

**2013-14 Exceptional Student Education
Monitoring and Assistance
On-Site Visit Report**

**Jefferson County School District
September 25, 2013, and
December 17-18, 2013**



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

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October 21, 2014

Al Cooksey, Superintendent
Jefferson County School District
575 South Water Street
Monticello, Florida 32344

Dear Superintendent Cooksey:

We are pleased to provide you with the **2013-14 Exceptional Student Education (ESE) Monitoring and Assistance On-Site Visit Report for Jefferson County School District**. This report was developed by integrating multiple sources of information related to an on-site monitoring visit to your school district on September 25, 2013, and December 17-18, 2013. Those information sources included interviews with district and school staff, student-focus groups, student record reviews, **Local Educational Agency Profiles, Guiding Questions – District Level Needs Assessment** and an action-planning and problem-solving process. This report will be posted on the Bureau of Exceptional Education and Student Services' (BEESS) website and may be accessed at <http://www.fldoe.org/ese/mon-home.asp>.

The 2013-14 ESE Monitoring and Assistance process focused on those State Performance Plan indicators that contributed to the targeting of school districts for coordinated early intervening services and those indicators that affected equity and access in the educational environment for students with disabilities. Additionally, the process focused on a shift from ESE compliance to outcomes to prepare all students for college and career readiness, which include: increasing standard diploma graduates; decreasing the number of students dropping out of school; increasing regular class placement; decreasing the need for seclusion and restraint; and eliminating disproportionality in eligibility identification and discipline.

The Jefferson County School District was selected for an on-site visit due to equity and access issues related to early intervening services, graduation rate, discipline and least restrictive environment for students with disabilities. The on-site visit was conducted by a state support team (SST) that included BEESS and discretionary project staff.

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

Superintendent Cooksey
October 21, 2014
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Ms. Kay Collins, director, ESE, and her staff were very helpful to the SST in preparing for the on-site visit and throughout the visit. In addition, the principals and other Jefferson County School District personnel welcomed the SST and demonstrated a commitment to the education of students in the school district.

As part of the SST's visit, representatives from the school district's ESE department, the Jefferson County Middle and High School and other school district staff participated in an action-planning and problem-solving process. This group reviewed the school district's data collected prior to and during the on-site visit, and came to consensus on a priority goal related to increasing graduation rates in preparation for college and career readiness. An action plan, developed around that goal, will be implemented by the ESE department with the assistance of designated discretionary project staff from the SST.

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

Sincerely,

A handwritten signature in blue ink that reads "Monica Verra-Tirado".

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

Enclosure

cc: Kay Collins
Cathy Bishop
Patricia Howell
Annette Oliver
Karlene Deware

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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 and rules (sections 1001.03(3), 1003.571 and 1008.32, Florida Statutes [F.S.]). One purpose of the Individuals with Disabilities Education Act (IDEA) is to assess and ensure the effectiveness of efforts to educate children with disabilities (s. 300.1(d) of Title 34, Code of Federal Regulations [CFR]). The bureau is responsible for ensuring that the requirements of IDEA and the educational requirements of the state are implemented (34 CFR §300.149(a)(1) and (2)).

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

Under 34 CFR §300.646(b)(2), if a state identifies significant disproportionality based on race or ethnicity in a local educational agency (LEA) with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings or the taking of disciplinary actions, the LEA must use the maximum amount (15 percent) of funds allowable for comprehensive coordinated early intervening services (CEIS) for children in the LEA, particularly, but not exclusively, for children in those groups that were significantly overidentified.

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

ESE Monitoring and Assistance Process

Background Information

The 2013-14 ESE Monitoring and Assistance process focused on those State Performance Plan (SPP) indicators that contributed to the targeting of school districts for CEIS and the following indicators that affected 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 greater than 10 days in a school year for children with IEPs.
 - B. Percentage of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards.
- Indicator 5 – Educational environments:
Percentage of children with IEPs aged 6 through 21:
 - A. Inside the regular class 80 percent or more of the day;
 - B. Inside the regular class less than 40 percent of the day; and
 - C. In separate schools, residential facilities or homebound 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 to students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) 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 in the FDOE website.
- Seclusion – Rate of incidents of seclusion, as reported in the FDOE website.

