

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

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**Manatee County School District  
October 23-25, 2013**



This publication is produced through the Bureau of Exceptional Education and Student Services (BEESS), 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).

BRIC website: <http://www.fldoe.org/ease/clerhome.asp>

Email: [BRIC@fldoe.org](mailto:BRIC@fldoe.org)

Telephone: 850-245-0475

Fax: 850-245-0987





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October 21, 2014

Rick W. Mills, Superintendent  
Manatee County School District  
215 Manatee Avenue West  
Bradenton, Florida 34205-9069

Dear Superintendent Mills:

We are pleased to provide you with the **2013-14 Exceptional Student Education (ESE) Monitoring and Assistance On-Site Visit Report for Manatee 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 October 23-25, 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' (bureau) website and may be accessed at <http://www.fldoe.org/ease/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 Manatee County School District was selected for an on-site visit due to equity and access issues related to: early intervening services, least restrictive environment and disproportionate representation of students with disabilities. The on-site visit was conducted by a state support team (SST) that included bureau and discretionary project staff.

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

Superintendent Mills  
October 21, 2014  
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Ms. Wylene Herring-Cayasso, 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 staff members at the schools visited 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 schools visited 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: to ensure that all data systems used in the Manatee County School District for students with disabilities were able to provide valid and reliable data in order to be used for successful problem-solving and planning activities related to student outcomes. 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 Manatee 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](mailto:monica.verra-tirado@fldoe.org).

Sincerely,



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

Enclosure

cc: Wylene Herring-Cayasso  
Cathy Bishop  
Patricia Howell  
Annette Oliver

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

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**2013-14 Exceptional Student Education  
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**Manatee County School District**

**October 23-25, 2013**

**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 over-identified.

Section 1003.573, F.S., Use of restraint and seclusion on students with disabilities, was created in July 2010, and established documentation, reporting and monitoring requirements for districts regarding the use of restraint and seclusion for students with disabilities. School districts were required to have policies and procedures that govern parent notification, incident reporting, data collection and monitoring of the use of restraint 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 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 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, ages 6 through 21:
  - A. Inside the regular class 80 percent or more of the day;
  - B. Inside the regular class less than 40 percent of the day; and
  - C. In separate schools, residential facilities, or homebound/hospital placements.
- Indicator 10 – Disproportionality, specific disability categories: Percentage of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- CEIS – Services provided to students in kindergarten 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 will be conducted by a designated follow-up team, as determined by the SST, and identification of the ongoing data that will be collected.
- Phase 4 includes evaluation of the effectiveness of the school district's action plan, and should include participation of the comprehensive team that was involved in Phase 1.

In a letter dated August 27, 2013, the superintendent of the Manatee County School District was informed that the bureau would be conducting an on-site monitoring visit for the following focus areas: early intervening services, least restrictive environment and disproportionate representation of students with disabilities.



## **Secondary Focus Areas**

All school districts were required to participate in the 2013-14 Fall Cycle Level I Self-Assessment process, which included review of records for implementation of IEP and a review of incidents of restraint and seclusion. School districts with on-site visits during the 2013-14 school year were exempt from reviewing these records. Instead, bureau staff who are members of the school district's SST reviewed records as part of the on-site monitoring visit.

## **School Selection**

Upon review of the school district's data reported via the FDOE's web-based reporting systems for CEIS and SPP indicators and incidents of restraint and seclusion, it was determined that the 2013-14 ESE Monitoring and Assistance would include an on-site visit to the following schools:

- Florine J. Abel Elementary School
- Horizons Academy
- Lincoln Memorial Middle School
- Manatee High School
- W.D. Sugg Middle School
- William H. Bashaw Elementary School

Prior to the on-site visit, interviews were conducted via telephone with administrators from Manatee High School and Palmetto High School. These interviews included school district-level administrators.

