

**2018-19 Exceptional Student Education
On-Site Monitoring Report**

**Alachua County School District
February 26-28, 2019**



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
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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 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(b)(2), 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 use the maximum amount (15 percent) of funds allowable for comprehensive coordinated early intervening services (CEIS) for children in the LEA who are not currently identified as needing special education or related services, but who need additional academic or behavioral supports in order to succeed in a general education environment. These children should include particularly, but not exclusively, children in those groups that were significantly overidentified.

Section 1003.573, F.S., Use of restraint and seclusion on students with disabilities, establishes documentation, reporting and monitoring requirements for districts regarding the use of restraint and seclusion on students with disabilities. 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 students with disabilities. 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 document.

ESE On-Site Monitoring Process

Background Information

The 2018-19 ESE On-Site Monitoring process focuses on those State Performance Plan (SPP) indicators that contributed to the targeting of school districts for CEIS and the following indicators that affect equity and access in the educational environment for students with disabilities:

- Indicator 1 – Graduation: Percentage of youth with individual educational plans (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.
- CEIS – Services provided for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade 3) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.
- Restraint – Rate of incidents of restraint, as reported in the FDOE database.
- Seclusion – Rate of incidents of seclusion, as reported in the FDOE database.

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.

In a letter dated August 13, 2018, the superintendent of the Alachua County School District was informed that BEESS would be conducting an on-site monitoring visit for the following focus areas: graduation rate, dropout rate, least restrictive environment (LRE), transition IEPs aligned with postschool outcomes and CEIS for discipline. On January 16, 2019, BEESS staff notified the district's ESE director that suspensions and expulsions with a significant discrepancy for students with an IEP (4A) and suspensions and expulsions with a significant discrepancy in a specific racial or ethnic group (4B) would be included in the on-site visit because of recent data.

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 and teacher focus groups, and some schools for parent and student focus groups:

- W.A. Metcalfe Elementary School
- A.L. Mebane Middle School
- Fort Clarke Middle School
- F.W. Buchholz High School
- Gainesville High School
- Florida School for Integrated Academics and Technologies (SIATech) Gainesville (charter high school)

2018-19 ESE On-Site Monitoring Focus Areas

The following data are related to the focus areas and activities for the 2018-19 ESE On-Site Monitoring for the Alachua County School District.

Graduation Rate

The federal uniform high school graduation rate for students with disabilities is calculated by taking the number of first-time ninth graders from four years ago, plus the number of incoming transfer students on the same schedule to graduate, minus the number of students from this population who transferred out or left to enroll in a private school or home education, divided by the number of standard diplomas from the same group. The district’s federal graduation rate for students with disabilities increased each school year from 2015-16 to 2017-18. Although the district was below the state target for 2015-16 and 2016-17, the district exceeded the state target for 2017-18.

| | 2015-16 | 2016-17 | 2017-18 |
|--------------|---------|---------|---------|
| Alachua | 53.1% | 58.9% | 77.6% |
| State Target | 58.3% | 60.3% | 62.3% |

Dropout Rate

The federal dropout rate for students with disabilities is calculated by taking the number of students who exited special education as a result of dropping out, divided by the number of students who graduated with a regular high school diploma, a special diploma, a certificate of completion, or a special certificate of completion, and who dropped out or died. The district’s federal dropout rate for students with disabilities increased from 16.6 percent during the 2015-16 school year to 22.5 percent during the 2016-17 school year. During the 2017-18 school year the district’s federal dropout rate decreased to 17.5 percent. The district did not meet the state target for each of the three years.

| | 2015-16 | 2016-17 | 2017-18 |
|--------------|---------|---------|---------|
| Alachua | 16.6% | 22.5% | 17.5% |
| State Target | 13.4% | 11.7% | 10.0% |

Educational Environment (Least Restrictive Environment)

To the maximum extent appropriate, students with disabilities are to be educated with students without disabilities. These LRE data are calculated by dividing the number of students with disabilities aged 6 through 21 served in the regular class for 80 percent or more of the day, by the total number of students with disabilities 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. The district’s percentage of students with disabilities being served in the regular class increased from 60.7 percent during the 2016-17 school year to 69.7 percent during the 2018-19 school year. The 2018-19 LRE rate increased to 75.5 percent. The district did not meet the state target for each of the three years.