The 2013-14 ESE Monitoring and Assistance process included four phases:

- Phase 1 was composed of planning activities that occurred in advance of the first on-site visit to the school district. (Completed)
- Phase 2 was the initial on-site visit to the selected school district by the state support team (SST). (Completed)
- Phase 3 includes follow-up and post-initial visit activities that are conducted by a designated “follow-up team,” as determined by the SST, and identification of the ongoing data that will be collected.
- Phase 4 will include evaluation of the effectiveness of the school district’s action plan, and should include participation of the comprehensive team that was involved in Phase 1.

For ESE compliance-monitoring purposes, the bureau required all school districts to participate in the 2013-14 Level I Fall Cycle Self-Assessment process, which included the review of records for implementation of IEPs and a review of incidents of restraint and seclusion, if applicable.

School districts identified as part of the monitoring and assistance process with on-site visits during the 2013-14 school year were exempt from self-assessing school records for IEP implementation and restraint and seclusion. Instead, bureau members of the school district's SST reviewed a sample of records for IEP implementation as part of the on-site visit. There were no incidents of restraint or seclusion to review.

In a letter dated August 27, 2013, the superintendent of the Jefferson County School District was informed that the bureau would be conducting an on-site monitoring visit for the following focus areas: CEIS, graduation rate, discipline and least restrictive environment (LRE).

School Selection

Upon review of the school district's data reported via the FDOE's web-based reporting systems and additional data provided by the school district, it was determined that the monitoring and assistance process would involve the Jefferson County Middle and High School for record reviews, school-level administrator interviews and action planning and problem solving during the September 25, 2013, on-site visit. Records of students from the Jefferson County Middle School were also selected.

On-Site Activities

SST – On-Site Visit Team

The following state support team members conducted the monitoring and assistance on-site visit on September 25, 2013:

FDOE, Bureau of Exceptional Education and Student Services

- Monica Verra-Tirado, chief (facilitator)
- Annette Oliver, program specialist, Program Accountability, Assessment, and Data Systems (co-facilitator)
- Karlene Deware, program specialist, dispute resolution and monitoring team (DRM)
- Amelia Bowman, program specialist, DRM

FDOE, BEESS Discretionary Projects

- Martha Murray, technical assistance specialist, Positive Behavior Support (PBS) Project
- Catie McRae, director, Florida Diagnostic & Learning Resources System (FDLRS), Miccosukee
- Tury Lewis, regional representative, Project 10: Transition Education Network
- Karen Sawyers, regional facilitator, Florida Inclusion Network (FIN)
- Ann Selland, differentiated accountability regional multi-tiered system of support (MTSS) specialist, Problem Solving and Response to Intervention (PS/RtI) Project, Region 1

The on-site action-planning and problem-solving activities conducted on December 17 and 18, 2013, included the school district's superintendent, district-level staff, staff from the Jefferson County Middle and High School and the Jefferson County Elementary School and the SST.

Data Collection

On-site monitoring and assistance activities included the following:

- School-level administrator interviews – five participants
- Student focus groups and interviews – two focus groups, 11 participants
- Completion of IEP Implementation (IPI) protocol – seven records
- Action-planning and problem-solving process – 26 participants
- Review of data from the school district's **Local Educational Agency Profiles, Guiding Questions** – District-Level Needs Assessment and data compiled from district data systems

Review of Records

Bureau SST members selected a total of seven student records from the Jefferson County Middle and High School and Jefferson County Elementary School to review. The school district was asked to provide the following documents, as applicable, for each of the seven students selected for review of IEP implementation:

- IEPs for current and previous school year
- Current functional behavioral assessment
- Current behavioral intervention plan
- Discipline and attendance records for 2013-14 school year
- Progress reports and report cards (current and previous year)
- Student's current schedule
- Parent notifications and other documentation related to incidents of restraint and seclusion
- Verification of training for staff members involved in incidents of restraint or seclusion
- Verification of the provision of related services and accommodations (lesson plans, teacher schedules and therapy logs)

Guiding Questions – District-Level Needs Assessment

Prior to the on-site visit, the school district was provided with questions to use as a guide in the collection of data. SST and school district staff reviewed this data during the action-planning and problem-solving process. Jefferson County School District's questions were related to CEIS and discipline, graduation rates and LRE. A list of these questions is located in Appendix A of this report.

