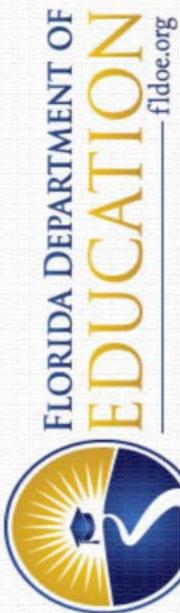


**2015-16 Exceptional Student Education
Monitoring and Assistance
On-Site Visit Report**

**Glades County School District
November 16-18, 2015**



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

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April 11, 2016

Scott Bass, Superintendent
Glades County School District
400 10th Street SW
Moore Haven, FL 33471

Dear Superintendent Bass:

The Bureau of Exceptional Education and Student Services (BEESS) is pleased to provide you with the 2015-16 Exceptional Student Education (ESE) Monitoring and Assistance On-Site Visit Report for Glades County School District. This report was developed by integrating multiple sources of information related to an on-site monitoring visit to your school district on November 16-18, 2015. Those information sources included interviews with district and school staff, local educational agency profiles, and an action-planning and problem-solving process.

The Glades County School District was selected for an on-site visit for the following focus areas: coordinated early intervening services for discipline and graduation rates for students with disabilities. The on-site visit was conducted by a state support team (SST) that included BEESS staff and discretionary project staff.

The 2015-16 ESE Monitoring and Assistance process focuses on those State Performance Plan indicators that contributed to the targeting of school districts for coordinated early intervening services and those indicators that affect equity and access in the educational environment for students with disabilities. Additionally, the process focuses on a shift from ESE compliance to outcomes, to prepare all students for college, career and life readiness, which include increasing standard diploma graduates, decreasing the number of students dropping out of school, increasing regular class placement, decreasing the need for seclusion and restraint, and eliminating disproportionality in eligibility identification and discipline.

Monica Verra-Tirado, Ed.D., Chief
Bureau of Exceptional Education and Student Services

Superintendent Bass
April 11, 2016
Page Two

Ms. Janice Foster, Director of Student Support Services and ESE, and her staff were very helpful to the SST in preparing for the on-site visit and throughout the visit. In addition, school-level personnel welcomed SST members and demonstrated a continued commitment to the education of students in the school district. This report will be posted on the BEESS website and may be accessed at <http://www.fldoe.org/ese/mon-home.asp>.

Thank you for your commitment to improving services to exceptional education students in the Glades County School District. If there are any questions regarding this report, please contact me at 850-245-0475 or via email at monica.verra-tirado@fldoe.org.

Sincerely,

Monica Verra-Tirado, Ed.D., Chief
Bureau of Exceptional Education and Student Services

Enclosure

cc: Janice Foster
Heidi Metcalf
Derek Hemenway

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Glades County School District

November 16-18, 2015

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 ESE laws (sections 1001.03(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]). The bureau 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, the bureau 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, the bureau 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 over-identified.

Section 1003.573, F.S., Use of restraint and seclusion on students with disabilities, was created in July 2010, and established documentation, reporting and monitoring requirements for districts regarding the use of restraint and seclusion for students with disabilities. School districts were required to have policies and procedures that govern parent notification, incident reporting, data collection and monitoring of the use of restraint and seclusion for students with disabilities in place no later than January 31, 2011. In July 2011, s. 1003.573, F.S., was amended to require that the FDOE establish standards for documenting, reporting and monitoring the use of manual and physical restraint and occurrences of seclusion. In September and October 2011, the standards established by the FDOE were provided to school districts and were included in the districts' ESE policies and procedures (SP&P) documents.

ESE Monitoring and Assistance Process

Background Information

The 2015-16 ESE Monitoring and Assistance process focuses on those State Performance Plan 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 – Drop-out: 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 greater 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 rate of suspensions and expulsions of greater 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 supports, and procedural safeguards.
- Indicator 5 – Educational environments:
Percentage of children with IEPs aged 6 through 21:
 - A. Inside the regular class 80 percent or more of the day;
 - B. Inside the regular class less than 40 percent of the day; and
 - C. In separate schools, residential facilities or homebound/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 to students in kindergarten (K) through Grade 12 (with a particular emphasis on students in K through Grade 3) who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment.
- Restraint – Rate of incidents of restraint, as reported on the FDOE website.
- Seclusion – Rate of incidents of seclusion, as reported on the FDOE website.

