

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

**Seminole County School District
February 3-7, 2014**



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

Telephone: 850-245-0475

Fax: 850-245-0987





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November 10, 2014

Dr. Walt Griffin, Superintendent
Seminole County School District
400 E. Lake Mary Blvd.
Sanford, FL 32773

Dear Superintendent Griffin:

We are pleased to provide you with the **2013-14 Exceptional Student Education (ESE) Monitoring and Assistance On-Site Visit Report for Seminole 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 February 3-7, 2014. Those information sources included interviews with district and school staff, student-focus groups, student record reviews, **Local Educational Agency (LEA) 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' (BEES) website and may be accessed at <http://www.fldoe.org/e/mon-home.asp>.

The 2013-14 ESE Monitoring and Assistance process focuses on those State Performance Plan indicators that contributed to the targeting of school districts for coordinated early intervening services (CEIS) and those indicators that affect equity and access in the educational environment for students with disabilities. Additionally, the process focuses 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 Seminole County School District was selected for an on-site visit due to equity and access issues related to CEIS, rates of incidents of restraint and seclusion and the rates of suspension and expulsion for 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 Griffin
November 10, 2014
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Ms. Ida Mazar, ESE executive director, 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 related to CEIS, restraint rates and Indicator 4B. 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 Seminole 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,

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

Enclosure

cc: Ida Mazar
Cathy Bishop
Patricia Howell
Anne Bozik
Karin Gerold
Karlene Deware

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Seminole County School District

February 3-7, 2014

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

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Seminole County School District

February 3-7, 2014

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 focuses on those State Performance Plan (SPP) indicators that contributed to the targeting of school districts for CEIS and the following indicators that affect equity and access in the educational environment for students with disabilities:

- Indicator 1 – Graduation: Percentage of youth with individual educational plans (IEPs) graduating from high school with a regular diploma.
- Indicator 2 – Dropout: Percentage of youth with IEPs dropping out of high school.
- Indicator 4 – Rates of suspension and expulsion:
 - A. Percentage of districts that have a significant discrepancy in the rates of suspensions and expulsions of 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 includes four phases:

- Phase 1 was composed of planning activities that occurred in advance of the first on-site visit to the school district.
- Phase 2 was the initial on-site visit to the selected school district by the state support team (SST).
- 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 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.

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. 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 as part of the on-site visit.

In a letter dated August 27, 2013, the superintendent of the Seminole County School District was informed that the bureau would be conducting an on-site monitoring visit for the following focus areas: CEIS, restraint, seclusion and discipline for students with disabilities related to race or ethnic background.

School Selection

Upon review of the school district's data reported via the FDOE's web-based reporting systems for CEIS, incidents of restraint and SPP indicator 4B, and additional data provided by the school district, it was determined that the monitoring and assistance process would involve the following schools and programs for record reviews, school-level administrator interviews or on-site visits:

- Endeavor School
- Journeys Academy
- Idyllwilde Elementary School
- Sanford Middle School
- Lyman High School
- Greenwood Lakes Middle School

On-Site Activities

SST – On-Site Visit Team

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

FDOE, BEESS

- Anne Bozik, emotional behavioral disability (EBD) program specialist (facilitator)
- Vicki Eddy, program specialist (co-facilitator)
- Cathy Bishop, senior educational program director
- Karin Gerold, program specialist
- Jill Snelson, program specialist
- Janya Jenkins, MTSS liaison

FDOE/Bureau Discretionary Projects

- Stephanie Martinez, research and evaluation coordinator, Florida's Positive Behavior Support (PBS) Project (action-planning and problem-solving facilitator)
- Dr. Devon Minch, research and evaluation coordinator, Florida's PBS Project (action-planning and problem-solving facilitator)
- Sandy Chambers-Collins, Florida Diagnostic and Learning Resources System (FDLRS) Action
- Elaine Brindley, facilitator, Florida Inclusion Network (FIN)/East Region
- Janean Knight, project manager, Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)
- Kyle Baldwin, statewide regional coordinator central, SEDNET

- Terri Daly, Center for Autism and Related Disabilities (CARD), University of Central Florida (UCF)
- Eileen Wray, CARD, UCF
- Tess Dixon, CARD, UCF

Data Collection

On-site monitoring and assistance activities included the following:

- School-level administrator interviews – 35 participants
- School-level personnel interviews – seven participants
- School walk-through observations – three
- Completion of Observation Instrument for Autism Classrooms – two
- Completion of Restraint and Seclusion protocol – five students
- Completion of IEP Implementation protocol – 10 students
- Action-planning and problem-solving process – 21 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 15 students selected for review of restraint, IEP implementation or discipline:

- IEPs for current and previous school year
- Current functional behavioral assessment
- Current behavioral intervention plan (BIP)
- 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. Seminole County School District's questions were related to CEIS, restraint, seclusion and SPP indicator 4B. 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 Seminole County School District. Also included are commendations, findings of noncompliance and next steps, as applicable.