| | 2016-17 | 2017-18 | 2018-19 |
|--------------|---------|---------|---------|
| Alachua | 60.7% | 69.7% | 75.5% |
| State Target | 82.0% | 83.0% | 85.0% |

Transition Individual Educational Plans Aligned with Postsecondary 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 Students with Disabilities (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, 25 percent of the student records entered by the district had findings of noncompliance for standard T16-16. The 2018-19 self-assessment results identified no findings of noncompliance for standard T16-16.

| | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Percentage of Noncompliance for Standard T16-16 | 0% | 25% | 0% |

Coordinated Early Intervening Services (CEIS) – Discipline

Districts are required to set aside 15 percent of their IDEA funds for CEIS if incidents of removal through in-school suspension (ISS), out-of-school suspension (OSS), or expulsion for students with disabilities of any given race are at least 3.5 times more likely to occur when compared to students with disabilities of all other races combined. During the 2017-18 school year, the district’s CEIS discipline data indicated that the removal of black students with disabilities through ISS, OSS or expulsion was 3.72 times more likely to occur when compared to students

with disabilities of all other races. The district’s 2018-19 CEIS discipline risk ratio decreased to 3.59; however, the district is required to withhold funds for CEIS because the district’s 2018-19 risk ratio of 3.59 is above the state-identified threshold of 3.5.

Discipline Risk Ratio for Black Students with Disabilities

| | 2016-17 | 2017-18 | 2018-19 |
|----------------------------|---------|---------|---------|
| Alachua | N/A | 3.72* | 3.59* |
| State Risk Ratio Threshold | 3.50 | 3.50 | 3.50 |

*School year that the district was required to withhold funds.

Discipline 4A

Discipline indicator 4A identifies the risk of students with disabilities being suspended or expelled for more than 10 days in a school year as compared to their peers without disabilities. A risk ratio of 2.0 would mean that students with disabilities are twice as likely to be suspended or expelled for more than 10 days in a school year compared to their peers without disabilities. The district’s risk ratio for discipline 4A increased from 2.98 during the 2015-16 school year to 3.41 during the 2016-17 school year, which means that when compared to students without disabilities, students with disabilities in the district were 3.41 times more likely to be suspended or expelled for more than 10 days in a school year. In 2017-18, the district’s risk ratio for 4A discipline increased to 3.42. In addition, the district’s risk ratio was above the 3.0 state-identified threshold for the 2016-17 and 2017-18 school years.

| | 2015-16 | 2016-17 | 2017-18 |
|----------------------------|---------|---------|---------|
| Alachua | 2.98 | 3.41 | 3.42 |
| State Risk Ratio Threshold | 3.00 | 3.00 | 3.00 |

Discipline 4B

Discipline indicator 4B identifies the risk ratio of students with disabilities being suspended or expelled for more than 10 days in a school year from a specific racial or ethnic group. A risk ratio of 2.0 indicates that students with disabilities of a given race are twice as likely to be suspended or expelled for more than 10 days in a school year compared to their peers without disabilities. The district’s risk ratio for 4B increased from 5.13 during the 2015-16 school year to 5.48 during the 2016-17 school year, which means that students with disabilities whose race is black were 5.48 times more likely to be suspended or expelled for more than 10 days in a school year than all students without disabilities. In 2017-18, the district’s risk ratio for 4B increased to 6.07. In addition, the district’s risk ratio was above the 3.0 state-identified threshold for each of the three years.

| | 2015-16 | 2016-17 | 2017-18 |
|----------------------------|---------|---------|---------|
| Alachua | 5.13 | 5.48 | 6.07 |
| State Risk Ratio Threshold | 3.00 | 3.00 | 3.00 |

Interviews Conducted

Administrator Focus Groups

Members of the SST conducted focus groups with administrators from W.A. Metcalfe Elementary School, A.L. Mebane Middle School, Fort Clarke Middle School, F.W. Buchholz High School, Gainesville High School and Florida SIATech Gainesville regarding graduation rate, dropout rate, LRE, transition IEPs aligned with postschool outcomes, CEIS for discipline, and discipline 4A and 4B.

