

**2017-18 Exceptional Student Education  
Monitoring and Assistance  
On-Site Visit Report**

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**Florida Department of Corrections  
March 5-8, 2018**



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

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

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## **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 the Florida Department of Corrections (FDC) in the enforcement of all exceptional student education (ESE) laws and rules. One purpose of the Individuals with Disabilities Education Act (IDEA) is to “ensure that all children with disabilities have available to them a free appropriate public education [FAPE] that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.” (section 300.1 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).

In fulfilling this requirement, BEESS monitors ESE programs provided by FDC at correctional facilities that are designated special education sites, to ensure that a FAPE is available for students who have disabilities (s. 1003.571, Florida Statutes). Through these monitoring activities, BEESS examines and evaluates procedures, records and ESE services; provides information and assistance to correctional facilities; and otherwise assists FDC special education programs in operating effectively and efficiently. The monitoring system is designed to emphasize improved educational outcomes for students, while ensuring compliance with applicable federal laws and regulations and state statutes and rules.

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

Decisions regarding the type and extent of monitoring activities, including the need for on-site visits, are based on the most current data available. On-site monitoring of special education services in FDC facilities is conducted on a cyclical basis because of the unique nature of educational programs implemented in correctional settings. This schedule allows BEESS staff to effectively focus on technical assistance to FDC staff. In addition, FDC participates in the BEESS compliance monitoring process each year.

## **Background Information**

As of March 2018, FDC had 984 inmates with disabilities currently receiving special education services at 15 correctional institutions and one privately operated correctional facility. Within FDC, students with disabilities are assessed for academic programs using the Test of Adult Basic Education (TABE). The TABE assesses a student’s proficiency level in the areas of reading, math and language, with academic programs individually selected for students based on their scores. FDC offers Adult Basic Education (ABE), GED® preparation, Title I services, special education services and a literacy program. In addition, career and technical education (CTE) programs are offered at select correctional institutions where students can earn professional certifications.

In a letter dated February 20, 2018, the secretary of FDC was informed that BEESS would be conducting an on-site monitoring visit at correctional institutions that provide educational programs for students with disabilities.

## Correctional Institution Selection

Upon review of FDC's data, it was determined that Avon Park Correctional Institution (CI), Charlotte CI, Columbia CI, Suwannee CI (youthful offenders) and the Reception and Medical Center (RMC) would be visited. The following information describes the programs available to students with disabilities at these correctional institutions:

- Avon Park CI currently has 15 students with disabilities, ages 18 years and older.
  - Academic programs include:
    - Literacy Program
    - ABE
    - GED® preparation
    - Special Education Services
    - Title 1 Services
  - CTE programs include:
    - Welding Technology
    - Cabinetmaking
    - Graphic Communications and Printing Technology
    - Auto Mechanics
  
- Charlotte CI currently has 36 students with disabilities, ages 18 years and older.
  - Academic programs include:
    - Literacy Program
    - ABE
    - GED® preparation
    - Special Education Services
    - Title 1 Services
  - CTE programs include:
    - Masonry
    - Environmental Services
  
- Columbia CI currently has 70 students with disabilities, ages 18 years and older.
  - Academic programs include:
    - Literacy Program
    - ABE
    - GED® preparation
    - Special Education Services
    - Title 1 Services
    - Second Chance Program
  - CTE programs include:
    - Masonry
    - Technology Support Services
  
- Suwannee CI currently has 106 students with disabilities. The youthful offender program (ages 17 years and younger) serves 70 of those students with disabilities.
  - Academic programs include:
    - Literacy Program
    - ABE
    - GED® preparation
    - Special Education Services

- This institution did not offer CTE programs for youthful offenders at the time of the on-site visit, but is in the process of securing a location to do so.
- RMC
  - RMC prioritizes incoming inmates with disabilities and transfers them to a permanent facility within 10 days of completion of all assessments (e.g., medical, mental health, classification and education).
  - Academic programs include:
    - ABE
    - GED® preparation
  - This institution does not offer CTE programs.

