

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

**Jefferson County School District
January 21-22, 2020**



This publication is produced through the Bureau of Exceptional Education and Student Services (BEES), Division of K-12 Public Schools, Florida Department of Education (FDOE), and is available online at <http://www.fldoe.org/e/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(d), if a state identifies significant disproportionality based on race or ethnicity in a local educational agency (LEA) with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings or the taking of disciplinary actions, the LEA must provide comprehensive coordinated early intervening services (CCEIS) to address factors contributing to the significant disproportionality.

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

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

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

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

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

ESE On-Site Monitoring Process

Background Information

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

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

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

On July 31, 2019, the superintendent of the Jefferson County School District was notified that BEESS would be conducting an on-site monitoring visit. After a review of the district’s data, the following focus areas were identified as being in need of support: graduation rate, dropout rate, least restrictive environment (LRE), incidents of restraint, timeframe between evaluation and identification (Child Find), English language arts (ELA) scores for third-grade SWD and math scores for middle-grades SWD.

School Selection

Upon review of the school district’s data, it was determined that the on-site monitoring process would involve focus groups conducted with school administrators, teachers, school support staff, paraprofessionals, parents and students at the Jefferson County K-12 Somerset Charter School. The on-site visit included SWD in elementary, middle and high school.

2019-20 ESE On-Site Monitoring Focus Areas

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

Graduation Rate

The federal uniform high school graduation rate for SWD 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 SWD decreased from 50.0 percent during the 2016-17 school year to 42.9 percent during the 2017-18 school year. The 2018-19 graduation rate was 42.9 percent, which was below the state target of 70 percent. The district did not meet the state target for any of the three years.

	2016-17	2017-18	2018-19
Jefferson	50.0%	42.9%	42.9%
State Target	60.3%	62.3%	70.0%

Dropout Rate

The federal dropout rate for SWD 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.

	2016-17	2017-18	2018-19
Jefferson	33.3%	33.3%	33.3%
State Target	11.7%	10.0%	9.5%

Educational Environment (Least Restrictive Environment)

To the maximum extent appropriate, SWD are to be educated with students without disabilities. These LRE data are calculated by dividing the number of SWD aged 6 through 21 served in the regular class for 80 percent or more of the day, by the total number of SWD aged 6 through 21 reported in October (survey 2). These data do not include parentally placed private school students or students served in Florida county jails, Florida Department of Juvenile Justice facilities or Florida Department of Corrections facilities. The district's percentage of SWD being served in the regular class increased from 78.7 percent during the 2017-18 school year to 84.2 percent during the 2018-19 school year, which was above the state target. The 2019-20 LRE rate increased to 89 percent, which is above the state target of 85 percent.

	2017-18	2018-19	2019-20
Jefferson	78.7%	84.2%	89.0%
State Target	83.0%	83.0%	85.0%

Incidents of Restraint

According to the FDOE's restraint and seclusion database, the number of incidents of restraint reported by the district increased from zero incidents during the 2016-17 and 2017-18 school years to 16 incidents during the 2018-19 school year. In addition, the total percentage of SWD restrained in the district for the 2018-19 school year was 4.96 percent, while the state average was 0.77 percent.

According to the district's 2018-19 SP&P document, the district's annual goal for the 2018-19 school year was to reduce the number of incidents of restraint to zero percent by September 2019. During the 2018-19 school year the district reported 16 incidents of restraint for six SWD. The district did not meet this goal.

	2016-17	2017-18	2018-19
Number of Incidents	0	0	16
Number of Students	0	0	6

Timeframe Between Evaluation and Identification (Child Find)

The percentage of children who were evaluated within 60 days of the district receiving parental consent for an initial evaluation was below the state target of 100 percent in 2016-17 and 2017-18. The percentage of evaluations completed within 60 days increased to 100 percent during the 2018-19 school year and the district met the state target.

