

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

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**St. Johns County School District  
November 13-15, 2018**



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

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

The Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEESS), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance of district school boards in the enforcement of all exceptional student education (ESE) laws (sections 1003.01(3), 1003.571 and 1008.32, Florida Statutes [F.S.]) and rules. One purpose of the Individuals with Disabilities Education Act (IDEA) is to assess and ensure the effectiveness of efforts to educate children with disabilities (s. 300.1(d) of Title 34, Code of Federal Regulations [CFR]). BEESS is responsible for ensuring that the requirements of IDEA and the educational requirements of the state are implemented (34 CFR §300.149(a)(1) and (2)).

In fulfilling this requirement, BEESS monitors ESE programs provided by district school boards in accordance with ss. 1001.42, 1003.57 and 1003.573, F.S. Through these monitoring activities, BEESS examines records and ESE services, evaluates procedures, provides information and assistance to school districts and otherwise assists school districts in operating effectively and efficiently. The monitoring system is designed to facilitate improved educational outcomes for students while ensuring compliance with applicable federal laws and regulations and state statutes and rules.

Under 34 CFR §300.646(b)(2), if a state identifies significant disproportionality based on race or ethnicity in a local educational agency (LEA) with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings or the taking of disciplinary actions, the LEA must use the maximum amount (15 percent) of funds allowable for comprehensive coordinated early intervening services (CEIS) for children in the LEA who are not currently identified as needing special education or related services, but who need additional academic or behavioral supports in order to succeed in a general education environment. These children should include particularly, but not exclusively, children in those groups that were significantly overidentified.

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

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

### **Background Information**

The 2018-19 ESE On-Site Monitoring 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 – Dropout: Percentage of youth with IEPs dropping out of high school.
- Indicator 4 – Rates of suspension and expulsion:
  - A. Percentage of districts that have a significant discrepancy in the rates of suspensions and expulsions of more than 10 days in a school year for children with IEPs.
  - B. Percentage of districts that have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards.
- Indicator 5 – Educational environments:  
Percentage of children with IEPs aged 6 through 21:
  - A. In the regular class 80 percent or more of the day;
  - B. In the regular class less than 40 percent of the day; and
  - C. In separate schools, residential facilities or homebound or hospital placements.
- Indicator 10 – Disproportionality, specific disability categories: Percentage of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- CEIS – Services provided for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade 3) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.
- Restraint – Rate of incidents of restraint, as reported in the FDOE database.
- Seclusion – Rate of incidents of seclusion, as reported in the FDOE database.

The ESE On-Site Monitoring process includes four phases:

- Phase 1 is composed of planning activities that occur in advance of the initial on-site visit to the school district.
- Phase 2 is the initial on-site visit to the selected school district by the state support team (SST). The SST consists of BEESS staff, peer monitors from other districts and discretionary project staff. The SST assists with facilitating focus groups at each school site that may consist of administrators, teachers, students and parents.
- Phase 3 is follow-up activities, which are conducted by a designated follow-up team, as determined by the SST, and identification of the ongoing data that will be collected.
- Phase 4 is evaluation of the effectiveness of how the district is addressing each of the focus areas, and should include participation of the action-planning and problem-solving process team.

In a letter dated August 13, 2018, the superintendent of the St. Johns County School District was informed that BEESS would be conducting an on-site monitoring visit for the following focus areas: CEIS overidentification of black students with an emotional behavioral disability (EBD) and black students with an intellectual disability (InD) and incidents of restraint.

### **School Selection**

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

- John A. Crookshank Elementary School
- Ketterlinus Elementary School
- South Woods Elementary School
- The Webster School (from prekindergarten to Grade 5)
- Transition School at the Evelyn B. Hamblen Center

**2018-19 ESE On-Site Monitoring Focus Areas**

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

**Coordinated Early Intervening Services – Overidentification (Black, EBD)**

Districts are required to set aside 15 percent of IDEA, Part B funds for CEIS if students of any race are at least 3.5 times more likely to be identified as a student with a disability compared to all other races combined. During the 2018-19 school year, black students were 4.53 times more likely to be identified as a student with an EBD compared to students of all other races combined. The district is required to withhold funds for CEIS during the 2018-19 school year because the district’s risk ratio of 4.53 is above the state-identified threshold of 3.5.

