

**2019-20 Exceptional Student Education  
On-Site Monitoring Report**

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**Leon County School District  
January 28-29, 2020**



This publication is produced through the Bureau of Exceptional Education and Student Services (BEES), Division of K-12 Public Schools, Florida Department of Education (FDOE), and is available online at <http://www.fldoe.org/ese/mon-home.asp>. For information on available resources, contact the BEES Resource and Information Center (BRIC).

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**Florida Department of Education  
Bureau of Exceptional Education and Student Services  
Table of Contents**

Authority.....	1
Exceptional Student Education (ESE) On-Site Monitoring Process.....	2
Background Information.....	2
School Selection.....	3
2019-20 ESE On-Site Monitoring Focus Areas .....	4
Educational Environment (Least Restrictive Environment) .....	4
Incidents of Seclusion.....	4
Transition Individual Educational Plans Aligned with Postschool Outcomes .....	4
English Language Arts Scores for Third Grade Students with Disabilities.....	5
Math Scores for Middle-Grades Students with Disabilities .....	5
Interviews Conducted.....	6
Administrator Focus Groups .....	6
Teacher Focus Groups.....	6
Parent Focus Group .....	7
Student Focus Groups.....	7
School Support Team Focus Groups.....	8
Commendations.....	8
Technical Assistance .....	14
State Support Team Members for Leon County School District.....	17

## Authority

The Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEESS), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance of district school boards in the enforcement of all exceptional student education (ESE) laws (sections 1003.01(3), 1003.571 and 1008.32, Florida Statutes [F.S.]) and rules. One purpose of the Individuals with Disabilities Education Act (IDEA) is to assess and ensure the effectiveness of efforts to educate children with disabilities (s. 300.1(d) of Title 34, Code of Federal Regulations [CFR]). BEESS is responsible for ensuring that the requirements of IDEA and the educational requirements of the state are implemented (34 CFR §§300.149(a)(1) and (2)).

In fulfilling this requirement, BEESS monitors ESE programs provided by district school boards in accordance with ss. 1001.42, 1003.57 and 1003.573, F.S. Through these monitoring activities, BEESS examines records and ESE services, evaluates procedures, provides information and assistance to school districts and otherwise assists school districts in operating effectively and efficiently. The monitoring system is designed to facilitate improved educational outcomes for students while ensuring compliance with applicable federal laws and regulations and state statutes and rules.

Under 34 CFR §300.646(d), if a state identifies significant disproportionality based on race or ethnicity in a local educational agency (LEA) with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings or the taking of disciplinary actions, the LEA must provide comprehensive coordinated early intervening services (CCEIS) to address factors contributing to the significant disproportionality.

Section 1003.573, F.S., Use of restraint and seclusion on students with disabilities (SWD), establishes documentation, reporting and monitoring requirements for districts regarding the use of restraint and seclusion on SWD. It also requires districts to have policies and procedures in place that govern parent notification, incident reporting, data collection and monitoring the use of restraint or seclusion for SWD. As required, the FDOE has established district- and school-based standards for documenting, reporting and monitoring the use of restraint and seclusion. These standards are included in each district's Exceptional Student Education Policies and Procedures (SP&P) document.

The Every Student Succeeds Act (ESSA) was signed into law in December 2015, amending the Elementary and Secondary Education Act of 1965 and replacing No Child Left Behind provisions. States were required to submit a state plan describing their approach to ESSA compliance. Drafted with public input and submitted to the Governor for review, as required by ESSA, the Florida state plan for ESSA was approved by the U.S. Department of Education on September 26, 2018. The state's ESSA plan preserves the focus on increased student achievement and includes details on the added federal calculation to satisfy ESSA requirements, which includes accountability provisions for the inclusion of English Language Learner (ELL) proficiency as a separate accountability indicator; additional focus on the reporting of subgroups' performances; additional federal school improvement designations and support; and a revamped public report card of state, district and school data. The new Federal Percent of Points Index (Federal Index) is calculated overall and by subgroup to include all school grade components in conjunction with English Language Proficiency (ELP) progress.

The Federal Index is calculated for 10 subgroup categories, which include the seven major racial and ethnic groups, SWD, ELLs, and economically disadvantaged students for academic achievement and student growth in schools.

Schools were identified under ESSA for support based on their Federal Index score. The threshold of support is a score below 41 percent on their overall Federal Index or by subgroup. Annually, any school below 41 percent in the Federal Index for any subgroup is identified for Targeted Support and Improvement; annually, any school below 41 percent in the overall (school grade components and ELP progress) Federal Index will be designated as in need of Comprehensive Support and Improvement. Schools will be responsible for developing a School Improvement Plan for their identified ESSA subgroups. BEESS will support districts with schools with a grade of A, B, and C and all ESE center schools with a Federal Index below 41 percent with SWD. In addition, BEESS will provide support to alternative schools and Department of Juvenile Justice programs with a Federal Index below 41 percent.