	2016-17	2017-18	2018-19
Jefferson	96%	81%	100%
State Target	100%	100%	100%

English Language Arts Scores for Third Grade Students with Disabilities

After reviewing state assessment data trends for the Florida Standards Assessment (FSA), BEESS identified SWD in third grade ELA as an area in critical need of support. BEESS established a tiered criteria in order to provide needed supports for grades K-3 ELA in each district in order to increase the number of SWD scoring level three and above and close the gap between students with and without disabilities. Three-year historical data for ELA scores for students in third grade (from the 2016-17 to 2018-19 school years) showed that the achievement gap between SWD and students without disabilities had increased by 11.8 percent. In addition, the rate for SWD scoring at level three and above had decreased by 4.8 percent from the 2016-17 to the 2018-19 school year.

FSA Scores of Level Three and Above in Third Grade ELA	2016-17	2017-18	2018-19
Jefferson			
Students without Disabilities	48.3%	43.9%	55.3%
SWD	12.5%	11.1%	7.7%
Achievement Gap between Students with and without Disabilities	35.8 Percentage points	32.8 Percentage points	47.6 Percentage points

Math Scores for Middle-Grades Students with Disabilities

After reviewing state assessment data trends for the FSA, BEESS identified SWD in middle-grades math as an area in critical need of support. BEESS established a tiered criteria in order to provide needed supports for middle-grades math in each district (grades 6-8) in order to increase the number of SWD scoring level three and above and close the gap between students with and without disabilities. Three-year historical data for middle-grades math scores (from the 2016-17 to 2018-19 school years) showed that the achievement gap between SWD and students without disabilities had increased by 21 percent. In addition, the rate for SWD scoring at level three and above had increased by 6.7 percent from the 2016-17 to the 2018-19 school year.

FSA and End-of-Course Scores of Level Three and Above in Middle-Grades Math	2016-17	2017-18	2018-19
Jefferson			
Students without Disabilities	9.3%	36.4%	36.9%
SWD	9.1%	20.0%	15.8%
Achievement Gap between Students with and without Disabilities	0.2 Percentage points	16.4 Percentage points	21.2 Percentage points

Interviews Conducted

Administrator Focus Groups

Members of the SST conducted focus groups with administrators from Jefferson County K-12 Somerset Charter School regarding graduation, dropout, LRE, incidents of restraint, timeframe between evaluation and identification (Child Find), ELA scores for third-grade SWD and math scores for middle-grades SWD.

Themes that emerged from these focus groups included the following:

- Administrators shared there is a school-wide focus on improving students' relationships with teachers and increasing academic rigor.
- Middle and high school administrators indicated there is a team approach to maintaining consistent discipline practices at each grade level.
- Administrators shared the school culture and climate had improved as a result of programs implemented such as Leader-in-me, Reserve Officer Training Corps and College Board Junior Ambassadors.
- Administrators reported difficulty with hiring and retaining high-quality teachers.
- Administrators indicated a need for continued professional development (PD) for teachers with a focus on universal design for learning (UDL), classroom behavior management, academic rigor and utilizing best practices for instruction.
- Administrators shared all staff and teachers work collaboratively to have consistent classroom expectations and provide graduation checks to high school students.

Teacher Focus Groups

Members of the SST conducted focus groups with teachers from Jefferson County K-12 Somerset Charter School regarding graduation, dropout, LRE, incidents of restraint, timeframe between evaluation and identification (Child Find), ELA scores for third-grade SWD and math scores for middle-grades SWD.

Themes that emerged from these focus groups included the following:

- Most teachers feel supported by the school leadership team.
- Teachers shared there is continual communication between one another and other support positions such as the reading coach, paraprofessionals and student services staff.
- Teachers stated there is limited parental involvement and attendance at meetings scheduled at the school.
- Teachers expressed a need for common planning that includes ESE support team members for sharing strategies on how to meet the needs of SWD.

- Teachers reported the need for PD for the following areas:
 - UDL
 - ESE supports and resources (i.e., assistive technology (AT))
 - Literacy-focused curriculum for elementary school
 - Multi-tiered system of supports (MTSS) and positive behavior interventions.

