

**2017-18 Exceptional Student Education
On-Site Monitoring Report**

**Calhoun County School District
February 12-14, 2018**



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

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

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Authority

The Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEESS), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance of district school boards in the enforcement of all exceptional student education (ESE) laws (sections 1001.03(3), 1003.571 and 1008.32, Florida Statutes [F.S.]) and rules. One purpose of the Individuals with Disabilities Education Act (IDEA) is to assess and ensure the effectiveness of efforts to educate children with disabilities (s. 300.1(d) of Title 34, Code of Federal Regulations [CFR]). BEESS is responsible for ensuring that the requirements of IDEA and the educational requirements of the state are implemented (34 CFR §300.149(a) (1) and (2)).

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

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

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

ESE On-Site Monitoring Process

Background Information

The 2017-18 ESE On-Site Monitoring process focuses on those State Performance Plan indicators that contributed to the targeting of school districts for CEIS and the following indicators that affect equity and access in the educational environment for students with disabilities:

- Indicator 1 – Graduation: Percentage of youth with individual educational plans (IEPs) graduating from high school with a regular diploma.

- Indicator 2 – Dropout: Percentage of youth with IEPs dropping out of high school.
- Indicator 4 – Rates of suspension and expulsion:
 - A. Percentage of districts that have a significant discrepancy in the rates of suspensions and expulsions of more than 10 days in a school year for children with IEPs.
 - B. Percentage of districts that have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards.
- Indicator 5 – Educational environments:
Percentage of children with IEPs aged 6 through 21:
 - A. In the regular class 80 percent or more of the day;
 - B. In the regular class less than 40 percent of the day; and
 - C. In separate schools, residential facilities or homebound/hospital placements.
- Indicator 10 – Disproportionality, specific disability categories: Percentage of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- CEIS – Services provided to students in kindergarten through Grade 12 (with a particular emphasis on students in kindergarten through Grade 3) who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment.
- Restraint – Rate of incidents of restraint, as reported on the FDOE website.
- Seclusion – Rate of incidents of seclusion, as reported on the FDOE website.

The ESE On-Site Monitoring process includes four phases:

- Phase 1 is composed of planning activities that occur in advance of the initial on-site visit to the school district.
- Phase 2 is the initial on-site visit to the selected school district by the state support team (SST).
- Phase 3 is follow-up activities, which are conducted by a designated follow-up team, as determined by the SST, and identification of the ongoing data that will be collected.
- Phase 4 is evaluation of the effectiveness of how the district is addressing each of the focus areas, and should include participation of the action-planning and problem-solving process team.

In a letter dated August 3, 2017, the superintendent of the Calhoun County School District was informed that BEESS would be conducting an on-site monitoring visit for the following focus areas: dropout rate, least restrictive environment (LRE) and coordinated early intervening services related to discipline. In addition, the district was notified that best practices for increasing middle-grades math test scores for students with disabilities would be included on the visit.

School Selection

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

- Altha Public School (K-12)
- Blountstown Elementary School

- Blountstown Middle School
- Blountstown High School

On-Site Activities

On-Site Visit Team

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

FDOE, BEESS

- Monica Verra-Tirado, State Director for Special Education, Bureau Chief
- Anne Glass, Program Specialist, Medicaid in Schools, Student Support Services (SSS)
- Karlene Bonin, Program Specialist, Dispute Resolution and Monitoring (DRM)
- Betty Weller-White, Program Specialist, DRM

Peer Monitors

- Lara Deason, ESE Director, Liberty County School District

FDOE, BEESS Discretionary Projects

- Tury Lewis, Regional Representative, Project 10: Transition Education Network
- Ann Selland, Regional Coordinator, Problem Solving: Response to Intervention (PS:Rtl)
- Rusty Holmes, Regional Director, Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)
- Faye Yongue, Program Coordinator, Florida Diagnostic and Learning Resources System (FDLRS) Associate Centers
- Caren Prichard, Facilitator, Florida Inclusion Network (FIN)
- Kathy Christiansen, Technical Assistant Specialist, Florida Positive Behavioral Interventions & Supports Project: Multi-Tiered System of Support (FLPBIS:MTSS)
- David Davis, Technology Coordinator, PS:Rtl, Technology Learning Connections (TLC)
- Alice Schmitges, Program Specialist, Institute for Small and Rural Districts (ISRD)