Results

The following results reflect the data collected and reviewed through the activities of the 2013-14 ESE Monitoring and Assistance process for Jefferson County School District. Also included are commendations, findings of noncompliance and next steps, as applicable.

Consortium of Academies

The Jefferson County Middle and High School principal reported that the school has established a **Consortium of Academies** with the focus to develop students who are well-balanced, well-groomed, well-spoken and well-prepared. The school provided the objectives for these academies:

1. **Tigers Uniting Reaching New Undiscovered Potential (TURN UP) Academy**

Focus group: Middle school students

The objective of the TURN UP academy is to harness the energy, genius and talent of the middle school cohort of students with the purpose of guiding and igniting their hopes, dreams and aspirations. The school district wants these students to enter high school having already asked the essential questions critical to their success.

2. **Tigers Intellectually Excelling Responsibly (TIER) Academy**

Focus group: 9th grade students

The objective of the TIER Academy for 9th grade students, starting the beginning tier of matriculation through high school, is to help them to realize their journey through high school is a progression that requires their involvement and input. Students in this academy participate in a freshmen seminar using Sean Covey's **Seven Habits of Highly Effective Teens and School Connect: Optimizing the High School Experience.**

3. **Tigers Excelling And Cultivating Honors (TEACH) Academy**

Focus group: 10th grade students

The objective of the TEACH academy is to provide a comprehensive foundation that supports students in the area of information technology.

4. **Tigers Achieving Monumental Excellence (TAME) Academy**

Focus group: 11th grade students

The objective of the TAME academy is for students to meet once a week to participate in workshops involving members of the community. Topics of the TAME academy will include goal setting and planning, and college and career awareness.