## **On-Site Activities**

### **SST – On-Site Visit Team**

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

FDOE, Bureau of Exceptional Education and Student Services

- Monica Verra-Tirado, chief (facilitator)
- Annette Oliver, program specialist (co-facilitator)
- Patricia Howell, educational program director
- Misty Bradley, educational program director
- Amelia Bowman, program specialist

FDOE/Bureau Discretionary Projects

- Anna Winneker, research and evaluation coordinator, Florida's Positive Behavior Support (PBS) Project (action-planning and problem-solving facilitator)
- Deborah Bay, project manager, Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)
- Patti Brustad, project manager/professional development, Florida Diagnostic and Learning Resources System (FDLRS) Suncoast
- Michael Muldoon, regional facilitator, Florida Inclusion Network (FIN)/West Region

## **Data Collection**

On-site monitoring and assistance activities included the following:

- School-level administrator interviews – 32 participants
- Student focus groups and interviews – 3 groups, 19 participants

- School programs walk-through observations – 6
- Completion of seclusion rooms inspection checklist – 4 rooms
- Completion of Seclusion and Restraint protocol – 7 students
- Completion of IEP Implementation (IPI) protocol – 7 students
- Action-planning and problem-solving process – 26 participants
- Review of data from the school district's **LEA Profiles, Guiding Questions** – District Level Needs Assessment and data compiled from district data systems

## **Review of Records**

The school district was asked to provide the following documents, as applicable, for each of the 14 students selected for review of incidents of restraint or seclusion, IEP implementation or discipline:

- 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 district staff reviewed these data during the action-planning and problem-solving process. Manatee County School District's questions were related to early intervening services for students identified with emotional or behavioral disabilities (EBD), disproportionate representation and percent of students with IEPs, ages 6 through 21 inside the regular class 80 percent or more of the day. A list of these questions may be found 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 Manatee County School District. Also included are commendations, findings of noncompliance and next steps, as applicable.

### **Restraint and Seclusion**

During the on-site visit, SST members visited seclusion rooms at Florine Abel and William H. Bashaw Elementary schools. All rooms that were currently being used for seclusion met the requirements in State Board of Education Rule 69A-58.0084, Florida Administrative Code.

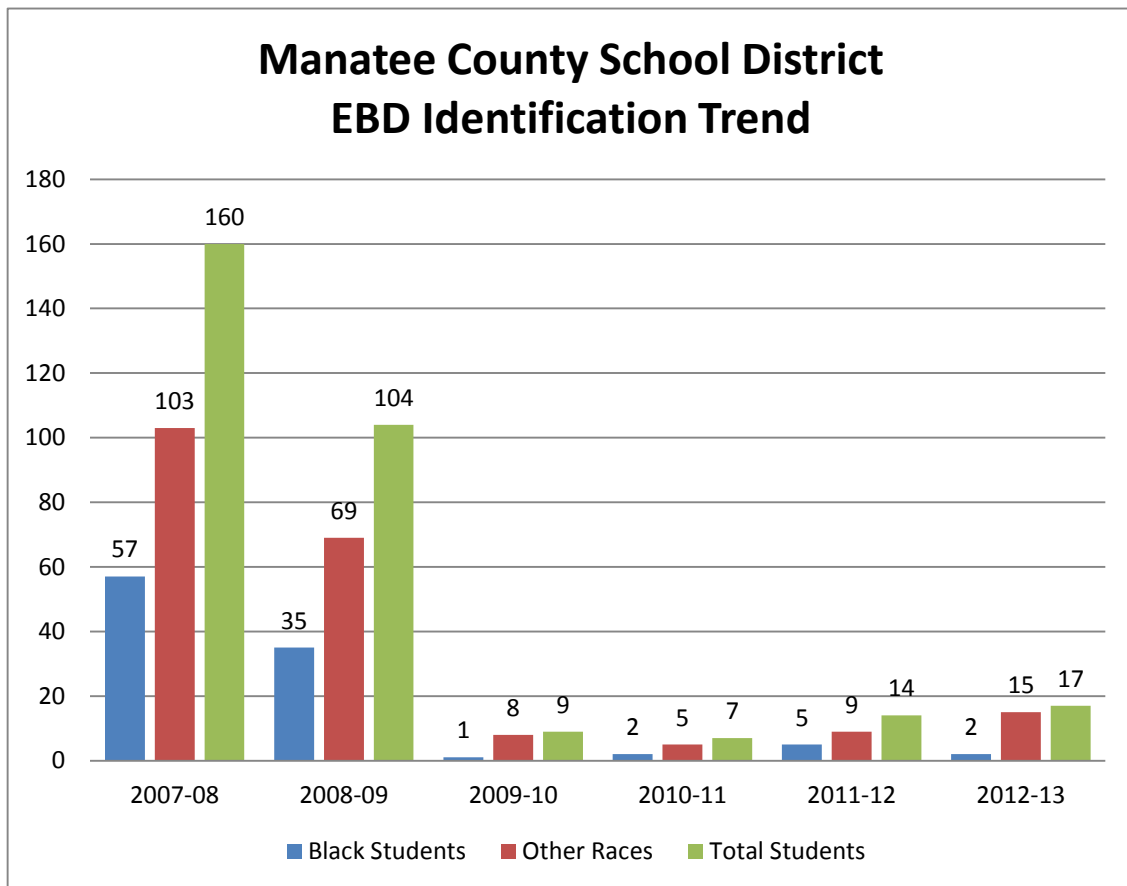
**Primary Focus Areas – CEIS, SPP 5 and SPP 10**