Overidentification Risk Ratio for Black Students with an EBD

	2015-16	2016-17	2017-18	2018-19
Risk Ratio	N/A	N/A	N/A	4.53*

\*District required to withhold funds.

**Coordinated Early Intervening Services – Overidentification (Black, InD)**

Districts are required to set aside 15 percent of IDEA, Part B funds for CEIS if students of any race are at least 3.5 times more likely to be identified as a student with a disability compared to all other races combined. During the 2018-19 school year, black students were 3.57 times more likely to be identified as a student with an InD compared to students of all other races combined. Although the district made progress during the 2018-19 school year and there was a decrease in the district’s risk ratio, the district is required to withhold funds for CEIS during the 2018-19 school year because the district’s risk ratio of 3.57 is above the state-identified threshold of 3.5.

Overidentification Risk Ratio for Black Students with an InD

	2015-16	2016-17	2017-18	2018-19
Risk Ratio	N/A	3.74*	4.36*	3.57*

\*District required to withhold funds.

**Multi-tiered System of Supports (MTSS) Data**

Prior to the on-site visit, the district was asked to provide the total number of students without disabilities identified by race and ethnicity and receiving MTSS Tier 2 or 3 interventions for behavior and academics using CEIS funds during the 2018-19 school year. The district provided the following data:

Racial and ethnic category	Total number of students by race and ethnicity	Number of students with disabilities by race and ethnicity	Number of students without disabilities by race and ethnicity	Number of students without disabilities receiving Tier 2 or 3 interventions	Percentage of students without disabilities by racial and ethnic category receiving Tier 2 or 3 interventions
Hispanic or Latino	3,618	541	3,077	123	4.00%
American Indian or Alaskan Native	<1%	<1%	<1%	*	**
Asian	1,608	121	1,487	32	2.15%
Black or African American	2,813	721	2,092	179	8.56%
Native Hawaiian or Other Pacific Islander	<1%	<1%	<1%	*	**
White	30,950	4,391	26,559	883	3.32%
Two or more races	1,205	180	1,025	51	4.98%
Total	40,196	6,015	N/A	1,276	N/A

\*Number is less than 10.

\*\*Percentage could not be calculated because the number of students without disabilities receiving Tier 2 or 3 interventions was less than 10.

Data Source: St. Johns County School District and 2018 LEA Profile

The data indicate that the largest percentage of students without disabilities in a specific racial and ethnic category receiving Tier 2 or 3 interventions for academics and behavior is black or African American students. Data indicate that the district is using CEIS resources to address the needs of these students within the MTSS so that students are not disproportionately placed in special education.

### Incidents of Restraint

According to the FDOE's restraint and seclusion database, the number of incidents of restraint in the district increased from 379 incidents during the 2015-16 school year to 1,027 incidents during the 2016-17 school year. During the 2017-18 school year, the number of incidents of restraint decreased to 957. The total percentage of students with disabilities restrained in the district for the 2017-18 school year was 2.36 percent, while the state average was 0.82 percent. The number of incidents of restraint from August 2018 to January 2019 was 1,076, which indicates a substantial increase from the 2017-18 school year.

According to the district's 2017-18 SP&P document, the district's annual goal was to reduce the

number of incidents of restraint by 15 percent. During the 2017-18 school year, the number of incidents of restraint decreased from 1,027 to 957. The district did not meet this goal for the 2017-18 school year. According to the district’s 2018-19 SP&P document, the district’s annual goal was to reduce the number of incidents of restraint by 10 percent. The district is not on track to meet this goal for the 2018-19 school year.