Parent Focus Group

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

Themes that emerged from the focus group included the following:

- Parents shared they are pleased with the current school safety procedures in place.
- Most parents indicated academic rigor in the district is improving.
- Parents stated they are pleased to see the decrease in turnover with teaching staff.
- Parents expressed a need for transportation for their children to attend extracurricular programs that are provided after school.
- Most parents feel that additional communication is needed for the following areas:
 - Clarification of their role in case of a school crisis
 - Day-to-day concerns regarding their children
 - Class grades and academic progress.
- Some parents reported the student information system, Focus, is not always accessible or regularly updated.

Student Focus Groups

Members of the SST conducted focus groups with middle and high school students from Jefferson County K-12 Somerset Charter School. Students were asked to share their perspectives on topics such as graduation, dropout and postsecondary activities.

Comments from these focus groups included the following:

- Most of students reported they attend their IEP team meetings.
- Majority of the students reported feeling connected to at least one adult at the school that they can talk to, if needed.
- Students expressed they would like more options for electives, including a study hall.
- Students reported receiving their accommodations listed on their IEP in the classroom.
- Each high school student was able to articulate their individual goals for education or job training after graduation.

School Support Team Focus Groups

Members of the SST conducted focus groups with paraprofessionals and school support team staff who support SWD at Jefferson County K-12 Somerset Charter School.

Themes that emerged from these focus groups included the following:

- All staff reported there is frequent communication between one another, the leadership team and teachers.
- Most staff expressed the need for an onboarding process for new staff hired throughout the year to ensure awareness of school processes and procedures, available resources and staff expectations.

- All staff reported having a strong understanding of PD opportunities, supports and resources available in the school and community.
- All staff indicated they are aware of students' IEP goals and monitor their progress frequently.
- Staff reported the need for PD for the following areas:
 - Trauma-informed care
 - Behavior management and de-escalation techniques
 - Strategies for working with students with an Autistic Spectrum Disorder
 - Culturally-responsive, positive behavioral interventions and supports.

Commendation

The district's percentage of students evaluated within the 60-day timeline increased from 81 percent during the 2017-18 school year to 100 percent during the 2018-19 school year.

Graduation Rate	
Summary	The district's federal graduation rate for SWD decreased from 50.0 percent during the 2016-17 school year to 42.9 percent during the 2017-18 school year. The 2018-19 graduation rate was 42.9 percent, which was below the state target of 70 percent. The district did not meet the state target for any of the three years.
Recommendations	<p>The district should consider the following actions:</p> <ul style="list-style-type: none"> • Partner with Vocational Rehabilitation, under the Workforce Innovation and Opportunity Act, to provide pre-employment services to SWD throughout the district. • Consider PD and coaching for teachers on how to utilize data from the district's data system to support student achievement. • Continue to monitor, on a monthly basis, all student grades, attendance issues and discipline referrals to ensure that the students stay on track for graduation. • Increase opportunities for communication with students and parents regarding school programs available to students. • Utilize the online courses available on the BEESS Portal for PD Alternatives, which can be accessed at http://www.fl-pda.org, to increase educators' abilities to respond to the needs of SWD (e.g., MTSS, UDL, graduation requirements and using an early warning system (EWS) to increase graduation success).
Required Actions	<p>The district must collaborate with Project 10: Transition Education Network (Project 10) staff and provide the following documentation:</p> <ul style="list-style-type: none"> • A detailed narrative of specific strategies that were implemented to assist SWD who are off track for graduation during the 2019-20 school year and the outcomes for those students. • A plan for how to provide targeted support to monitor SWD for on-time graduation for the 2020-21 and 2022-23 school years. • A summary describing how the district will ensure fidelity of the implementation of an EWS, including the training process, responsible staff and timeline. <p>In addition, the district must develop interventions and activities for</p>

