

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

**Citrus County School District
January 22-24, 2019**



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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Table of Contents**

Authority.....	1
Exceptional Student Education (ESE) On-Site Monitoring Process	1
Background Information.....	1
School Selection.....	2
2018-19 ESE On-Site Monitoring Focus Areas	3
Graduation Rate	3
Dropout Rate	3
Educational Environment (Least Restrictive Environment)	3
Prekindergarten Students with Disabilities Functioning within Age Expectations in the Communication Domain	4
Interviews Conducted.....	4
Administrator Focus Groups	4
Teacher Focus Groups.....	5
Parent Focus Group	5
Student Focus Groups.....	5
Commendations.....	6
2018-19 Next Steps	6
Technical Assistance	9
State Support Team Members for Citrus County School District	12

Authority

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

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

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

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

ESE On-Site Monitoring Process

Background Information

The 2018-19 ESE On-Site Monitoring process focuses on those State Performance Plan indicators that contributed to the targeting of school districts for CEIS and the following indicators that affect equity and access in the educational environment for students with disabilities:

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

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

The ESE On-Site Monitoring process includes four phases:

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

In a letter dated August 13, 2018, the superintendent of the Citrus County School District was informed that BEESS would be conducting an on-site monitoring visit for the following focus areas: graduation rate, dropout rate, least restrictive environment (LRE) and prekindergarten (PreK) proficiency in communication.

School Selection

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

- Homosassa Elementary School
- Inverness Primary
- Citrus Springs Middle School
- Citrus High School
- Crystal River High School
- Lecanto High School

2018-19 ESE On-Site Monitoring Focus Areas

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

Graduation Rate

The federal uniform high school graduation rate for students with disabilities is calculated by taking the number of first-time ninth graders from four years ago, plus the number of incoming transfer students on the same schedule to graduate, minus the number of students from this population who transferred out or left to enroll in a private school or home education, divided by the number of standard diplomas from the same group. The district’s federal graduation rate for students with disabilities increased from 52.8 percent during the 2015-16 school year to 56.6 percent during the 2016-17 school year. The 2017-18 graduation rate increased to 70.7 percent, which is above the state target of 62.3 percent.

	2015-16	2016-17	2017-18
Citrus	52.8%	56.6%	70.7%
State Target	58.3%	60.3%	62.3%

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, a special diploma, a certificate of completion, or a special certificate of completion, and who dropped out or died. The district’s federal dropout rate for students with disabilities decreased from 13.4 percent during the 2015-16 school year to 11.8 percent during the 2016-17 school year. The 2017-18 dropout rate increased to 20.9 percent, which is above the state target of 10.0 percent.

	2015-16	2016-17	2017-18
Citrus	13.4%	11.8%	20.9%
State Target	13.4%	11.7%	10.0%

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 54.8 percent during the 2016-17 school year to 63.7 percent during the 2017-18 school year. The 2018-19 LRE rate increased to 73.5 percent, which is below the state target of 85.0 percent.

	2016-17	2017-18	2018-19
Citrus	54.8%	63.7%	73.5%
State Target	82.0%	83.0%	85.0%

Prekindergarten Students with Disabilities Functioning within Age Expectations in the Communication Domain

Early literacy and communication are the building blocks for the development of effective reading skills; therefore, BEESS identified the communication domain within PreK-aged children with disabilities as an area of focus for the district. The district's percentage of PreK students with disabilities functioning within age expectations in the communication domain decreased from 65.0 percent during the 2015-16 school year to 56.7 percent during the 2016-17 school year. The 2017-18 percentage increased to 70.8 percent, which is below the state target of 75.9 percent.

	2015-16	2016-17	2017-18
Citrus	65.0%	56.7%	70.8%
State Target	71.4%	73.4%	75.9%

Interviews Conducted

Administrator Focus Groups

Members of the SST conducted focus groups with administrators from Homosassa Elementary School, Inverness Primary, Citrus Springs Middle School, Citrus High School, Crystal River High School and Lecanto High School regarding graduation rate, dropout rate, LRE and PreK students with disabilities functioning within age expectations in the communication domain.

Themes that emerged from these focus groups included the following:

- Administrators support inclusion and are working to address identified challenges.
- Administrators are eager to identify successes in order to continue to increase inclusion in their schools.
- There are concerns regarding recruiting and retaining high-quality certified teachers.
- The majority of the students with disabilities in the district who dropped out of school during the 2017-18 school year were enrolled in Citrus Mycroschool of Integrated Academics and Technology, which closed June 2018.
- Teachers at Inverness Primary are offered professional development in building communication skills for PreK students.

Teacher Focus Groups

Members of the SST conducted focus groups with teachers from Homosassa Elementary School, Inverness Primary, Citrus Springs Middle School, Citrus High School, Crystal River High School and Lecanto High School regarding graduation rate, dropout rate, LRE and PreK students with disabilities functioning within age expectations in the communication domain.