Themes that emerged from these focus groups included the following:

- There is an increase in utilizing data to monitor student progress and to drive decision making.
- There are positive relationships among district staff, teachers and students.
- Some schools are implementing a proactive approach for on-time graduation with incoming student cohorts.
- There is a need for positive community involvement to improve student behavior.
- There is a need for continued review of inclusion data and scheduling to increase the LRE rate.
- More time is needed to complete professional development (PD) for universal design for learning (UDL) and positive behavior strategies.

Teacher Focus Groups

Members of the SST conducted focus groups with teachers from W.A. Metcalfe Elementary School, A.L. Mebane Middle School, Fort Clarke Middle School, F.W. Buchholz High School, Gainesville High School and Florida SIATech Gainesville regarding graduation rate, dropout rate, LRE, transition IEPs aligned with postschool outcomes, CEIS for discipline and discipline 4A and 4B.

Themes that emerged from these focus groups included the following:

- Teachers feel supported by administration and can approach school leadership with needs and concerns.
- There is an increase in data-driven decisions to increase student performance.
- There is a need for additional community and parent involvement to improve student behavior.
- Continued PD and follow-up are needed, including UDL and restorative practices, to implement these strategies.
- Secondary teachers need training on resources available for postsecondary options for students.

Parent Focus Group

Members of the SST conducted a focus group with parents of students with disabilities aged 14 years or older.

Themes that emerged from the focus group included the following:

- Only one parent was in attendance; therefore, no common themes were identified.

Student Focus Groups

Members of the SST conducted focus groups with students from A.L. Mebane Middle School, Fort Clarke Middle School, F.W. Buchholz High School, Gainesville High School and Florida SIATech Gainesville. Students were asked to share their perspectives on topics such as graduation, dropout and postsecondary activities.

Comments from these focus groups included the following:

- All students feel supported by teachers and staff at their schools.
- Most students attend their IEP team meetings.
- All students are on track to graduate and most could share their postsecondary goals.
- There is a desire to have more time with counselors and advisors to prepare for the various postsecondary options.
- Some students feel that they will need more support when transitioning to high school.

Commendations

1. The district’s federal graduation rate for students with disabilities increased from 58.9 percent during the 2016-17 school year to 77.6 percent during the 2017-18 school year, which is above the state target of 62.3 percent.
2. During the 2018-19 self-assessment process, 100 percent of the student records entered by the district were compliant for standard T16-16.

2018-19 Next Steps

| Graduation Rate | |
|------------------|---|
| Summary | The district’s federal graduation rate for students with disabilities increased each school year from 2015-16 to 2017-18. Although the district was below the state target for 2015-16 and 2016-17, the district exceeded the state target for 2017-18. |
| Recommendations | The district should continue to collaborate with project staff from Project 10: Transition Education Network (Project 10) to monitor the progress of students at risk of not graduating and dropping out, track data, and implement improvement activities shared during the 2018-19 on-site visit. |
| Required Actions | <p>The district must complete the following actions:</p> <ul style="list-style-type: none"> • Collaborate with Project 10 staff to ensure that the district-created early warning system is sustainable. • Provide a summary detailing how the district will ensure fidelity of the implementation of the early warning system, including the process of how training will be implemented and a timeline established. <p>The district must provide a detailed narrative describing the abovementioned actions to the district’s BEESS liaison via BEESSMonitoring@fldoe.org by August 30, 2019.</p> |

