

**2019-20 Exceptional Student Education
On-Site Monitoring Report**

**Gulf County School District
October 21-22, 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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**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 (BEES), 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]). BEES 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, BEES 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, BEES 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(d), 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 provide comprehensive coordinated early intervening services (CCEIS) to address factors contributing to the significant disproportionality.

Section 1003.573, F.S., Use of restraint and seclusion on students with disabilities (SWD), establishes documentation, reporting and monitoring requirements for districts regarding the use of restraint and seclusion on SWD. 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 SWD. 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.

The Every Student Succeeds Act (ESSA) was signed into law in December 2015, amending the Elementary and Secondary Education Act of 1965 and replacing No Child Left Behind provisions. States were required to submit a state plan describing their approach to ESSA compliance. Drafted with public input and submitted to the Governor for review, as required by ESSA, the Florida state plan for ESSA was approved by the U.S. Department of Education on September 26, 2018. The state's ESSA plan preserves the focus on increased student achievement and includes details on the added federal calculation to satisfy ESSA requirements, which includes accountability provisions for the inclusion of English Language Learner (ELL) proficiency as a separate accountability indicator; additional focus on the reporting of subgroups' performances; additional federal school improvement designations and support; and a revamped public report card of state, district and school data. The new Federal Percent of Points Index (Federal Index) is calculated overall and by subgroup to include all school grade components in conjunction with English Language Proficiency (ELP) progress.

The Federal Index is calculated for 10 subgroup categories, which include the seven major racial and ethnic groups, SWD, ELLs, and economically disadvantaged students for academic achievement and student growth in schools.

Schools were identified under ESSA for support based on their Federal Index score. The threshold of support is a score below 41 percent on their overall Federal Index or by subgroup. Annually, any school below 41 percent in the Federal Index for any subgroup is identified for Targeted Support and Improvement; annually, any school below 41 percent in the overall (school grade components and ELP progress) Federal Index will be designated as in need of Comprehensive Support and Improvement. Schools will be responsible for developing a School Improvement Plan for their identified ESSA subgroups. BEESS will support districts with schools with a grade of A, B, and C and all ESE center schools with a Federal Index below 41 percent with SWD. In addition, BEESS will provide support to alternative schools and Department of Juvenile Justice programs with a Federal Index below 41 percent.

In addition, ESSA limits the percentage of students that a State may assess with an alternate assessment based on alternate academic achievement standards (AA-AAAS) to no more than 1.0 percent of all assessed students in the grades assessed in a State for each subject. While there is a limit on the percentage of students statewide who may take the AA-AAAS, there is no such limit among LEAs. However, 34 CFR §§200.6(c)(3)(ii) and (iv) require that an LEA submit information justifying the need to assess more than 1.0 percent of its students in any subject with an AA-AAAS. The State must make that information publicly available, provided that such information does not reveal personally identifiable information about an individual student. The required justification information will be collected in Florida via the annual SP&P and the focus of Florida's training and technical assistance will continue to be on ensuring that individual educational plan (IEP) teams make appropriate, individualized and data-based decisions for each student.

ESE On-Site Monitoring Process

Background Information

The 2019-20 ESE On-Site Monitoring process focuses on those State Performance Plan indicators that contributed to the targeting of school districts for CCEIS and the following indicators that affect equity and access in the educational environment for SWD:

- Indicator 1 – Graduation: Percentage of youth with 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.
- CCEIS – Significant disproportionality in overrepresentation of a particular racial group within special education programs for identification of children in specific disability categories, the placement of children with disabilities in particular educational settings or the taking of disciplinary actions.
- Restraint – Rate of incidents of restraint, as reported in the FDOE database.
- Seclusion – Rate of incidents of seclusion, as reported in the FDOE database.
- ESSA – Accountability and one percent cap for participation in the Florida Standards Alternate Assessment.

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.

On July 31, 2019, the superintendent of the Gulf County School District was notified that BEESS would be conducting an on-site monitoring visit. After a review of the district's data the following focus areas were identified as being in need of support: least restrictive environment (LRE), English language arts (ELA) scores for third grade SWD and math scores for middle-grades SWD.

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, teacher and school support team focus groups, and some schools for paraprofessional, parent and student focus groups:

- Port St. Joe Elementary School
- Wewahitchka Elementary School
- Port St. Joe High School
- Wewahitchka High School

2019-20 ESE On-Site Monitoring Focus Areas

The following data are related to the focus areas and activities for the 2019-20 ESE On-Site Monitoring for the Gulf County School District.