**Selected Disabilities by Racial or Ethnic Category**

Racial or ethnic data for students with a primary disability of EBD and intellectual disability (InD) as reported in **October 2012** (survey 2):

| Racial or Ethnic Category                | State EBD | District EBD | State InD | District InD |
|--|-----------|--------------|-----------|--------------|
| White                                    | 39%       | 37%          | 35%       | 31%          |
| Black                                    | 40%       | 47%          | 39%       | 34%          |
| Hispanic                                 | 18%       | 12%          | 22%       | 30%          |
| Asian                                    | <1%       | <1%          | 2%        | <1%          |
| American Indian and Alaskan Native       | <1%       | <1%          | <1%       | <1%          |
| Native Hawaiian and Other Pacific Island | <1%       | <1%          | <1%       | <1%          |
| Two or more races                        | 3%        | 3%           | 2%        | 4%           |

Source: FDOE, 2013 LEA Profile



Source: Manatee County School District, October 2013 (Number of new students identified as EBD)

**Risk Ratios for Students Placed in Exceptional Education (SPP Indicator 10 – Disproportionality, Specific Disability Categories)**

Risk ratio is the risk that students of a given race will be identified as a student with a disability or a student in selected disability categories when compared to students of all other races. A risk ratio of 1.0 indicates the students of a given race are equally likely as all other races combined to be identified as disabled.