Data Collection

On-site monitoring activities included the following:

- Review of recent data
- Welcome session with district and school administrators and staff – 22 participants
- Administrator focus groups – 18 participants
- Teacher focus groups – 35 participants
- Parent focus group – 14 participants
- Student focus groups – 30 participants
- School walk-through debriefings – 26 classrooms
- Action-planning and problem-solving process – 22 participants

The district's Best Practices for Inclusive Education plan dated August 31, 2017, resulted in the following goals being developed and an update for each goal has been provided:

- Goal 1: The district will provide training to educators and implement strategies to support students with disabilities in the area of behavior in order to reduce the number of students with disabilities suspended or expelled by at least two percent by July 2018. Update: The discipline data for the 2017-18 school year will not be available until fall 2018; however,

the district is working to ensure that district staff and school personnel participate in trainings to reduce the number of students with disabilities being removed for disciplinary action.

- Goal 2: The district will increase the number of students with disabilities who receive the majority of their education in general education settings by at least two percent each year by implementing research-based highly effective classroom academic strategies to increase student engagement and mastery of academic content. Update: The district did not meet this goal as the percentage of students with disabilities served in the general education setting decreased by 0.4 percent from the 2016-17 school year to the 2017-18 school year.
- Goal 3: The district will work to decrease separate class placement by two percent during the 2017-18 year. Update: The district met this goal as the percentage of students with disabilities served in a separate class placement decreased by four percent from the 2016-17 school year to the 2017-18 school year.
- Goal 4: During the 2017-18 school year, the district will work with FDLRS, FIN and SEDNET to provide parent newsletters to all students in the district. Update: The district met this goal as the district fully participates in disseminating Special Edition Parent and Family newsletters to all students.

2017-18 ESE On-Site Monitoring Results

The following data are related to the focus areas and activities for the 2017-18 ESE On-Site Monitoring for the Calhoun County School District.

Dropout Rate

The federal dropout rate for students with disabilities is calculated by taking the number of students who exited special education as a result of dropping out, divided by the number of students who graduated with a regular high school diploma, special diploma, certificate of completion, special certificate of completion, dropped out or died. The district’s federal dropout rate for students with disabilities increased from 12.5 percent during the 2014-15 school year to 23.3 percent during the 2015-16 school year. The 2016-17 dropout rate decreased to 16.1 percent, which is above the state target of 11.7 percent.

	2014-15	2015-16	2016-17
Calhoun	12.5%	23.3%	16.1%
State Target	15.1%	13.4%	11.7%

Educational Environment (Least Restrictive Environment)

To the maximum extent appropriate, students with disabilities are to be educated with students without disabilities. These LRE data are calculated by dividing the number of students with disabilities aged 6 through 21 served in the regular class for 80 percent or more of the day, by the total number of students with disabilities aged 6 through 21 reported in October (survey 2). These data do not include parentally placed private school students or students served in Florida county jails, Florida Department of Juvenile Justice facilities or Florida Department of Corrections. The district’s percentage of students with disabilities being served in the regular class increased from 77.9 percent during the 2015-16 school year to 80.8 percent during the

2016-17 school year. The 2017-18 LRE rate decreased to 80.4 percent, which is below the state target of 83.0 percent.

