

**2016-17 Exceptional Student Education
On-Site Monitoring Report**

**Marion County School District
February 14-16, 2017**



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

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

Table of Contents

Authority.....	1
Exceptional Student Education (ESE) On-Site Monitoring Process.....	1
Background Information.....	1
School Selection.....	2
On-Site Activities.....	3
On-Site Visit Team	3
Data Collection	3
2016-17 ESE On-Site Monitoring Results	4
Graduation Rate	4
Educational Environment (Least Restrictive Environment)	4
Incidents of Restraint.....	5
Incidents of Seclusion.....	5
Time Frame Between Evaluation and Identification (Child Find).....	6
Transition Individual Educational Plans Aligned with Postsecondary Outcomes	6
Valid and Reliable Data	6
Interviews Conducted.....	7
Administrator Focus Groups	7
Teacher Focus Groups.....	7
Parent Focus Group	7
Student Focus Groups.....	8
School Walk-Through Debriefings	8
Commendations.....	9
2016-17 Next Steps	9
Technical Assistance	14
State Support Team for Marion County School District	16

Authority

The Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEES), 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 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]). BEES 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, BEES 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, BEES 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, 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 (SP&P) document.

ESE On-Site Monitoring Process

Background Information

The 2016-17 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/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 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 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 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).
- 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 September 19, 2016, the superintendent of the Marion County School District was informed that BEESS would be conducting an on-site monitoring visit for the following focus areas: least restrictive environment (LRE), incidents of restraint and seclusion, time frame between evaluation and identification (Child Find), transition IEPs aligned with postsecondary outcomes, and concerns regarding valid and reliable data for placement. Prior to the on-site visit, graduation data for the 2015-16 school year indicated a decrease in the district's graduation rate and the ESE director was notified that the on-site visit would include graduation as a focus area.

School Selection

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

- Evergreen Elementary School
- Oakcrest Elementary School
- Ward Highlands Elementary School
- Forest High School
- Hillcrest School
- New Leaf Center

On-Site Activities

On-Site Visit Team

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

FDOE, BEESS

- Monica Verra-Tirado, State Director for Special Education, Bureau Chief
- Vicki Gaitanis, Program Specialist, Instructional Support Services, Lead
- Anne Bozik, Educational Program Director, Dispute Resolution and Monitoring (DRM)
- Curtis Jenkins, School Guidance, Student Support Services
- Jennifer Barnhill, Program Specialist, DRM

Peer Monitor

- Lisa Bell, ESE Director, St. Johns County School District

FDOE, BEESS Discretionary Projects

- Federico Valadez, Regional Transition Representative, Project 10: Transition Education Network
- Deanne Cowley, Regional Coordinator, Problem Solving: Response to Intervention (PS:Rtl)
- Terri Cooper, Project Manager, Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)
- James Husted, Project Manager, Florida Diagnostic and Learning Resource System Associate Center (FDLRS)
- Erika Boyd, Facilitator, Florida Inclusion Network (FIN)
- Therese Sandomierski, Behavioral Systems Consultant, Positive Behavior Interventions and Supports (PBIS)
- Ashley MacSuga-Gage, Technical Assistance Specialist, PBIS
- Greg Valcante, Program Director, Center for Autism and Related Disabilities (CARD)

Data Collection

On-site monitoring activities included the following:

- Review of recent data
- Welcome session with district and school administrators and staff – 37 participants
- Administrator focus groups – 35 participants
- Teacher focus groups – 37 participants
- Parent focus group – seven participants
- Student focus groups – 10 participants

- School walk-through debriefings – 33 classrooms
- Action-planning and problem-solving process – 41 participants

The district’s initial Best Practices for Inclusive Education (BPIE) assessment dated October 14, 2014, was revised on January 5, 2016, and included the following goals:

- Goal 1: By the 2018-19 school year, the district will increase the kindergarten through Grade 12 (K-12) LRE data from 69 to 73 percent of students with disabilities receiving their education in general education classrooms for more than 80 percent of their day as stated in the annual LEA profile.
- Goal 2: By the 2018-19 school year, the district will increase prekindergarten LRE data from 12 to 36 percent of students with disabilities receiving their education in early childhood settings for more than 80 percent of their day as stated in the annual LEA profile.