The ESE Monitoring and Assistance process includes four phases:

- Phase 1 was composed of planning activities that occurred in advance of the first on-site visit to the school district.
- Phase 2 was the initial on-site visit to the selected school district by the State Support Team (SST). **November 16-18, 2015, was the initial on-site visit to Glades.**
- Phase 3 includes follow-up and post-initial visit activities that 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 includes evaluation of the effectiveness of the school district's action plan, and should include participation of the comprehensive team that was involved in Phase 1.

In a letter dated September 14, 2015, the Superintendent of the Glades County School District was informed that BEESS would be conducting an on-site monitoring visit for the following focus areas: CEIS for discipline and graduation rates.

School Selection

Upon review of the school district's data it was determined that the monitoring and assistance process would involve the following schools for school-level interviews, student focus groups, and school walk-through debriefings:

- Moore Haven Middle-High School
- Moore Haven Elementary School

On-Site Activities

On-Site Visit Team

The following SST members planned or conducted the monitoring and assistance for the on-site visit:

BEESS

- Derek Hemenway, Program Specialist, Dispute Resolution and Monitoring
- Sean Freeman, Program Specialist, Program Accountability Assessment and Data Systems

Bureau Discretionary Projects

- Jayna Jenkins, Problem-Solving Facilitator, Problem Solving: Response to Intervention (PS:Rtl)
- Robyn Vanover, Technical Assistance Specialist, Positive Behavior Interventions and Supports (PBIS)
- Helen Burton, Project Manager, Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)
- Lisa Friedman-Chavez, Regional Transition Representative, Project 10: Transition Education Network (Project 10)
- Heidi Hyche, Director, Keiser University Multidisciplinary Center

Data Collection

On-site monitoring and assistance activities included the following:

- Review of recent data
- Welcome session day one with district and school-level staff – 8 participants
- School-level administrator focus group participants – 7 participants
- Teacher focus group participants – 12 participants
- Classroom walk-through visits – 13 classrooms visited
- Student focus groups participants – 20 participants
- Action-planning and problem-solving process – 7 participants

Discretionary project staff members provided the following information regarding their current work in the district, prior to the 2015-16 on-site visit:

- The Glades County School District previously implemented a PBIS initiative.
- District staff members have participated in professional learning community activities with the PS:Rtl project since the initiative began in 2013.
- Project 10 assisted the district in completing a district profile activity during the 2015-16 school

year.

- SEDNET provided training on behavior and classroom management to teachers and other district staff and conducted student observations during the 2015-16 school year.

According to the district's SP&P, written agreements are in place for the provision of special education and related services to Glades District's exceptional students through multi-district programs. Hendry and Lee County School Districts provide some of Glades' students with highly-specialized instruction or training, such as discreet trial training, for selected students who have significant disabilities with extensive medical, behavioral or physical needs.

The district completed the Best Practices for Inclusive Education assessment with Florida Inclusion Network (FIN) facilitators on September 29, 2014. Data was collected regarding leadership and decision-making, instruction and student achievement and communication and collaboration indicators. An initial FIN Services Plan was developed on October 24, 2014, which included the following goals to be implemented during the 2014-15 school year that are relevant to the 2015-16 on-site monitoring visit:

- Goal 1: The district will provide job-embedded, collaborative professional development (PD) and technical assistance (TA) to all schools to integrate IEP goals and objectives and the Florida Standards in general education classes and natural contexts in order to build teacher capacity and ensure students with disabilities' access to the general education curriculum.
- Goal 2: The district will provide ongoing, job-embedded, collaborative PD and TA to school-based personnel to implement best practices for inclusive education, including differentiating strategies, collaborative teaching and planning, and integration of accommodations in order to build teacher capacity and ensure students with disabilities' access to the Florida Standards.
- Goal 3: All district personnel will be provided with information and resources pertaining to the use of person first language to increase usage awareness.

2015-16 ESE Monitoring and Assistance On-Site Visit Results

The following data is related to the focus areas and activities for the 2015-16 ESE Monitoring and Assistance for Glades County School District.