In addition, ESSA limits the percentage of students that a State may assess with an alternate assessment based on alternate academic achievement standards (AA-AAAS) to no more than 1.0 percent of all assessed students in the grades assessed in a State for each subject. While there is a limit on the percentage of students statewide who may take the AA-AAAS, there is no such limit among LEAs. However, 34 CFR §§200.6(c)(3)(ii) and (iv) require that an LEA submit information justifying the need to assess more than 1.0 percent of its students in any subject with an AA-AAAS. The State must make that information publicly available, provided that such information does not reveal personally identifiable information about an individual student. The required justification information will be collected in Florida via the annual SP&P and the focus of Florida's training and technical assistance will continue to be on ensuring that individual educational plan (IEP) teams make appropriate, individualized and data-based decisions for each student.

## **ESE On-Site Monitoring Process**

### **Background Information**

The 2019-20 ESE On-Site Monitoring process focuses on those State Performance Plan indicators that contributed to the targeting of school districts for CCEIS and the following indicators that affect equity and access in the educational environment for SWD:

- Indicator 1 – Graduation: Percentage of youth with IEPs graduating from high school with a regular diploma.
- Indicator 2 – Dropout: Percentage of youth with IEPs dropping out of high school.
- Indicator 4 – Rates of suspension and expulsion:
  - A. Percentage of districts that have a significant discrepancy in the rates of suspensions and expulsions of more than 10 days in a school year for children with IEPs.
  - B. Percentage of districts that have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards.
- Indicator 5 – Educational environments:
  - Percentage of children with IEPs aged 6 through 21:
    - A. In the regular class 80 percent or more of the day;

- B. In the regular class less than 40 percent of the day; and
- C. In separate schools, residential facilities or homebound or hospital placements.
- Indicator 10 – Disproportionality, specific disability categories: Percentage of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- CCEIS – Significant disproportionality in overrepresentation of a particular racial group within special education programs for identification of children in specific disability categories, the placement of children with disabilities in particular educational settings or the taking of disciplinary actions.
- Restraint – Rate of incidents of restraint, as reported in the FDOE database.
- Seclusion – Rate of incidents of seclusion, as reported in the FDOE database.
- ESSA – Accountability and one percent cap for participation in the Florida Standards Alternate Assessment.

The ESE On-Site Monitoring process includes four phases:

- Phase 1 is composed of planning activities that occur in advance of the initial on-site visit to the school district.
- Phase 2 is the initial on-site visit to the selected school district by the state support team (SST). The SST consists of BEESS staff, peer monitors from other districts and discretionary project staff. The SST assists with facilitating focus groups at each school site that may consist of administrators, teachers, students and parents.
- Phase 3 is follow-up activities, which are conducted by a designated follow-up team, as determined by the SST, and identification of the ongoing data that will be collected.
- Phase 4 is evaluation of the effectiveness of how the district is addressing each of the focus areas and should include participation of the action-planning and problem-solving process team.

On July 31, 2019, the superintendent of the Leon County School District was notified that BEESS would be conducting an on-site monitoring visit. After a review of the district's data, the following focus areas were identified as being in need of support: least restrictive environment (LRE), incidents of seclusion, transition individual educational plans (IEPs) aligned with postschool outcomes, English language arts (ELA) scores for third grade SWD and math scores for middle-grades SWD.

### **School Selection**

Upon review of the school district's data, it was determined that the on-site monitoring process would involve all of the following schools for school administrator, teacher and school support focus groups, and some schools for paraprofessional, parent and student focus groups:

- Bond Elementary School
- Ruediger Elementary School
- R. Frank Nims Middle School
- Respect for Academics and the Arts (RAA) Middle School
- James Rickards High School
- Leon High School
- Gretchen Everhart School
- Heritage Trail Community School

**2019-20 ESE On-Site Monitoring Focus Areas**

The following data are related to the focus areas and activities for the 2019-20 ESE On-Site Monitoring for the Leon County School District.

**Educational Environment (Least Restrictive Environment)**

To the maximum extent appropriate, SWD are to be educated with students without disabilities. These LRE data are calculated by dividing the number of SWD aged 6 through 21 served in the regular class for 80 percent or more of the day, by the total number of SWD aged 6 through 21 reported in October (survey 2). These data do not include parentally placed private school students or students served in Florida county jails, Florida Department of Juvenile Justice facilities or Florida Department of Corrections facilities. The district’s percentage of SWD being served in the regular class increased from 68.7 percent during the 2017-18 school year to 84.5 percent during the 2018-19 school year. The 2019-20 LRE rate decreased to 73.4 percent, which is below the state target of 85 percent. The district did not meet the state target for any of the three years.