2016-17 ESE On-Site Monitoring Results

The following data are related to the focus areas and activities for the 2016-17 ESE On-Site Monitoring for Marion 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 for the 2014-15 school year is 59.5 percent, which is above the state target of 56.3 percent. The 2015-16 graduation rate decreased to 55.9 percent, which is below the state target of 58.3 percent.

	2013-14	2014-15	2015-16
Marion	56.5%	59.5%	55.9%
State Target	54.3%	56.3%	58.3%

Educational Environment (Least Restrictive Environment)

To the maximum extent appropriate, students with disabilities are to be educated with nondisabled students. 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 for the 2015-16 school year is 68.0 percent, which is below the state target of 79.0 percent. The district’s LRE rate for the 2016-17 school year decreased to 67.8 percent, which is below the state target of 82.0 percent.

	2014-15	2015-16	2016-17
Marion	69.2%	68.0%	67.8%
State Target	77.0%	79.0%	82.0%

Incidents of Restraint

According to the FDOE’s restraint and seclusion database, the number of incidents of restraint in the district decreased from 498 in the 2014-15 school year to 467 in the 2015-16 school year; however, the number of students being restrained increased from 153 in the 2014-15 school year to 214 in the 2015-16 school year. In addition, the total percentage of students with disabilities restrained in the district for the 2015-16 school year is 3.44 percent, while the state average is 0.94 percent.

According to the district’s 2015-18 SP&P document, the district’s 2015-16 plan to reduce the need for the use of restraint included decreasing the number of restraints by 20 percent, which would have been a decrease of approximately 98 incidents of restraint. During the 2015-16 school year the number of incidents of restraint decreased from 498 to 467, which is a decrease of 31 incidents of restraint. The district did not meet this goal.

Restraint data for August 1 through December 31, 2015, includes 382 incidents of restraint involving 106 students. Restraint data for August 1 through December 31, 2016, includes 170 incidents of restraint involving 104 students in the district. These data indicate that the district’s use of restraint has decreased.

	2013-14 (August – July)	2014-15 (August – July)	2015-16 (August – July)	2016-17 (August – December)
Number of Incidents	395	498	467	170
Number of Students	172	153	214	104

Incidents of Seclusion

According to the FDOE’s restraint and seclusion database, the number of incidents of seclusion in the district decreased from 477 in the 2014-15 school year to 377 in the 2015-16 school year; however, the number of students being secluded increased from 91 in the 2014-15 school year to 107 in the 2015-16 school year. In addition, the total percentage of students with disabilities secluded in the district for the 2015-16 school year is 1.72 percent, while the state average is 0.17 percent.

According to the school district’s 2015-18 SP&P document, the goal for the 2015-16 school year was to reduce the need for the use of seclusion by 20 percent, which would have been a decrease of approximately 94 incidents of seclusion. During the 2015-16 school year the number of incidents of seclusion decreased from 477 to 377; which is a decrease of 100 incidents of seclusion. The district met this goal.

Seclusion data for August 1 through December 31, 2015, includes 135 incidents of seclusion involving 43 students. Seclusion data for August 1 through December 31, 2016, includes 123 incidents of seclusion involving 44 students in the district. These data indicate that the district's number of incidents of seclusion has changed very little.

	2013-14 (August – July)	2014-15 (August – July)	2015-16 (August – July)	2016-17 (August – December)
Number of Incidents	200	477	377	123
Number of Students	78	91	107	44

Time Frame Between Evaluation and Identification (Child Find)

SPP Indicator 11 (Child Find) is the percentage of children who were evaluated within 60 days of receiving parental consent for an initial evaluation. The district's rate for evaluating students within 60 days of receiving parental consent for an initial evaluation (SPP 11) is below the state target of 100 percent in the 2014-15 and 2015-16 school years. The percentage of evaluations completed within 60 days increased from 91 percent in the 2014-15 school year to 94.8 percent in the 2015-16 school year.