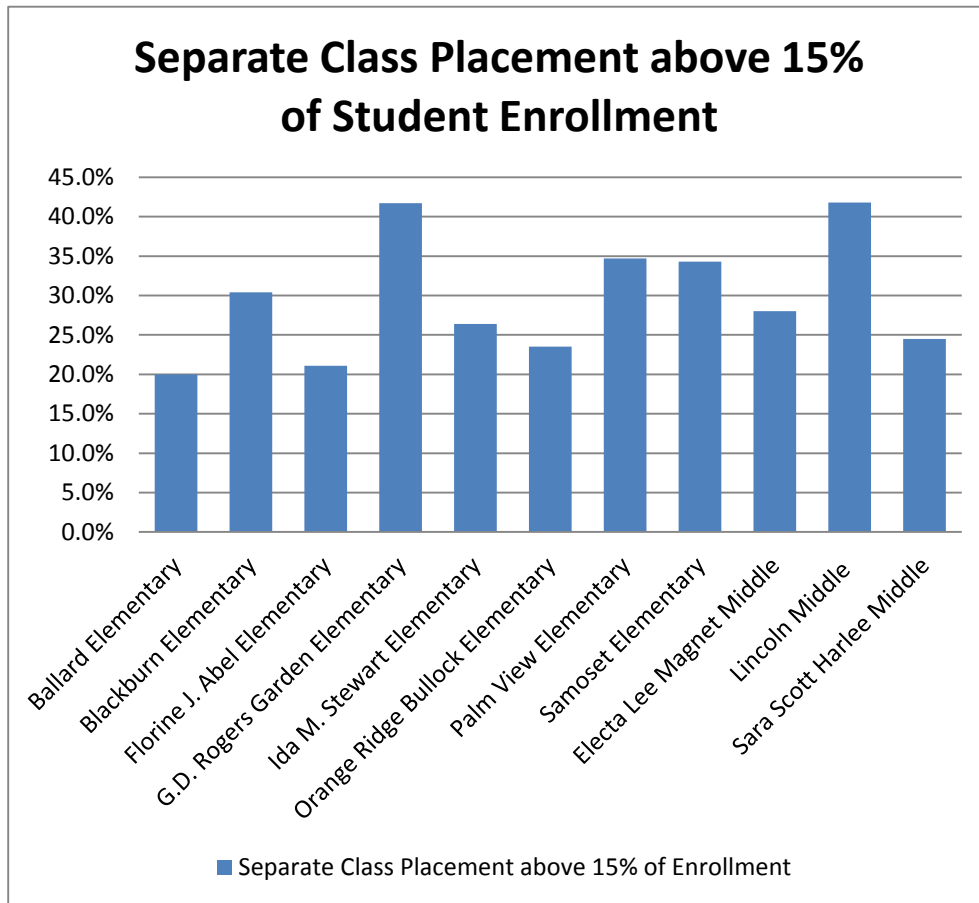
| <b>Risk Ratio for Black Students Identified as EBD</b> |      |      |      |      |      |      |
|--|------|------|------|------|------|------|
|  | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
| Manatee County School District                         | 5.12 | 4.64 | 4.52 | 4.57 | 4.77 | 5.14 |
| State  | 2.16 | 2.07 | 2.07 | 2.11 | 2.22 | 2.23 |
| <b>Source:</b> FDOE, LEA Profiles (2008-2013)          |      |      |      |      |      |      |

**SPP Indicator 5 – Educational Environments; Least Restrictive Environment (LRE)**

Educational environments percentages include the number of students with disabilities ages 6-21 in regular class, resource room, separate class and other separate environment, divided by the total number of students with disabilities ages 6-21 reported October (survey 2).

- Regular class includes students who spend 80 percent or more of their school week with nondisabled peers.
- Resource room includes students spending between 40 percent and 80 percent of their school week with nondisabled peers.
- Separate class includes students spending less than 40 percent of their week with nondisabled peers.
- Other separate environment includes students served in public or private separate schools, residential placements or hospital or homebound placements.

| <b>Regular Class, Resource Room and Separate Class Placement</b> |                |                |                |
|--|----------------|----------------|----------------|
| <b>Regular Class</b>   | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> |
| Manatee County School District                                   | 69%            | 59%            | 69%            |
| Enrollment Group   | 71%            | 70%            | 72%            |
| State  | 69%            | 69%            | 71%            |
| <b>Resource Room</b>   |                |                |                |
| Manatee County School District                                   | 9%             | 16%            | 15%            |
| Enrollment Group   | 9%             | 10%            | 9%             |
| State  | 12%            | 12%            | 11%            |
| <b>Separate Class</b>  |                |                |                |
| Manatee County School District                                   | 20%            | 22%            | 12%            |
| Enrollment Group   | 17%            | 16%            | 15%            |
| State  | 15%            | 15%            | 14%            |
| <b>Source:</b> FDOE, 2013 LEA Profile                            |                |                |                |



**Source:** Manatee County School District (October 2013)

### Student Focus Groups

Student focus groups were conducted at two middle schools and an alternative 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 rate and suspension and expulsion.