Educational Environment (Least Restrictive Environment)

To the maximum extent appropriate, SWD are to be educated with students without disabilities. These LRE data are calculated by dividing the number of SWD aged 6 through 21 served in the regular class for 80 percent or more of the day, by the total number of SWD 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 facilities. The district's percentage of SWD being served in the regular class decreased from 57.4 percent during the 2017-18 school year to 55.6 percent during the 2018-19 school year. The 2019-20 LRE rate increased to 79.2 percent, which is below the state target of 85 percent. Although the district increased their LRE rate for 2019-20 by 23.6 percent, the district did not meet the state target for any of the three years.

	2017-18	2018-19	2019-20
Gulf	57.4%	55.6%	79.2%
State Target	83.0%	85.0%	85.0%

English Language Arts Scores for Third Grade Students with Disabilities

After reviewing state assessment data trends for the Florida Standards Assessment (FSA), BEESS identified SWD in third grade ELA as an area in critical need of support. BEESS established a tiered criteria in order to provide needed supports for grades K-3 ELA in each district in order to increase the number of SWD scoring level three and above and close the gap between students with and without disabilities. Three-year historical data for ELA scores for students in third grade (from the 2016-17 to 2018-19 school years) showed that the achievement gap between SWD and students without disabilities had increased by 11.9 percent. In addition, the rate for SWD scoring at level three and above had decreased by 7.5 percent from the 2016-17 to the 2018-19 school year.

FSA Scores of Level Three and Above in Third Grade ELA	2016-17	2017-18	2018-19
Gulf			
Students without Disabilities	57.4%	50.6%	61.8%
SWD	33.3%	21.7%	25.8%
Achievement Gap between Students with and without Disabilities	24.1 percentage points	28.9 percentage points	36.0 percentage points

Math Scores for Middle-Grades Students with Disabilities

After reviewing state assessment data trends for the FSA, BEESS identified SWD in middle-grades math as an area in critical need of support. BEESS established a tiered criteria in order to provide needed supports for middle-grades math in each district (grades 6-8) in order to increase the number of SWD scoring level three and above and close the gap between students with and without disabilities. Three-year historical data for middle-grades math scores (from the

2016-17 to 2018-19 school years) showed that the achievement gap between SWD and students without disabilities had decreased by 6.2 percent. In addition, the rate for SWD scoring at level three and above had decreased by 7.9 percent from the 2016-17 to the 2018-19 school year.

FSA and End-of-Course Scores of Level Three and Above in Middle-Grades Math	2016-17	2017-18	2018-19
Gulf			
Students without Disabilities	74.4%	67.6%	60.3%
SWD	22.6%	16.4%	14.7%
Achievement Gap between Students with and without Disabilities	51.8 percentage points	51.2 percentage points	45.6 percentage points

Interviews Conducted

Administrator Focus Groups

Members of the SST conducted focus groups with administrators from Port St. Joe Elementary School, Wewahitchka Elementary School, Port St. Joe High School and Wewahitchka High School regarding LRE, ELA scores for third grade SWD and math scores for middle-grades SWD.

Themes that emerged from these focus groups included the following:

- All administrators reported having access to mental health support for students and staff.
- All shared that opportunities for inclusion are important and schools are working to increase best practices to support inclusion.
- All indicated that general education teachers may need additional support and professional development (PD) for SWD enrolled in their classes.
- Some administrators felt that teachers need support preparing students for the next level of material when transitioning from elementary school to middle school.
- School administrators shared the effect of the Category 5 storm, Hurricane Michael, on the educational progress and social and emotional learning, as many homes were destroyed and families were experiencing crisis and homelessness and suffering from trauma.
- There is a need for collaborative time to provide training and PD for best practices in supporting all students' needs in a continuum of settings.

Teacher Focus Groups

Members of the SST conducted focus groups with teachers from Port St. Joe Elementary School, Wewahitchka Elementary School, Port St. Joe High School and Wewahitchka High School regarding LRE, ELA scores for third grade SWD and math scores for middle-grades SWD.

Themes that emerged from these focus groups included the following:

- Teachers are committed to addressing the individual needs of students.
- Teachers feel they have good relationships with their students and families and there is a

strong sense of community.

- There is a need for additional training and PD to support best practices in supporting the needs of all students in a continuum of settings.
- Most of the teachers reported a need for additional training regarding the use of assistive technology to support student needs.
- Some teachers indicated a need for PD and training in order to better support some of the individual needs for SWD.