Transition Individual Educational Plans Aligned with Postsecondary Outcomes

Each year districts are required to complete web-based protocols on the BEESS General Supervision website (GSW). Correction of noncompliance and corrective action plans are reported by districts and tracked via the GSW. 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 2014-15 self-assessment process, 81.8 percent of the student records entered by the district had findings of noncompliance for standard T16-16. Results of the 2015-16 self-assessment process indicated that 9.1 percent of student records entered by the district had findings of noncompliance for standard T16-16. Results of the 2016-17 self-assessment process indicated that there were no findings of noncompliance for standard T16-16.

	2014-15	2015-16	2016-17
Percentage of Noncompliance for Standard T16-16	81.8%	9.1%	0.0%

Valid and Reliable Data

During the 2015-16 school year, all of the data that the district submitted for SPP Indicator 5 was not valid and reliable data. Districts were required to correct errors for placement by age (incorrect codes selected for age of the child) by correcting either 95 percent of the identified errors or have fewer than 10 errors at the end of the verification period, which was November 11, 2016. During the verification period, the district corrected 33 percent of the SPP Indicator 5 data submitted for the 2015-16 school year, which is below the required 95 percent.

Interviews Conducted

Administrator Focus Groups

Members of the SST conducted focus groups with administrators from Evergreen Elementary School, Oakcrest Elementary School, Ward Highlands Elementary School, Forest High School, Hillcrest School and New Leaf Center regarding graduation, LRE, and incidents of restraint and seclusion.

Themes that emerged from these focus groups included the following:

- The district provides support to administrators regarding student behavioral needs and the freedom to foster relationships with families.
- The district provides new teachers with the opportunity to receive additional paid planning and preparation time prior to the beginning of the school year during the Teacher Induction Program.
- The high number of long-term substitute teachers and turnover of instructional staff were identified as significant barriers to quality instruction.
- An increase in the number of highly mobile students combined with the lack of a districtwide method to track interventions with these students also emerged as a significant barrier to the provision of services and graduation.
- There is a need for Tier 1 interventions to be implemented with fidelity.
- There is a desire for funding to support the implementation of co-teaching, trauma-informed care, mental health supports for students, transition, and more standardized professional development and mentoring for administrators, teachers and instructional staff.

Teacher Focus Groups

Members of the SST conducted focus groups with teachers from Evergreen Elementary School, Oakcrest Elementary School, Ward Highlands Elementary School, Forest High School and New Leaf Center regarding graduation, LRE, and incidents of restraint and seclusion.

Themes that emerged from these focus groups included the following:

- School administrators support the teachers.
- Procedural knowledge is in place regarding restraint, problem solving and the use of Techniques for Effective Adolescent and Child Handling.
- There is a need for increased support of ESE within general education classrooms through methods that include increased use of support facilitation and co-teaching and more opportunities for common planning time.
- Additional training and support are needed in the areas of:
 - Continuum of placement and services for all educational settings.
 - Academic and behavioral interventions for students (because of high staff turnover).
 - Availability of wraparound community support services for transition-age students, aged 14 years or older, including mental health services.

Parent Focus Group

Members of the SST conducted a focus group with parents of students with disabilities aged 14 years or older from the district regarding postsecondary transition.

