

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

**Jackson County School District
September 26-28, 2017**



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

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

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Authority

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

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

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

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

ESE On-Site Monitoring Process

Background Information

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

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

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

The ESE On-Site Monitoring process includes four phases:

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

In a letter dated August 3, 2017, the superintendent of the Jackson 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), incidents of restraint and concerns regarding low math scores for middle-grades students with disabilities.

School Selection

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

- Cottondale Elementary School
- Graceville Elementary School
- Marianna Middle School
- Marianna High School
- Jackson Alternative School

On-Site Activities

On-Site Visit Team

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

FDOE, BEESS

- Beth Moore, Senior Educational Program Director, Instructional Support Services
- Jacqueline Roumou, Program Director, Dispute Resolution and Monitoring
- Anne Glass, Program Specialist, Medicaid in Schools, Student Support Services
- Christine Evans, Program Director, Program Accountability, Assessments and Data Systems

Peer Monitors

- Alicia Poole, ESE Director, Taylor County School District
- Elizabeth Arnold, ESE Director, Washington County School District

FDOE, BEESS Discretionary Projects

- Carla Greene, Regional Transition Representative, Project 10: Transition Education Network
- Ann Selland, Regional Coordinator, Problem Solving/Response to Intervention (PS:RtI)
- David Davis, Regional Technology Unit Coordinator, PS:RtI Technology Learning Connection
- Rusty Holmes, Project Manager, Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)
- Faye Yongue, Program Coordinator, Florida Diagnostic and Learning Resources System (FDLRS)
- Meghan Everett, Executive Director, Florida Inclusion Network (FIN)
- Caren Prichard, Facilitator, FIN
- Kathy Christiansen, Technical Assistant Specialist, Florida Positive Behavioral Interventions & Supports Project: Multi-Tiered System of Support (FLPBIS:MTSS)

Data Collection

On-site monitoring activities included the following:

- Review of recent data
- Welcome session with district and school administrators and staff – 27 participants
- Administrator focus groups – 21 participants
- Teacher focus groups – 28 participants
- Parent focus group – seven participants
- Student focus groups – 24 participants
- School walk-through debriefings – 24 classrooms
- Action-planning and problem-solving process – 23 participants

The district's initial Best Practices for Inclusive Education (BPIE) plan dated October 10, 2016, was reviewed and updated on September 6, 2017, and included the following goals:

- Goal 1: The district will continue to work with Panhandle Area Educational Consortium (PAEC) – FDLRS, FIN and SEDNET to increase the number of students with disabilities ages 3-5 that receive services in regular classroom settings for the school years 2016-17 and 2017-18.

- Goal 2: The district will continue to work with PAEC – FDLRS, FIN and SEDNET to provide professional development to increase achievement of students with disabilities in the regular classroom environment for the school years 2016-17 and 2017-18.
- Goal 3: The district will work with PAEC – FDLRS, FIN and SEDNET to provide professional development opportunities throughout the district for the school years 2016-17 and 2017-18.

2017-18 ESE On-Site Monitoring Results

The following data are related to the focus areas and activities for the 2017-18 ESE On-Site Monitoring for the Jackson 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 38.8 percent during the 2014-15 school year to 46.6 percent during the 2015-16 school year. The 2016-17 graduation rate decreased to 31.0 percent, which is below the state target of 60.3 percent.

	2014-15	2015-16	2016-17
Jackson	38.8%	46.6%	31.0%
State Target	56.3%	58.3%	60.3%

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, special diploma, certificate of completion, special certificate of completion, dropped out or died. The district’s federal dropout rate for students with disabilities increased from 11.4 percent during the 2014-15 school year to 17.1 percent during the 2015-16 school year. The 2016-17 dropout rate decreased to 15.4 percent, which is above the state target of 11.7 percent.

	2014-15	2015-16	2016-17
Jackson	11.4%	17.1%	15.4%
State Target	15.1%	13.4%	11.7%

Educational Environment (Least Restrictive Environment)

To the maximum extent appropriate, students with disabilities are to be educated with students without disabilities. These LRE data are calculated by dividing the number of students with disabilities aged 6 through 21 served in the regular class for 80 percent or more of the day, by the total number of students with disabilities aged 6 through 21 reported in October (survey 2).