Parent Focus Group

Members of the SST conducted a focus group with parents of SWD aged 14 years or older who were invited by the district.

Themes that emerged from the focus group included the following:

- Parents indicated their children have access for support in math when needed.
- Most parents reported positive experiences with their child's IEP process.
- Some parents reported lack of receiving consistent reports on student progress toward IEP goals.
- Some indicated that general education teachers may need additional support or PD to support individual student needs in the high school.

Student Focus Groups

Members of the SST conducted focus groups with students from Port St. Joe High School and Wewahitchka 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 shared the value of being included with their nondisabled peers.
- Students feel supported by their teachers.
- Some students indicated they were adapting to the transition of receiving all of their instruction in the general education classroom.
- Students have at least one adult to go to for support, if needed.
- All students have post-school goals on their IEPs; however, some students would like postschool planning to begin earlier than senior year.
- Students who have a mentor at their school indicated it was helpful.
- Most students reported being aware of their IEP accommodations.
- A few students reported that some teachers do not provide accommodations consistently.

School Support Team Focus Groups

Members of the SST conducted focus groups with school support team staff who support SWD from Port St. Joe Elementary School, Wewahitchka Elementary School, Port St. Joe High School and Wewahitchka High School.

Comments from these focus groups included the following:

- All school support staff feel supported by leadership.
- Support staff are committed to providing the needed support to students, as well as making time to meet with teachers and leadership regularly.
- Staff reported regular contact with families through calls, emails or inperson and a shared

- a sense of community.
- Some staff use the Stay Organized Accountable and Respectful (SOAR) communication tool to assist with organization and documents communication with students, families and staff.
- All reported the need for PD on best practices for a continuum of settings for LRE.

Commendations

1. The district’s LRE rate for SWD increased from 55.6 percent in the 2018-19 school year to 79.2 percent for 2019-20.
2. The district’s federal cohort graduation rate for SWD for the 2018-19 year increased to 95.2 percent from 88 percent in 2017-18, which is an increase of 7.5 percent and above the state target of 70 percent.

2019-20 Next Steps

Least Restrictive Environment	
Summary	The district’s percentage of SWD being served in the regular class decreased from 57.4 percent during the 2017-18 school year to 55.6 percent during the 2018-19 school year. The 2019-20 LRE rate increased to 79.2 percent, which is below the state target of 85 percent. Although the district increased their LRE rate for 2019-20 by 23.6 percent, the district did not meet the state target for any of the three years.
Recommendations	The district should continue collaboration with Florida Inclusion Network (FIN) and Florida Diagnostic and Learning Resource System (FDLRS) project staff and the local assistive technology specialists in developing PD opportunities related to: <ul style="list-style-type: none"> • Outlining 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. • Ensuring that general education and ESE teachers have time together for collaboratively developing or reviewing long-term instructional plans and delivery methods. • Continued use of online courses for differentiated instruction, positive behavior supports, and assessment and evaluation for selected teachers of SWD.
Required Actions	The district’s Plan for Inclusive Education, dated September 13, 2019, includes the following short- and long-term improvement efforts: <ul style="list-style-type: none"> • Targeted PD for inclusive scheduling training, effective models of support facilitation and co-teaching. • Collaboration with FIN project staff on flexible scheduling methods for SWD. • Collaboration with Panhandle Area Educational Consortium

	<p>(PAEC) –FDLRS and FIN to provide PD for LRE calculations.</p> <ul style="list-style-type: none"> • Targeted PD and technical assistance (TA) to selected teachers and paraprofessionals for increased skills in managing classroom procedures and behavior management to support LRE. • Discretionary Projects to provide PD and TA to district and school staff to increase effective instruction of SWD in the general education setting. <p>The district must provide documentation of the above-mentioned actions and verification for each training for teachers and staff members, that must include the following:</p> <ul style="list-style-type: none"> • Detailed narrative of the trainings. • Dates of the trainings. • Copies of any content presented. • Names and titles of the presenters. • Names, titles and signatures of the staff members who participated in the trainings. • Number of teachers and school staff who participated in the trainings from schools designated as Targeted Support & Improvement and Comprehensive Support & Improvement schools under ESSA. <p>The documentation must be provided to the district’s BEESS liaison via BEESSMonitoring@fldoe.org by October 22, 2020.</p>
ELA Scores for Third Grade Students with Disabilities	
Summary	<p>Three-year historical data for ELA scores for third grade (from the 2016-17 to 2018-19 school years) showed that the achievement gap between SWD and students without disabilities had increased by 11.9 percent. In addition, the rate for SWD scoring at level three and above had decreased by 7.5 percent from the 2016-17 to the 2018-19 school year.</p>
Recommendations	<p>The district should consider the following actions:</p> <ul style="list-style-type: none"> • Continue to analyze and problem solve using FSA data and multiple data sources to determine tier one instructional issues that can be addressed to increase student proficiency. • Continue and increase use of the discretionary projects, including Problem Solving and Response to Intervention (PS/RtI) and FIN, to support the district in the areas of provision of trainings including: flexible scheduling, multi-tiered system of supports (MTSS) implementation, collaborative teaching, universal design for learning (UDL), Positive Behavioral Interventions and Support Project (PBIS) for chronic absenteeism and others that may be relevant based on assessment data. • Implementation of Professional Learning Communities and allowance of time for collaboration.
Required Actions	<p>The district’s Plan for Inclusive Education dated September 13, 2019, includes the following PD and TA to district and school staff to increase</p>