5. **Tigers Reaching Exceptional Nobility Daily (TREND) Academy**

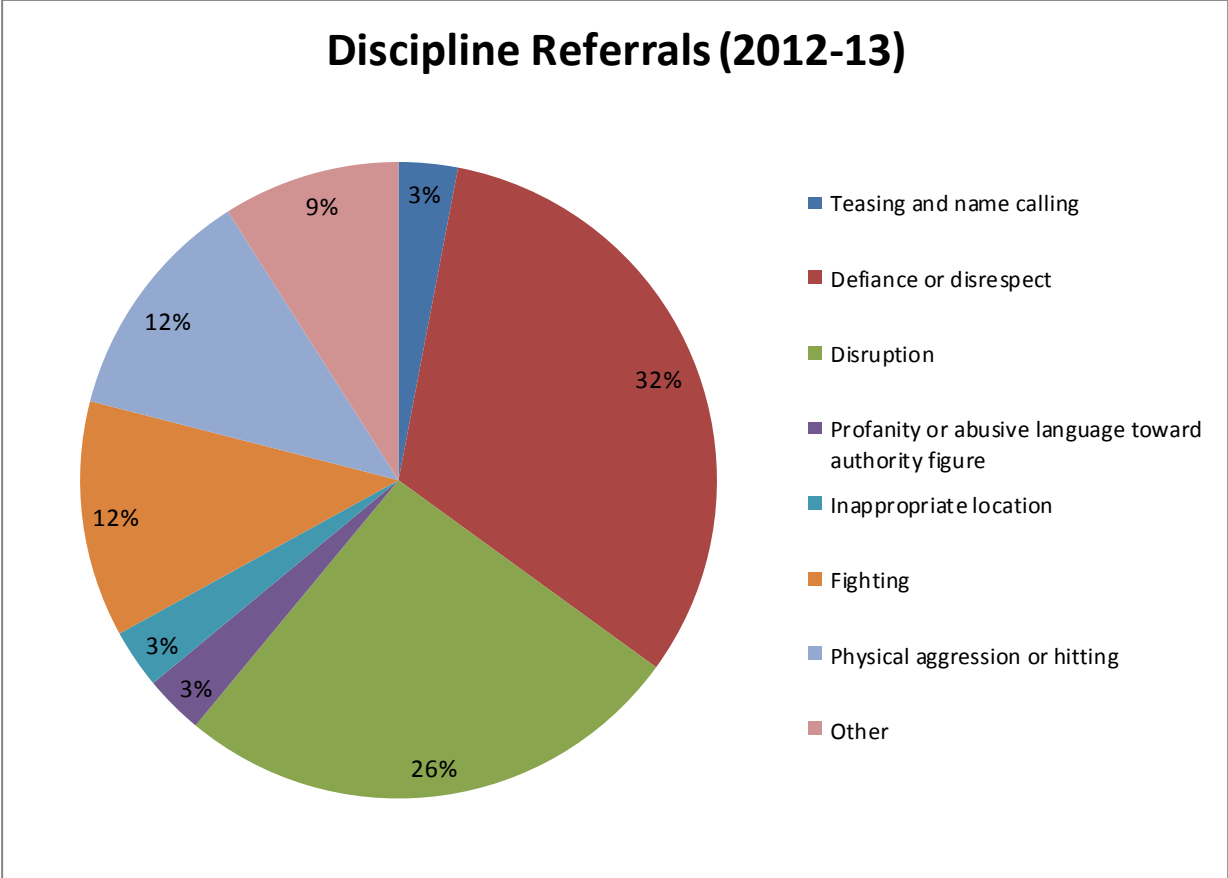
Focus group: 12th grade students

The objective of the TREND Academy is to motivate students to be self-starters and leaders. Students are taught how to problem solve, and how to be "part of the solution rather than part of the problem."

CEIS and Discipline Data Review

Discipline Referrals		
	2012-13 School Year	2013-14 School Year (August 19- December 13, 2013)
Total referrals	529	28
Suspension incidents	281	23
Incidents of in-school suspensions	143	23
Incidents of out-of-school suspensions	38	0
Source: Jefferson County School District		

Comparison of Student Referral Data		
	August 20- December 13, 2012	August 19- December 13, 2013
Students with referrals	186	26
Referrals	191	28
Source: Jefferson County School District		



Graduation Rate

Federal Uniform High School Graduation Rate				
	All Students		Students with Disabilities	
	2010-11	2011-12	2010-11	2011-12
Jefferson County School District	39%	43%	29%	15%
Enrollment Group (Small districts)	65%	69%	44%	46%
State	71%	74%	44%	48%
Source: FDOE 2013 LEA Profile				

Least Restrictive Environment

2012-13 Regular Class, Resource Room, Separate Class Placement and Other Separate Environments, Ages 6-21				
	Regular Class	Resource Room	Separate Class	Other Separate Environments
Jefferson County School District	61%	8%	29%	2%
Enrollment Group	72%	7%	15%	6%
State	71%	11%	14%	4%
Source: FDOE 2013 LEA Profile				

Student Focus Groups

Student focus groups were conducted at the Jefferson County Middle and High School during the monitoring and assistance on-site visit. Student views were collected on the following topics: IEP team meetings and parental participation, career and technical education, academics, extracurricular activities, Florida Comprehensive Assessment Test ® 2.0, diploma options, dropout, and suspension and expulsion.

Two focus groups included 11 students who were interviewed at the Jefferson County Middle and High School. Participants included students with disabilities who have an IEP and students not identified as students with disabilities. The students' comments included the following:

1. Overall, they were pleased with the school, and they enjoyed being at school. Several students stated that there are higher expectations from the administrators. They appreciate this change that was made from the beginning of the 2013-14 school year. They also reported that they were excited about the students who are coming after them to high school, and will have these higher expectations from the administrators.
2. The students wanted more choices of classes that would support their post-high school plans, such as vocational and technical classes.
3. All of the seniors in the groups knew whether they were on track for graduation. They reported that teachers were now providing them with more information regarding post-high school options.
4. The dress code was reported as a problem. Some students indicated that they felt some of the teachers were more concerned about shirts with collars than what they were learning in the class. They reported that there is a school board policy for students to wear shirts with collars, and felt that it was a barrier and the reason many students received discipline referrals.
5. Several students reported that they felt some of the students throughout the middle and high school were disciplined more because they were black; some reported that boys were more likely to be suspended than the girls; and athletes were not disciplined as much as students who did not play sports. They reported that they felt that implementation of school and class rules regarding discipline should be fair to everyone. Some felt that if students had been in trouble in the past, it was expected that they would continue to get in trouble and they were approached more by teachers and administrators in the hallways or other places on campus when they were not doing anything wrong. Several students referred to this as profiling.