	2015-16 (August- July)	2016-17 (August- July)	2017-18 (August- July)	2018-19 (August- January)
Number of Incidents	379	1,027	957	1,076
Number of Students	101	122	142	216

The majority of the restraints in the district from August 2018 to January 2019 are occurring in the four elementary schools that have a behavior program and at the separate day school. The behavior program is new to three of these elementary schools. Two of these schools had great difficulty securing staff to provide support in the behavior programs. The district continues to provide additional support for these programs and is exploring other avenues of prevention and de-escalation. Recently, staff at the separate day school were trained to implement Ukeru®, a restraint-free crisis management technique.

## Interviews Conducted

### Administrator Focus Groups

Members of the SST conducted focus groups with administrators from John A. Crookshank Elementary School, Ketterlinus Elementary School, South Woods Elementary School, The Webster School and the Transition School at the Evelyn B. Hamblen Center regarding CEIS for overidentification and incidents of restraint.

Themes that emerged from these focus groups included the following:

- Schools have a problem-solving process in place and teams that meet regularly to review student data.
- Additional resources and staff are assigned to schools based on student need using a data-driven decision-making process.
- Procedures for reporting incidents of restraint are being followed with fidelity.
- There is a strong emphasis on ensuring that students with an EBD in self-contained classes are reintegrated back into the general education environment whenever possible.
- The district’s information technology department provides access to relevant data; however, the district does not typically disaggregate and analyze the MTSS Tier 2 and 3 data by race and ethnicity to monitor progress toward closing gaps.
- Professional Crisis Management is used at one of the schools visited, the separate day school, rather than Nonviolent Crisis Intervention, which is used at the majority of the district schools.



### **Teacher Focus Groups**

Members of the SST conducted focus groups with teachers from John A. Crookshank Elementary School, Ketterlinus Elementary School, South Woods Elementary School, The Webster School and the Transition School at the Evelyn B. Hamblen Center regarding CEIS for overidentification and incidents of restraint.

Themes that emerged from these focus groups included the following:

- There is clarity regarding the intent and purpose of restraint and when it is appropriate to use.
- Procedures for reporting incidents of restraint are followed with fidelity.
- Teachers are equipped with a wide variety of de-escalation strategies to utilize before initiating a restraint.
- There is a strong emphasis on ensuring that students with an EBD in self-contained classes are reintegrated back into the general education environment whenever possible.
- Teachers have a clear understanding of the premise of MTSS and participate in regular problem-solving meetings using student data.
- Some of the teachers indicated that many of the students they serve come from communities that are lacking resources and have high rates of poverty.
- Training in cultural sensitivity and awareness may be beneficial.

### **Parent Focus Group**

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

Themes that emerged from the focus group included the following:

- Parents are well informed as their children approach graduation and the transition from high school to postsecondary education is well organized.
- There are many opportunities for valuable work experiences and employment for students.
- There is a lack of transportation, which is a barrier to employment.
- Academic demands on some students are a concern because of the stress it may cause.
- Project Search and Life Works are valuable programs and are appreciated.
- There is a need for increased focus on mental health services, particularly for students with autism spectrum disorder.
- General education teachers may need more support in meeting the individualized needs of students with disabilities.

### **Student Focus Group**

Members of the SST conducted a focus group with students from the Transition School at the Evelyn B. Hamblen Center. Students were asked to share their perspectives on topics such as graduation, dropout and postsecondary activities.

Comments from this focus group included the following:

- Students reported at least one staff member they can talk to if they are having a difficult time or are experiencing an obstacle preventing them from being successful in school.
- Students are aware of their IEP and what it provides.
- Students understand the behavior-level system used to monitor behavior.
- Students know the transition process in order to return to their home school.
- Staff should take more time to talk to students before restraining them.

## Commendations

1. The district's federal cohort graduation rate for students with disabilities increased from 74.1 percent in 2016-17 to 85.2 percent in 2017-18, which is above the state target of 62.3 percent.
2. The district's standard diploma rate for students with disabilities increased from 75.4 percent in 2016-17 to 88.0 percent in 2017-18, which is above the state average of 79.6 percent.