Nineteen students with disabilities participated in the focus groups. Their comments included the following:

- They were familiar with the IEP team process, and the majority of the students had participated in the process.
- The majority of the students described their postsecondary goals. They reported concerns with limited postsecondary options when graduating with a special diploma. They were familiar with the Manatee Technical Institute and other postsecondary institutions in Manatee County.
- At the alternative school, students reported that students in grades 9 through 12 were in the same class. Several students stated that they were doing the same work regardless of grade level, and additionally, the work was the same as what they had completed the previous year.
- Some reported that suspensions were time away from academics, and they did not feel that suspensions were effective.

## Commendations

1. The federal uniform high school graduation rate of 50 percent for the 2011-12 school year for students with disabilities is higher than the rate of other school districts in this enrollment group, as well as the state average.
2. The school district's dropout rate for students with disabilities decreased from 9 percent to 3 percent from the 2009-10 to the 2011-12 school year.
3. The dropout rate for students with emotional or behavioral disabilities decreased from 12 percent to 4 percent from the 2009-10 to the 2011-12 school year. This percentage is lower than the enrollment group and the state average for students with emotional or behavioral disabilities.
4. Subsequent to the on-site monitoring visit, the 2014 LEA Profile indicates the following: Regular class placement for students with disabilities increased from 59 percent to 86 percent from the 2011-12 school year to the 2013-14 school year. This is well above the percentage for the enrollment group and state averages.

|                                | 2011-12 | 2012-13 | 2013-14 |
|--------------------------------|---------|---------|---------|
| Manatee County School District | 59%     | 69%     | 86%     |
| Enrollment Group               | 70%     | 72%     | 73%     |
| State                          | 69%     | 71%     | 71%     |

5. Beginning in the 2009-10 school year, the identification of black students with EBD declined significantly from previous school years.

## ESE Monitoring and Compliance

### Records Review

Bureau staff who were members of the Manatee SST reviewed records of 14 students in the Manatee County School District. Standards from the IEP Implementation and Restraint and Seclusion protocols were reviewed. No findings of noncompliance were noted in these records.

| Student Records Review                                     |    |
|--|----|
| Number of IPI protocols completed                          | 7  |
| Number of standards per IPI protocol                       | 8  |
| Number of Restraint and Seclusion (RS) protocols completed | 7  |
| Number of standards per RS protocol                        | 5  |
| Total number of standards                                  | 91 |
| Total number of findings of noncompliance                  | 0  |

### 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 Manatee 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 visit and developed a list of priorities and obstacles. An action plan was developed to address the first priority selected: to ensure that all data systems used in the Manatee County School District for students with disabilities are able to provide valid and reliable data for use in successful problem-solving and planning activities related to student outcomes. The action plan will be implemented by the ESE department with the assistance of designated discretionary project staff from the SST.