## **On-Site Activities**

### **On-Site Monitoring Team**

The following members participated in the on-site monitoring visit:

#### **FDOE, BEESS**

- Monica Verra-Tirado, State Director for Special Education, Chief
- Carla Greene, Transition, Juvenile Justice, Instructional Support Services (ISS)
- Anne Bozik, Program Specialist, ISS
- Betty Weller-White, Program Specialist, Dispute Resolution and Monitoring

#### **FDC Central Office Staff**

- Kristina Hartman, Bureau Chief of Programs
- Melvin Herring, Assistant Bureau Chief of Programs
- Jerry Brown, Special Education Program Administrator
- Gareth Hoaglin, Regions 3 and 4, Special Education Program Specialist
- Jenny McDonald, Region 2, Program Administrator
- Kevin Sawnick, Region 3, Program Administrator
- Yvette Salinas, Region 4, Program Administrator

### **Data Collection**

On-site monitoring activities included the following:

- Administrator focus groups – 37 participants
- Teacher focus groups – 18 participants
- Student focus groups – 36 participants
- Institutional walk-through debriefings – multiple classrooms and educational facilities

### **Focus Groups**

Upon review of the FDC's data, it was determined the on-site monitoring process would involve Avon Park CI, Charlotte CI, Columbia CI, Suwannee CI and RMC for administrator and teacher focus groups and institutional walk-through debriefings and all the CIs except RMC for the student focus groups.

#### **Administrator Focus Groups**

BEESS members of the on-site team conducted focus groups with administrators from Avon Park CI, Charlotte CI, Columbia CI, Suwannee CI and RMC regarding educational outcomes

and supports for student success, postsecondary transition, and collaboration with community resources.

Themes that emerged from the administrator focus groups included the following:

- Education is valued as a means to improve student outcomes and decrease potential behavioral incidents.
- Collaboration between educators, security personnel and administrative staff is very important and education supervisors are vital for the provision and coordination of educational services.
- Education supervisors have direct contact with staff and students and express genuine care and concern for both.
- When classroom space is limited, special education students are given priority.
- CTE opportunities are offered to all students, except at RMC and the youthful offender program at Suwannee CI. In addition, there is a discrepancy in the number of CTE options available among institutions.
- Strong collaboration with community partners (e.g., faith-based and apprenticeship with local businesses) is a priority.
- Institutional Classification Team members are included in individual educational plan (IEP) team meetings and have an active role in student placement in education.
- Parent participation in IEP team meetings and graduation is encouraged.
- The youthful offender program at Suwannee CI implements a “hat system,” which is a positive behavior rewards program. This program positively reduces the number of behavioral incidents.
- Major concerns are the challenges of teacher hiring and retention in order to provide consistency in the provision of educational services. Many teachers are new, retired from the teaching professional or are pursuing alternate teaching certification.
- One speech and language therapist provides consultation to all the CIs within the state.
- Special education teachers at CIs have difficulty obtaining educational records from prior school districts. Obtaining IEPs is especially difficult if districts do not utilize the Portal for Exceptional Education Resources (PEER).
- The education supervisor and wardens at one CI indicated that changing the facility’s focus on prioritizing education and encouraging participation have reduced the number of disciplinary incidents.

### **Teacher Focus Groups**

BEES members of the on-site team conducted focus groups with academic and special education teachers from Avon Park CI, Charlotte CI, Columbia CI, Suwannee CI and RMC regarding educational outcomes and supports for student success, and postsecondary transition.

Themes that emerged from the teacher focus groups included the following:

- The special education teachers write the IEPs and provide consultation to the academic teachers more frequently than they provide educational services directly to the students.
- Academic teachers prepare educational packets for students in confinement and the special education teachers deliver them and provide supports, as needed.
- Teachers participate in IEP team meetings and have access to IEPs on PEER. Additionally, teachers are provided a list of students’ goals and objectives, but not all teachers in CIs are provided the exceptionalities and accommodations for their students, as entire IEPs are not always provided.