Restraint and Seclusion

According to the school district's SP&P document and the responses to the **Guiding Questions – District-Level Needs Assessment** document, it is the policy of the district that the use of physical restraint be used only in situations where aggressive or self-injurious behaviors present an immediate, significant and imminent threat to the student or others. The school district provides initial training for personnel on the use of physical restraint through implementation of Professional Crisis Management (PCM) and the Crisis Prevention Institute's Nonviolent Crisis Intervention techniques (CPI). Refresher training is conducted annually, and personnel who have been trained in physical restraint techniques while employed in other districts must receive training in Seminole County Schools methods.

Data Review

Seminole County Incidents of Restraints Per Year

School Year	2010-11	2011-12	2012-13	2013-14
Number of incidents of restraints	408	474	271	329

Source: FDOE

Seminole County Incidents of Seclusion Per Year

School Year	2010-11	2011-12	2012-13	2013-14
Number of incidents of seclusion	213	69	154	111

Source: FDOE

Discipline (Suspensions and Expulsions)

Discipline risk ratios by racial or ethnic group are calculated for students with disabilities by dividing the discipline rate of a specific racial or ethnic group by the rate of all nondisabled students. (For example: A risk ratio of 1.0 indicates that, for instance, black students with disabilities are equally likely to be suspended or expelled as all nondisabled students.)

Discipline Risk Ratios by Race or Ethnicity				
Race	2011-12 School Year*		2012-13 School Year**	
	State	Seminole	State	Seminole
White	0.80	0.47	0.74	0.86
Black	2.67	3.76	2.49	4.09
Hispanic	1.01	0.74	0.76	0.71
Asian				
American Indian and Alaskan Native	1.03		1.27	
Native Hawaiian and Other Pacific Island				
Two or more races	1.34		1.29	

Blank cells indicate that there are fewer than 10 students with disabilities for a specific race/ethnic group suspended or expelled for greater than 10 days.
 Source: *2012 LEA Profile; **2013 LEA Profile - FDOE (<http://www.fldoe.org/ese/datapage.asp>)

In regard to how school-level evidence-based practices are being supported by the school district, specifically related to CEIS, the school district's responses to the guiding questions included the following:

- The district has developed a plan and budget to include the following:
 - Seven behavior interventionists have been hired to support targeted schools with promoting school wide PBS.
 - Forty paraprofessionals have been hired to support the implementation of academic interventions.
 - Two district response to intervention (RtI) and multi-tiered systems of support (MTSS) specialists and data specialists have been hired to support schools with the MTSS process and analyzing progress monitoring data.
 - An online data system to track office discipline referrals, in-school suspensions (ISS) and out-of-school suspensions (OSS) and academic progress has been implemented in the district.
- The district's MTSS team meets to review and update interventions on students whose behaviors are impeding their learning or the learning of others.
- If a functional behavioral assessment (FBA) is requested by the team or parent, the team will obtain permission and, upon completion, the problem-solving team will meet to review results and determine if a BIP needs to be written for the student.
- The district PBS coordinator monitors the implementation of school-wide PBS and shares data on a monthly basis with PBS coaches.
- The district continuously monitors and analyzes OSS data at the district level and school level for all students. Monthly reports are provided to the Instructional Support Team (IST) and the Exceptional Student Support Services (ESSS) Administrative Team. These reports are disaggregated to report OSS for all students, black students, students with disabilities, and black students with disabilities. Based on these reports, district administrators will work with school principals and school-based teams to target specific schools or students for additional intervention and support.
- Ongoing training is provided to teachers, administrators, student services personnel and paraprofessionals on classroom management strategies, PBS, alternatives to suspension and strategies for the prevention and de-escalation of problem behaviors.