	<p>SWD at risk of not graduating and provide the following documentation:</p> <ul style="list-style-type: none"> • A list of interventions and activities. • The names and titles of all staff who will be responsible for providing and tracking the interventions and activities. <p>By December 10, 2020, the district must provide the above-mentioned documentation to the district's BEESS liaison via BEESSMonitoring@fldoe.org.</p>
<p>Dropout Rate</p>	
<p>Summary</p>	<p>The district's federal dropout rate for the 2016-17 through 2018-19 school years was 33.3 percent. The district did not meet the state target for any of the three years.</p>
<p>Recommendations</p>	<p>The district should consider collaboration with discretionary project staff such as Positive Behavioral Interventions and Supports (PBIS), Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) and Project 10 to explore and discuss the implementation of district wide behavior supports and a mentoring program (e.g., Check and Connect) in the school to decrease the dropout rate.</p>
<p>Required Actions</p>	<p>The district must complete the following actions:</p> <ul style="list-style-type: none"> • Establish goals, action steps, timeline and the responsible staff for decreasing the dropout rate for SWD. • Review 2019-20 survey 5 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, which can be accessed at http://www.fldoe.org/accountability/data-sys/database-manuals-updates/. • Collaborate with Project 10 staff to provide training on the use of data and implementation of an EWS to identify SWD at risk of dropping out. <p>The district must provide a detailed narrative and verification of the above-mentioned actions, that must include the following:</p> <ul style="list-style-type: none"> • Dates of the training. • Copies of any content presented. • Names and titles of the presenters. • Names, titles and signatures of the staff who participated in the training. • Number of district and school staff who participated in the training from schools designated as Targeted Support & Improvement and Comprehensive Support & Improvement schools under ESSA. <p>The documentation must be provided to the district's BEESS liaison via BEESSMonitoring@fldoe.org by December 10, 2020.</p>

Least Restrictive Environment	
Summary	The district's percentage of SWD being served in the regular class increased from 78.7 percent during the 2017-18 school year to 84.2 percent during the 2018-19 school year, which was above the state target. The 2019-20 LRE rate increased to 89 percent, which is above the state target of 85 percent.
Recommendations	The district should consider the following activities: <ul style="list-style-type: none"> • Outline the articulation process for the transition of students from elementary to middle and from middle to high school, including a variety of supports available to students in general education settings. • Ensure that general education and ESE teachers have time together for collaboratively developing or reviewing long-term instructional plans and delivery methods. • Review FDOE's Technical Assistance Paper, DPS: 2016-13, "Least Restrictive Environment Considerations Related to Individual Educational Plans," which can be accessed at https://info.fldoe.org/docushare/dsweb/Get/Document-7540/dps-201613.pdf.
Required Actions	None.
Incidents of Restraint	
Summary	The number of incidents of restraint in the school district increased from 0 incidents during the 2016-17 and 2017-18 school years to 16 incidents during the 2018-19 school year. In addition, the total percentage of SWD restrained in the district for the 2018-19 school year was 4.96 percent, while the state average was 0.77 percent.
Recommendations	The district should consider the following activities: <ul style="list-style-type: none"> • Collaborate with the PBIS project staff to implement a plan to reduce the need for restraint. • Provide PD for reporting incidents of restraint to all administrators and review policies and procedures. • Implement training on de-escalation, which utilizes Crisis Prevention Institute as the foundation. • Implement the district's Mental Health Plan and increase supports and resources as needed.
Required Actions	The district must review data for incidents of restraint quarterly and engage in data-based problem solving that focuses on reducing the need for restraint. The quarterly data review and the summary of the problem-solving activities must be provided to the district's BEESS liaison via BEESSMonitoring@fldoe.org by the following dates: <ul style="list-style-type: none"> • October 23, 2020 • December 10, 2020
Timeframe Between Evaluation and Identification (Child Find)	
Summary	The percentage of children who were evaluated within 60 days of the district receiving parental consent for an initial evaluation was below the state target of 100 percent in 2016-17 and 2017-18. During 2018-19, the percentage of evaluations completed within 60 days increased to 100 percent and the district met the state target.