- Various assessments are administered to identify present levels of performance and to monitor progress (e.g., Aztec, Career Cruiser, TABE and Elevate). Suwannee CI administers the Wide Range Achievement Test.
- Compass 100, the 100-hour transition curriculum, is utilized in each CI and viewed as a meaningful curriculum.
- Professional development is valued and welcomed.
- There have been teacher vacancies in the youthful offender program at Suwannee CI for months; therefore, the youthful offender educational schedule is modified as teachers for the adult population provide educational services when their schedules allow.
- There is a lack of knowledge of school placement options and educational services for students upon return to their post-release school districts to determine an appropriate transition plan for the youthful offenders at Suwannee CI.
- Peer teaching works well for some students.
- When students transfer from another CI, the sending CI teachers do not always update the students' progress toward current IEP goals and objectives for the benefit of the receiving CI teachers who plan individualized instruction.
- Challenges within the educational programs include the following:
  - Teacher vacancies and low retention rate.
  - The new TABE version will not indicate grade-level performance.
  - Educational and CTE resources are limited because of availability and strict security policies.
  - Receiving new students, sending students to confinement and transferring students to another CI make it difficult to plan individualized instruction.

### **Student Focus Groups**

BEESS members of the on-site team conducted focus groups with students from Avon Park CI, Charlotte CI, Columbia CI and Suwannee CI regarding IEP meetings and services, academic and CTE programs, supports for success, and postsecondary transition.

Comments from the student focus groups included the following:

- Most of the students know their exceptionalities and their educational and vocational goals.
- Students participate in IEP team meetings.
- There is a need for direct instruction, large-group discussion and hands-on opportunities.
- The students in Columbia CI prefer a teacher instead of an inmate peer teacher.
- More CTE options are needed. Youthful offenders in Suwannee CI do not have CTE courses available to them.
- Students are aware of their academic program (i.e., ABE, GED<sup>®</sup> preparation or Literacy Program).
- In one CI, instruction for basic job skills is needed (e.g., resume writing and interviewing skills).
- Students in confinement are not consistently provided educational packets or instruction from academic or special education teachers and if students do receive an educational packet to complete, it is not challenging and no performance feedback is received.
- In two CIs, progress reports are needed because students are currently not receiving feedback from teachers.
- Students can request help from teachers and other staff members when needed.
- Students identified teachers who are very helpful to them academically and emotionally.
- Students in the extended-day program at Suwannee CI spoke positively about the

extended-day security officers. The students reported that the security officers were strict; however, the students respected the security officers because they demonstrated a balance of care, respect and consistency.

**Institutional Walk-Through Debriefings**

BEESS members of the on-site team conducted institutional walk-through debriefings at Avon Park CI, Charlotte CI, Columbia CI, Suwannee CI and the RMC regarding student engagement, school climate and evidence of academic and behavioral expectations.

Observations from the institutional walk-through debriefings included the following:

- The compound and educational buildings were clean, bright and spacious.
- There was one large library in each CI and small libraries in educational buildings and classrooms.
- Two CIs had computer labs for supplemental work, assessments and Microsoft Office skills.
- The CIs displayed student-earned certificates in the classroom.
- Two CIs displayed fully decorated classrooms with educational posters, resources and bulletin boards.
- In one CI, the educational buildings displayed inspirational quotes on the walls.

**Commendations**

1. Administrative team members work cohesively with the education supervisors and articulate the value of education.
2. Inmates are treated as students when they step into the education buildings.
3. The CIs are collaborating with local school districts and CTE schools to increase academic, CTE and virtual school opportunities.
4. The CIs are investigating the possibility of using local school district substitute teacher pools to address teacher vacancies.
5. Columbia CI provides students with disabilities the opportunity to enroll in online college courses at Gateway College through a federally funded program.

**Results and Next Steps**

The following data reflect the next steps related the 2017-18 ESE Monitoring and Assistance On-Site Visit to FDC institutions.