In regard to how school-level evidence-based practices are being supported by the school district specifically related to reducing the use of restraint, the school district's responses to the guiding questions included the following:

- The district's Behavior Support Team (BST) was developed in 2005 to support school-level implementation of PBS and individual BIPs to reduce the need for restraints. The BST has grown in recent years to accommodate the need for specialized support and intervention for students particularly with autism spectrum disorder (ASD) and EBD. The team meets bi-weekly in order to ensure that they are up-to-date on current best practices in the field.
- The district's BST provides consultative services to school psychologists, school social workers and behavior interventionists. BST also provides ongoing training on classroom management strategies and PBS and assists in classroom and model strategies for teachers and paraprofessionals.
- The Executive Director of ESSS Administrative Team reviews restraint data monthly. Based on that review, the team allocates resources of the BST, which consists of school

psychologists, school social workers and behavior analysts, to support schools and classrooms, as well as individual students, on decreasing the need for restraining.

- The BST will assist the school in conducting FBAs and developing BIPs for specific students. Following the development of the BIP, the BST provides ongoing support and technical assistance in the implementation and monitoring of the BIP.
- The district continuously monitors and analyzes the rates of restraint at the district, school, classroom and individual student level for students with disabilities. Monthly reports are provided to the ESSS Administrative Team. Based on the information, district administrators work with school principals and school-based teams to target specific schools or students for additional intervention and support.

In regard to implementing strategies relating to discipline risk ratios of students with disabilities, by race or ethnicity, the school district reported the following:

- To address the significant discrepancy the district has allocated specific resources through the BST, which are as follows:
 - Ten school psychologists
 - Six social workers
 - Two behavior analysts
- The BST, composed of the above listed, provides support, ongoing training and technical assistance to schools to improve behaviors and reduce the number of OSS.
- The function of the BST is to assist IEP teams with conducting FBAs and developing BIPs.
- The BST provides ongoing training on classroom management strategies and PBS, and is available to assist in classrooms and model strategies for teachers and paraprofessionals.
- The ESSS Administrative Team meets with school-based teams to review BIPs of students with disabilities whose behavior warrants an office-discipline referral or suspension. The team will discuss strategies including positive behavioral interventions and supports to address the behavior.
- An FBA may be conducted and a BIP may be written, if warranted.
- The district monitors and analyzes OSS data quarterly at the district and school level for students with disabilities. Monthly reports are provided to the IST and the ESSS Administrative Team. Based on the reports, district administrators work with school principals and school-based teams to target specific schools or specific students for additional intervention and support.
- Ongoing training is provided to teachers, administrators, student services personnel and paraprofessionals on classroom management strategies, PBS, alternatives to suspension and strategies for the prevention and de-escalation of problem behaviors.

School-level administrators from five schools were interviewed by SST members on CEIS, suspension and expulsion and the use of restraint. Interview questions and responses are as follows:

- PBS
 - PBS had been at one school for at least seven years, and the PBS committee was focused on a school-wide approach regarding behavior interventions.
 - At one school, the teacher “buy-in” was good, but there was an interest in improving.
 - The school was shifting focus to primary prevention through classroom management to support PBS.
 - The school administrators reported various methods of communicating with parents at each of their school sites.

- Data collection was occurring and was being used to help make more informed decisions regarding academic and behavioral interventions.
- There were “Men of Excellence” and “Women of Tomorrow” programs. These are mentoring programs developed to assist young black males and females in the district with academics and life skills. The program partners with black business and community leaders who serve as positive role models and mentors to the students selected to participate in the program.
- Results of these early interventions appeared to be positive, as administration had seen a reduction of OSS, especially among black males.
- The administration also credited the ISS program as a contributing factor in the reduction of OSS.
 - Work is provided, teachers know which students are in ISS and a character development program is part of ISS.
 - Students with disabilities are identified, and ESE support is provided.
- Another school administrator mentioned that their school had just made changes to the PBS program, which included creating a new steering committee, implementing new behavior interventions in the classrooms and training new teachers.
- PCM and CPI were used for crisis management in schools.
- CEIS
 - Behavior interventionists were provided through CEIS funding.
 - One school indicated that sharing the behavior interventionist with another school resulted in challenges in providing the needed support on a consistent basis.
 - One school indicated being successful with forming positive relationships with parents.
 - One school had a targeted group of students who were in intensive reading classes.
 - One school would like to see a parent support team developed.
 - Administrators would like to incorporate concepts from the 21st Century program into their current behavior programs.
 - One school had a full-time paraprofessional funded by CEIS for help with early intervention for Tier 2 students.
 - The paraprofessional provides missing academic assignments, tracks absences and keeps in contact with parents.
 - The administrator stated that since this program had begun, the number of office referrals had dropped significantly, and data collected indicated improved academics with this group of students.
 - One school administrator explained their interventions as follows:
 - A before- and after-school tutoring program
 - Students receiving interventions during electives to address behaviors
 - The implementation of a promotion and credit recovery program
 - One administrator mentioned that the district is being proactive, helping create a new program in which a group of behavior interventionists meets at a district level on a monthly basis to collaborate on intervention and results.