Graduation Rates

Federal Uniform High School Graduation Rate: This calculation uses the number of first-time ninth graders from four years ago, plus incoming transfer students on the same schedule to graduate, minus 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 uniform graduation rate for the 2013-14 school year is **below** the state rate, but has improved steadily each year.

	2011-12	2012-13	2013-14
Glades	38.5%	45.5%	50.0%
State	47.7%	52.3%	55.1%

CEIS – Discipline

Districts are required to set aside 15 percent of IDEA funds for CEIS if incidents of removal of students with disabilities 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 all other races combined. The school district's 2013-14 data indicated that the incidents of removal of black students with disabilities through ISS, OSS, or expulsion was **8.49** times more likely to occur when compared to students with disabilities of all other races.

Discipline Risk Ratio for Black Students with Disabilities

Year funds are to used	2011	2012	2013	2014	2015
Glades	N/A	N/A	N/A	N/A	8.49

The 15 percent of the IDEA Part B funds were to be used for students who are not currently identified as needing special education or related services, but who are receiving additional behavioral supports in order to succeed in the general education curriculum. 2015-16 was the first year the district was required to set aside 15 percent of their IDEA funds for CEIS related to discipline.

The following interventions are being implemented district-wide in order to provide assistance to the students in need of Tier 2 and Tier 3 interventions:

- Positive behavior support will continue to be used with schools. Student grades and discipline will be monitored monthly or more often if necessary. The schools will reteach expectations, teach character education, use interventions recommended by the certified Registered Behavior Technicians (RBT), mentoring and use successful parent outreach to all students. Struggling students will be met with weekly and documentation will be kept on these students. By meeting with these students weekly, the staff will be able to address the students' needs as they arise and will be able to help the student stay focused on their goal. Examples of some potential needs: making the adjustment to the classroom environment, mentoring to provide positive adult interaction, and small group discussions to help the student adjust to difficult or potentially volatile social interactions.
- Students' progress will be monitored monthly and documented by their mentor in order to determine progress. Monitoring will consist of minor offenses and offenses that result in ISS or OSS. Staff will monitor the students' offenses, locations of the offenses, and times of day the offenses are occurring and if a particular teacher is having serious discipline problems with students. Adjustments will be made according to the data. Success will be determined by the decrease in the number of suspensions per month. The overall goal will be to reduce suspensions by 25 percent.
- RBT training will be provided to designated teachers and paraprofessionals who will guide the staff with implementing positive behavior support, behavioral interventions, mentoring and progress monitoring of the students. All staff members will review the data collected to determine what interventions need to be implemented. Documentation will be kept on each student needing interventions, such as type of intervention implemented, amount of time implemented, who implemented the interventions and the results of the intervention.

Interviews Conducted

Student Focus Groups

Members of the SST conducted student focus groups at Moore Haven Middle-High School. Students were asked to share their perspective on topics such as courses, career goals, assistance received to prepare for life after high school, causes of drop out, disciplinary issues and additional resources or services needed.

Comments from the students included the following:

Moore Haven Middle-High School – Nondisabled Focus Group (Grades 6- 8)

- All of the students planned to attend college or a technical school after graduating from high school.
- Students noted that school and family members had discussed their postsecondary goals with them, and that school staff and parents met sometimes to discuss students' postsecondary goals.
- All students reported planning to graduate from high school and felt that they were supported by school staff and family members. The students indicated that they had received guidance on postsecondary goals from teachers and school counselors as well as participating on field trips to local colleges and in school clubs such as Future Farmers of America and 4H.
- Students were aware of behaviors or incidents that could result in disciplinary referrals.
- Students indicated that additional electives and more activities would be beneficial in keeping students in school and in reducing disciplinary incidents.

Moore Haven Middle-High School – Students with Disabilities Focus Group (Grades 9-12)

- The majority of the students planned to attend college or technical school after graduating from high school.
- Students noted that they had attended IEP team meetings and school staff had discussed their postsecondary goals with them, and they had received job-related training or assistance from school, community or family members.
- Students thought that school staff met with parents to discuss students' postsecondary goals.
- Students noted that they had friends who had thought about dropping out of school, and students felt that the availability of more activities could help keep students in school.
- Students reported that they were able to receive assistance for academic problems when they requested help.
- Students indicated that they had knowledge regarding behaviors that could result in disciplinary referrals, such as insubordination to school staff and fighting with peers.