| <b>Next Steps</b>   |   |
|---|---|
| Early intervening services<br>Disproportionate representation of students with disabilities |   |
| Summary:  | <p>Manatee County School District was required to set aside 15 percent of IDEA, Part B funds for early intervening services because the school district's data indicated the following: Black students were at least 3.5 times more likely to be identified as a student with emotional or behavioral disabilities when compared to all other races combined. According to the 2013 LEA Profile, the school district's risk ratios for black students identified with emotional or behavioral disabilities was 5.14.</p> <p>Black students were at least 3.19 times more likely to be identified as a student with intellectual disabilities as compared to the state rate of 2.20. (Source: 2013 LEA Profile)</p>  |
| Recommendation:   | <p>Beginning in the 2009-10 school year, the school district had implemented additional technical assistance for school teams when identifying all students with emotional or behavioral disabilities. This has resulted in a decrease in the identification of Black students in the area of EBD.</p> <p>It is recommended that this practice continues and includes technical assistance for identification of students with intellectual disabilities.</p>   |
| Required Action:  | N/A   |
| Educational environment (LRE)   |   |
| Summary:  | <p>For the 2011-12 and 2012-13 school years, the Manatee County School District was below the enrollment group and state averages for regular class placement. Additionally, during the 2011-12 and 2012-13 school years, the school district was higher than its enrollment group and state averages for resource room placement.</p> <p>Beginning in the 2011-12 school year, improvements were made in all areas of LRE. This has resulted in an increase of regular classroom placement by 27 percent from the 2011-12 to the 2013-14 school year. This is well above the average for the enrollment group and state.</p> <p>Subsequent to the on-site monitoring visit, the Best Practices in Inclusive Education (BPIE) assessment was conducted by 31 BPIE team members. Results were shared with SST members.</p> |

| <b>Next Steps</b>  |  |
|--|--|
| Recommendations:   | It is recommended that improvement strategies in this area, as well as those identified in the BPIE action plan, be continued.   |
| Required Actions:  | N/A  |
| <b>Dropout rate</b>  |  |
| Summary:   | <p>The dropout rate for students with EBD decreased from 12 percent to 4 percent from the 2009-10 to the 2011-12 school year. This percentage was lower than the enrollment group and the state average for students with emotional or behavioral disabilities.</p> <p>The dropout rate for students with disabilities was not a primary focus of this on-site visit. However, subsequent to visit, the 2014 LEA Profile revealed an increase in this dropout rate for students with EBD: from 4 percent (2011-12 school year) to 8 percent (2012-13 school year).</p> |
| Recommendations:   | N/A  |
| Required Actions:  | <p>By <b>January 30, 2015</b>, the Manatee County School District's leadership team shall review this data trend and identify factors contributing to this regression, as well as action steps taken to improve the dropout rates.</p> <p>These review results are to be submitted to the bureau no later than <b>February 13, 2015</b>.</p>   |
| <b>Phases 3 and 4 of the ESE Monitoring and Assistance process</b> |  |
| Summary  | <p>Additional action planning and problem solving for other priorities for the Manatee County School District have been scheduled by the assigned SST liaison for the school district and the ESE director.</p> <p>By <b>November 28, 2014</b>, the SST team, ESE director and designated district staff will evaluate the effectiveness of the school district's action plan(s) and determine additional next steps, as appropriate.</p>  |



## Technical Assistance

1. **Implementing a Multi-Tiered System of Support (MTSS) 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](http://flpbs.fmhi.usf.edu/pdfs/RTIB%20Guide%20101811_final.pdf) and provides an overview of the critical components of an MTSS for behavior. These critical components describe systems changes that are necessary for a results-driven ESE system.
2. The district's **ESE Policies and Procedures** document provides district- and school-based standards for documenting, reporting and monitoring the use of manual, physical or mechanical restraint and seclusion developed by the FDOE. The school district's document for the 2013-14 through 2015-16 school years may be accessed at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.
3. The technical assistance paper entitled **Guidelines for the Use, Documentation, Reporting, and Monitoring of Restraint and Seclusion with Students with Disabilities**, dated October 14, 2011, may be accessed at <http://info.fldoe.org/docushare/dsweb/Get/Document-6212/dps-2011-165.pdf>. This document provides guidance regarding the use, documenting, reporting and monitoring of restraint and seclusion with students with disabilities in school districts, including (a) when restraint or seclusion might be used, (b) considerations when selecting a training program for restraint, (c) what should be documented, (d) parent notification and reporting, and (e) monitoring use. It also contains information about s. 1003.573, F.S., Use of restraint and seclusion on students with disabilities.
4. The United States Department of Education, in collaboration with the United States Department of Justice, released **School Discipline Guidance** in the January 2014, Volume 4, Issue 1 of the **Office of Special Education Programs Monthly Update**. This package will assist states, districts and schools in developing practices and strategies to enhance school climate, and ensure those policies and practices comply with federal law.  
The resource documents listed below are included in the package, and are available at <http://www.ed.gov/school-discipline>:
  - **Dear Colleague** guidance letter on civil rights and discipline;
  - **Guiding Principles** document 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.
5. According to s. 1003.57, F.S., once every three years, each school district and school shall complete a 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 document. 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. A FIN facilitator is available to provide support to the school district (<http://www.floridainclusionnetwork.com/>).
6. The Project 10: Transition Education Network, <http://www.proj10.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 the Bureau of Exceptional Education and Student Services 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 Manatee County School District**