These data do not include parentally placed private school students or students served in Florida county jails, Florida Department of Juvenile Justice facilities or Florida Department of Corrections. The district's percentage of students with disabilities being served in the regular class increased from 56.3 percent during the 2014-15 school year to 63.8 percent during the 2015-16 school year. The 2016-17 LRE rate decreased to 62.4 percent, which is below the state target of 82.0 percent.

	2014-15	2015-16	2016-17
Jackson	56.3%	63.8%	62.4%
State Target	77.0%	79.0%	82.0%

Incidents of Restraint

According to the FDOE's restraint and seclusion database, the number of incidents of restraint in the district decreased from 17 incidents during the 2014-15 school year to 15 incidents during the 2015-16 school year. During the 2016-17 school year, the number of incidents of restraints increased to 34. In addition, the total percentage of students with disabilities restrained in the district for the 2016-17 school year was 1.46 percent, while the state average was 0.85 percent.

According to the district's 2016-19 SP&P document, the district's annual goal for the 2016-17 school year was to reduce the number of incidents of restraint by five percent. During the 2016-17 school year, the number of incidents of restraint increased from 15 to 34. The district did not meet this goal.

	2014-15	2015-16	2016-17
Number of Incidents	17	15	34
Number of Students	10	12	15

Math Scores for Middle-Grades Students with Disabilities

Percentage of Students with Disabilities Scoring Level Three and Above in Middle-Grades Math

After reviewing state assessment data trends for the Florida Standards Assessment (FSA), BEESS identified students with disabilities in middle-grades math (Grades 6-8) 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 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 middle-grades math decreased from 17.1 percent during the 2014-15 school year to 14.6 percent during the 2015-16 school year. The 2016-17 percentage increased to 16.9 percent, which is below the state average of 22.2 percent.

FSA Scores of Level Three and Above in Middle-Grades Math	2014-15	2015-16	2016-17
Jackson			
Percentage of Students with Disabilities	17.1%	14.6%	16.9%
Percentage of Students without Disabilities	56.7%	54.6%	57.6%
Achievement Gap between Students with and without Disabilities	39.6%	40.0%	40.7%
State			
State Target for Students with Disabilities	51.0%	56.0%	61.0%
Average for Students with Disabilities	22.7%	21.0%	22.2%
Average for Students without Disabilities	59.4%	60.3%	61.2%
Achievement Gap between Students with and without Disabilities	36.7%	39.3%	39.0%

Interviews Conducted

Administrator Focus Groups

Members of the SST conducted focus groups with administrators from Cottondale Elementary School, Graceville Elementary School, Marianna Middle School, Marianna High School and Jackson Alternative School regarding graduation, dropout, LRE, incidents of restraint and low math scores for middle-grades students with disabilities.

Themes that emerged from these focus groups included the following:

- School data are being utilized to make data-driven decisions that are in the best interest of students.
- Some administrators feel that there are strong relationships in place among administrators, teacher, parents and students.
- Administrators expressed genuine care and interest to ensure that students succeed.
- There is a need for more collaboration across feeder schools regarding data sharing.
- Some administrators have concerns regarding a lack of parental contact or support.
- Some administrators indicated that they have great rapport with parents and the community.
- There are concerns regarding absenteeism.
- There is common planning for general education and ESE teachers.
- There is a need for professional development for teachers.

Teacher Focus Groups

Members of the SST conducted focus groups with teachers from Cottondale Elementary School, Graceville Elementary School, Marianna Middle School, Marianna High School and Jackson Alternative School regarding graduation, dropout, LRE, incidents of restraint and low math scores for middle-grades students with disabilities.

Themes that emerged from these focus groups included the following:

- Teachers indicated that they have great rapport with their students.
- Teachers are very supportive of their students academically and emotionally.
- Teachers are passionate and enthusiastic about the education and success of all their students.
- Although there is a common planning for teachers, it is not being used to collaborate with each other.
- Teachers feel supported by the administration.
- There is a need for professional development in differentiated instruction and trauma-informed care.
- Teachers view student needs individually and focus on the best placement for the student to succeed academically.