	<p>proficiency of SWD in reading:</p> <ul style="list-style-type: none"> • FDLRS-PAEC and FIN project staff to provide PD and TA to district and school staff to increase effective instruction of SWD in general education academic classes. • Accommodations training to schools selected by the district. • Job-embedded PD to increase effective use of assistive technology to meet the learning and communication needs of all learners and to ensure all students have equitable access to the standards- based curriculum. • Reading strategies training for paraprofessionals. <p>The district must provide documentation of the completion of the above-mentioned actions and verification of the trainings, which include the following:</p> <ul style="list-style-type: none"> • Detailed narrative of the trainings. • Dates of the trainings. • Copies of any content presented. • Names and titles of the presenters • Names, titles and signatures of the district and school staff who participated in the trainings. • Number of district and school staff who participated in the trainings from schools designated as Targeted Support & Improvement and Comprehensive Support & Improvement schools under ESSA. <p>This documentation must be provided to the district’s BEESS liaison via BEESSMonitoring@fldoe.org by October 22, 2020.</p>
Math Scores for Middle-Grades Student with Disabilities	
<p>Summary</p>	<p>Three-year historical data for middle-grades math scores (from the 2016-17 to 2018-19 school years) showed that the achievement gap between SWD and students without disabilities had decreased by 6.2 percent. In addition, the rate for SWD scoring at level three and above had decreased by 7.9 percent from the 2016-17 to the 2018-19 school year.</p>
<p>Recommendations</p>	<p>The district should consider the following actions:</p> <ul style="list-style-type: none"> • Develop practices at schools for common planning, common instruction and common assessment to ensure consistency and support. • The need for teachers to see and experience best practices in action. • Utilize a team problem-solving approach to identify barriers to student success in middle-grades math, including steps to ensure quality instruction, supports, and interventions for SWD in middle-grades math courses. • Collaborate with discretionary project staff (e.g., FDLRS, FIN and PS/RtI) to provide training and TA to math teachers on best practices for instruction of SWD that are based on needs.

<p>Required Actions</p>	<p>The district’s Plan for Inclusive Education dated September 13, 2019, includes the following PD and TA to district and school staff to increase proficiency of SWD in math:</p> <ul style="list-style-type: none"> • FDLRS-PAEC and FIN project staff to provide PD and TA to district and school staff to increase effective instruction of SWD in general education academic classes. • Training in accommodations to be provided to schools selected by the district. • Job-embedded PD to increase effective use of assistive technology to meet the learning needs of all learners and to ensure all students have equitable access to the standards-based curriculum. <p>The district must provide documentation of the completion of the above-mentioned action and verification of the trainings provided, which include the following:</p> <ul style="list-style-type: none"> • Detailed narrative of the trainings. • Dates of the trainings. • Copies of any content presented. • Names and titles of the presenters. • Names, titles and signatures of the district and school staff who participated in the trainings. • Number of district and school staff who participated in the trainings from schools designated as Targeted Support & Improvement and Comprehensive Support & Improvement schools under ESSA. <p>This documentation must be provided to the district’s BEESS liaison via BEESSMonitoring@fldoe.org by October 22, 2020.</p>
<p>Follow up to the ESE Monitoring Visit</p>	
<p>Summary</p>	<p>The Gulf 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"> • LRE • ELA scores for third grade SWD • Math scores for middle-grades SWD
<p>Required Actions</p>	<p>By October 22, 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 abovementioned 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, PD, problem-solving notes and action plans) via BEESSMonitoring@fldoe.org by September 25, 2020.</p>

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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