Themes that emerged from these focus groups included the following:

- The professional development provided is beneficial regarding a teacher's role in serving students with disabilities.
- Teachers are supported by the administration to meet the needs of students with disabilities.
- There is a need for additional teachers who are dual certified and supportive of the co-teaching model in order to increase the effectiveness of inclusion.
- There is a strong sense of school community in the schools, which is reflected positively in teacher-student relationships.
- There are programs in place to identify and provide supports for students with disabilities who are at risk of dropping out.
- The current curriculum at Inverness Primary School that addresses communication and language skill development is challenging for younger students and requires modifications for them to be successful.

Parent Focus Group

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

Themes that emerged from the focus group included the following:

- School staff, teachers and inclusive practices throughout the district are viewed positively.
- Teachers are aware of the accommodations needed for students with disabilities.
- Increased communication between the school and families could improve the services and supports that are available for students.
- There is a need to improve student self advocacy.
- Vocational Rehabilitation opportunities are shared with students and information is provided for students to sign up for services.

Student Focus Groups

Members of the SST conducted focus groups with students from Citrus Springs Middle School, Citrus High School, Crystal River High School and Lecanto High School. Students were asked to share their perspectives on topics such as graduation, dropout and postsecondary activities.

Comments from these focus groups included the following:

- Students are aware of the credit and course requirements regarding graduation.
- Students actively participate in their IEP team meetings and are able to self advocate.
- Students identified school staff who they can go to for help with academics.
- Students are aware that they are being included in more general education classes and they recognize the benefits of being with their peers without disabilities.
- Students shared future plans and identified postsecondary goals.

Commendations

1. The district's federal cohort graduation rate for students with disabilities increased from 56.6 percent during the 2016-17 school year to 70.7 percent during the 2017-18 school year, which is above the state target of 62.3 percent.
2. The district's standard diploma rate increased from 71.5 percent during the 2016-17 school year to 77.2 percent during the 2017-18 school year.
3. The number of students with disabilities ages 3-5 receiving the majority of special education and related services in the early childhood program was 89.2 percent during the 2017-18 school year, which is above the state target of 40.4 percent.

2018-19 Next Steps

Graduation Rate	
Summary	The district's federal graduation rate for students with disabilities increased from 52.8 percent during the 2015-16 school year to 56.6 percent during the 2016-17 school year. The 2017-18 graduation rate increased to 70.7 percent, which is above the state target of 62.3 percent.
Recommendations	The district should continue to collaborate with Project 10: Transition Education Network (Project 10) staff to: <ul style="list-style-type: none"> • Implement a uniformed early warning system (EWS) throughout the district to monitor the progress of students at risk of not graduating and dropping out. • Continue to further develop the district's EWS and integrate the various programs and initiatives into a cohesive system of student options and supports toward graduation. • Determine which students need interventions in order to graduate. • Review the benefits of the EWS and how this may be implemented throughout high schools in the district.
Required Actions	None.
Dropout Rate	
Summary	The district's dropout rate for students with disabilities decreased from 13.4 percent in the 2015-16 school year to 11.8 percent during the 2016-17 school year. The 2017-18 dropout rate increased to 20.9 percent, which is above the state target of 10.0 percent.
Recommendations	The district should continue efforts to locate and recover students who dropped out of the charter school that was closed during the 2017-18 school year. It is recommended that the district continue to monitor and track dropout data as it continues to use the Project 10 EWS and participate in the follow-up activities recommended through problem solving by the district leadership team.
Required Actions	By September 11, 2019 , the district must provide documentation to the district's BEESS liaison via BEESSMonitoring@fldoe.org of the following: <ul style="list-style-type: none"> • The district's process for tracking and monitoring students with

	<p>disabilities who are at risk of dropping out of school during the 2019-20 school year.</p> <ul style="list-style-type: none"> • Strategies the district will implement to decrease the district’s dropout rate for the 2019-20 school year, including the timelines for implementation and the district staff who will oversee the implementation of the strategies.
<p>Least Restrictive Environment</p>	
<p>Summary</p>	<p>The district’s percentage of students with disabilities being served in the regular class increased from 54.8 percent during the 2016-17 school year to 63.7 percent during the 2017-18 school year. The 2018-19 LRE rate increased to 73.5 percent, which is below the state target of 85.0 percent.</p>
<p>Recommendations</p>	<p>The district should consider the following activities:</p> <ul style="list-style-type: none"> • Explore additional opportunities to use data to refine and expand the supports available to students with disabilities at all school sites (e.g., innovative master scheduling based on student needs and alternative supports in classrooms). • Continue to collaborate with project staff from the Florida Diagnostic and Learning Resource System (FDLRS) and the Florida Inclusion Network (FIN) for professional development to support inclusive scheduling and implementation. • Ensure that general education and ESE teachers have time together for collaboratively developing or reviewing long-term instructional plans and delivery methods. • Outline the articulation process for the transition of students from elementary to middle and from middle to high school, including a variety of supports available to students in general education settings. • Review FDOE’s Technical Assistance Paper, DPS: 2016-13, “Least Restrictive Environment Considerations Related to Individual Educational Plans,” which can be accessed at https://info.fldoe.org/docushare/dsweb/Get/Document-7540/dps-201613.pdf.
<p>Required Actions</p>	<p>The district must provide documentation of the following actions as identified in the district’s Best Practices for Inclusive Education plan:</p> <ul style="list-style-type: none"> • Collaborate with FIN and FDLRS project staff to select and prioritize schools that need additional training on best instructional practices and awareness training for students with disabilities. • Conduct these trainings to include universal design for learning; differentiated instruction to allow for additional inclusion-model classrooms (e.g., scheduling awareness training, co-teaching and support facilitation); cooperative learning strategies and access points. <p>The district must provide a detailed narrative describing each of the above-mentioned activities to the district’s BEESS liaison via BEESSMonitoring@fldoe.org by September 11, 2019.</p>