Recommendations	The district should review FDOE’s Technical Assistance Paper, DPS: 2015-152, “Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services,” which can be accessed at https://info.fldoe.org/docushare/dsweb/Get/Document-7505/dps-2015-152.pdf , to ensure an understanding of the 60-day requirement for completing an evaluation.
Required Actions	None.
ELA Scores for Third-Grade Students with Disabilities	
Summary	Three-year historical data for ELA scores for students in third grade (from the 2016-17 to 2018-19 school years) showed that the achievement gap between SWD and students without disabilities had increased by 11.8 percent. In addition, the rate for SWD scoring at level three and above had decreased by 4.8 percent from the 2016-17 to the 2018-19 school year.
Recommendations	<p>The district should consider the following activities:</p> <ul style="list-style-type: none"> • Continue collaboration with project staff from the Problem Solving and Response to Intervention Project (PS/RtI), to follow up on the established district strategic plan for third grade ELA and for guidance on the implementation of an MTSS to provide targeted support, including AT, aligned with identified student needs. • Utilize the variety of online courses available on the BEESS Portal for PD Alternatives, which can be accessed at https://fl-pda.org, to build the capacity of educators to respond to the needs of SWD (e.g., MTSS, UDL and integrating standards aligned instruction across tiers).
Required Actions	<p>The district’s Plan for Inclusive Education dated September 19, 2019, included the following actions related to improvement efforts to increase student learning and achievement for SWD:</p> <ul style="list-style-type: none"> • School-wide approach for planning and implementing UDL across all instructional and non-instructional school contexts. • General and special education teachers have regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students. • Specials, electives, and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes. • Project 10 staff will provide PD on IEP components, process and implementation of services, accommodations and supports for inclusive classrooms. • FDLRS project staff will provide PD and TA on reading instruction and strategies. • FDLRS and FIN project staff will provide general education and ESE teachers PD and TA on inclusive practices for SWD enrolled in access courses.

	<p>The district must provide a detailed narrative and verification for each of the above-mentioned actions, that must include the following:</p> <ul style="list-style-type: none"> • Dates of the trainings. • Copies of any content presented. • Names and titles of the presenters. • Names, titles and signatures of the staff who participated in the trainings. • Number of staff who participated in the trainings from schools designated as Targeted Support & Improvement and Comprehensive Support & Improvement schools under ESSA. <p>The documentation must be provided to the district’s BEESS liaison via BEESSMonitoring@fldoe.org by December 10, 2020.</p>
Math Scores for Middle-Grades Students with Disabilities	
Summary	<p>Three-year historical data for middle-grades math scores (from the 2016-17 to 2018-19 school years) showed that the achievement gap between SWD and students without disabilities had increased by 21 percent. In addition, the rate for SWD scoring at level three and above had increased by 6.7 percent from the 2016-17 to the 2018-19 school year.</p>
Recommendations	<p>The district should consider the following activities:</p> <ul style="list-style-type: none"> • Continue to work with the BEESS Best Practices for Standards-Based Instructional Support in Math team to increase achievement in math of SWD in grades 6-8. • Review middle grades math assessment data with the BEESS Math Team to identify trends and possible barriers and collaborate with the BEESS Math Team and discretionary projects to implement best practices in middle grades math instruction.
Required Actions	<p>Same as required actions for ELA Scores for Third-Grade Students with Disabilities.</p>
Follow up to the ESE Monitoring Visit	
Summary	<p>The Jefferson County School District was selected for an on-site visit for the following focus areas related to SWD:</p> <ul style="list-style-type: none"> • Graduation rate • Dropout rate • LRE • Incidents of restraint • Timeframe between evaluation and identification (Child Find) • ELA scores for third-grade SWD • Math scores for middle-grades SWD
Required Actions	<p>By December 10, 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) by November 13, 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 SWD in the LRE.
4. The United States Department of Education, in collaboration with the United States Department of Justice, released **School Discipline Guidance** in January 2014, Volume 4, Issue 1, of the **Office of Special Education Programs Monthly Update**. This package will assist states, districts and schools in developing practices and strategies to enhance school climate, and ensure those policies and practices comply with federal law. The following resource documents are included in the package, and are available at <http://www.ed.gov/school-discipline>:
 - **Dear Colleague** guidance letter on civil rights and discipline;
 - **Guiding Principles** document, which draws from emerging research and best practices;
 - **Directory of Federal School Climate and Discipline Resources**, which indexes federal technical assistance and other resources; and
 - **Compendium of School Discipline Laws and Regulations**, which catalogs state laws and regulations related to school discipline.
5. The **Project 10: Transition Education Network** may be accessed at <http://project10.info>. Project 10 assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to SWD in order to improve their academic success and postsecondary outcomes. Project 10 serves as the primary conduit between BEESS and school-district personnel in addressing law and policy, effective practices, and research-based interventions in the area of transition services for youth with disabilities. The project also supports transition initiatives developed through the BEESS Strategic Plan. Examples of assistance provided related to graduation rates include using school-level data for graduation success, technical assistance to improve data collection, analysis and data-driven decision making, in order to develop a color-coded student graduation tracking system that can be coordinated with existing initiatives or systems. Regarding dropout, Project 10 supports dropout prevention strategies for students with disabilities, school-based enterprise, service learning and early warning system.