## 2018-19 Next Steps

<b>CEIS Overidentification (Black, EBD)</b>	
Summary	<p>During the 2018-19 school year, black students were 4.53 times more likely to be identified as a student with an EBD compared to students of all other races combined. The district is required to withhold funds for CEIS during the 2018-19 school year because the district's risk ratio of 4.53 is above the state-identified threshold of 3.5.</p> <p>Based on 2017-18 MTSS Tier 2 and 3 data provided prior to the on-site visit, data indicate that the largest percentage of students without disabilities in a specific racial and ethnic category receiving Tier 2 or 3 interventions for academics and behavior is black students. Data indicate that the district is using CEIS resources to address the needs of these students within the MTSS so that students are not disproportionately placed in special education.</p>
Recommendations	<p>The district should consider the following activities:</p> <ul style="list-style-type: none"> <li>• Continue to collaborate with the Florida Positive Behavioral Interventions and Support Project: MTSS (FLPBIS:MTSS) disproportionality and Tier 3 redesign workgroup.</li> <li>• Provide training in cultural competence.</li> <li>• Visit peer districts with similar demographics and size that also have separate day schools with a behavior program within their districts and do not experience disproportionality, to determine possible additional resources and relevant input.</li> <li>• Ensure that a review of prior EBD eligibility decisions made regarding black students residing in the district's separate day school with a behavior program during the 2017-18 school year was completed and if not, conduct a review and reevaluate any student for whom the team found the prior eligibility process to be potentially incomplete or inappropriate.</li> <li>• Consider using the <i>Success Gaps Toolkit</i> for disproportionate representation of EBD black students, which can be accessed at <a href="https://ideadata.org/toolkits/">https://ideadata.org/toolkits/</a>. The toolkit includes materials and resources to assist a school or district to conduct a root-cause analysis and make a plan for reducing success gaps.</li> </ul>
Required Actions	<p>The district must complete the following actions:</p> <ul style="list-style-type: none"> <li>• Disaggregate data for the 1,276 students receiving Tier 2 or 3 interventions to determine the effectiveness of the interventions being provided to the target population.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide district training for school psychologists and MTSS school teams that includes a review of data and discussions of reasons for disproportionality for black or African American students with an EBD and how to recognize and avoid cultural bias.</li> <li>• Collaborate with the Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) staff regarding a comprehensive model of MTSS and mental health supports.</li> <li>• Collaborate with staff from Florida Diagnostic and Learning Resources System (FDLRS) Associate Centers, Florida Inclusion Network (FIN), Problem Solving: Response to Intervention (PS:Rtl), and FLPBIS:MTSS to support general education students in order to reduce the number of students referred and close the gap on disproportionate identification.</li> </ul> <p>The district must provide a detailed narrative describing each of the above-mentioned actions to the district’s BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> by <b>September 26, 2019</b>.</p> <p>The district must provide an end-of-year detailed report for CEIS activities as required in the district’s IDEA Part B application.</p>
<b>CEIS Overidentification (Black, InD)</b>	
Summary	<p>During the 2018-19 school year, black students were 3.57 times more likely to be identified as a student with an InD compared to students of all other races combined. Although the district made progress during the 2018-19 school year and there was a decrease in the district’s risk ratio, the district is required to withhold funds for CEIS during the 2018-19 school year because the district’s risk ratio of 3.57 is above the state-identified threshold of 3.5.</p> <p>Based on 2017-18 MTSS Tier 2 and 3 data provided prior to the on-site visit, data indicate that the largest percentage of students without disabilities in a specific racial and ethnic category receiving Tier 2 and 3 interventions for academics and behavior is black students. Data indicate that the district is using CEIS resources to address the needs of these students within the MTSS so that students are not disproportionately placed in special education.</p>
Recommendations	<p>The district should consider the following activities:</p> <ul style="list-style-type: none"> <li>• Continue to collaborate with the FLPBIS:MTSS disproportionality and Tier 3 redesign workgroup.</li> <li>• Provide training in cultural competence.</li> <li>• Visit peer districts with similar demographics and size that also have residential facilities within their districts and do not experience disproportionality, to determine possible additional resources and relevant input.</li> <li>• Ensure that a review of prior InD eligibility decisions made regarding black students residing in the district’s residential facility during the 2017-18 school year was completed and if not, conduct a review and reevaluate any student for whom the team found the prior eligibility process to be potentially incomplete or inappropriate.</li> </ul>