<b>Next Steps</b>	
<b>Avon Park CI</b>	
Summary	<ul style="list-style-type: none"> <li>• The education supervisor has implemented many positive changes in educational programming. The warden and assistant warden indicated that changing the facility’s focus on prioritizing education and encouraging participation have reduced the number of disciplinary incidents.</li> </ul>

	<ul style="list-style-type: none"> <li>• There were four established CTE programs. Students were very receptive to educational services and appreciated the opportunities the CTE programs provided.</li> <li>• Teachers expressed an interest in participating in professional development related to special education.</li> <li>• Students reported that educational packets provided during confinement were not challenging. Students also requested basic skills to secure employment (e.g., resume writing, completing job applications and interviewing skills).</li> <li>• One academic teacher provided the BEESS staff with a list of students with IEPs and their identified accommodations; however, the teacher did not have copies of the students’ entire IEPs.</li> <li>• There was evidence, through interviews and schedules, of a process for providing education to students in confinement; however, there was a lack of evidence of consistent implementation.</li> <li>• Teachers had access to PEER and had a list of ESE students and their accommodations; however, it was not evident that the teachers had knowledge of the correlation between the students’ specific goals and exceptionalities.</li> </ul>
<p>Recommendations</p>	<ul style="list-style-type: none"> <li>• The education supervisor should provide teachers with face-to-face and virtual professional development opportunities to gain special education instructional strategies and general special education knowledge (e.g., characteristics of different exceptionalities and how they may affect learning and behavior). Three possible resources for professional development opportunities are the Institute for Small and Rural Districts (ISRD), of which FDC is a member, <a href="http://www.isrd.nefec.org">http://www.isrd.nefec.org</a>; the Florida Diagnostic and Learning Resource System (FDLRS), <a href="http://www.fdlrs.org">http://www.fdlrs.org</a>; and the Multiagency Network for Students with Emotional and Behavioral Disabilities (SEDNET), <a href="http://www.sednetfl.info/">http://www.sednetfl.info/</a>.</li> <li>• For students receiving educational services in confinement, teachers should seek to better identify the student’s ability and provide educational materials based on their individual academic levels and needs. Once a student completes a packet, teachers should provide performance feedback to the student.</li> <li>• All teachers should be provided access to all special education students’ IEPs.</li> <li>• A process should be developed for teachers to update the students’ progress toward current IEP goals and objectives when a student transfers to another CI. The process should include a timeline.</li> </ul>
<p>Required Actions</p>	<p>The student’s general education teachers, special education teachers and related service providers must be given access and information regarding specific responsibilities for IEP implementation (34 CFR §300.323(d)(2)). Within <b>60 days of the date of the final report</b>, the FDC Central Office must provide the BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> with signature pages to indicate that</p>

	<p>teachers were provided access to students' IEPs, to include date received.</p> <p>The educational supervisor and facility administrators must review federal regulations (34 CFR §§300.320(a)(4) and 300.324(d)) to ensure that when a student is placed in confinement, procedures are followed to allow for the provision of special education services and accommodations as indicated on the student's IEP or amend the student's IEP to reflect the change in services the student will receive while in confinement. Within <b>60 days of the date of the final report</b>, the FDC Central Office must provide the BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> with service logs for students with disabilities placed in confinement.</p>
<p><b>Charlotte CI</b></p>	
<p>Summary</p>	<ul style="list-style-type: none"> <li>• There were two CTE programs available, which were perceived positively by the students.</li> <li>• Based on classroom observations and conversations with general and special education teachers, it was evident that providing instruction was a priority; however, the extent of the special education teacher providing specially designed instruction (i.e., direct instruction and support facilitation) to supplement the students' education curriculum and assist the teachers in individualizing instruction was not evident.</li> <li>• There was little evidence of teachers having copies of students' entire IEPs.</li> <li>• Teachers did not have a formal process for reporting progress of IEP goals.</li> <li>• Students requested more direct and group instruction versus independent computer-based learning.</li> <li>• Although there was evidence through interviews and schedules of a process for providing education to students in confinement, there was a lack of evidence of consistent implementation.</li> </ul>
<p>Recommendations</p>	<ul style="list-style-type: none"> <li>• A formal process should be developed for measuring, reporting and providing progress toward meeting annual goals as often as stated on the IEP [34 CFR §300.320(a)(3)]. Additionally, the process should include a timeline for updating the students' progress toward current goals and objectives when a student transfers to another CI.</li> <li>• All teachers should be provided access to all special education students' IEPs.</li> </ul>
<p>Required Actions</p>	<p>The student's general education teachers, special education teachers, and related service providers must be given access and information regarding specific responsibilities for IEP implementation (34 CFR §300.323(d)(2)). Within <b>60 days of the date of the final report</b>, the FDC Central Office must provide the BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> with signature pages to indicate that teachers were provided access to students' IEPs, to include date received.</p>

