consistency of policies, procedures, programming, and instruction

## Continuous Improvement:

- Participate in school-based data chats to advise and provide support
- Program standards aligned with iObservation
- Progress Monitoring with feedback to schools
- Participation in MTSS/RTI





# ESE AND SUPPORT SERVICES: SUPPORTS TO SCHOOLS AND STUDENTS

**Tier 3 - INTERVENTION**  
*Continuous on-site support*

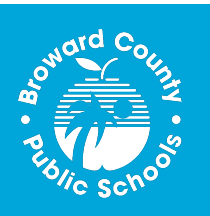
Targeted onsite PD  
Progress monitoring  
Targeted coaching &  
School based data chats  
Provide direct services to  
students  
Evaluation, counseling, behavior  
programming

**Tier 2 - PREVENTION**  
*Regularly scheduled  
targeted support*

Targeted PD  
Assistance with scheduling of students  
Review program models  
Assistive Technology  
Assist schools in aligning IDEA support  
Onsite coaching & mentoring, MTSS, 504

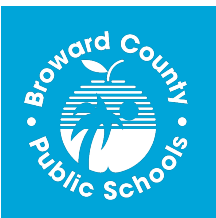
**Tier 1 - AWARENESS**  
*Monthly Consultation/  
Support as needed*

Professional development information & resources  
Review & analyze student data  
Identify new comparative data  
Assist with programming  
LRE considerations  
ESE requirements & procedures as related to curriculum  
Provide and review program standards  
Monitor special program numbers and ratios



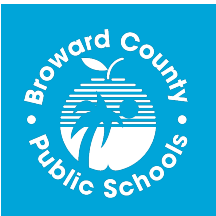
## CROSS-DIVISIONAL SUPPORTS

- Serve as District contact for District committees with Academics, Legal, OSPA, Talent Acquisition, Talent Development, Budget and Transportation
- Serve as FLDOE/State contact for programs
- Consult with Legal and Procurement prior to submitting contractual agreements for School Board approval
- Participate in program related advisory groups and sub-committees



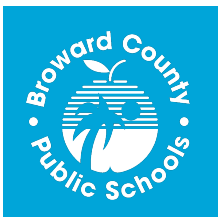
## DIRECTORS OF ESE AND SUPPORT SERVICES

- Oversee coordinator/supervisors of Curriculum and Support Services
- Develop and monitor discretionary projects
- Review, monitor, and approve all related activities, contractual agreements, and purchase orders
- Manage payroll, property and inventory and personnel matters for ESE and Support Services staff



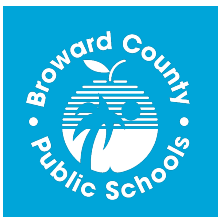
# EXCEPTIONAL STUDENT EDUCATION OVERVIEW

- Autism Spectrum Disorders (ASD)
- Deaf/Hard-of-Hearing (DHH)
- Dual Sensory Impairment (DSI) – Deaf/Blind
- Emotional/Behavioral Disabilities (EBD)
- Extended School Year (ESY)
- Hospital/Homebound (HH)
- Intellectual Disabilities (InD)
- Private School Services
- Preschool - ESE
- Specific Learning Disabilities (SLD)
- Traumatic Brain Injury (TBI)
- Transition Services
- Visual Impairment (VI)



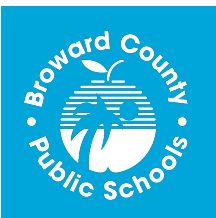
## SUPPORT SERVICES OVERVIEW

- ESE Family Counseling
- SEDNET
- Psychological Services
- Preschool Evaluation Teams
- FDLRS
- OT, PT and SLP Services
- Section 504
- Dispute Resolution
- Compliance
- School Medicaid
- McKay Scholarships
- EASYIEP (database)