	2017-18	2018-19	2019-20
Leon	68.7%	84.5%	73.4%
State Target	83.0%	85.0%	85.0%

**Incidents of Seclusion**

According to the FDOE’s restraint and seclusion database, the number of incidents of seclusion in the district decreased from 21 incidents during the 2016-17 school year to 18 incidents during the 2017-18 school year. During the 2018-19 school year, the number of incidents of seclusion decreased to 13. In addition, the total percentage of SWD secluded in the district for the 2018-19 school year was 0.21 percent, while the state average was 0.08 percent.

According to the district’s 2018-19 SP&P document, the district’s annual goal was to reduce the number of incidents of seclusion by two percent. During the 2017-18 school year, the number of incidents of restraint decreased from 18 to 13, which is a decrease of 27.8 percent. The district met this goal.

	2016-17	2017-18	2018-19
Number of Incidents	21	18	13
Number of Students	13	9	11

**Transition Individual Educational Plans Aligned with Postschool Outcomes**

Each year districts are required to complete web-based protocols on the BEESS General Supervision website. Correction of noncompliance and corrective action plans are reported by districts and tracked via the website. One of the required protocols is SPP 13 – Secondary Transition for SWD (Age 16), which is comprised of 19 standards. Standard (T16-16) includes all the requirements for a transition IEP to be compliant.

During the 2017-18 self-assessment process, there were no findings of noncompliance for standard T16-16 for student records entered by the district; however, the 2018-19 self-assessment results identified 25 percent of noncompliance for standard T16-16. During the 2019-20 self-assessment process, there were no findings of noncompliance for standard T16-16 for records entered by the district.

	2017-18	2018-19	2019-20
Percentage of Noncompliance for Standard T16-16	0%	25%	0%

**English Language Arts Scores for Third Grade Students with Disabilities**

After reviewing state assessment data trends for the Florida Standards Assessment (FSA), BEESS identified SWD in third grade ELA as an area in critical need of support. BEESS established a tiered criteria in order to provide needed supports for grades K-3 ELA in each district in order to increase the number of SWD scoring level three and above and between students with and without disabilities. Three-year historical data for ELA scores for students in third grade (from the 2016-17 to 2018-19 school years) showed that the achievement gap between SWD and students without disabilities had increased by 4.7 percent. In addition, the rate for SWD scoring at level three and above had decreased by 4.7 percent from the 2016-17 to the 2018-19 school year.

FSA Scores of Level Three and Above in Third Grade ELA	2016-17	2017-18	2018-19
<b>Leon</b>			
Students without Disabilities	65.6%	64.9%	65.6%
SWD	38.8%	38.1%	34.1%
Achievement Gap between Students with and without Disabilities	26.8 percentage points	26.8 percentage points	31.5 percentage points

**Math Scores for Middle-Grades Students with Disabilities**

After reviewing state assessment data trends for the FSA, BEESS identified SWD in middle-grades math as an area in critical need of support. BEESS established a tiered criteria in order to provide needed supports for middle-grades math in each district (grades 6-8) in order to increase the number of SWD scoring level three and above and close the gap between students with and without disabilities. Three-year historical data for middle-grades math scores (from the 2016-17 to 2018-19 school years) showed that the achievement gap between SWD and students without disabilities had decreased by 0.2 percent. In addition, the rate for SWD scoring at level three and above had increased by 1.4 percent from the 2016-17 to the 2018-19 school year.



FSA and End-of-Course Scores of Level Three and Above in Middle-Grades Math	2016-17	2017-18	2018-19
<b>Leon</b>			
Students without Disabilities	64.8%	65.9%	65.9%
SWD	22.5%	24.6%	23.9%
Achievement Gap between Students with and without Disabilities	42.3 percentage points	41.3 percentage points	42.1 percentage points

## Interviews Conducted

### Administrator Focus Groups

Members of the SST conducted focus groups with administrators from Bond Elementary School, Ruediger Elementary School, R. Frank Nims Middle School, RAA Middle School, James Rickards High School, Leon High School, Gretchen Everhart School and Heritage Trail Community School regarding LRE, incidents of seclusion, transition IEPs aligned with postschool outcomes, ELA scores for third grade SWD and math scores for middle-grades SWD.