	<p>The educational supervisor and facility administrators must review federal regulations (34 CFR §§300.320(a)(4) and 300.324(d)) to ensure that when a student is placed in confinement, procedures are followed to allow for the provision of special education services and accommodations as indicated on the student’s IEP or amend the student’s IEP to reflect the change in services the student will receive while in confinement. Within <b>60 days of the date of the final report</b>, the FDC Central Office must provide the BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> with service logs for students with disabilities placed in confinement.</p>
<p><b>Columbia CI</b></p>	
<p>Summary</p>	<ul style="list-style-type: none"> <li>• The administration empowers the educational staff to implement a student-centered approach to include academics, social-emotional skills, cultural background awareness and mental health. Families are encouraged to attend IEP team meetings via telephone or in person and participate in graduation ceremonies.</li> <li>• Teachers expressed an interest in participating in professional development related to special education.</li> <li>• Teachers are provided with individualized educational goal sheets for the special education students.</li> <li>• Students requested more individualized and one-to-one instruction, as well as additional CTE program opportunities. They prefer instruction from an academic teacher instead of an inmate peer teacher.</li> <li>• General education teachers were unclear regarding who was assigned to the students in confinement and their responsibility to provide educational services.</li> <li>• Although there was evidence through interviews and schedules of a process for providing education to students in confinement, there was a lack of evidence of consistent implementation. Students reported that they did not consistently receive educational packets while in confinement.</li> </ul>
<p>Recommendations</p>	<ul style="list-style-type: none"> <li>• The CI should seek additional CTE opportunities.</li> <li>• All teachers should be provided access to all special education students’ IEPs.</li> <li>• A process should be developed for teachers to update the students’ progress toward current IEP goals and objectives when a student transfers to another CI. The process should include a timeline.</li> <li>• Teachers should be provided with face-to-face and virtual professional development opportunities to gain special education instructional strategies and general special education knowledge (e.g., characteristics of different exceptionalities and how they may affect learning and behavior). Three possible resources for professional development opportunities are the Institute for Small and Rural Districts (ISRDR), of which FDC is a member, <a href="http://www.isrd.nefec.org">http://www.isrd.nefec.org</a>; the Florida Diagnostic and Learning Resource System (FDLRS), <a href="http://www.fdlrs.org">http://www.fdlrs.org</a>; and the</li> </ul>

	<p>Multiagency Network for Students with Emotional and Behavioral Disabilities (SEDNET), <a href="http://www.sednetfl.info/">http://www.sednetfl.info/</a>.</p>
<p>Required Actions</p>	<p>The student’s general education teachers, special education teachers, and related service providers must be provided access and information regarding specific responsibilities for IEP implementation (34 CFR §300.323(d)(2)). Within <b>60 days of the date of the final report</b>, the FDC Central Office must provide the BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> with signature pages to indicate that teachers were provided access to students’ IEPs, to include date received.</p> <p>The educational supervisor and facility administrators must review federal regulations (34 CFR §§300.320(a)(4) and 300.324(d)) to ensure that when a student is placed in confinement, procedures are followed to allow for the provision of special education services and accommodations as indicated on the student’s IEP or amend the student’s IEP to reflect the change in services the student will receive while in confinement. Within <b>60 days of the date of the final report</b>, the FDC Central Office must provide the BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> with service logs for students with disabilities placed in confinement.</p>
<p><b>Suwannee CI</b></p>	
<p>Summary</p>	<ul style="list-style-type: none"> <li>• Vacancies in teaching staff are directly impacting the provision of academic and special education services. Students reported that academic instruction and accommodations were not individualized and they did not receive academic progress reports.</li> <li>• Youthful offenders requested CTE opportunities.</li> <li>• Teachers expressed an interest in participating in professional development related to special education.</li> <li>• There was little evidence of teachers having copies of students’ entire IEPs.</li> <li>• Teachers lacked the knowledge of school placement options and educational services for students upon return to their post-release school districts in order to determine an appropriate transition plan.</li> <li>• Although there was evidence through interviews and schedules of a process for providing education to students in confinement, there was a lack of evidence of consistent implementation.</li> </ul>
<p>Recommendations</p>	<ul style="list-style-type: none"> <li>• The following training should be provided for teachers: differentiated instruction, accommodations for the high school equivalency examination and guidance for special education students who may be transitioning to school districts upon release. These trainings are offered through FDLRS, <a href="http://www.fdlrs.org">http://www.fdlrs.org</a>.</li> <li>• All teachers should be provided access to all special education students’ IEPs.</li> <li>• A process should be developed for teachers to update the</li> </ul>

