

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

**Highlands County School District
January 29-31, 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 (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 Highlands County School District was informed that BEESS would be conducting an on-site monitoring visit for the following focus areas: graduation rate, dropout rate, LRE, English language arts (ELA) scores for third grade students, time frame between evaluation and identification (Child Find), and incidents of seclusion.

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:

- Cracker Trail Elementary School
- Woodlawn Elementary School
- Avon Park High School
- Lake Placid High School
- Sebring 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 Highlands 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 decreased from 39.3 percent during the 2015-16 school year to 32.5 percent during the 2016-17 school year. The 2017-18 graduation rate increased to 62.7 percent, which is above the state target of 62.3 percent.

	2015-16	2016-17	2017-18
Highlands	39.3%	32.5%	62.7%
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 increased from 11.7 percent during the 2015-16 school year to 17.0 percent during the 2016-17 school year. The 2017-18 dropout rate decreased to 15.8 percent, which is above the state target of 10.0 percent.

	2015-16	2016-17	2017-18
Highlands	11.7%	17.0%	15.8%
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 75.4 percent during the 2016-17 school year to 79.7 percent during the 2017-18 school year. The 2018-19 LRE rate increased to 80.1 percent, which is below the state target of 85.0 percent.

	2016-17	2017-18	2018-19
Highlands	75.4%	79.7%	80.1%
State Target	82.0%	83.0%	85.0%

English Language Arts Scores for Third Grade Students with Disabilities

After reviewing state assessment data trends for the FSA, BEESS has identified students with disabilities in third grade ELA as an area in critical need of support. BEESS established a tiered criteria in order to provide needed supports for kindergarten through grade 3 ELA in each district in order to increase the number of students with disabilities scoring level three and above and close the gap between all students and students with disabilities. The percentage of students with disabilities that scored level three and above in third grade ELA increased from 18.6 percent during the 2015-16 school year to 21.7 percent during the 2016-17 school year. The 2017-18 percentage decreased to 17.6 percent, which is below the state average of 30.4 percent for students with disabilities.

FSA Scores of Level Three and Above in Third Grade ELA	2015-16	2016-17	2017-18
Highlands			
Percentage of Students with Disabilities	18.6%	21.7%	17.6%
Percentage of All Students	44.0%	48.0%	48.0%
Achievement Gap between Students with Disabilities and with All Students	25.4%	26.3%	30.4%
State			
State Target for Students with Disabilities	56.0%	61.0%	66.0%
Average for All Students	54.4%	57.8%	56.9%
Average for Students with Disabilities	26.2%	31.2%	30.4%
Achievement Gap between Students with and without Disabilities	28.2%	26.6%	26.5%

Note: All students includes students with disabilities and students without disabilities.

Time Frame Between Evaluation and Identification (Child Find)

The percentage of children who were evaluated within 60 days of the district receiving parental consent for an initial evaluation was below the state target of 100 percent in the 2015-16, 2016-17 and 2017-18 school years. The percentage of evaluations completed within 60 days increased from 85.71 percent during the 2016-17 school year to 96.70 percent during the 2017-18 school year.

	2015-16	2016-17	2017-18
Highlands	87.17%	85.71%	96.70%
State Target	100%	100%	100%

Incidents of Seclusion

According to the FDOE’s restraint and seclusion database, the number of incidents of seclusion in the district decreased from 59 incidents during the 2015-16 school year to 37 incidents during the 2016-17 school year. During the 2017-18 school year, the number of incidents of seclusion decreased to 17. In addition, the total percentage of students with disabilities secluded in the district for the 2017-18 school year was 0.59 percent, which is above the state average 0.09 percent.

According to the district’s 2017-18 SP&P document, the district’s annual goal was to reduce the number of incidents of seclusion by 10 percent. During the 2017-18 school year, the number of incidents of seclusion decreased from 37 to 17. The district met the goal by reducing the number of incidents of seclusion by 54 percent.