Themes that emerged from these focus groups included the following:

- Most administrators reported that inclusive opportunities are being offered for students in required academics and electives.
- Most administrators shared that schools utilize data to collaborate on a regular basis, but reported data usage across the district varies.
- Most administrators shared there are systems in place for students to access teachers for additional support.
- Administrators stated there is a need for professional development across the district in the following areas:
  - Math strategies
  - Universal design for learning (UDL)
  - Multi-tiered system of supports (MTSS)
  - Cultural responsiveness
  - Understanding how to support students experiencing trauma
  - De-escalation techniques for behavioral needs.
- Most administrators reported that poor attendance and tardiness are barriers to academic achievement and sustaining a positive culture in schools.
- Some administrators feel the Lions United program for nondisabled students to support SWD in the general education classrooms should be expanded. Administrators at one school reported that students in the Lions United program are supporting SWD enrolled in access courses in the self-contained classrooms.

### Teacher Focus Groups

Members of the SST conducted focus groups with teachers from Bond Elementary School, Ruediger Elementary School, R. Frank Nims Middle School, RAA Middle School, James Rickards High School, Leon High School, Gretchen Everhart School and Heritage Trail

Community School regarding LRE, incidents of seclusion, transition IEPs aligned with post school outcomes, ELA scores for third grade SWD and math scores for middle-grades SWD.

Themes that emerged from these focus groups included the following:

- Most teachers expressed there is effective communication and positive relationships between general and special education teachers; however, more common planning time is needed to plan lessons for individualized needs of SWD.
- Some teachers indicated that inclusion is benefitting students with and without disabilities; students without disabilities are aware that SWD receive accommodations and even advocate for them when they aren't being provided.
- Most teachers shared that poor attendance and tardiness are barriers to academic achievement.
- Teachers feel more opportunities for training are needed in the following areas:
  - Autism Spectrum Disorder (ASD)
  - Intense trauma
  - De-escalation
  - Strategies for students with behavioral needs.

### **Parent Focus Group**

Members of the SST conducted a focus group with parents of SWD aged 14 years or older who were invited by the district.

Themes that emerged from the focus group included the following:

- Parents shared there is high regard for school-based staff, but there is a need for individualized academic and behavior support for students in all learning environments.
- Parents acknowledged students are being taught self-advocacy skills.
- Parents indicated that the level of supports that students receive varies across schools.
- Some parents are concerned that inclusion may not truly be taking place because the ratio of students with and without disabilities does not reflect the natural proportions in the school.
- Parents expressed concern that support for inclusion and services for SWD is based on each principal's philosophy which results in inequity across the district. They identified a need for district expectations that are consistent from school to school.

### **Student Focus Groups**

Members of the SST conducted focus groups with students from R. Frank Nims Middle School, RAA Middle School, James Rickards High School, Leon High School and Heritage Trail Community School. Students were asked to share their perspectives on topics such as graduation, dropout and postsecondary activities.

Comments from these focus groups included the following:

- Most students feel supported at their school site and have at least one adult they can go to in a time of need.
- Students expressed a need for more engaging lessons, such as collaborative learning, which would promote a positive culture and climate for students to ask questions of their teachers and peers.

- Some students feel there is a need for more hands on math manipulatives to be integrated in lessons due to the difficulty of some math concepts.
- Students indicated they feel supported by ESE staff and administration; however, they would like to be more involved with the development of their IEPs by reviewing their data assessment results and help determine postsecondary goals.
- Students feel recognition for positive behavior is encouraging, but students shared concerns related to inconsistent behavioral expectations from teachers.
- General education students who participate in the Lions United program shared that they help SWD with learning concepts, provide encouragement, prompt participation in class and model appropriate behavior. They also expressed a need for formal training and expectations for working with SWD.

**School Support Team Focus Groups**

Members of the SST conducted focus groups with school support team staff who support SWD from Bond Elementary School, Ruediger Elementary School, R. Frank Nims Middle School, RAA Middle School, James Rickards High School, Leon High School, Gretchen Everhart School and Heritage Trail Community School. In addition, a focus group for paraprofessionals was conducted at Gretchen Everhart School.

Themes that emerged from these focus groups included the following:

- All school support team members believe that communication with teachers, paraprofessionals and families is key to ensuring student success.
- There is ongoing and effective communication between special and general education teachers and school support professionals.
- The contracted behavior staff who provide mental health services is extremely helpful.
- There is a need for more opportunities for collaboration with paraprofessionals to ensure continuity in academic and behavioral supports across learning environments.
- Additional information is needed for paraprofessionals who would like to become certified teachers.
- Paraprofessionals who support students enrolled in access courses would like permission to access the district’s supplemental curriculum to increase their opportunities to provide classroom supports for students and teachers.

**Commendations**

1. The district’s federal cohort graduation rate for SWD increased from 68.1 percent in 2016-17 to 79.1 percent in 2017-18. In the 2018-19 school year the rate increased to 82 percent, which is above the state target of 70 percent.
2. The district’s dropout rate for SWD decreased from 6.6 percent in the 2017-18 school to 2.9 percent in the 2018-19 school year, which is below the state target of 9.5 percent.