	<p>students' progress toward current IEP goals and objectives when a student transfers to another CI. The process should include a timeline.</p> <ul style="list-style-type: none"> <li>Teachers should be provided with professional development opportunities to gain special education instructional strategies and general special education knowledge (e.g., characteristics of different exceptionalities and how they may affect learning and behavior). Two possible resources for professional development opportunities are ISRD, <a href="http://www.isrd.nefec.org">http://www.isrd.nefec.org</a>, of which FDC is a member, and FLDRS.</li> <li>The CI should develop an exit transition plan based on the special education student's post-release goals. Based on the individual needs of the student, the plan should include agency linkages (e.g., Vocational Rehabilitation and Agency for Persons with Disabilities) and recommendations to re-enter the school district and work toward a standard high school diploma or high school equivalency diploma. The CI should collaborate with school district representatives in development of this plan. Additionally, the CI should also determine a time frame for the development of the exit transition plan prior to release.</li> </ul>
<p>Required Actions</p>	<p>The student's general education teachers, special education teachers, and related service providers must be provided access and information regarding specific responsibilities for IEP implementation (34 CFR §300.323(d)(2)). Within <b>60 days of the date of the final report</b>, the FDC Central Office must provide the BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> with signature pages to indicate that teachers were provided access to students' IEPs, to include date received.</p> <p>The educational supervisor and facility administrators must review federal regulations (34 CFR §§300.320(a)(4) and 300.324(d)) to ensure that when a student is placed in confinement, procedures are followed to allow for the provision of special education services and accommodations as indicated on the student's IEP or amend the student's IEP to reflect the change in services the student will receive while in confinement. Within <b>60 days of the date of the final report</b>, the FDC Central Office must provide the BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> with service logs for students with disabilities placed in confinement.</p>
<p><b>Reception and Medical Center</b></p>	
<p>Summary</p>	<p>The RMC identifies students with an IEP who will receive special education services and transfers them to a permanent facility within 10 days of completion of all assessments (e.g., medical, mental health, classification and education).</p>
<p>Recommendations</p>	<p>None.</p>
<p>Required Actions</p>	<p>None.</p>

## Technical Assistance

1. **Developing Quality Individual Educational Plans: A Guide for Instructional Personnel and Families** may be accessed at <http://fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf>. Explanatory information to help students understand the rights and responsibilities that go along with special education services can be found in Chapter 8, Procedural Safeguards (Rights and Responsibilities), of **A Parent's Introduction to Exceptional Student Education in Florida**, which may be accessed at <http://www.fldoe.org/core/fileparse.php/7690/urlt/0070085-eseparent.pdf>. This document is also available in Spanish and Haitian Creole on the BEESS website.
2. A **Dear Colleague Letter on the Individuals with Disabilities Education Act for Students with Disabilities in Correctional Facilities** dated December 5, 2014, from the United States Department of Education's Office of Special Education and Rehabilitative Services provided clarification for State and public agency obligations under IDEA to ensure the provision of a FAPE to eligible students with disabilities in correctional facilities. This letter may be accessed at <https://www2.ed.gov/policy/gen/guid/correctional-education/idea-letter.pdf>.
3. Special Ed Connection® provided information dated May 15, 2015, on Buckley v. State Corr. Inst.-Pine Grove, 65 IDELR 127 (M.D. Pa. 2015). This case refers to a prison that denied a FAPE to a student with a disability. The youth was denied all special education services on the grounds that the student presented a security risk. Information regarding this case may be accessed at <http://www.specialedconnection.com/LrpSecStoryTool/index.jsp?contentId=22696542>.

**BEESS On-Site Monitoring Team for FDC**

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