Themes that emerged from the focus group included the following:

- Parents participate with their student at IEP meetings.
- Parents have positive relationships with their student's teachers and school.
- Parents perceive that district-mandated academic interventions, such as remedial classes, are limiting the access of students with disabilities to choose electives that are motivating for students (e.g., music, band and drama) and that these interventions are limiting the ability for students with disabilities to access training in job or life skills.
- Concerns were expressed about the following:
 - The time it takes for students to be evaluated, which delays the appropriate provision of accommodations and supports for students.
 - The lack of inclusive opportunities for students in the classroom.
 - The high number of substitutes, because of high teacher turnover, which results in a lack of qualified staff to meet students' needs.
- There is a lack of awareness of the full range of options and programs related to postsecondary transition.

Student Focus Groups

Members of the SST conducted focus groups with students from Forest High School and New Leaf Center. Students were asked to share their perspectives on topics such as graduation, drop out and post-school activities.

Comments from these focus groups included the following:

- Students are aware that there are staff members in the schools who care about them.
- Students attend their IEP meetings.
- Students understand the rules and expectations for appropriate student conduct, as well as the consequences for not following those rules.
- There is a need to increase self-determination, self-advocacy instruction and mental health support. Students are not aware of how the school provides support for mental health issues such as depression.
- Students want to stay academically on pace with their peers in order to graduate with their cohort.
- Students requested increased support within the continuum of service, e.g., when students return to their home-zoned school from a center school, students do not feel sufficiently supported in order to successfully make that transition.
- Students believe that boredom and attendance issues are the main causes of students dropping out rather than increased academic rigor.

School Walk-Through Debriefings

School walk-through debriefings were conducted at Evergreen Elementary School, Oakcrest Elementary School, Ward Highlands Elementary School, Forest High School and New Leaf Center regarding student engagement, school climate, and evidence of academic and behavioral expectations.

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

- The campuses and classrooms were well maintained and clean.
- Staff on campus were visible and wore identification badges.
- Differentiated instruction and Kagan strategies are being implemented (e.g., students working in small groups).

- Student behavioral expectations are clearly visible and posted throughout the schools.
- There is mutual respect in the schools between teachers, staff and students; a sense of community is evident and teachers know the students.

Commendations

1. The district’s 2015-16 risk ratios for SPP Indicators 4A and 4B are below the state’s risk ratio threshold of 3.0 for each indicator. Indicator 4A is defined by a significant discrepancy in the rates of suspension and expulsion of students with disabilities for greater than 10 days. Indicator 4B is defined by a significant discrepancy in the rates of suspension and expulsion of students with disabilities for greater than 10 days and includes race or ethnicity.
2. The district assembled a range of stakeholders, including the superintendent, to participate in the problem-solving activity during the on-site visit. In addition, participants were encouraged by leadership to engage in open and honest discussions.

2016-17 Next Step

Graduation	
Summary	The graduation rate of students with disabilities decreased from 59.5 percent in the 2014-15 school year to 55.9 percent in the 2015-16 school year, which is below the state target of 58.3 percent.
Recommendations	It is recommended that the district collaborate with staff of State Personnel Development Grant to implement Check & Connect and review other interventions with the middle schools, high schools and alternative schools to assist with increasing the graduation rate.
Required Actions	<p>The district must collaborate with staff of BEESS discretionary projects (e.g., Project 10) to provide professional development for district, administrative and school-based personnel (including high school counselors and ESE specialists) who serve the high schools on the color-coding early warning system by August 8, 2017.</p> <p>Following the training, school administrators must identify which staff members will be the designee for the implementation process at each school. The following documentation must be provided to the district’s BEESS liaison via BEESSMonitoring@fldoe.org as evidence of implementation of the required training by August 25, 2017:</p> <ul style="list-style-type: none"> • A copy of the materials used for the trainings. • A copy of the sign-in sheets for each training, which includes participants’ names, titles and school names. • For each school, the name and title of the school-level designees that will implement the color-coding early warning system.
Educational Environment (Least Restrictive Environment)	
Summary	The district’s percentage of students with disabilities being served in the regular class for the 2015-16 school year is 68.0 percent, which is