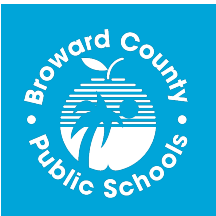
## PERFORMANCE UPDATES

- ❖ **FLDOE Parent Involvement/School Involvement Survey**
- ❖ **Best Practices in Inclusive Education (BPIE) Assessment**
- ❖ **Independent Review of ESE Services in Broward  
(Evergreen)**



# FLDOE Parent Involvement/School Involvement Survey

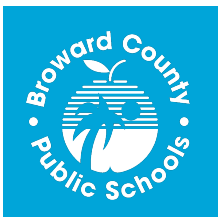
Level	SY-11/12	SY-12/13	SY 13/14
Pre-K Broward	57%	81%	76%
K-12 Broward	39%	73%	79%



# BEST PRACTICES IN INCLUSIVE EDUCATION (BPIE) UPDATES

## District BPIE Assessment Team prioritized six indicators to improve inclusion practices

1. Provide increased opportunities for SWDs, ages 3–5, to receive special education and related services in the regular early childhood program or kindergarten, with peers without disabilities.
2. Provide job-embedded, collaborative PD and TA to all schools to integrate IEP goals and objectives and the Florida Standards in general education classes and natural contexts.
3. Provide ongoing PD and TA to all school leaders on the implementation of a flexible scheduling process and collaborative teaching service delivery models to provide instruction and support to all SWDs in general education contexts, regardless of the type or severity of their disability.
4. Provide all district and school personnel with information and resources pertaining to the use of person first language in all written and verbal communications.
5. Revise district documents, forms, program materials and other communication that refer to SWDs to reflect the use of person first language.
6. Continue to develop partnerships with colleges, universities and career and technical schools to provide inclusive, postsecondary educational and career opportunities for students with a significant cognitive disability, ages 18–21, to enroll in programs with adults without disabilities.

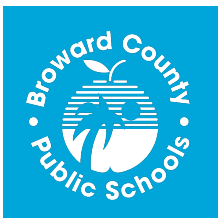
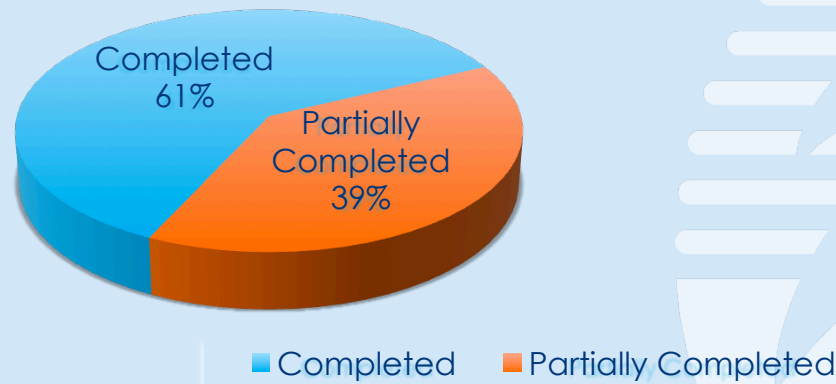




# EVERGREEN REVIEW UPDATES

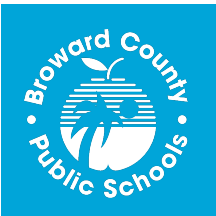
## Evergreen Recommendations

- Completed: 67
- Partially Completed: 43



## FOCUS AREAS

- District and School Staffing and Support
- Professional Development (Admin., Gen. and ESE Staff)
- Parent Engagement
- Communication with Stakeholders
- Inclusionary Practices
- Transition/Matriculation Pre-K -21
- Performance and Instruction of Students
- Monitor ESE Budgets at the Department and School levels



# FEEDBACK FROM BOARD MEMBERS



# ESE AND SUPPORT SERVICES DIVISION

The School Board of Broward County, Florida

Dr. Rosalind Osgood, Chair  
Abby M. Freedman, Vice Chair

Robin Bartleman  
Heather P. Brinkworth  
Patricia Good  
Donna P. Korn  
Laurie Rich Levinson  
Ann Murray  
Nora Rupert

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Robert W. Runcie, Superintendent of Schools