Parent Focus Group

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

Themes that emerged from this focus group included the following:

- Parents report very positive experiences with all staff.
- The district works collaboratively with parents to reduce absenteeism and make up work.
- School-based staff meet often with students and parents to ensure that students are on track to graduate.
- There is a need for more work experiences to be provided at school.

Student Focus Groups

Members of the SST conducted focus groups with students from Marianna Middle School, Marianna High School and Jackson Alternative School. Students were asked to share their perspectives on topics such as graduation, dropout and post-school activities.

Comments from these focus groups included the following:

- All students spoke highly of their teachers and have great rapport with their teachers.
- Some students are confident in advocating for themselves.
- There is dissatisfaction with the code system that one school uses for behavioral interventions.
- Some students are aware of the IEP process and attend their IEP team meetings.

School Walk-Through Debriefings

School walk-through debriefings were conducted at Cottondale Elementary School, Graceville Elementary School, Marianna Middle School, Marianna High School and Jackson Alternative School regarding student engagement, school climate, and evidence of academic and behavioral expectations.

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

- Students were engaged in the instruction.
- Classrooms were inviting and included grade-appropriate wall displays.
- Technology was utilized within the classrooms by teachers and students.
- School environments were positive and conducive to learning.

- Classroom rules, routines and expectations were posted.
- Student work and art were displayed in the hallways throughout the schools.

Commendations

1. Since 2013-14, the district’s transition IEPs were 100 percent compliant, which is above the state target of 90 percent.
2. The risk ratio for students with disabilities being suspended or expelled for more than 10 days when compared to their peers without disabilities in the 2015-16 school year was 0.21, which indicates that students with disabilities were less likely than students without disabilities to be suspended or expelled for more than 10 days.

2017-18 Next Steps

Graduation Rate	
Summary	The graduation rate for students with disabilities for the 2015-16 school year was 46.6 percent, which is below the state target of 58.3 percent. For the 2016-17 school year, the graduation rate decreased to 31.0 percent, which is below the state target of 60.3 percent.
Recommendations	The district should ensure that teachers and administrators are aware of the discretionary projects and the training and professional development offered by these projects, including online training, to help students graduate on time.
Required Actions	<p>The district must provide documentation of the following:</p> <ul style="list-style-type: none"> • Projection of graduation rates for the 2017-18 school year for each of the high schools. • Strategies that were implemented to assist students with disabilities off track for graduation during the 2017-18 school year. • A plan to monitor students for on-track graduation for the 2017-18 school year. <p>The district must provide a detailed narrative describing each of the above-mentioned actions to the district’s BEESS liaison via BEESSMonitoring@fldoe.org by March 15 and June 15, 2018.</p>
Dropout Rate	
Summary	The dropout rate for students with disabilities for the 2015-16 school year was 17.1 percent, which is above the state target of 13.4 percent. For the 2016-17 school year, the dropout rate decreased to 15.4 percent, which is above the state target of 11.7 percent.
Recommendations	The district should follow through with planned actions with staff members from PS:Rtl, State Personnel Development Grant and Project 10 to implement strategies to decrease the district dropout rate.
Required Actions	The district must collaborate with discretionary projects to implement an early warning system (EWS) and strategies to decrease the district dropout rate. The district must provide a detailed narrative describing the above-mentioned actions to the BEESS liaison via BEESSMonitoring@fldoe.org by March 30, 2018 .