**2019-20 Next Steps**

<b>Least Restrictive Environment</b>	
Summary	The district’s percentage of SWD being served in the regular class increased from 68.7 percent during the 2017-18 school year to 84.5

	<p>percent during the 2018-19 school year. The 2019-20 LRE rate decreased to 73.4 percent, which is below the state target of 85 percent. The district did not meet the state target for any of the three years.</p>
<p>Recommendations</p>	<p>The district should consider the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to collaborate with project staff from the Access Project, the Florida Diagnostic and Learning Resource System (FDLRS) and the Florida Inclusion Network (FIN) for professional development (PD) to support inclusive scheduling and implementation.</li> <li>• Ensure that general education and ESE teachers have time together for collaboratively developing or reviewing long-term instructional plans and delivery methods.</li> <li>• Outline the articulation process for the transition of students from elementary to middle and from middle to high school, including a variety of supports available to students in general education settings.</li> <li>• Review FDOE’s Technical Assistance Paper, DPS: 2016-13, “Least Restrictive Environment Considerations Related to Individual Educational Plans,” which can be accessed at <a href="https://info.fldoe.org/docushare/dsweb/Get/Document-7540/dps-201613.pdf">https://info.fldoe.org/docushare/dsweb/Get/Document-7540/dps-201613.pdf</a></li> </ul>
<p>Required Actions</p>	<p>The district’s Plan for Inclusive Education dated January 23, 2020, included the following action steps in order to increase the percentage of SWD being served in the regular class settings:</p> <ul style="list-style-type: none"> <li>• ESE Administration, FDLRS and FIN project staff will provide an overview to district and school administration on the inclusive scheduling process and the use of collaborative teaching service delivery models.</li> <li>• FIN project staff will facilitate and provide follow-up support on the inclusive scheduling process to interested schools.</li> <li>• FIN project staff will provide technical assistance (TA) to district on reviewing LRE data contained in the IDEA educational environment report (F71000).</li> <li>• FDLRS and FIN project staff will provide professional development (PD) and TA for administrators and teachers on the basics of access points and inclusive practices.</li> <li>• FDLRS and FIN project staff will provide PD and TA for general education and ESE teachers on collaborative planning, instructing and assessing SWD, including students on access points in general education settings.</li> </ul> <p>The district must provide documentation of the above-mentioned actions and verification for each training that must include the following:</p> <ul style="list-style-type: none"> <li>• Detailed narrative of the trainings.</li> <li>• Dates of the trainings.</li> <li>• Copies of any content presented.</li> <li>• Names and titles of the presenters.</li> <li>• Names, titles and signatures of the staff who participated in the trainings.</li> </ul>

	<ul style="list-style-type: none"> <li>Number of staff who participated in the trainings from schools designated as Targeted Support &amp; Improvement and Comprehensive Support &amp; Improvement schools under ESSA.</li> </ul> <p>The documentation must be provided to the district's BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> by <b>December 10, 2020</b>.</p>
<b>Incidents of Seclusion</b>	
Summary	The number of incidents of seclusion in the district decreased from 21 incidents during the 2016-17 school year to 18 incidents during the 2017-18 school year. During the 2018-19 school year, the number of incidents of seclusion decreased to 13. In addition, the total percentage of SWD secluded in the district for the 2018-19 school year was 0.21 percent, while the state average was 0.08 percent.
Recommendations	<p>The district should continue the following activities:</p> <ul style="list-style-type: none"> <li>Collaborate with the Positive Behavioral Interventions and Supports (PBIS) project staff to implement a plan to reduce the need for seclusion.</li> <li>Provide seclusion report training to all administrators and review policies and procedures.</li> <li>Implement de-escalation training which utilizes Crisis Prevention Institute as the foundation.</li> <li>Implement the Mental Health Plan and increase supports and resources as needed.</li> </ul>
Required Actions	<p>The district must review data for incidents of seclusion quarterly and engage in data-based problem solving that focuses on reducing the need for seclusion. The quarterly seclusion data and the summary of the problem-solving activities must be provided to the district's BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> by the following dates:</p> <ul style="list-style-type: none"> <li><b>October 16, 2020</b></li> <li><b>December 10, 2020</b></li> </ul>
<b>Transition IEPs Aligned with Postschool Outcomes</b>	
Summary	During the 2017-18 self-assessment process, there were no findings of noncompliance for standard T16-16 for student records entered by the district; however, the 2018-19 self-assessment results identified 25 percent of noncompliance for standard T16-16. During the 2019-20 self-assessment process, there were no findings of noncompliance for standard T16-16 for records entered by the district.
Recommendations	The district should continue to monitor transition IEPs for compliance to determine which schools and staff need additional training.
Required Actions	None.
<b>ELA Scores for Third Grade Students with Disabilities</b>	
Summary	Three-year historical data for ELA scores for students in third grade (from the 2016-17 to 2018-19 school years) showed that the achievement gap between SWD and students without disabilities had increased by 4.7 percent. In addition, the rate for SWD scoring at level three and above had decreased by 4.7 percent from the 2016-17 to the 2018-19 school year.