	<p>below the state target of 79.0 percent. The district's LRE rate for the 2016-17 school year decreased to 67.8 percent, which is below the state target of 82.0 percent.</p>
Recommendations	<p>It is recommended that the district review sections B-9 through B-12, B-14, C-4, C-9 and C-11 of the 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-2016-13.pdf.</p> <p>The district should continue collaboration with FDLRS and FIN for professional development, including inclusive scheduling training and ensure that the BPIE services plan is implemented in the district and schools.</p>
Required Actions	<p>The district must review its LRE data and explore options for educating students with disabilities in the general education classroom with sufficient supports in place by June 15, 2017.</p> <p>In addition, the district must provide professional development by August 18, 2017, for teachers and administrators that includes flexible and inclusive scheduling at the elementary, middle and high school levels through FIN and Quality Individual Educational Plan training through FDLRS. The training should focus on how students' learning needs can be met in the general education classroom.</p> <p>The following documentation must be provided to the district's BEESS liaison via BEESSMonitoring@fldoe.org:</p> <ul style="list-style-type: none"> • A detailed narrative of the LRE data review and the options discussed and determined as needed for educating students with disabilities in the general education classroom must be provided by June 20, 2017. • Evidence of the professional development provided, including a list of attendees, dates of training and training materials for each training provided must be provided by August 25, 2017.
Incidents of Restraint	
Summary	<p>The district's data for incidents of restraints for the 2015-16 school year is 467 incidents of restraint involving 214 students. Restraint data for August 1 through December 31, 2015, includes 382 incidents of restraint involving 106 students. Restraint data for August 1 through December 31, 2016, includes 170 incidents of restraint involving 104 students in the district. These data indicate that the district's use of restraint has decreased.</p>
Recommendations	<p>It is recommended that the district collaborate with staff of discretionary projects on strategies and professional development training for staff to decrease the number of incidents of restraints by considering the following actions:</p> <ul style="list-style-type: none"> • Trainings to include SEDNET's training on trauma-informed care, PBIS's Behavior Support Training, and CARD's Behavior Supports for Students with Autism. • Continued focus on social-skill instruction and anger-

	management coaching for students within a multi-tiered system of support framework.
Required Actions	<p>The district must participate in the statewide PBIS Restraint Workgroup. In addition, the district must compile and review restraint data quarterly and provide BEESS with a summary of the problem-solving activities that resulted from this review.</p> <p>The quarterly restraint data and the summary of problem-solving activities must be provided to the district's BEESS liaison via BEESSMonitoring@fldoe.org by the following dates:</p> <ul style="list-style-type: none"> • June 20, 2017 • November 1, 2017 • February 1, 2018
Incidents of Seclusion	
Summary	The district's data for incidents of seclusion for the 2015-16 school year is 377 incidents of seclusion involving 107 students. Seclusion data for August 1 through December 31, 2015, includes 135 incidents of seclusion involving 43 students. Seclusion data for August 1 through December 31, 2016, includes 123 incidents of seclusion involving 44 students in the district, which indicate that the number of incidents of seclusion has changed very little.
Recommendations	<p>It is recommended that the district consider the following:</p> <ul style="list-style-type: none"> • Review the FDOE's Technical Assistance Paper, DPS 2011-165: "Guidelines for the Use, Documentation, Reporting, and Monitoring of Restraint and Seclusion with the Students with Disabilities," which can be accessed at https://info.fldoe.org/docushare/dsweb/Get/Document-6212/dps-2011-165.pdf • Review practices to identify areas of improvement and alignment within district policies and procedures to establish a clear understanding and appropriate use of seclusion. • Continue to collaborate with staff of PBIS and SEDNET discretionary projects on strategies to decrease the number of incidents of seclusion.
Required Actions	<p>The district must participate in the statewide PBIS Seclusion Workgroup. In addition, the district must compile and review seclusion data quarterly and provide BEESS with a summary of the problem-solving activities that resulted from this review.</p> <p>The quarterly seclusion data and the summary of problem-solving activities must be provided to the district's BEESS liaison via BEESSMonitoring@fldoe.org by the following dates:</p> <ul style="list-style-type: none"> • June 20, 2017 • November 1, 2017 • February 1, 2018
Time Frame Between Evaluation and Identification (Child Find)	
Summary	The district's rate of evaluating students was below the state target of 100 percent in both the 2014-15 and 2015-16 school years. The percentage of students evaluated within 60 days increased from 91