Moore Haven Middle-High School – Nondisabled Focus Group (Grades 9-12)

- The majority of the students planned to attend college after graduating from high school.
- Four students stated that a teacher or counselor had spoken with them regarding their postsecondary goals.
- Two students stated that they had received assistance in filling out job applications.
- Students stated that parents did not meet with school staff unless students were "in trouble."
- Students showed knowledge regarding behaviors that could result in disciplinary referrals, such as insubordination to school staff, talking in class rather than listening, using profanity and fighting with peers. In addition, all six students stated that they had been in ISS at some point in time.
- Students expressed a desire for a greater variety of extracurricular activities.

Teacher Focus Groups

Themes that evolved from the interviews and focus groups from the teachers of students who are receiving interventions for behavior included the following:

Moore Haven Elementary School (six teachers)

- Teachers reported that students identified as having a high risk ratio of being disciplined often came from families with additional stresses, such as mental health issues, poverty, substance abuse, lack of parental involvement, frequent moving and upheaval, and incarceration; and that many student behaviors that caused disciplinary referrals were learned in the home environment.
- Teachers indicated that some students and families held attitudes and beliefs that teachers found difficult to work with, such as feeling “victimized” by society.
- Teachers indicated that there was a lack of resources available in the county to assist students and families.
- The school counselor, reading specialist and one teacher who participated in RBT training in order to provide interventions and supports with nondisabled Black students for behavior participated in the focus group.
- The RBT training participants noted that the training had increased their knowledge regarding positive behavior interventions and they were already using interventions for students exhibiting the most severe behavior problems.
- Teachers indicated that there was not a multi-tiered system of supports (MTSS) in place for using and documenting behavior interventions.
- The school implemented the *Turnaround Terrier* program, a Tier 2 behavior intervention. With parent permission, the students are placed by the administration in alternative classroom settings for up to nine weeks to work on academics. The school’s interventionist (the reading specialist) assists with lessons. Students begin to transition back to the classroom by going out for certain subjects.
- In response to questions regarding the district’s MTSS, teachers stated that they were unaware of professional development opportunities for Tier 2 strategies, but would like to attend such trainings.
- Teachers reported that they were not informed regarding student discipline data and that they often had to wait for a student to be identified as “ESE” before being able to get assistance for students with behavior issues. However, teachers reported that the *Turnaround Terrier* program implemented in conjunction with ISS paraprofessional staff was “helpful.”
- Some teachers reported participating in RBT training and expressed interest in receiving training from RBTs on how to use MTSS for behavior.
- Teachers reported understanding that the number of disciplinary referrals had decreased.

Moore Haven Middle-High School (six ESE teachers)

- Teachers indicated that parents and family did not hold high educational expectations for many students and were not involved in students’ education, and, as a result, students performed poorly.
- Teachers noted that several supports and interventions were in place through the school and district to help students graduate, including classes for learning strategies, teacher training, a graduation coaching program and teacher volunteering and mentoring.
- For students with IEPs or for at-risk students, additional supports were available, including credit recovery and the *Learning Opportunities Classroom*, which is a computer-based

- program that allows students to participate at their own pace to earn credits.
- Teachers expressed concerns regarding the new graduation requirements and indicated that additional testing requirements were stressful for students.
- Teachers also reported that some students who were aware of test waivers did not try to pass tests.
- Teachers were not aware of the CEIS requirement, but stated that interventions were part of the school's improvement plan.
- Teachers reported that tiered interventions had been coordinated through the district in previous years.
- Teachers noted that during the previous school year new construction on school property was noisy and caused frequent interruptions. In addition, during the construction period the school's public address system was unavailable which resulted in reduced communications among school staff.

Administrator Focus Groups

Four administrative staff at Moore Haven Elementary School were interviewed regarding the factors involved in the high risk ratio of black students being disciplined and MTSS interventions for behavior.

Themes that evolved from the interviews and focus group with the administrators included the following:

Moore Haven Elementary School (four administrators)

- Staff indicated that students identified as having a high risk ratio of being disciplined faced obstacles noted by teachers.
- Staff noted that mental health and counseling services were being provided to students by outside service providers.
- In response to questions regarding the district's MTSS, school staff stated that the school had recently begun data collection for MTSS interventions but had not yet started regular data collection for Tier 2 interventions.
- Staff noted that RBT training was assisting staff with improved capabilities for engaging with students and monitoring student behavior, including the use of positive behavior strategies.
- Staff stated that participants in the RBT training were unable to progress on to obtaining certification due to the extensive amount of time required for certification.