<p>Recommendations</p>	<p>The district should consider the following activities:</p> <ul style="list-style-type: none"> <li>• Collaboration with project staff from the Problem Solving and Response to Intervention Project (PS/RtI), to follow up on the established district strategic plan for third grade ELA and for guidance on the implementation of a MTSS to provide targeted support aligned with identified student needs.</li> <li>• Utilize the variety of online courses available on the BEESS Portal for PD Alternatives, which can be accessed at <a href="https://fl-pda.org">https://fl-pda.org</a>, to build the capacity of educators to respond to the needs of SWD (e.g., MTSS, UDL and integrating standards aligned instruction across tiers).</li> </ul>
<p>Required Actions</p>	<p>The district’s Plan for Inclusive Education dated January 23, 2020, included the following action steps to increase ELA scores for SWD on the FSA:</p> <ul style="list-style-type: none"> <li>• FDLRS and FIN project staff will provide targeted school administrators PD and TA in developing, implementing and supporting UDL.</li> <li>• FDLRS and FIN project staff will provide teachers PD and follow-up coaching in UDL.</li> <li>• District staff, FDLRS and FIN project staff will provide PD and TA to teachers on inclusive instructional and behavioral practices for core and intervention programs.</li> <li>• Administrators, FDLRS and FIN project staff will provide PD and TA to paraprofessionals on instructional and behavioral strategies, and understanding roles and responsibilities for supporting SWD in general education.</li> <li>• FDLRS and FIN project staff will provide schools TA, informational materials, and resources for parents to use in supporting their child SWD.</li> </ul> <p>The district must provide documentation of the above-mentioned action and verification for trainings provided, that must include the following:</p> <ul style="list-style-type: none"> <li>• Detailed narrative of the trainings.</li> <li>• Dates of the trainings.</li> <li>• Copies of any content presented.</li> <li>• Names and titles of the presenters.</li> <li>• Names, titles and signatures of the staff who participated in the training.</li> <li>• Number of staff who participated in the trainings from schools designated as Targeted Support &amp; Improvement and Comprehensive Support &amp; Improvement schools under ESSA.</li> </ul> <p>The documentation must be provided to the district’s BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> by <b>December 10, 2020</b>.</p>
<p><b>Math Scores for Middle-Grades Students with Disabilities</b></p>	
<p>Summary</p>	<p>Three-year historical data for middle-grades math scores (from the 2016-17 to 2018-19 school years) showed that the achievement gap between SWD and students without disabilities had decreased by 0.2 percent. In addition, the rate for SWD scoring at level three and above had increased by 1.4 percent from the 2016-17 to the 2018-19 school</p>

	year.
Recommendations	<p>The district should consider the following activities:</p> <ul style="list-style-type: none"> <li>• Continue to work with the BEESS Best Practices for Standards-Based Instructional Support in Math team to increase achievement in math of SWD in grades 6-8.</li> <li>• Review middle grades math assessment data with the BEESS Math Team to identify trends and possible barriers and collaborating with the BEESS Math Team and discretionary projects to implement best practices in middle grades math instruction.</li> </ul>
Required Actions	<p>The district’s Plan for Inclusive Education dated January 23, 2020, included the following action steps to increase Math scores for SWD on the FSA:</p> <ul style="list-style-type: none"> <li>• FDLRS and FIN project staff to provide targeted school administrators PD and TA in developing, implementing and supporting UDL.</li> <li>• FDLRS and FIN project staff to provide teachers PD and follow-up coaching in UDL.</li> <li>• District, FDLRS and FIN project staff will provide PD and TA to teachers on inclusive instructional and behavioral practices for core and intervention programs.</li> <li>• Administrators, FDLRS and FIN project staff will provide PD and TA to paraprofessionals on instructional and behavioral strategies, and understanding roles and responsibilities for supporting SWD in general education.</li> </ul> <p>The district must provide documentation of the completion of the above-mentioned action and verification for trainings provided, that must include the following:</p> <ul style="list-style-type: none"> <li>• Detailed narrative of the trainings.</li> <li>• Dates of the trainings.</li> <li>• Copies of any content presented.</li> <li>• Names and titles of the presenters.</li> <li>• Names, titles and signatures of the staff who participated in the trainings.</li> <li>• Number of staff who participated in the trainings from schools designated as Targeted Support &amp; Improvement and Comprehensive Support &amp; Improvement schools under ESSA.</li> </ul> <p>The documentation must be provided to the district’s BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> by <b>December 10, 2020</b>.</p>
<b>Follow up to the ESE Monitoring Visit</b>	
Summary	<p>The Leon County School District was selected for an on-site visit for the following focus areas related to students with disabilities:</p> <ul style="list-style-type: none"> <li>• LRE</li> <li>• Incidents of seclusion</li> <li>• Transition IEPs aligned with postschool outcomes</li> <li>• ELA scores for third- grade SWD</li> <li>• Math scores for middle-grades SWD</li> </ul>