	2015-16	2016-17	2017-18
Calhoun	77.9%	80.8%	80.4%
State Target	79.0%	82.0%	83.0%

Coordinated Early Intervening Services – Discipline

Districts are required to set aside 15 percent of their IDEA funds for CEIS if incidents of removal through in-school suspension (ISS), out-of-school suspension (OSS), or expulsion for students with disabilities of any given race are at least 3.5 times more likely to occur when compared to students with disabilities of all other races combined. The district’s 2014-15 CEIS discipline data indicated that the removal of black students with disabilities through ISS, OSS, or expulsion was 3.65 times more likely to occur when compared to students with disabilities of all other races. The district’s 2015-16 CEIS discipline risk ratio increased to 3.86. The district is no longer required to withhold funds for CEIS because the district’s 2016-17 risk ratio was 1.53, which is below the state identified threshold of 3.5.

Discipline Risk Ratio for Black Students with Disabilities

	2013-14	2014-15*	2015-16**	2016-17
Calhoun	N/A	3.65	3.86	1.53

* District was required to withhold funds in 2016-17.

** District was required to withhold funds in 2017-18.

Best Practices for Increasing Math Scores for Middle-Grades Students with Disabilities

Three-year trend data for middle school math scores (from the 2014-15 to 2016-17 school years) showed that the district had decreased the achievement gap between students with disabilities and students without disabilities by 10.3 percent. In addition, the rate for students with disabilities scoring at level three and above has increased by 10.9 percent from the 2014-15 to the 2016-17 school year.

Florida Standards Assessment (FSA) Scores of Level Three and Above in Middle-Grades Math	2014-15	2015-16	2016-17
Calhoun			
Percentage of Students with Disabilities	25.0%	22.2%	35.9%
Percentage of Students without Disabilities	65.4%	64.9%	66.0%
Achievement Gap between Students with and without Disabilities	40.4%	42.7%	30.1%
State			
State Target for Students with Disabilities	51.0%	56.0%	61.0%
Average for Students with Disabilities	22.7%	21.0%	22.2%

Average for Students without Disabilities	59.4%	60.3%	61.2%
Achievement Gap between Students with and without Disabilities	36.7%	39.3%	39.0%

Interviews Conducted

Administrator Focus Groups

Members of the SST conducted focus groups with administrators from Altha Public School, Blountstown Elementary School, Blountstown Middle School and Blountstown High School on topics such as the dropout rate, LRE, CEIS discipline and best practices for increasing math scores for middle-grades students with disabilities.

Themes that emerged from the administrator focus groups included the following:

- There is a strong sense of family among staff and between staff and students.
- Most school counselors track students’ needs individually and make recommendations based on student need.
- Schools are working to increase the number of ESE students in general education classrooms and view inclusion favorably.
- There is active parent involvement and communication at most schools.
- There is positive collaboration between teachers and administrators.
- Teacher strengths and personalities are identified and taken into consideration when scheduling students’ math classes.
- There are challenges with teacher recruitment and certification.
- There is a need for formal mentoring programs.

Teacher Focus Groups

Members of the SST conducted focus groups with teachers from Altha Public School, Blountstown Elementary School, Blountstown Middle School and Blountstown High School and a student and family liaison from Blountstown High School on topics such as the dropout rate, LRE, CEIS discipline and best practices for increasing math scores for middle-grades students with disabilities.

Themes that emerged from the teacher focus groups included the following:

- The district provides excellent and relevant professional development.
- Inclusion is a priority.
- Most decisions made by the district are based on data.
- There is a need for additional positive strategies that will improve attendance and decrease the dropout rate.
- More programs to benefit students are needed, specifically vocational instruction, aimed toward future employment for students.
- A common planning time for ESE and general education teachers is needed.
- There is a need for formal mentoring programs and one school would like to include peer mentors.

Student Focus Groups

Members of the SST conducted focus groups with students from Altha Public School, Blountstown Middle School and Blountstown High School. Students were asked to share their perspectives on topics such as graduation, the dropout rate, discipline, post-school activities and classroom support for academics.