PreK Students with Disabilities Functioning Within Age Expectations in the Communication Domain	
Summary	The district's percentage of PreK students with disabilities functioning within age expectations increased from 56.7 percent during the 2016-17 school year to 70.8 percent during the 2017-18 school year, which is below the state target of 75.9 percent.
Recommendations	The district should continue to collaborate with Technical Assistance and Training System (TATS) project staff to provide professional development opportunities to PreK teachers specific to early childhood, communication and early literacy skill development.
Required Actions	None.
Follow up to the ESE Monitoring Visit	
Summary	The Citrus County School District was selected for an on-site visit for the following focus areas related to students with disabilities: <ul style="list-style-type: none"> • Graduation rate • Dropout rate • LRE • PreK students with disabilities functioning within age expectations in the communication domain
Required Actions	By January 15, 2020 , designated BEESS staff and members of the district problem-solving team will reconvene via a conference call to share how the district is addressing each of the above-mentioned focus areas and determine next steps. The district will coordinate with BEESS regarding the date and time of the conference call and provide documentation (e.g., recent data, professional development, problem-solving notes and action plans) via BEESSMonitoring@fldoe.org by December 11, 2019 .

Technical Assistance

1. **Implementing a Multi-Tiered System of Support (MTSS) for Behavior: Recommended Practices for School and District Leaders** (Florida Positive Behavioral Interventions and Support Project: MTSS [FLPBIS:MTSS]) may be accessed at https://www.pbis.org/common/cms/files/pbisresources/RTIB_Guide_101811_final.pdf. FLPBIS:MTSS provides an overview of the critical components of an MTSS for behavior. These critical components describe systems changes that are necessary for a results-driven ESE system.
2. The district's **Exceptional Student Education Policies and Procedures** document provides district- and school-based standards for documenting, reporting and monitoring the use of manual, physical, or mechanical restraint and seclusion developed by the FDOE. The school district's document for the 2015-16 through 2017-18 school years may be accessed at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.
3. The FDOE's technical assistance paper DPS: 2016-13, entitled, "**Least Restrictive Environment Considerations Related to Individual Educational Plans,**" dated January 15, 2016, may be accessed at <https://info.fldoe.org/docushare/dsweb/Get/Document-7540/dps-201613.pdf>. This document provides guidance on the provision of services for students with disabilities in the LRE.
4. The United States Department of Education, in collaboration with the United States Department of Justice, released **School Discipline Guidance** in January 2014, Volume 4, Issue 1, of the **Office of Special Education Programs Monthly Update**. This package will assist states, districts and schools in developing practices and strategies to enhance school climate, and ensure those policies and practices comply with federal law. The following resource documents are included in the package, and are available at <http://www.ed.gov/school-discipline>:
 - **Dear Colleague** guidance letter on civil rights and discipline;
 - **Guiding Principles** document, which draws from emerging research and best practices;
 - **Directory of Federal School Climate and Discipline Resources**, which indexes federal technical assistance and other resources; and
 - **Compendium of School Discipline Laws and Regulations**, which catalogs state laws and regulations related to school discipline.
5. The **Project 10: Transition Education Network** may be accessed at <http://project10.info>. Project 10 assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and postsecondary outcomes. Project 10 serves as the primary conduit between BEESS and school-district personnel in addressing law and policy, effective practices, and research-based interventions in the area of transition services for youth with disabilities. The project also supports transition initiatives developed through the BEESS Strategic Plan. Examples of assistance provided related to graduation rates include using school-level data for graduation success, technical assistance to improve data collection, analysis and data-driven decision making, in order to develop a color-coded student graduation tracking system that can be coordinated with existing initiatives or systems. Regarding dropout, Project 10 supports dropout prevention strategies for students with disabilities, school-based enterprise, service learning and early warning system.

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

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

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