Required Actions	By <b>January 22, 2021</b> , designated BEESS staff and members of the district problem-solving team will reconvene via a conference call to share how the district is addressing each of the abovementioned focus areas and determine next steps. The district will coordinate with BEESS regarding the date and time of the conference call and provide documentation (e.g., recent data, PD, problem-solving notes and action plans) via <b>December 10, 2020</b> .
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## Technical Assistance

1. **Implementing a Multi-Tiered System of Support (MTSS) for Behavior: Recommended Practices for School and District Leaders** (Florida Positive Behavioral Interventions and Support Project: MTSS [FLPBIS:MTSS]) may be accessed at [https://www.pbis.org/common/cms/files/pbisresources/RTIB\\_Guide\\_101811\\_final.pdf](https://www.pbis.org/common/cms/files/pbisresources/RTIB_Guide_101811_final.pdf). FLPBIS:MTSS provides an overview of the critical components of an MTSS for behavior. These critical components describe systems changes that are necessary for a results-driven ESE system.
2. The district's **Exceptional Student Education Policies and Procedures** document provides district- and school-based standards for documenting, reporting and monitoring the use of manual, physical, or mechanical restraint and seclusion developed by the FDOE. The school district's document for the 2015-16 through 2017-18 school years may be accessed at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.
3. The FDOE's technical assistance paper DPS: 2016-13, entitled, "**Least Restrictive Environment Considerations Related to Individual Educational Plans**," dated January 15, 2016, may be accessed at <https://info.fldoe.org/docushare/dsweb/Get/Document-7540/dps-201613.pdf>. This document provides guidance on the provision of services for SWD in the LRE.
4. The United States Department of Education, in collaboration with the United States Department of Justice, released **School Discipline Guidance** in January 2014, Volume 4, Issue 1, of the **Office of Special Education Programs Monthly Update**. This package will assist states, districts and schools in developing practices and strategies to enhance school climate, and ensure those policies and practices comply with federal law. The following resource documents are included in the package, and are available at <http://www.ed.gov/school-discipline>:
  - **Dear Colleague** guidance letter on civil rights and discipline;
  - **Guiding Principles** document, which draws from emerging research and best practices;
  - **Directory of Federal School Climate and Discipline Resources**, which indexes federal technical assistance and other resources; and
  - **Compendium of School Discipline Laws and Regulations**, which catalogs state laws and regulations related to school discipline.
5. The **Project 10: Transition Education Network** may be accessed at <http://project10.info>. Project 10 assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to SWD in order to improve their academic success and postsecondary outcomes. Project 10 serves as the primary conduit between BEESS and school-district personnel in addressing law and policy, effective practices, and research-based interventions in the area of transition services for youth with disabilities. The project also supports transition initiatives developed through the BEESS Strategic Plan. Examples of assistance provided related to graduation rates include using school-level data for graduation success, technical assistance to improve data collection, analysis and data-driven decision making, in order to develop a color-coded student graduation tracking system that can be coordinated with existing initiatives or systems. Regarding dropout, Project 10 supports dropout prevention strategies for students with disabilities, school-based enterprise, service learning and early warning system.