Comments from these focus groups included the following:

- Students receive accommodations in the classroom per their IEP.
- Students are aware and understand the IEP process.
- The “59 list” program, which lowers grades to 59 if the student has too many tardies, is not well received.
- Help is available to those students who need it.
- Some students would like teachers and counselors to provide more consistent assistance earlier on, regarding required courses for graduation.
- More assistance is needed in preparing for college, technical school and obtaining a job.
- Some students reported differences in the opportunities offered at each of the schools (e.g., vocational programs, arts, extracurricular activities and sports).
- Many students would like teachers to understand that not everyone learns in the same way.

Parent Focus Group

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

Themes that emerged from the focus group included the following:

- Parents are very satisfied with the schools.
- Supports are more than adequate for the students and meet the students’ needs.
- One school has an incentive program to increase student attendance and prevent dropout.
- One parent identified a school that was helpful in providing school work for a student with chronic health challenges and hospitalizations.
- There is a disparity of programs between schools, such as football and vocational classes.
- Work experiences for students seem to be initiated by parents or students and not the school.
- Transition opportunities are lacking for students.

School Walk-Through Debriefings

School walk-through debriefings were conducted at Altha Public School, Blountstown Elementary School, Blountstown Middle School and Blountstown High School regarding student engagement, school climate and evidence of academic and behavioral expectations.

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

- Classrooms were clean and well organized.
- There was evidence of student work in the classrooms and hallways.
- Students were engaged in structured activities.
- Instruction was observed in large-group settings, small-group settings and students working independently.

- Interactions between teachers and students and among students were positive.
- Methods learned during professional development were being utilized in the classroom.

Commendations

1. The percentage of middle-grades students with FSA math scores of level three and above increased from 22.2 percent during the 2015-16 school year to 35.9 percent during the 2016-17 school year, which is above the state average for students with disabilities of 22.2 percent.
2. The district met all requirements for the 2018 LEA Determinations and earned all points possible for the compliance element.
3. The district is no longer required to withhold funds for CEIS during the 2018-19 school year.

2017-18 Next Steps

Dropout Rate	
Summary	The district's federal dropout rate for students with disabilities increased from 12.5 percent during the 2014-15 school year to 23.3 percent during the 2015-16 school year. The 2016-17 dropout rate decreased to 16.1 percent, which is above the state target of 11.7 percent.
Recommendations	The district should work with staff members from discretionary projects such as PBIS, SEDNET, and Project 10 to explore and discuss the implementation of a mentoring program (e.g., Check and Connect) in all schools to decrease the dropout rate.
Required Actions	The district must develop and implement strategies to decrease the district dropout rate. The district must provide a detailed narrative describing actions developed and implemented to BEESS via BEESSMonitoring@fldoe.org by December 12, 2018 .
Educational Environment (Least Restrictive Environment)	
Summary	The district's percentage of students with disabilities being served in the regular class increased from 77.9 percent during the 2015-16 school year to 80.8 percent during the 2016-17 school year. The 2017-18 LRE rate decreased to 80.4 percent, which is below the state target of 83.0 percent.
Recommendations	The district should continue to ensure that the FIN services plan is implemented in the district and the schools.
Required Actions	None.
CEIS Discipline	
Summary	The district's 2014-15 CEIS discipline data indicated that the removal of black students with disabilities through ISS, OSS, or expulsion was 3.65 times more likely to occur when compared to students with disabilities of all other races. The district's 2015-16 CEIS discipline risk ratio increased to 3.86.