	2015-16 (August-July)	2016-17 (August-July)	2017-18 (August-July)	2018-19 (August-January)
Number of Incidents	59	37	17	5
Number of Students	25	10	10	3

Seclusion data for August 1, 2018, through January 31, 2019, includes five incidents of seclusion involving three students in the district. These data indicate that the district’s use of seclusion has decreased.

Interviews Conducted

Administrator Focus Groups

Members of the SST conducted focus groups with administrators from Cracker Trail Elementary School, Woodlawn Elementary School, Avon Park High School, Lake Placid High School and Sebring High School regarding graduation rate, dropout rate, LRE, ELA scores for third grade students, Child Find and incidents of seclusion.

Themes that emerged from these focus groups included the following:

- The district has a positive growth mindset regarding LRE and building an inclusive culture.
- The district has improved systemic approaches (i.e., a set of principles and frameworks to guide development, implementation and sustainability) to providing interventions and supports to students.
- Student data are being used more frequently to improve academic outcomes (e.g., increase ELA proficiency, decrease drop out, and increase graduation and post-school outcomes).
- Elementary schools are using databases to store and track student data to identify needs and monitor interventions, whereas high schools reported using an early warning system (EWS).
- Parental involvement is promoted and supported through written communication, face-to-face meetings during and beyond the annual IEP meetings, progress monitoring reports, and Skyward database for parents to remain up to date on student grades.

Teacher Focus Groups

Members of the SST conducted focus groups with teachers from Cracker Trail Elementary School, Woodlawn Elementary School, Avon Park High School, Lake Placid High School and Sebring High School regarding graduation rate, dropout rate, LRE, ELA scores for third grade students, Child Find and incidents of seclusion.

Themes that emerged from these focus groups included the following:

- Administrators are cultivating a positive growth mindset regarding LRE and building an inclusive culture.
- There is a need for professional development in multi-tiered systems of supports (MTSS), curriculum, differentiated instruction and how to support students with disabilities.
- There is an inclusive and collegial school culture across the district regarding collaborating with one another on instructional supports for students and including exceptional education into those discussions.
- More support facilitators are needed to provide additional supports in general education, because of the following:
 - Students are receiving the supports during the core curriculum period and not during the intensive intervention periods;
 - Support facilitators are pulled for other duties; and
 - Support facilitators are assigned to multiple grade levels, which causes their time in a specific grade level to be shortened and they are unable to have common planning time with the grades they support due to scheduling conflicts.

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:

- Students are aware of their accommodations and are receiving them.
- Adequate communication and assistance from schools regarding students' IEPs are provided to parents.
- The focus on career and college readiness is evident in the district.
- The ESE liaison is an encouraging resource for providing support.

- Experiences are positive regarding the scheduling, planning and implementation of accommodations through the annual IEP process.
- The ESE services provided address students' needs in an inclusive environment.
- More accessibility to and knowledge of Vocational Rehabilitation is needed.

Student Focus Groups

Members of the SST conducted focus groups with students from Avon Park High School, Lake Placid High School and Sebring 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 attend their annual IEP meetings and are familiar with their accommodations.
- Students can rely on mentors and graduation coaches for support.
- The graduation coach is the “anchor” of the school because the coach provides support to all students.
- More active, hands-on instruction is preferred.
- Inclusive settings are appreciated, instead of being in a special class, because students know they are capable of completing assignments and performing tasks just like their cohorts who do not have an exceptionality.
- All students have plans for after graduation.
- There are concerns with the pacing of the curriculum and difficulty of the text books (i.e., readability).

Commendations

1. The district's 2017-18 federal cohort graduation rate for students with disabilities increased from 32.5 percent in 2016-17 to 62.7 percent in 2017-18, which is above the 2017-18 state target of 62.3 percent
2. The percentage of student evaluations completed within 60 days of consent increased from 85.7 percent during the 2016-17 school year to 96.7 percent during the 2017-18 school year.