Commendations

1. The Jefferson County School District's dropout rate of less than 1 percent for students with disabilities for the 2012-13 school year was less than their small districts' enrollment group and the state average.
2. Subsequent to the on-site visit, the 2014 LEA Profile showed an increase of 9 percent in regular class placement during the 2013-14 school year, when compared to the data from the 2012-13 school year. District staff indicated that the regular class placement at the Jefferson County Elementary School was the primary reason for this increase in regular class placement for the school district. Compared to the 2012-13 school year, there was a decrease of 27 percent in the 2013-14 school year in separate class placement in the Jefferson County School District.
3. Discipline Rates and Risk Ratios:
 - Discipline rates for students with disabilities and students not identified as a student with a disability are calculated by dividing the number of students who received out-of-school suspensions or expulsions totaling more than 10 days by total-year enrollment as reported at the end of the school year (survey 5). The Jefferson County School District's discipline rate for students with disabilities suspended or expelled for greater than 10 days decreased from 5 percent in the 2010-2011 school year to 2 percent in the 2012-2013 school year.
 - The risk ratio is calculated by dividing the discipline rate of students with disabilities by the discipline rate of nondisabled students. A risk ratio of 1.0 indicates that students with disabilities and nondisabled students are equally likely to be suspended or expelled.

Disciple Risk Ratios			
	2010-11	2011-12	2012-13
Jefferson County School District	2.06	3.66	0.81
State	1.43	1.34	1.21

ESE Monitoring and Compliance

Student Records Review	
Number of IPI protocols completed	7
Number of standards per IPI protocol	8
Total number of standards assessed	56
Total number of findings of noncompliance (FNC)	4
Overall percent of FNC	7.1%
Total number of different standards for which noncompliance was identified	2
Standards with FNC:	
<ul style="list-style-type: none"> • There is evidence of the provision of program modifications or classroom accommodations as specified on the IEP: lesson plans, log(s), interview(s), other. (Rule 6A-6.03028(3)(h), Florida Administrative Code. • The student's progress toward meeting the annual goals was measured, and the report of progress was provided as often as stated on the IEP. (34 CFR §300.320(a)(3)) 	

On April 29, 2014, a student-specific correction letter was sent to the Jefferson County School District's ESE director, and included the following:

- For the noncompliance related to the implementation of the students' IEPs, the school district must reconvene these students' IEP teams to accomplish the following:
 - Address progress toward meeting the annual goals for the students for whom no IEP goal progress report was provided
 - Determine for the students for whom there was no evidence of the provision of accommodations whether any accommodations that have not been provided to the students as specified on their IEPs have resulted in a denial of a free appropriate public education (FAPE) for the students
- If there has been a denial of FAPE, each IEP team shall determine the compensatory services to be provided for the student, including the location, frequency and duration of the services. If there is a determination that there was no denial of FAPE, the IEP team shall address whether IEP revision is needed for the student's accommodations. In addition, the IEP team shall address how the provision of any specified classroom accommodations will be documented.
- Evidence of the completion of the required corrective actions shall be provided to the bureau **no later than June 13, 2014**. In addition, **no later than one year from April 29, 2014**, the school district must demonstrate correct implementation of the two standards identified as noncompliant during the on-site monitoring and assistance visit.
- Documentation verifying completion of all components of the corrective action must be received in accordance with the timeline established above, but in no case longer than one year from the date of formal identification **(April 29, 2015)**.

Correction of noncompliance: The Jefferson County School District completed all required corrective actions related to the noncompliance above, and submitted documentation verifying completion to BEESS, on July 29, 2014.

Action-Planning and Problem-Solving Process and Next Steps

As part of the monitoring and assistance on-site visit, the SST members, ESE director and representatives from the Jefferson County School District participated in an action-planning and problem-solving process. The group reviewed the data collected prior to and during the on-site visits on September 25, 2013, and December 17-18, 2013, and developed a list of priorities and obstacles. An action plan was developed to address the first priority selected: to increase the graduation rate.