Educational Environment (Least Restrictive Environment)	
Summary	The percentage of students with disabilities being served in the regular class for the 2015-16 school year was 63.8 percent, which is below the state rate of 79.0 percent. For the 2016-17 school year, the district LRE rate decreased to 62.4 percent, which is below the state target of 82.0 percent.
Recommendations	<p>The district should review sections B-9 through B-12, B-14, C-4, C-9 and C-11 of FDOE’s technical assistance paper DPS: 2016-13, entitled “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> <p>The district should continue collaboration with FDLRS and FIN for professional development, including inclusive scheduling training and ensure that the Best Practices for Inclusive Education services plan is implemented in the district and schools.</p>
Required Actions	<p>The district must review its LRE data and specifically correct any coding errors related to the districts nontraditional schools. The district must review current school Best Practices in Inclusive Education plans for Cottondale Elementary, Graceville Elementary and Riverside Elementary and revise their goals and service plans in order to explore options for educating students with disabilities in the general education classroom with sufficient supports in place by August 13, 2018.</p> <p>In addition, the district must provide professional development for teachers and administrators by August 13, 2018, that includes flexible and inclusive scheduling at Cottondale Elementary, Graceville Elementary and Riverside Elementary through FIN and Quality Individual Educational Plan training through FDLRS. The training should focus on how students’ learning needs can be met in the general education classroom.</p> <p>The following documentation must be provided to the district’s BEESS liaison via BEESSMonitoring@fldoe.org:</p> <ul style="list-style-type: none"> • A detailed narrative of the LRE data review and the options discussed and determined as needed for educating students with disabilities in the general education classroom must be provided by August 30, 2018. • Evidence of the professional development should include a list of attendees, dates of training and training materials for each training. This documentation must be provided by August 30, 2018.
Incidents of Restraint	
Summary	The district has increased the number of incidents of restraint since the 2015-16 school year. The total percentage of students with disabilities restrained in the district for the 2016-17 school year was 1.46 percent, while the state average was 0.85 percent.
Recommendations	The district should consider the following:

	<ul style="list-style-type: none"> Review FDOE’s technical assistance paper DPS 2011-165, entitled “Guidelines for the Use, Documentation, Reporting, and Monitoring of Restraint and Seclusion with Students with Disabilities,” which can be accessed at https://info.fldoe.org/docushare/dsweb/Get/Document-6212/dps-2011-165.pdf. Review practices to identify potential areas of improvement and misalignment with district policies and procedures to establish a clear understanding and appropriate use of seclusion. Continue to collaborate with staff from FLPBIS:MTSS and SEDNET on strategies to decrease the number of incidents of seclusion.
<p>Required Actions</p>	<p>The district must review the restraint data quarterly and engage in data-based problem solving that focuses on reducing the need for restraint.</p> <p>The quarterly restraint data and the summary of the problem-solving activities must be provided to the district’s BEESS liaison via BEESSMonitoring@fldoe.org by the following dates:</p> <ul style="list-style-type: none"> February 28, 2018 May 25, 2018
<p>Math Scores for Middle-Grades Students with Disabilities</p>	
<p>Summary</p>	<p>For middle-grades math, the district averages for students with disabilities with a passing score of level three or above were 14.6 percent for the 2015-16 school year and 16.9 percent for the 2016-17 school year. The state averages for students with disabilities with a passing score of level three or above were 21.0 percent for the 2015-16 school year and 22.2 percent for the 2016-17 school year, while the state targets for students without disabilities were 56.0 percent in the 2015-16 school year and 61.0 percent in the 2016-17 school year.</p>
<p>Recommendations</p>	<p>It is recommended that the district consider the following actions:</p> <ul style="list-style-type: none"> Utilize a team problem-solving approach and identify barriers to student success in middle-grades math courses including steps to ensure quality instruction and supports and interventions for students with disabilities in middle-grades math courses. Ensure that students with disabilities are in the correct math classes and are receiving accurate accommodations according to their IEPs. Collaborate with discretionary project staff (e.g., FDLRS and PS:Rtl) to provide training and technical assistance to math teachers (e.g., new teachers and out-of-field teachers). <p>In addition, when the FSA and end-of-course math scores for the 2017-18 school year are available, the district should review and analyze the data results. The district should continue to monitor student progress for middle-grades math students during the 2018-19 school year and consider additional professional development if the scores have not improved.</p>
<p>Required Actions</p>	<p>None</p>

Phase 4 of the ESE Monitoring Process	
Summary	<p>The Jackson 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 • Incidents of restraint • Concerns regarding low math scores for middle-grades students with disabilities
Required Action	<p>By May 25, 2018, 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 May 18, 2018.</p> <p>An additional conference call may be scheduled with the district by BEESS, if needed.</p>

Technical Assistance

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

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

treatment decisions and identify effective interventions for students with intense behavior or mental health needs.

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

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