	percent in the 2014-15 school year to 94.8 percent in the 2015-16 school year.
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 understanding of the 60-day requirement for completing an evaluation.
Required Actions	The district must problem solve to identify the root causes for initial evaluations not being completed within 60 days, identify action steps to address the identified root causes and develop written procedures to ensure that students are evaluated within 60 days. The district must provide a narrative describing the above-mentioned actions and a copy of their written procedures to the district’s BEESS liaison via BEESSMonitoring@fldoe.org by June 20, 2017 .
Transition Individual Educational Plans Aligned with Postsecondary Outcomes	
Summary	The district’s findings of noncompliance for transition IEPs aligned with postsecondary outcomes (standard T16-16) was 81.8 percent in the 2014-15 school year and decreased to 9.1 percent in the 2015-16 school year. Results of the 2015-16 self-assessment process indicated that 9.1 percent of student records entered by the district had findings of noncompliance for standard T16-16. Results of the 2016-17 self-assessment process identified no findings of noncompliance for standard T16-16.
Recommendations	Prior to the submission of student records for self-assessment, the district should review the IEPs for compliance for transition goals and ensure that postsecondary outcomes (SPP 13) are included. If noncompliance is found, the district should provide training to designated staff responsible. Possible trainings can include technical assistance offered through Project 10.
Required Actions	None.
Valid and Reliable Data	
Summary	The district did not submit valid and reliable data for SPP Indicator 5 for the 2014-15 school year as 33 percent of the data was corrected during the district verification period, which is below the 95 percent requirement.
Recommendations	The district should continue reviewing ESE student data in order to ensure the accuracy of the data submissions prior to the submission due dates for the 2017-18 school year.
Required Actions	None.
Phase 4 of the ESE On-Site Monitoring Process	
Summary	The Marion County School District was selected for an on-site visit for the following focus areas related to students with disabilities: <ul style="list-style-type: none"> • Graduation rate

	<ul style="list-style-type: none"> • Least restrictive environment • Incidents of restraint and seclusion • Time frame between evaluation and identification (Child Find) • Transition IEPs aligned with postsecondary outcomes • Concerns regarding valid and reliable data for placement
<p>Required Action</p>	<p>By February 1, 2018, designated BEESS staff and members of the district problem-solving team will reconvene via a conference call to share how they are addressing each of the above-mentioned 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, professional development, problem-solving notes and action plans) to BEESS by January 25, 2018.</p>

Technical Assistance

1. **Implementing a Multi-Tiered System of Support (MTSS) for Behavior: Recommended Practices for School and District Leaders** (Florida's PBIS 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 **SP&P** document provides district- and school-based standards for documenting, reporting and monitoring the use of manual, physical, or mechanical restraint and seclusion developed by 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 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 <https://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 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. **The Project 10: Transition Education Network** (<http://project10.info>) 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 post-school 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, the project supports dropout prevention strategies for students with disabilities, school-based enterprise, service learning and EWS.

6. **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/access points, differentiated instruction, access to the general curriculum, Strategic Instruction Model, behavior/discipline, Standing up for Me, self-advocacy, responsive classroom, and district specific supports. Professional development related to dropout include differentiated instruction, accommodations, 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. **PS:Rtl Technology** may be accessed at <http://www.floridarti.usf.edu/index.html>. One function of this project provides 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.
8. **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 career, college and life ready.
9. 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 focuses 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, please visit <http://bit.ly/1TLoHLQ>. Additional resources are available at <http://www.tlc-mtss.com/resources.html>.

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