Commendations

1. The district had a 31 percent decrease in the number of restraint incidents reported since the 2011-12 school year.
2. The district’s incidents of seclusion were reduced 48 percent from the number of incidents reported during the 2010-11 school year.
3. The district’s incidents of out-of-school suspension for all students decreased including students with disabilities from 2012-13 to 2013-14 school years.

4. The district's standard diploma rate for students with disabilities exceeds the rate of other districts in this enrollment group, as well as the state average.
5. The district's dropout rate is below the enrollment group and state averages for all students with disabilities and nondisabled students.
6. The district's percentage of students with disabilities in regular class placement (80 percent or more of the school week with nondisabled peers) exceeds the rate of other districts in the enrollment group and the state average.

ESE Monitoring and Compliance

Records Review

BEES staff reviewed records of 15 students in the school district, from a sampling of nine schools. Standards from the IEP Implementation, Restraint and Seclusion and SPP Indicator 4 – Discipline protocols were reviewed. Findings of noncompliance were found during the review. The district has corrected all student-specific findings of noncompliance; however, the district continues to sample records in order to demonstrate correct implementation of targeted standards 100 percent of the time.

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 Seminole 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, which was related to reducing OSS rates for students in grades eight and nine by 25% overall.

The school district set goals of desired outcomes for actions as follows:

- Decrease OSS rates by 25 percent overall.
- Decrease OSS rates by 35 percent for black students.
- Decrease OSS rates by 15 percent for black students with disabilities.

Next Steps	
Restraint and Seclusion	
Summary:	Seminole County's data for restraint and seclusion collected over the past four school years have not shown a consistent decrease in incidents. The district's BST meets bi-weekly to ensure that the district is up to date on current best practices in the field for students with disabilities specifically regarding restraints.
Recommendations:	<p>The school district should continue to:</p> <ul style="list-style-type: none"> • Enhance coordination and communication at the district leadership level between PBS and the BST initiative • Monitor student FBAs and BIPs compared to data, and update as needed • Continue to implement PBS interventions district-wide • Continue to implement crisis management programs that emphasize de-escalation techniques, some of which are specifically designed for targeted populations, such as students with ASD

Next Steps	
Required Actions:	By January 30, 2015, the school district must provide to the bureau a report comparing the number of incidents of restraint and seclusion. The report will include an analysis to determine which crisis intervention program utilized in the district appears to be used more frequently in restraint and seclusion incidents. The report must cover the period of the first semester of the 2014-15 school year.
Early intervening services Disproportionate representation of students with disabilities	
Summary:	The school district's risk ratios for black students identified with disabilities was 3.76. This was 1.09 higher than the state risk ratio of 2.67 (Source: 2013 LEA Profile). Seminole County School District was required to set aside 15 percent of IDEA, Part B funds for early intervening services
Recommendations:	The school district's BST should continue to: <ul style="list-style-type: none"> • Meet on a regular basis and monitor student discipline data • Monitor and review FBAs and BIPs and update as needed • Continue to implement PBS interventions district wide
Required Actions:	By January 30, 2015, the school district must provide to the bureau a report of the number of suspensions of all black students during the first semester of the 2014-15 school year. The report will include a narrative describing intervention techniques implemented, including PBS, and determine the success of these interventions In addition, the report will include the district's analysis of discipline data to determine which crisis management program was used more frequently in situations resulting in suspensions of black students with disabilities.
Discipline	
Summary:	There was an increase in the discipline risk ratios for black males from 3.76 to 4.09 from 2011-12 to 2012-13.
Recommendations:	The school district should continue to do the following: <ul style="list-style-type: none"> • Provide training and implementation of PBS district wide • Continue to support programs through CEIS funding that are, based on data collected, shown to be effective in reducing suspension rates for targeted risk ratio groups • Continue to meet frequently to review data and implement interventions
Required Actions:	By February 7, 2015, the school district shall inform the bureau regarding the status of the collaborations with each of the following discretionary projects: <ul style="list-style-type: none"> • The district shall collaborate with PBS:MTSS in order to build their school district's capacity to better assist schools to develop effective discipline, social skills teaching and behavior support strategies for all students. • The district shall continue to collaborate with SEDNET regarding facilitating a comprehensive system of care for high-risk