Moore Haven Middle-High School (three administrators)

- Administrators noted that with the small size (cohort) of students with disabilities graduating, small fluctuations of one or two students could adversely affect the graduation rate.
- Administrators also indicated that data entered for graduation, dropout and discipline may have contained errors, which reflected low graduation rates and high discipline risk ratios.
- Administrators noted that the community's cultural and environmental factors were not always conducive to motivating students to graduate, and the lack of employment or postsecondary opportunities for recent graduates encouraged them to leave Glades County upon graduating to look for employment elsewhere.
- Administrators noted the district's participation in initiatives to address students' needs related to graduation, such as *Destination Graduation* and *CareerSource Southwest Florida*,

and the availability of specialized courses at the high school in areas such as career preparation and entrepreneurship.

School Walk-Through Debriefing

School walk-through debriefings were conducted at Moore Haven Elementary School and Moore Haven Middle-High School. A total of 13 classrooms were visited between the two schools.

Moore Haven Elementary

- Each classroom was well organized with designated locations for student backpacks, coats, and resource materials.
- The classrooms displayed high interest and academically relevant material on the walls.
- Word walls were extensively used in all classrooms, including the math and science classrooms.
- During the observations, it was apparent that the students had been well taught in the transition processes.
- In each instance, students transitioned between classes in an orderly manner and began their bell work without being prompted by the teacher.
- During the school walk-through at Moore Haven Elementary School, SST members visited a closet attached to a classroom that had been reported to an SST member as having been used for calming and time-out with a student. District ESE and school administrative staff clarified that the room is no longer being used.

Moore Haven Middle-High School

- Classrooms were orderly and conducive to learning and were organized to reduce distractions and barriers to learning.
- Two classrooms had a paraprofessional assisting students with disabilities. Structured activities were taking place and a variety of materials were being used.
- Students were being instructed in large and small groups and some students were engaged in independent student work.
- Teachers engaged students by asking questions, providing feedback and using verbal praise, however, displays of student work or data visuals were not always observed.
- No observable goals were posted, but several classrooms had positive expectations posted.
- Positive behavior support (PBS) expectations were not observed to be posted in school hallways, but school mission statements were posted.
- Staff was visible and all staff wore name badges.

Commendations

1. The district's percentage of students in regular class settings was consistently above the state rate from 2012-13 through 2014-15.
2. Team observations indicated that strong Tier 1 interventions are being implemented at Moore Haven Elementary School and multiple staff members have participated in RBT training and assist with Tier 2 and Tier 3 interventions.
3. Administrators, teachers and individuals receiving RBT training at Moore Haven Elementary School expressed a strong desire to continue to build and implement an MTSS program for behavior.
4. The counseling staff at Moore Haven Middle-High School is very active in meeting with students to address graduation and postsecondary goals.

2015-16 Action-Planning and Problem-Solving Process and Next Steps

Next Steps	
CEIS - Discipline	
Summary:	<p>MTSS for discipline is in its early stages of development. It was noted in the interviews with the Moore Haven Elementary School staff and administration that the system had not been fully implemented and staff is participating in professional development that would allow them to better address student needs in this area. Participants in the interview often referred to the school’s academic MTSS processes and felt strongly that it had helped students in making academic gains. Based on this experience, staff and administration are motivated to build a strong discipline MTSS process. In a follow-up conference call on April 4, 2016, district and school staff informed SST members that staff at the elementary school had participated in trauma-informed care training and staff who had participated in RBT training had completed the training.</p>
Recommendations:	<ul style="list-style-type: none"> • Continue to build the discipline MTSS processes. • Consider trauma-informed care training for staff not yet trained.
Required Action:	<p>The Glades County School District will disaggregate discipline incident data in a form similar to that used in the CEIS-Discipline calculation in order to target schools where black students with disabilities are disproportionately receiving referrals resulting in ISS, OSS, and expulsion when compared to students with disabilities of all other races. Data will be reviewed with appropriate district and school staff.</p> <p>This review will include how discipline referrals resulting in ISS, OSS, and expulsion are being distributed among all races of students with disabilities. The school district will provide BEESS with the data which was reviewed, a narrative explaining the data, and how the district’s discipline practices may have contributed to the data results. The district will submit this information to BEESS district liaison on the following dates:</p> <ul style="list-style-type: none"> • April 15, 2016 • June 3, 2016
Graduation Rates	
Summary:	<p>Students and educators reported adequate level of support for students’ needs related to graduation as well as for identifying postsecondary goals. The district has worked to narrow the gap between the district and state-level federal uniform graduation rates, and has implemented strategies and programming to address graduation and dropout.</p>