**Bureau of Exceptional Education and  
Student Services**

325 West Gaines Street  
Suite 614, Turlington Building  
Tallahassee, Florida 32399  
850-245-0475  
<http://www.fldoe.org/ese>

Dr. Monica Verra-Tirado  
Bureau Chief  
[monica.verra-tirado@fldoe.org](mailto:monica.verra-tirado@fldoe.org)

Ms. Amelia Bowman  
Program Specialist IV  
Dispute Resolution and Compliance

Dr. Misty Bradley  
Educational Program Director  
Juvenile Justice  
[misty.bradley@fldoe.org](mailto:misty.bradley@fldoe.org)

Ms. Patricia Howell  
Educational Program Director  
Dispute Resolution and Compliance  
[Patricia.howell@fldoe.org](mailto:Patricia.howell@fldoe.org)

Ms. Annette Oliver  
Program Specialist IV  
General Supervision Website and  
Portal to Exceptional Education  
[annette.oliver@fldoe.org](mailto:annette.oliver@fldoe.org)

**FDOE Discretionary Projects**

Mrs. Deborah Bay  
Project Manager  
SEDNET 8A  
Manatee County Schools  
[bayd@manateeschools.net](mailto:bayd@manateeschools.net)

Dr. Patti Brustad  
Project Manager/Professional Development  
FDLRS/Suncoast

Mr. Mike Muldoon  
Regional Facilitator  
Florida Inclusion Network/West Region  
[mmuldoon@contactfin.com](mailto:mmuldoon@contactfin.com)

Dr. Anna Winneker  
Visiting Human Services Practitioner  
Florida's PBS:MTSS Project  
University of South Florida  
[awinneker@usf.edu](mailto:awinneker@usf.edu)

## **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 **ESE Policies and Procedures** 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                       |
| BIP      | Behavioral intervention plan   |
| BPIE     | Best Practices for Inclusive Education                                     |
| BRIC     | BEESS Resource and Information Center                                      |
| Bureau   | Bureau of Exceptional Education and Student Services                       |
| CEIS     | Coordinated early intervening services                                     |
| CFR      | Code of Federal Regulations  |
| EBD      | Emotional or behavioral disability   |
| ESE      | Exceptional student education  |
| FCAT 2.0 | Florida Comprehensive Assessment Test 2.0                                  |
| FIN      | Florida Inclusion Network  |
| FDLRS    | Florida Diagnostic and Learning Resources System                           |
| FDOE     | Florida Department of Education  |
| F.S.     | Florida Statutes   |
| IDEA     | Individuals with Disabilities Education Act                                |
| IEP      | Individual educational plan  |
| InD      | Intellectual disability  |
| IPI      | IEP implementation   |
| LEA      | Local educational agency   |
| LRE      | Least restrictive environment  |
| MTSS     | Multi-tiered system of support   |
| PBS      | Positive Behavior Support  |
| RS       | Restraint or seclusion   |
| SEDNET   | Multiagency Network for Students with Emotional or Behavioral Disabilities |
| SP&P     | Exceptional Student Education Policies and Procedures                      |
| SPP      | State Performance Plan   |
| SST      | State Support Team   |



Pam Stewart, Commissioner

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