Recommendations	The district should consider trauma-informed care training for staff not yet trained. The training should emphasize the ability for the teachers and staff to identify reasons for student behavior and recommend methods of support.
Required Actions	<p>The district must disaggregate discipline incident data in a form similar to that used in the CEIS-Discipline calculation in order to target schools where black students with disabilities are disproportionately receiving referrals resulting in ISS, OSS and expulsion when compared to students with disabilities of all other races. Data must be reviewed with appropriate district and school staff to determine how discipline referrals resulting in ISS, OSS and expulsion are being assigned among all races of students with disabilities.</p> <p>The district will provide BEESS with the data that were reviewed, a narrative explaining the data, and how the district's discipline practices may have contributed to the data results. The district will submit this information to BEESS via BEESSMonitoring@fldoe.org by the following dates:</p> <ul style="list-style-type: none"> • October 17, 2018 • January 16, 2019
Phase 4 of the ESE Monitoring Process	
Summary	<p>The Calhoun County School District was selected for an on-site visit for the following focus areas related to students with disabilities:</p> <ul style="list-style-type: none"> • Dropout rate • LRE • CEIS – Discipline • Best practices for increasing math scores for middle-grades students with disabilities
Required Action	<p>By February 13, 2019, designated BEESS staff and members of the district problem-solving team will reconvene via a conference call to share how they are addressing each of the above-mentioned focus areas and determine next steps. The district will coordinate with BEESS regarding the date and time of the conference call and provide documentation (e.g., recent data, professional development, problem-solving notes and action plans) via BEESSMonitoring@fldoe.org by January 16, 2019.</p>

Technical Assistance

1. **Implementing a Multi-Tiered System of Support (MTSS) for Behavior: Recommended Practices for School and District Leaders** (FLPBIS:MTSS) may be accessed at https://www.pbis.org/common/cms/files/pbisresources/RTIB_Guide_101811_final.pdf and provides an overview of the critical components of an MTSS for behavior. These critical components describe systems changes that are necessary for a results-driven ESE system.
2. The district's **SP&P** document provides district- and school-based standards for documenting, reporting and monitoring the use of manual, physical, or mechanical restraint and seclusion developed by FDOE. The school district's document for the 2016-17 through 2018-19 school years may be accessed at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.
3. FDOE's technical assistance paper DPS: 2011-165, entitled, "**Guidelines for the Use, Documentation, Reporting, and Monitoring of Restraint and Seclusion with Students with Disabilities**," dated October 14, 2011, may be accessed at <https://info.fldoe.org/docushare/dsweb/Get/Document-6212/dps-2011-165.pdf>. This document provides guidance regarding the use, documenting, reporting, and monitoring of restraint and seclusion with students with disabilities in school districts, including (a) when restraint or seclusion might be used, (b) considerations when selecting a training program for restraint, (c) what should be documented, (d) parent notification and reporting, and (e) monitoring use. It also contains information about s. 1003.573, F.S., Use of restraint and seclusion on students with disabilities.
4. The United States Department of Education, in collaboration with the United States Department of Justice, released **School Discipline Guidance** in January 2014, Volume 4, Issue 1 of the **Office of Special Education Programs Monthly Update**. This package will assist states, districts and schools in developing practices and strategies to enhance school climate, and ensure those policies and practices comply with federal law. The following resource documents are included in the package, and are available at <http://www.ed.gov/school-discipline>:
 - **Dear Colleague** guidance letter on civil rights and discipline;
 - **Guiding Principles** document, which draws from emerging research and best practices;
 - **Directory of Federal School Climate and Discipline Resources**, which indexes federal technical assistance and other resources; and
 - **Compendium of School Discipline Laws and Regulations**, which catalogs state laws and regulations related to school discipline.
5. **Project 10: Transition Education Network** may be accessed at <http://project10.info>. Project 10 assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes. Project 10 serves as the primary conduit between BEESS and school-district personnel in addressing law and policy, effective practices, and research-based interventions in the area of transition services for youth with disabilities. The project also supports transition initiatives developed through the BEESS Strategic Plan. Examples of assistance provided related to graduation rates include using school-level data for graduation success, technical assistance to improve data collection, analysis and data-driven decision making, in order to develop a color-coded student graduation tracking system that can be coordinated with existing initiatives or systems.

Regarding dropout, the project supports dropout prevention strategies for students with disabilities, school-based enterprise, service learning and EWS.