2018-19 Next Steps

Graduation Rate	
Summary	The district's federal graduation rate for students with disabilities decreased from 39.3 percent during the 2015-16 school year to 32.5 percent during the 2016-17 school year. The 2017-18 graduation rate increased to 62.7 percent, which is above the state target of 62.3 percent.
Recommendations	The district should consider the following actions: <ul style="list-style-type: none"> • Continue to monitor, track data and implement improvement activities in collaboration with Project 10: Transition Education Network staff. • Partner with Vocational Rehabilitation, under the Workforce Innovation and Opportunity Act, to provide pre-employment services to students with disabilities throughout the district. • Utilize the variety of online courses available on the BEESS Portal for Professional Development Alternatives, which can be

	<p>accessed at http://www.fl-pda.org/independent/descriptions.aspx, to increase educators' abilities to respond to the needs of students with disabilities (e.g., MTSS, universal design for learning [UDL], graduation requirements and using an EWS to increase graduation success).</p>
<p>Required Actions</p>	<p>The district must collaborate with Project 10: Transition Education Network (Project 10) staff and provide the following documentation:</p> <ul style="list-style-type: none"> • Strategies that were implemented to assist students with disabilities who are off track for graduation during the 2018-19 school year. • A plan for how to provide targeted support to monitor students with disabilities for on-time graduation for the 2019-20 and 2020-21 school years. • Established goals for the performance targets for on-time graduation for students with disabilities throughout the district. • A summary detailing how the district will ensure fidelity of the implementation of the EWS, including the process of how training will be implemented and a timeline established. <p>The district must develop interventions and activities for students at risk of not graduating and provide the following documentation:</p> <ul style="list-style-type: none"> • A list of interventions and activities for students at risk of not graduating. • The name and title of the school-level designee who will be responsible for ensuring that appropriate interventions and activities are made available to students. <p>By September 11, 2019, the district must provide the above-mentioned documentation to the district's BEESS liaison via BEESSMonitoring@fldoe.org.</p>
Dropout Rate	
<p>Summary</p>	<p>The district's federal dropout rate for students with disabilities increased from 11.7 percent during the 2015-16 school year to 17.0 percent during the 2016-17 school year. The 2017-18 dropout rate decreased to 15.8 percent, which is above the state target of 10 percent.</p>
<p>Recommendations</p>	<p>The district should continue working toward strategic plan goals shared during the 2018-19 on-site visit by:</p> <ul style="list-style-type: none"> • Continuing to collaborate with Project 10 staff to ensure implementation of the EWS and to determine which students need interventions in order to graduate. • Collaborating with the State Personnel Development Grant project staff on drop-out prevention strategies and scaling up existing research-based practices. • Continuously reviewing district data for coding issues that may affect the district's drop-out rate. • Providing professional development for staff on how to use data from the data system to increase student achievement.

<p>Required Actions</p>	<p>The district must complete the following actions:</p> <ul style="list-style-type: none"> • Establish goals for the performance targets for on-time graduation for students with disabilities throughout the district. • Review data for the students coded as a dropout to determine if they are coded accurately. A definition of the dropout codes (DNE, W05, W13, W15, W18, W21, W22 and W23) can be found in the PK-12 Database Manuals, Appendix A, which can be accessed at http://www.fldoe.org/accountability/data-sys/database-manuals-updates/. • Continue to collaborate with Project 10 staff to provide training on the use of data to identify students at risk of not graduating on time or dropping out. <p>By September 11, 2019, the district must provide a detailed summary of the above-mentioned activities and additional strategies used to decrease drop-out rates to the district’s BEESS liaison via BEESSMonitoring@fldoe.org.</p>
<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 75.4 percent during the 2016-17 school year to 79.7 percent during the 2017-18 school year, which is below the 2017-18 state target of 83.0 percent. The 2018-19 LRE rate increased to 80.1 percent, which is below the state target of 85.0 percent.</p>
<p>Recommendations</p>	<p>The district should consider the following actions:</p> <ul style="list-style-type: none"> • 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 report their progress toward their Best Practices for Inclusive Education goals as evidenced by a list of applicable professional development trainings provided (e.g., training on least dangerous assumption and flexible scheduling methods), including a list of attendees, dates of training and training materials for each training; the district-specific LRE data reviewed; and summary findings for the following goals:</p>