The action-planning focus included keeping all students on track to graduate college and career ready, including students with disabilities in the least restrictive environment.

- Barrier selected: Teacher capacity for understanding how to use data to inform instruction relative to academic instructional practices and behavioral and engagement domains.
- A virtual meeting was scheduled to clarify current involvement of BEESS discretionary projects in the school district and their roles in assisting the school district to reach its goals and priorities. Invited participants included representatives from the following: BEESS; FDOE Differentiated Accountability; FDLRS; FIN; Jefferson County School District (ESE director, administrative representatives, academic coaches); PBS; Project 10: Transition Education Network; PS/Rtl; and the Multiagency Network for Students with Emotional or Behavioral Disabilities (SEDNET).

Next Steps	
CEIS (Discipline) and SPP Indicator 4A	
Summary:	<p>Jefferson County School District was determined to have significantly disproportionate data by race and ethnicity with respect to disciplinary actions, including suspensions and expulsions.</p> <p>The school district was identified as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.</p>
Recommendations:	<p>Continue professional development for teachers and staff in the area of PBS and implementation of MTSS.</p> <p>Review current school and district policies related to student code of conduct to determine patterns of suspension.</p> <p>Continue to review school and district policies and procedures to help determine which students may encounter academic or behavioral problems in school and the appropriate measures that must be taken to address these issues.</p>
Required Action:	N/A
SPP Indicator 1 (Graduation Rate)	
Summary:	Jefferson County School District was identified as having a low percentage of students with IEPs graduating from high school with a regular diploma. Nearly all middle and high school students with disabilities were scheduled into special diploma classes.
Recommendation:	Almost all students with disabilities should participate in general education courses that lead to a standard diploma. It is expected that only a very small percentage of students with the most significant cognitive disabilities would require courses with modified standards or access points.
Required Actions:	By January 31, 2015 , the school district must review all students who are currently pursuing a special diploma and, as appropriate, schedule IEP team meetings to determine whether the students should participate in general education courses.
SPP Indicator 5 (Educational Environments)	
Summary:	<p>Based on the 2012-13 data from the Jefferson County School District's LEA Profile, the school district was identified as having a high percentage of students with IEPs, ages 6 through 21, in separate class placement.</p> <p>Subsequent to the ESE monitoring and assistance on-site visit, the data from the 2013-14 school year showed improvements in separate class placements, which decreased by 27 percent from the 2012-13 school year. There was also an increase of 9 percent in regular class</p>

Next Steps	
	<p>placement from the 2012-13 school year to the 2013-14 school year. According to s. 1003.57, F.S., once every three years, each school district and school shall complete a Best Practices in Inclusive Education (BPIE) assessment with a FIN facilitator and include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the school district's SP&P. BPIE is an internal assessment process designed to facilitate the analysis, implementation and improvement of inclusive educational practices at the district and school team levels.</p> <p>The Jefferson County School District completed the BPIE on October 31, 2013.</p>
Recommendation:	<p>In collaboration with FIN and other stakeholders, the Jefferson County School District should continue with the implementation of the action plan developed as the result of the BPIE.</p> <p>A FIN facilitator is available to assist the Jefferson County School District in identifying how FIN can provide support to the school district (http://www.floridainclusionnetwork.com/).</p>
Required Actions:	N/A

Technical Assistance

1. **Implementing a Multi-Tiered System of Support for Behavior: Recommended Practices for School and District Leaders** (Florida's PBS Project) may be accessed at http://flpbs.fmhi.usf.edu/pdfs/RTIB%20Guide%20101811_final.pdf and provides an overview of the critical components of an MTSS for behavior. These critical components describe systems changes that are necessary for a results-driven ESE system.
2. The district's **ESE Policies and Procedures** document provides district- and school-based standards for documenting, reporting and monitoring the use of manual, physical or mechanical restraint and seclusion developed by the FDOE. The school district's document for the 2014-15 through 2016-17 school years may be accessed at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.
3. The United States Department of Education, in collaboration with the United States Department of Justice, released **School Discipline Guidance** in the January 2014, Volume 4, Issue 1 of the **Office of Special Education Programs Monthly Update**. This package will assist states, districts and schools in developing practices and strategies to enhance school climate, and ensure those policies and practices comply with federal law. The resource documents listed below are included in the package, and are available at <http://www.ed.gov/school-discipline>:
 - **Dear Colleague** guidance letter on civil rights and discipline;
 - **Guiding Principles** document that draws from emerging research and best practices;
 - **Directory of Federal School Climate and Discipline Resources** that indexes federal technical assistance and other resources; and
 - **Compendium of School Discipline Laws and Regulations** that catalogue State laws and regulations related to school discipline.
4. The Project 10: Transition Education Network (<http://www.projiet10.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.