	<ul style="list-style-type: none"> <li>Consider using the <i>Success Gaps Toolkit</i> for disproportionate representation of InD black students, which can be accessed at <a href="https://ideadata.org/toolkits/">https://ideadata.org/toolkits/</a>. The toolkit includes materials and resources to assist a school or district to conduct a root-cause analysis and make a plan for reducing success gaps.</li> </ul>
<p>Required Actions</p>	<p>The district must complete the following actions:</p> <ul style="list-style-type: none"> <li>Disaggregate data for the 1,276 students receiving Tier 2 or 3 interventions to determine the effectiveness of the interventions being provided to the target population.</li> <li>Provide district training for school psychologists and MTSS school teams that includes a review of data and discussions of reasons for disproportionality for black or African American students with an InD and how to recognize and avoid cultural bias.</li> <li>Collaborate with staff from FDLRS, FIN, PS:Rtl and FLPBIS:MTSS to support general education students in order to reduce the number of students referred and close the gap on disproportionate identification.</li> </ul> <p>The district must provide a detailed narrative describing each of the above-mentioned actions to the district’s BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> by <b>September 26, 2019</b>.</p> <p>The district must provide an end-of-year detailed report for CEIS activities as required in the district’s IDEA Part B application.</p>
<b>Incidents of Restraint</b>	
<p>Summary</p>	<p>According to the FDOE’s restraint and seclusion database, the number of incidents of restraint in the district increased from 379 incidents during the 2015-16 school year to 1,027 incidents during the 2016-17 school year. During the 2017-18 school year, the number of incidents of restraint decreased to 957. The total percentage of students with disabilities restrained in the district for the 2017-18 school year was 2.36 percent, while the state average was 0.82 percent. The number of incidents of restraint from August 2018 to January 2019 was 1,076, which indicates a substantial increase from the 2017-18 school year</p>
<p>Recommendations</p>	<p>The district should consider the following activities:</p> <ul style="list-style-type: none"> <li>Continue to collaborate with the FLPBIS:MTSS restraint workgroup.</li> <li>Utilize SEDNET and Center for Autism and Related Disabilities projects, as appropriate, to determine possible available resources.</li> <li>Explore other crisis management system options to determine if another or additional systems might be beneficial in reducing incidents of restraint.</li> </ul>
<p>Required Actions</p>	<p>Based on a discussion with district personnel as to whether certain holds constitute a restraint, the district must meet with appropriate BEESS personnel, either face to face or via telephone, to ensure that district definitions align with BEESS guidance based on the Office for Civil Rights’ definitions of restraint found in the bureau’s technical assistance paper entitled, <i>Guidelines for the Use, Documentation,</i></p>