Recommendations:	<ul style="list-style-type: none"> • Consider middle-to-high school articulation activities (such as an orientation or academy program for incoming ninth grade students). • Engage parents and community members through additional outreach activities. • Ensure staff members are aware of available community and regional resources, such as through the Division of Vocational Rehabilitation, CareerSource Southwest Florida and Heartland Educational Consortium. • Review data code and entry procedures and ensure that data are coded and entered accurately according to departmental student information data base procedures.
Required Action:	N/A
Phases 3 and 4 of the ESE Monitoring and Assistance Process	
Summary:	By September 9, 2016 , the SST, ESE director and designated district staff will evaluate the effectiveness of the school district's action plan(s) and determine additional next steps, as appropriate.

Technical Assistance

1. **Implementing a Multi-Tiered System of Support for Behavior: Recommended Practices for School and District Leaders** (Florida's PBS Project) may be accessed at http://flpbs.fmhi.usf.edu/pdfs/RTIB%20Guide%20101811_final.pdf and 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 **ESE 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 2013-14 through 2015-16 school years may be accessed at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.
3. The technical assistance paper entitled **Guidelines for the Use, Documentation, Reporting, and Monitoring of Restraint and Seclusion with Students with Disabilities**, dated October 14, 2011, may be accessed at <http://info.fldoe.org/docushare/dsweb/Get/Document-6212/dps-2011-165.pdf>. This document provides guidance regarding the use, documenting, reporting and monitoring of restraint and seclusion with students with disabilities in school districts, including (a) when restraint or seclusion might be used, (b) considerations when selecting a training program for restraint, (c) what should be documented, (d) parent notification and reporting and (e) monitoring use. It also contains information about s. 1003.573, F.S., Use of restraint and seclusion on students with disabilities.
4. The United States Department of Education, in collaboration with the United States Department of Justice, released **School Discipline Guidance** in the 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 resource documents listed below 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. **Functional Behavioral Assessments and Positive Interventions Benchmarks of Effective Practice** (Florida's PBS Project) may be accessed at http://flpbs.fmhi.usf.edu/pdfs/pbs_FBA_Benchmarks.pdf.
6. **PS:RtI Technology** may be accessed at <http://www.floridarti.usf.edu/index.html>. One function of this project provides regional technology coordinators and technology specialists the support 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.

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

2015-16 ESE Monitoring and Assistance

State Support Team for Glades County School District

Bureau of Exceptional Education and Student Services

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

Glossary of Acronyms and Abbreviations

The following is a list of acronyms, abbreviations and terms used within this report.

BEESS	Bureau of Exceptional Education and Student Services
CEIS	Coordinated early intervening services
CFR	Code of Federal Regulations
ESE	Exceptional student education
FDOE	Florida Department of Education
FIN	Florida Inclusion Network
F.S.	Florida Statutes
IDEA	Individuals with Disabilities Education Act
IEP	Individual educational plan
ISS	In-school suspension
K	Kindergarten
LEA	Local educational agency
MTSS	Multi-tiered system of support
OSS	Out-of-school suspension
PBIS	Positive Behavior Interventions and Support
PBS	Positive behavior support
PD	Professional development
PS:Rtl	Problem Solving: Response time to Intervention
RBT	Registered Behavior Technician
SEDNET	Multiagency Network for Students with Emotional Behavioral Disabilities
SPDG	State Personnel Development Grant
SP&P	Exceptional Student Education Policies and Procedures
SSSP	Student Support Services Project
SST	State support team
TA	Technical assistance



Pam Stewart, Commissioner
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