	<ul style="list-style-type: none"> • Goal 2: The district will appoint a district-level person to oversee the inclusive best practices for all students with disabilities, who will provide professional development opportunities and support to classroom teachers yearly, as measured by the event sign-in sheets and materials or information disseminated to schools. • Goal 4: The district will explore and provide collaboration opportunities with general education and ESE teachers to improve the integration of IEP goals into general educational classes, as documented by committee agendas and participation sign-in sheets. <p>By September 11, 2019, the district must provide the above-mentioned documentation to the district’s BEESS liaison via BEESSMonitoring@fldoe.org.</p>
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ELA Scores for Third Grade Students with Disabilities

Summary	The percentage of students with disabilities that scored level three and above in third grade ELA increased from 18.6 percent during the 2015-16 school year to 21.7 percent during the 2016-17 school year. The 2017-18 percentage decreased to 17.6 percent, which is below the state average of 30.4 percent for students with disabilities.
Recommendations	<p>The district should continue working toward strategic plan goals shared during the 2018-19 on-site visit by:</p> <ul style="list-style-type: none"> • Collaborating with project staff from the Problem Solving/Response to Intervention, FDLRS and FIN for professional development in MTSS and inclusive scheduling and implementation. • Utilizing the variety of online courses available on the BEESS Portal for Professional Development Alternatives, which can be accessed at https://fl-pda.org/independent/descriptions.aspx, to build the capacity of educators to respond to the needs of students with disabilities (e.g., MTSS, UDL and integrating standards aligned instruction across tiers).
Required Actions	None.

Time Frame Between Evaluation and Identification (Child Find)

Summary	The percentage of evaluations completed within 60 days increased from 85.71 percent during the 2016-17 school year to 96.70 percent during the 2017-18 school year.
Recommendations	The district should continue working toward strategic plan goals shared during the 2018-19 on-site visit and review FDOE’s Technical Assistance Paper, DPS 2015-152: “Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services,” which can be accessed at https://info.fldoe.org/docushare/dsweb/Get/Document-7505/dps-2015-152.pdf , to ensure an understanding of the 60-day requirement for completing an evaluation.
Required Actions	None.

Incidents of Seclusion	
Summary	<p>The number of seclusions decreased from 59 incidents involving 25 students during the 2015-16 school year to 37 incidents involving 10 students during the 2016-17 school year. The number of seclusions during the 2017-18 school year decreased to 17 incidents involving 10 students. The total percentage of students with disabilities secluded in the district for the 2017-18 school year was 0.59 percent, which is above the state average 0.09 percent.</p> <p>In addition, seclusion data for August 1, 2018, through January 31, 2019, includes five incidents of seclusion involving three students in the district. These data indicate that the district's use of seclusion has decreased.</p>
Recommendations	<p>The district should consider the following activities:</p> <ul style="list-style-type: none"> • Collaborate with Positive Behavioral Interventions and Support: MTSS (PBIS:MTSS) project staff to receive support on establishing and supporting an MTSS for positive behavior to reduce seclusion. • Continue to train district and school staff on the use of seclusion, as needed. • Continue to train district and school staff in Nonviolent Crisis Intervention® training, as needed. • Continue to review the incidents of seclusion and problem solve with school administration staff to determine if a functional behavior assessment or a parent conference is needed.
Required Actions	None.
Follow up to the ESE Monitoring Visit	
Summary	<p>The Highlands 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"> • Graduation rate • Dropout rate • LRE • ELA scores for third grade students with disabilities • Child Find • Incidents of seclusion
Required Actions	<p>By October 17, 2019, 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 October 3, 2019.</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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