	<p><i>Reporting, and Monitoring of Restraint and Seclusion with Students with Disabilities</i>, which can be accessed at <a href="https://info.fldoe.org/docushare/dsweb/Get/Document-6212/dps-2011-165.pdf">https://info.fldoe.org/docushare/dsweb/Get/Document-6212/dps-2011-165.pdf</a>. The district and BEESS will arrange a mutually agreeable meeting time by <b>May 31, 2019</b>, and will conduct the meeting by <b>June 14, 2019</b>.</p> <p>The district must review the restraint data quarterly and engage in data-based problem solving that focuses on reducing the need for restraint. The quarterly restraint data and the summary of the problem-solving activities must be provided to the district's BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> by the following dates:</p> <ul style="list-style-type: none"> <li>• <b>August 15, 2019</b></li> <li>• <b>November 14, 2019</b></li> <li>• <b>February 13, 2020</b></li> </ul>
<b>Follow up to the ESE Monitoring Visit</b>	
Summary	<p>The St. Johns County School District was selected for an on-site visit for the following focus areas related to students with disabilities:</p> <ul style="list-style-type: none"> <li>• CEIS overidentification (black, EBD)</li> <li>• CEIS overidentification (black, InD)</li> <li>• Incidents of restraint</li> </ul>
Required Actions	<p>By <b>February 13, 2020</b>, 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 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) via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> by <b>January 23, 2020</b>.</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](https://www.pbis.org/common/cms/files/pbisresources/RTIB_Guide_101811_final.pdf). FLPBIS:MTSS provides an overview of the critical components of an MTSS for behavior. These critical components describe systems changes that are necessary for a results-driven ESE system.
2. The district's **Exceptional Student Education Policies and Procedures** document provides district- and school-based standards for documenting, reporting and monitoring the use of manual, physical, or mechanical restraint and seclusion developed by the FDOE. The school district's document for the 2015-16 through 2017-18 school years may be accessed at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.
3. The FDOE's technical assistance paper DPS: 2016-13, entitled, "**Least Restrictive Environment Considerations Related to Individual Educational Plans**," dated January 15, 2016, may be accessed at <https://info.fldoe.org/docushare/dsweb/Get/Document-7540/dps-201613.pdf>. This document provides guidance on the provision of services for students with disabilities in the LRE.
4. The United States Department of Education, in collaboration with the United States Department of Justice, released **School Discipline Guidance** in January 2014, Volume 4, Issue 1, of the **Office of Special Education Programs Monthly Update**. This package will assist states, districts and schools in developing practices and strategies to enhance school climate, and ensure those policies and practices comply with federal law. The following resource documents are included in the package, and are available at <http://www.ed.gov/school-discipline>:
  - **Dear Colleague** guidance letter on civil rights and discipline;
  - **Guiding Principles** document, which draws from emerging research and best practices;
  - **Directory of Federal School Climate and Discipline Resources**, which indexes federal technical assistance and other resources; and
  - **Compendium of School Discipline Laws and Regulations**, which catalogs state laws and regulations related to school discipline.
5. The **Project 10: Transition Education Network** may be accessed at <http://project10.info>. Project 10 assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and postsecondary outcomes. Project 10 serves as the primary conduit between BEESS and school-district personnel in addressing law and policy, effective practices, and research-based interventions in the area of transition services for youth with disabilities. The project also supports transition initiatives developed through the BEESS Strategic Plan. Examples of assistance provided related to graduation rates include using school-level data for graduation success, technical assistance to improve data collection, analysis and data-driven decision making, in order to develop a color-coded student graduation tracking system that can be coordinated with existing initiatives or systems. Regarding dropout, Project 10 supports dropout prevention strategies for students with disabilities, school-based enterprise, service learning and early warning system.

6. The **Florida Diagnostic and Learning Resource System (FDLRS) Associate Centers Support** may be accessed at <http://www.fdlrs.org>. The 19 FDLRS associate centers provide an array of instructional and technical support services to school districts statewide. The four central functions of each FDLRS center are Child Find, parent services, human resource development, and professional learning and technology. The centers collaborate with districts, agency and support personnel, communities, families, and educational personnel providing support services for educators, school administrators, parents, and students with disabilities. Examples of professional development related to graduation rates include Florida standards and access points, differentiated instruction, access to the general curriculum, Strategic Instruction Model™, behavior and discipline, Standing up for Me, self-advocacy, responsive classroom, and district-specific supports. Professional development related to dropout include differentiated instruction, accommodations, Conversation, Help, Activity, Movement, Participation, and Success (known as CHAMPS), Tough Kids, discipline in the secondary classroom, support for parent involvement, Professional Development Alternatives for Positive Behavior Support module, universal design for learning, small-group planning and problem solving, disability awareness, and district-specific supports.
7. The **Florida Inclusion Network (FIN)** may be accessed at <http://www.floridainclusionnetwork.com/>. FIN collaborates with all districts and schools to provide customized services and supports to ensure that students with disabilities have the same educational, social and future opportunities as their peers. In partnership with districts and schools, FIN facilitates implementation of best practices for inclusive education through data-driven, student-focused problem solving across districts and schools. In addition, FIN facilitates implementation of professional development and provides technical assistance and resources to district and school personnel in order to increase knowledge and skills to build and sustain capacity.
8. The **Problem Solving and Response to Intervention Project (PS/Rtl) Technology** may be accessed at <http://www.floridarti.usf.edu/index.html>. One function of this project is to provide support to regional technology coordinators and technology specialists to effectively implement accessible instructional materials, assistive technologies, learning technologies and universal design for learning principles within all tiers of instruction. This project also manages, coordinates and supports the regional assistive technology loan libraries.
9. The **Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)** may be accessed at <http://www.sednetfl.info/>. The 19 regional SEDNET centers assist Florida school districts and relevant stakeholders in building capacity to provide the necessary mental health and academic supports to students with or at risk of emotional and behavioral disabilities to prepare students to achieve academic success; graduate high school; and become college, career and life ready.
10. The **PS/Rtl – Technology and Learning Connections (TLC)** may be accessed at <http://www.tlc-mtss.com>. TLC provides guidelines and resources to support the implementation of universal design for learning. A quarterly newsletter that focuses on technology integration to support the local development of highly effective classrooms for all students may also be accessed. TLC's winter 2016-17 newsletter focused on math instruction, resources and tools to eliminate barriers and increase achievement for all students and can be viewed at <http://conta.cc/2kjsuGt>. To sign up to receive this quarterly newsletter, go to <http://bit.ly/1TLoHLQ>. Additional resources are available at <https://www.tlc-mtss.com/resources>.