6. **FDLRS Associate Centers Support** may be accessed at <http://www.fdlrs.org>. The 19 FDLRS associate centers provide an array of instructional and technical support services to school districts statewide. The four central functions of each FDLRS center are Child Find, parent services, human resource development, and professional learning and technology. The centers collaborate with districts, agency and support personnel, communities, families, and educational personnel providing support services for educators, school administrators, parents, and students with disabilities. Examples of professional development related to graduation rates include Florida standards and access points, differentiated instruction, access to the general curriculum, Strategic Instruction Model, behavior/discipline, Standing up for Me, self-advocacy, responsive classroom, and district-specific supports. Professional development related to dropout include differentiated instruction, accommodations, Conversation, Help, Activity, Movement, Participation, and Success (known as CHAMPS), Tough Kids, discipline in the secondary classroom, support for parent involvement, Professional Development Alternatives for Positive Behavior Support module, universal design for learning, small-group planning and problem solving, disability awareness, and district-specific supports.
7. **FIN** may be accessed at <http://www.floridainclusionnetwork.com/>. FIN collaborates with all districts and schools to provide customized services and supports to ensure that students with disabilities have the same educational, social, and future opportunities as their peers. In partnership with districts and schools, FIN facilitates implementation of best practices for inclusive education through data-driven, student-focused problem solving across districts and schools. In addition, FIN facilitates implementation of professional development and provides technical assistance and resources to district and school personnel in order to increase knowledge and skills to build and sustain capacity.
8. **PS:RtI Technology** may be accessed at <http://www.floridarti.usf.edu/index.html>. One function of this project is to provide support to regional technology coordinators and technology specialists to effectively implement accessible instructional materials, assistive technologies, learning technologies, and universal design for learning principles within all tiers of instruction. This project also manages, coordinates and supports the regional assistive technology loan libraries.
9. **SEDNET** may be accessed at <http://www.sednetfl.info/>. The 19 regional SEDNET centers assist Florida school districts and relevant stakeholders in building capacity to provide the necessary mental health and academic supports to students with or at risk of emotional and behavioral disabilities to prepare students to achieve academic success; graduate high school; and become college, career and life ready.
10. **FLPBIS:MTSS** may be accessed at <http://flpbis.cbcs.usf.edu/>. FLPBIS offers training and technical assistance on implementation of four positive behavior support areas within an MTSS: Tier 1 Universal, Classroom; Tier 2 Supplemental; and Tier 3 Intensive. In addition, FLPBIS offers workgroups on disproportionality that focus on collaboration with district leadership to decrease discipline disproportionality and increase culturally responsive practices. FLPBIS offers workgroups with districts to develop, utilize and maintain practices that minimize the use of restraint and seclusion while maximizing the implementation of practices that are focused on crisis prevention. The Tier 3 for Behavior Redesign workgroup provides training and technical assistance to districts interested in improving the efficiency

and effectiveness of their districtwide and schoolwide Tier 3 systems for behavior support. This effort assists districts in building internal capacity to implement and use the functional behavioral assessment and behavior intervention plan process to guide team-based treatment decisions and identify effective interventions for students with intense behavior or mental health needs.

11. The **PS/Rtl – Technology and Learning Connections** (TLC) may be accessed at <http://www.tlc-mtss.com>. TLC provides guidelines and resources to support the implementation of universal design for learning. A quarterly newsletter that focuses on technology integration to support the local development of highly effective classrooms for all students may also be accessed. TLC's Winter 2016-17 newsletter focused on math instruction, resources and tools to eliminate barriers and increase achievement for all students and can be viewed at <http://conta.cc/2kjsuGt>. To sign up to receive this quarterly newsletter, go to <http://bit.ly/1TL0HLQ>. Additional resources are available at <http://www.tlc-mtss.com/resources.html>.

State Support Team for Calhoun County School District

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