6. The **Florida Diagnostic and Learning Resource System (FDLRS) Associate Centers Support** may be accessed at <http://www.fdlrs.org>. The 19 FDLRS associate centers provide an array of instructional and technical support services to school districts statewide. The four central functions of each FDLRS center are Child Find, parent services, human resource development, and professional learning and technology. The centers collaborate with districts, agency and support personnel, communities, families, and educational personnel providing support services for educators, school administrators, parents, and students with disabilities. Examples of professional development related to graduation rates include Florida standards and access points, differentiated instruction, access to the general curriculum, Strategic Instruction Model™, behavior and discipline, Standing up for Me, self-advocacy, responsive classroom, and district-specific supports. Professional development related to dropout include differentiated instruction, accommodations, Conversation, Help, Activity, Movement, Participation, and Success (known as CHAMPS), Tough Kids, discipline in the secondary classroom, support for parent involvement, Professional Development Alternatives for Positive Behavior Support module, universal design for learning, small-group planning and problem solving, disability awareness, and district-specific supports.
7. The **Florida Inclusion Network (FIN)** may be accessed at <http://www.floridainclusionnetwork.com/>. FIN collaborates with all districts and schools to provide customized services and supports to ensure that SWD have the same educational, social and future opportunities as their peers. In partnership with districts and schools, FIN facilitates implementation of best practices for inclusive education through data-driven, student-focused problem solving across districts and schools. In addition, FIN facilitates implementation of professional development and provides technical assistance and resources to district and school personnel in order to increase knowledge and skills to build and sustain capacity.
8. The **Problem Solving and Response to Intervention Project (PS/Rtl) Technology** may be accessed at <http://www.floridarti.usf.edu/index.html>. One function of this project is to provide support to regional technology coordinators and technology specialists to effectively implement accessible instructional materials, assistive technologies, learning technologies and universal design for learning principles within all tiers of instruction. This project also manages, coordinates and supports the regional assistive technology loan libraries.
9. The **Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)** may be accessed at <http://www.sednetfl.info/>. The 19 regional SEDNET centers assist Florida school districts and relevant stakeholders in building capacity to provide the necessary mental health and academic supports to students with or at risk of emotional and behavioral disabilities to prepare students to achieve academic success; graduate high school; and become college, career and life ready.
10. The **PS/Rtl – Technology and Learning Connections (TLC)** may be accessed at <http://www.tlc-mtss.com>. TLC provides guidelines and resources to support the implementation of universal design for learning. A quarterly newsletter that focuses on technology integration to support the local development of highly effective classrooms for all students may also be accessed. TLC's winter 2016-17 newsletter focused on math instruction, resources and tools to eliminate barriers and increase achievement for all students and can be viewed at <http://conta.cc/2kjsuGt>. To sign up to receive this quarterly newsletter, go to <http://bit.ly/1TL0HLQ>. Additional resources are available at <https://www.tlc-mtss.com/resources>.

11. The **Center for Autism and Related Disabilities** may be accessed at <http://florida-card.org>. The seven regional autism centers provide nonresidential resource and training services for persons of all ages and of all levels of intellectual functioning who have autism, a pervasive developmental disorder, an autistic-like disability, a dual sensory impairment, or a sensory impairment with other disabling conditions. Each center provides services within its geographical region of the state and service delivery is consistent for all centers and each center coordinates services within and between state and local agencies and school districts.
12. The **Technical Assistance and Training System (TATS)** may be accessed at <https://tats.ucf.edu/>. TATS is a statewide system of technical assistance and training that promotes high-quality programs, which lead to and support positive outcomes for prekindergarten children with disabilities and their families.
13. The **State Personnel Development Grant (SPDG)** project builds capacity to increase school completion rates of students with disabilities, through the provision of professional development to support and scale-up existing research-based practices, develop capacity for use of evidence-based dropout prevention strategies, and enlist parental support of these research based practices. These practices include Check & Connect (C&C) and the Strategic Instruction Model™ (SIM). C&C is a Tier 2 and Tier 3 intervention used with secondary school students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of C&C is a trusting relationship between the student and a trained mentor who both advocates and challenges the student to keep education salient. SIM is a literacy program centered on promoting effective teaching and learning of critical content in schools. Focusing on the Learning Strategies Curriculum and Content Enhancement Routines, SIM strives to help teachers make decisions about what is of greatest importance, what can be taught to help students become more effective learners, and how to teach so that all students, including students with disabilities, increase their proficiency in the Florida standards. SPDG does not have a website; however, if you have questions, contact Margaret Sullivan, director of SPDG, at [msullivan@fqcu.edu](mailto:msullivan@fqcu.edu).
14. The **FLPBIS:MTSS** may be accessed at <http://flpbs.fmhi.usf.edu>. Significant behavior problems contribute to unsafe school environments and to reductions in student performance; therefore, FLPBIS:MTSS is committed to building the capacity of school districts so that they may better assist schools to develop effective discipline, social skills teaching and behavior support strategies for all students.
15. The **Institute for Small and Rural Districts (ISRD)** may be accessed at <http://isrd.nefec.org/>. ISRD provides a forum for school district staff to keep abreast of a wide array of topics impacting the delivery of services to SWD and their families, such as curriculum and instructional practices; educational policies, procedures and practices; behavior support; and transition. ISRD's primary purpose is to provide staff development, training and technical support to a network of 35 small and rural school districts, lab schools, the Florida Virtual School and the Department of Corrections. Overall, ISRD's goal is to ensure that service to SWD and their families is enhanced and that positive outcomes for SWD is achieved through increased student performance.

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