6. The **Florida Diagnostic and Learning Resource System (FDLRS) Associate Centers Support** may be accessed at <http://www.fdlrs.org>. The 19 FDLRS associate centers provide an array of instructional and technical support services to school districts statewide. The four central functions of each FDLRS center are Child Find, parent services, human resource development, and professional learning and technology. The centers collaborate with districts, agency and support personnel, communities, families, and educational personnel providing support services for educators, school administrators, parents, and students with disabilities. Examples of professional development related to graduation rates include Florida standards and access points, differentiated instruction, access to the general curriculum, Strategic Instruction Model™, behavior and discipline, Standing up for Me, self-advocacy, responsive classroom, and district-specific supports. Professional development related to dropout include differentiated instruction, accommodations, Conversation, Help, Activity, Movement, Participation, and Success (known as CHAMPS), Tough Kids, discipline in the secondary classroom, support for parent involvement, Professional Development Alternatives for Positive Behavior Support module, universal design for learning, small-group planning and problem solving, disability awareness, and district-specific supports.
7. The **Florida Inclusion Network (FIN)** may be accessed at <http://www.floridainclusionnetwork.com/>. FIN collaborates with all districts and schools to provide customized services and supports to ensure that SWD have the same educational, social and future opportunities as their peers. In partnership with districts and schools, FIN facilitates implementation of best practices for inclusive education through data-driven, student-focused problem solving across districts and schools. In addition, FIN facilitates implementation of professional development and provides technical assistance and resources to district and school personnel in order to increase knowledge and skills to build and sustain capacity.
8. The **Problem Solving and Response to Intervention Project (PS/Rtl) Technology** may be accessed at <http://www.floridarti.usf.edu/index.html>. One function of this project is to provide support to regional technology coordinators and technology specialists to effectively implement accessible instructional materials, assistive technologies, learning technologies and universal design for learning principles within all tiers of instruction. This project also manages, coordinates and supports the regional assistive technology loan libraries.
9. The **Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)** may be accessed at <http://www.sednetfl.info/>. The 19 regional SEDNET centers assist Florida school districts and relevant stakeholders in building capacity to provide the necessary mental health and academic supports to students with or at risk of emotional and behavioral disabilities to prepare students to achieve academic success; graduate high school; and become college, career and life ready.
10. The **PS/Rtl – Technology and Learning Connections (TLC)** may be accessed at <http://www.tlc-mtss.com>. TLC provides guidelines and resources to support the implementation of universal design for learning. A quarterly newsletter that focuses on technology integration to support the local development of highly effective classrooms for all students may also be accessed. TLC's winter 2016-17 newsletter focused on math instruction, resources and tools to eliminate barriers and increase achievement for all students and can be viewed at <http://conta.cc/2kjsuGt>. To sign up to receive this quarterly newsletter, go to <http://bit.ly/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 SWD and their families, such as curriculum and instructional practices; educational policies, procedures and practices; behavior support; and transition. ISRD's primary purpose is to provide staff development, training and technical support to a network of 35 small and rural school districts, lab schools, the Florida Virtual School and the Department of Corrections. Overall, ISRD's goal is to ensure that service to SWD and their families is enhanced and that positive outcomes for SWD is achieved through increased student performance.

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