11. The **Center for Autism and Related Disabilities** may be accessed at <http://florida-card.org>. The seven regional autism centers provide nonresidential resource and training services for persons of all ages and of all levels of intellectual functioning who have autism, a pervasive developmental disorder, an autistic-like disability, a dual sensory impairment, or a sensory impairment with other disabling conditions. Each center provides services within its geographical region of the state and service delivery is consistent for all centers and each center coordinates services within and between state and local agencies and school districts.
12. The **Technical Assistance and Training System (TATS)** may be accessed at <https://tats.ucf.edu/>. TATS is a statewide system of technical assistance and training that promotes high-quality programs, which lead to and support positive outcomes for prekindergarten children with disabilities and their families.
13. The **State Personnel Development Grant (SPDG)** project builds capacity to increase school completion rates of students with disabilities, through the provision of professional development to support and scale-up existing research-based practices, develop capacity for use of evidence-based dropout prevention strategies, and enlist parental support of these research based practices. These practices include Check & Connect (C&C) and the Strategic Instruction Model™ (SIM). C&C is a Tier 2 and Tier 3 intervention used with secondary school students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of C&C is a trusting relationship between the student and a trained mentor who both advocates and challenges the student to keep education salient. SIM is a literacy program centered on promoting effective teaching and learning of critical content in schools. Focusing on the Learning Strategies Curriculum and Content Enhancement Routines, SIM strives to help teachers make decisions about what is of greatest importance, what can be taught to help students become more effective learners, and how to teach so that all students, including students with disabilities, increase their proficiency in the Florida standards. SPDG does not have a website; however, if you have questions, contact Margaret Sullivan, director of SPDG, at [msullivan@fgcu.edu](mailto:msullivan@fgcu.edu).
14. The **FLPBIS:MTSS** may be accessed at <http://flpbs.fmhi.usf.edu>. Significant behavior problems contribute to unsafe school environments and to reductions in student performance; therefore, FLPBIS:MTSS is committed to building the capacity of school districts so that they may better assist schools to develop effective discipline, social skills teaching and behavior support strategies for all students.
15. The **Institute for Small and Rural Districts (ISRD)** may be accessed at <http://isrd.nefec.org/>. ISRD provides a forum for school district staff to keep abreast of a wide array of topics impacting the delivery of services to students with disabilities and their families, such as curriculum and instructional practices; educational policies, procedures and practices; behavior support; and transition. ISRD's primary purpose is to provide staff development, training and technical support to a network of 35 small and rural school districts, lab schools, the Florida Virtual School and the Department of Corrections. Overall, ISRD's goal is to ensure that service to students with disabilities and their families is enhanced and that positive outcomes for students with disabilities is achieved through increased student performance.



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