| Dropout Rate | |
|--------------------------------------|--|
| Summary | The district's federal dropout rate for students with disabilities increased from 16.6 percent during the 2015-16 school year to 22.5 percent during the 2016-17 school year. During the 2017-18 school year the district's federal dropout rate decreased to 17.5 percent. The district did not meet the state target for each of the three years. |
| Recommendations | The district should consider the following: <ul style="list-style-type: none"> • Collaborating with the State Personnel Development Grant discretionary project staff on dropout-prevention strategies and scaling up existing research-based practices. • Providing PD for staff on how to use the available data systems to increase student achievement. |
| Required Actions | The district must complete the following actions: <ul style="list-style-type: none"> • Collaborate with project staff from Problem Solving: Response to Intervention and Project 10 to implement strategies to decrease the district's dropout rate. • Continue to review data for the students coded as a dropout to determine if they are coded accurately. A definition of the dropout codes (DNE, W05, W13, W15, W18, W21, W22 and W23) can be found in the PK-12 Database Manuals, Appendix A, at http://www.fldoe.org/accountability/data-sys/database-manuals-updates/. • Create a summary detailing how the district will ensure that the dropout rate is being monitored, including the process of how training will be implemented and a timeline established. <p>The district must provide narratives describing each of the above-mentioned actions to the BEESS liaison via BEESSMonitoring@fldoe.org by August 30, 2019.</p> |
| Least Restrictive Environment | |
| Summary | The district's percentage of students with disabilities being served in the regular class increased from 60.7 percent during the 2016-17 school year to 69.7 percent during the 2018-19 school year. The 2018-19 LRE rate increased to 75.5 percent. The district did not meet the state target for each of the three years. |
| Recommendations | The district should continue to collaborate with project staff from the Florida Diagnostic and Learning Resource System (FDLRS) and the Florida Inclusion Network (FIN) for PD, including inclusive scheduling training. |
| Required Actions | The district must provide documentation of the following as identified in the district's Best Practices for Inclusive Education plan: <ul style="list-style-type: none"> • The LRE data review and options discussed and determined as needed for educating students with disabilities in the general education classroom. • Collaboration with FIN project staff on inclusive scheduling methods for students with disabilities. • Collaboration with FDLRS and FIN project staff to create PD |

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| | <p>opportunities for implementing UDL to allow for various service-model deliveries in the district.</p> <ul style="list-style-type: none"> • Evidence of each PD provided, including the date of the training; names, signatures and titles of training participants; copies of any content presented; and the name and title of the presenter. <p>The district must provide a detailed narrative describing each of the abovementioned items to the district's BEESS liaison via BEESSMonitoring@fldoe.org by November 1, 2019.</p> |
| Transition IEPs Aligned with Postschool Outcomes | |
| Summary | During the 2017-18 self-assessment process, 25 percent of the student records entered by the district had findings of noncompliance for standard T16-16. The 2018-19 self-assessment results identified no findings of noncompliance for standard T16-16. |
| Recommendations | The district completed a corrective action plan that was required and approved by the Dispute Resolution and Monitoring team in BEESS. |
| Required Actions | None. |
| CEIS Discipline | |
| Summary | During the 2017-18 school year, the district's CEIS discipline data indicated that the removal of black students with disabilities through ISS, OSS or expulsion was 3.72 times more likely to occur when compared to students with disabilities of all other races. The district's 2018-19 CEIS discipline risk ratio decreased to 3.59; however, the district is required to withhold funds for CEIS because the district's 2018-19 risk ratio of 3.59 is above the state-identified threshold of 3.5. |
| Recommendations | The district should continue to work with project staff from the Florida Positive Behavior Interventions and Supports: Multi-Tiered System of Support (FLPBIS:MTSS) to monitor discipline data, track progress of implemented strategies and address barriers to progress. |
| Required Actions | <p>On May 23, 2019, the district provided an end-of-year detailed report for CEIS activities as required in the district's IDEA Part B grant application. As per project award notification for the IDEA Entitlement grant, the report included information regarding strategies, implementation, barriers and assurances regarding the following:</p> <ul style="list-style-type: none"> • Behavior paraprofessionals: Hire qualified staff and train school administrators to understand the support they offer students • Snap & Read: Provide online access and train teachers on its use and value • Supervisor: Assign to work with schools to develop Tier 2 and 3 interventions and train school staff on behavior management • School psychologist and staffing specialist: Assign to intervene with students on Tier 2 and 3 levels and meet with school teams • Teacher specialists: Serve students in the Alternative Learning Classroom who are suspended from their zoned schools • Data: Collect and review data to monitor CEIS discipline |