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

2013-14 ESE Monitoring and Assistance

State Support Team for Jefferson County School District

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Appendix A

Guiding Questions – District-Level Needs Assessment

Appendix A: Guiding Questions – District-Level Needs Assessment

1. What are the most current data levels on each of the targeted BEESS indicators?
2. What is the gap between BEESS expected level(s) of targeted indicators and your district's current level(s) of targeted indicators?
3. Do data indicate equity issues related to the selected BEESS indicators? Are there subgroups for which the gap between expected and goal levels of performance and current levels of performance is more or less significant?
 - Gender
 - Race or ethnic group
 - Economically disadvantaged
 - Students with disabilities (by each subgroup)
 - English language learners
 - Comparison within and across above subgroups
4. Disaggregate district-level indicator data to school levels. Which schools are contributing to total district frequency for each of the targeted BEESS indicators?
5. Disaggregate school-level indicator data by grade level. Which grades within each school are contributing to total school frequency for each of the targeted BEESS indicators?
6. Disaggregate between type of school (elementary, middle school and high school) by student outcomes.
7. What evidence-based practices are currently planned for use or implementation at the school level?
8. Are the expected evidence-based practices occurring sufficiently?
9. If expected evidence-based practices are not occurring or not occurring sufficiently, why not? (What are some potential barriers specific to targeted BEESS indicators at the school level?)
10. How are school-level evidence-based practices being supported by the district specific to BEESS indicators being targeted for improvement?
11. Are district supports for school-level practices being provided sufficiently?
12. If district supports are not occurring or not occurring sufficiently, why not? (What are some potential barriers specific to targeted BEESS indicators at the district level?)
13. What strategies, initiatives and resources have been identified in the District Improvement and Assistance Plan (DIAP) with regard to achieving annual measurable outcomes targets for students with disabilities?
14. As applicable, has the mid-year reflection based on mid-year assessment data been completed, and what, if any, adjustments have been made to the DIAP with regard to strategies to improve outcomes for students with disabilities?
15. What does the **SP&P** document reflect with regard to the district's goal to improve targeted indicator performance? Did the district achieve the goal set during the prior year?
16. What is occurring to implement the strategies in the SP&P with regard to targeted indicator performance?
17. Based on all of the above answers, what priorities will be targeted to improve BEESS targeted indicators?

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

Glossary of Acronyms and Abbreviations

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

BEESS	Bureau of Exceptional Education and Student Services
BPIE	Best Practices for Inclusive Education
BRIC	BEESS Resource and Information Center
CEIS	Coordinated early intervening services
CFR	Code of Federal Regulations
DIAP	District Improvement and Assistance Plan
ESE	Exceptional student education
FIN	Florida Inclusion Network
FDLRS	Florida Diagnostic and Learning Resources System
FDOE	Florida Department of Education
FNC	Finding of noncompliance
F.S.	Florida Statutes
IDEA	Individuals with Disabilities Education Act
IEP	Individual educational plan
IPI	IEP implementation
LEA	Local educational agency
LRE	Least restrictive environment
MTSS	Multi-tiered system of support
PBS	Positive Behavior Support Project
PS/Rtl	Problem Solving and Response to Intervention Project
SP&P	Exceptional Student Education Policies and Procedures
SPP	State Performance Plan
SST	State Support Team
TAME	Tigers Achieving Monumental Excellence
TEACH	Tigers Excelling and Cultivating Honors
TIER	Tigers Intellectually Excelling Responsibly
TREND	Tigers Reaching Exceptional Nobility Daily
TURN UP	Tigers Uniting Reaching New Undiscovered Potential



Pam Stewart, Commissioner

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