Next Steps	
	<p>students and students with EBD and their families.</p> <ul style="list-style-type: none"> By February 7, 2015, the district is to provide the bureau with an update on the progress due to implementation of the actions determined at the problem-solving sessions.
Phases 3 and 4 of the ESE Monitoring and Assistance process	
Summary	<ul style="list-style-type: none"> Additional action planning and problem solving for other priorities for the school district in regard to restraint and seclusion and discipline will be scheduled by the SST liaison for the school district and the ESE director. By February 9, 2015, 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.

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 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 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.

A FIN facilitator is available to assist the school district in scheduling and completing the BPIE, and based on the results, will identify how FIN can provide support to the school district (<http://www.floridainclusionnetwork.com/>).

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2013-14 ESE Monitoring and Assistance**

State Support Team for Seminole 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>

Anne Bozik
EBD Program Specialist, facilitator
anne.bozik@fldoe.org

Ms. Vicki Eddy
Program Specialist, co-facilitator
Dispute Resolution and Monitoring
vicki.eddy@fldoe.org

Cathy Bishop
Administrator
Bureau of Exceptional Education and Student Services
cathy.bishop@fldoe.org

Karin Gerold
Program Specialist
karin.gerold@fldoe.org

Ms. Jill Snelson
Program Specialist
Dispute Resolution and Monitoring

Ms. Jayna Jenkins
MTSS Liaison
Problem Solving/Response to Intervention Project
jayna@usf.edu

Ms. Stephanie Martinez
Problem-Solving Facilitator: PBS:MTSS
Sam2@usf.edu

Dr. Devon Minch
Problem-Solving Facilitator: PBS:MTSS
d.minch@usf.edu

Sandy Chambers-Collins
FDLRS (Action)
sandra.chambers-collins@ocps.net

Elaine Brindley
Facilitator, FIN (East)
ebrindley@contactfin.com

Janean Knight
Project Manager
SEDNET
Janean.knight@usfsp.edu

Dr. Kyle Baldwin
Statewide Regional Coordinator Central SEDNET
kyle.baldwin@usfsp.edu

Terri Daly
UCF CARD
Terri.Daly@ucf.edu

Ms. Eileen Wray, M.Ed.
Coordinator, UCF CARD
Eileen.Wray@ucf.edu

Ms. Tess Dixon
Coordinator of Education and Training
UCF CARD
Tess.dixon@ucf.edu

FDOE Discretionary Projects

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 sub-group)
 - English language learners
 - Comparison within and across above sub-groups
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/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 with regard to implementing the strategies in the ESE Policies and Procedures document 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.

ASD	Autism spectrum disorder
BEESS	Bureau of Exceptional Education and Student Services
BIP	Behavioral intervention plan
BPIE	Best Practices for Inclusive Education
BST	Behavior Support Team
CARD	Center for Autism and Related Disabilities
CEIS	Coordinated early intervening services
CFR	Code of Federal Regulations
CPI	Crisis Prevention Institute's Nonviolent Crisis Intervention
EBD	Emotional or behavioral disability
ESSS	Exceptional Student Support Services
ESE	Exceptional student education
FBA	Functional behavior assessment
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
ISS	In-school-suspension
IST	Instructional Support Team
LEA	Local educational agency
MTSS	Multi-tiered system of support
OSS	Out-of-school suspension
PBS	Positive Behavior Support
PCM	Professional Crisis Management
RtI	Response to intervention
SEDNET	The Multiagency Network for Students with Emotional/Behavioral Disabilities
SP&P	Exceptional Student Education Policies and Procedures
SPP	State Performance Plan
SST	State Support Team
UCF	University of Central Florida



Pam Stewart, Commissioner

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