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| | <ul style="list-style-type: none"> Discretionary projects: Collaborate with project staff to problem solve on barriers and to provide training to district staff <p>The district must provide an update on the implementation and barriers for each of the abovementioned CEIS strategies as required in their May 23, 2019, end-of-year report. The update must be provided to the BEESS liaison via BEESSMonitoring@fldoe.org by September 26, 2019.</p> |
| Discipline 4A | |
| Summary | <p>The district's risk ratio for discipline 4A increased from 2.98 during the 2015-16 school year to 3.41 during the 2016-17 school year, which means that when compared to students without disabilities, students with disabilities in the district were 3.41 times more likely to be suspended or expelled for more than 10 days in a school year. In 2017-18, the district's risk ratio for 4A discipline increased to 3.42. In addition, the district's risk ratio was above the 3.0 state-identified threshold for the 2016-17 and 2017-18 school years.</p> |
| Recommendations | <p>The district should consider the following actions:</p> <ul style="list-style-type: none"> Collaborating with FLPBIS:MTSS staff on monitoring data, tracking progress of implemented strategies and addressing barriers to progress. Reviewing the guidance from the Office of Special Education Programs (OSEP) on supporting behavior of students with disabilities with school principals and ESE staff, and monitoring disciplinary removals of students with disabilities. This guidance can be accessed at https://www2.ed.gov/policy/gen/guid/school-discipline/files/dcl-on-pbisin-ieps--0801-2016.pdf. |
| Required Actions | <p>The district must complete each of the following actions:</p> <ul style="list-style-type: none"> Review the strategies being implemented to decrease the district's risk ratio for discipline 4A. Provide PD to teachers and staff at schools where discipline practices are disproportionate. Compile and review discipline 4A data quarterly and provide a summary of the problem-solving activities that resulted from this review. Conduct a problem-solving session that engages district and school stakeholders in determining the root cause of disproportionality by detailing the contributing factors of the significant disproportionality in the district. <p>The district must provide 4A data and narratives describing each of the abovementioned actions to the BEESS liaison via BEESSMonitoring@fldoe.org on each of the following dates:</p> <ul style="list-style-type: none"> August 30, 2019 October 18, 2019 December 12, 2019 |
| Discipline 4B | |
| Summary | <p>The district's risk ratio for 4B increased from 5.13 during the 2015-16 school year to 5.48 during the 2016-17 school year, which means that students with disabilities whose race is black were 5.48 times more</p> |

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| | likely to be suspended or expelled for more than 10 days in a school year than all students without disabilities. In 2017-18, the district's risk ratio for 4B increased to 6.07. In addition, the district's risk ratio was above the 3.0 state-identified threshold for each of the three years. |
| Recommendations | <p>The district should consider the following actions:</p> <ul style="list-style-type: none"> • Continuing to work with FLPBIS:MTSS staff to monitor data, track progress of implemented strategies and address barriers to progress. • Reviewing OSEP's guidance on preventing racial discrimination in special education with school principals and ESE staff, which can be accessed at https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201612-racedisc-special-education.pdf. • Utilizing the IDEA Success Gaps Toolkit, which can be accessed at https://toolkits.ideadata.org, to address issues of equity, inclusion and opportunity. • Integrating restorative practices into discipline policies and procedures. • Collaborating further with project staff from SEDNET to provide training and supports to administration and staff related to discipline 4B. |
| Required Actions | <p>The district must complete each of the following actions:</p> <ul style="list-style-type: none"> • Review the strategies being implemented to decrease the district's risk ratio for discipline 4B. • Provide PD to teachers and staff at schools where discipline practices are disproportionate. • Compile and review discipline 4B data quarterly and provide a summary of the problem-solving activities that resulted from this review. • Collaborate with FLPBIS:MTSS staff to conduct equity profiles at the schools where the disproportionality is taking place. • Conduct a problem-solving session that engages district and school stakeholders in determining the root cause of disproportionality by detailing the contributing factors of the significant disproportionality in the district. <p>The district must provide 4B data and narratives describing each of the abovementioned actions to the BEESS liaison via BEESSMonitoring@fldoe.org on each of the following dates:</p> <ul style="list-style-type: none"> • August 30, 2019 • October 18, 2019 • December 12, 2019 |
| Follow up to the ESE Monitoring Visit | |
| Summary | <p>The Alachua 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"> • Graduation rate • Dropout rate • LRE • Transition IEPs aligned with postschool outcomes |

| | |
|-------------------------|---|
| | <ul style="list-style-type: none"> • CEIS for discipline • Discipline 4A • Discipline 4B |
| <p>Required Actions</p> | <p>By January 30, 2020, 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 BEESSMonitoring@fldoe.org by February 21, 2020.</p> |

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. 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 students with disabilities 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 students with disabilities 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 students with disabilities 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/1TLoHLQ>. 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@fgcu.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 students with disabilities 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 students with disabilities and their families is enhanced and that positive outcomes for students with disabilities is achieved through increased student performance.

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