2018-19 Exceptional Student Education
On-Site Monitoring Report

Marion County School District
November 27-29, 2018

This publication is produced through the Bureau of Exceptional Education and Student Services (BEESS), 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 BEESS Resource and Information Center (BRIC).

BRIC website: http://www.fldoe.org/ese/clerhome.asp
BEESS website: http://www.fldoe.org/ese/
Email: BRIC@fldoe.org
Telephone: 850-245-0475
Fax: 850-245-0987

Florida Department of Education
Bureau of Exceptional Education and Student Services
Table of Contents

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 (SPP) 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 Marion County School District was informed that BEESS would be conducting an on-site monitoring visit for the following focus areas: graduation rate, Least Restrictive Environment (LRE), prekindergarten (PreK) proficient communication, English language arts (ELA) scores for third grade students, math scores for middle-grades students, time frame between evaluation and identification (Child Find), and transition IEPs.

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:

- Marion Oaks Elementary School
- Wyomina Park Elementary School
- North Marion Middle School
- Dunnellon High School
- Lake Weir High School
- Vanguard 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 Marion 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 55.5 percent during the 2015-16 school year to 53.2 percent during the 2016-17 school year. The 2017-18 graduation rate increased to 68.2 percent, which is above the state target of 62.3 percent.

	2015-16	2016-17	2017-18
Marion	55.5%	53.2%	68.2%
State Target	58.3%	60.3%	62.3%

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 decreased from 68.0 percent during the 2015-16 school year to 67.8 percent during the 2016-17 school year. The 2017-18 LRE rate decreased to 67.6 percent, which is below the state target of 83.0 percent.

	2015-16	2016-17	2017-18
Marion	68.0%	67.8%	67.6%
State Target	79.0%	82.0%	83.0%

Prekindergarten Proficiency in Communication

Early literacy and communication are the building blocks for the development of effective reading skills; therefore, BEESS identified the communication domain for PreK-aged children with disabilities as an area of focus for the district. The district's percentage of PreK students with disabilities functioning within age expectations in the communication domain decreased from 64.3 percent during the 2015-16 school year to 55.9 percent during the 2016-17 school year. The 2017-18 percentage increased to 68.0 percent, which is below the state target of 75.9 percent.

	2015-16	2016-17	2017-18
Marion	64.3%	55.9%	68.0%
State Target	71.4%	73.4%	75.9%

English Language Arts Scores for Third Grade Students with Disabilities

After reviewing state assessment data trends for the Florida Standards Assessment (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 17.0 percent during the 2015-16 school year to 22.5 percent during the 2016-17 school year. The 2017-18 percentage decreased to 14.6 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
Marion			
Percentage of Students with Disabilities	17.0%	22.5%	14.6%
Percentage of All Students	45.0%	50.0%	46.0%
Achievement Gap between Students with Disabilities and with All Students	28.0%	27.5%	31.4%
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.

Math Scores for Middle-Grades Students with Disabilities

After reviewing state assessment data trends for the FSA, BEESS identified students with disabilities in middle-grades (grades 6-8) 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 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. Three-year trend data for 2015-16 to 2017-18 for middle-grades math scores indicate no significant increase or decrease in the achievement gap between students with disabilities and students without disabilities. However, students with disabilities scoring a level three and above increased by 4.3 percent from 2015-16 to 2017-18.

FSA Scores of Level Three and Above in Middle-Grades Math	2015-16	2016-17	2017-18
Marion			
Percentage of Students with Disabilities	11.9%	14.0%	16.2%
Percentage of Students without Disabilities	51.0%	51.9%	55.2%
Achievement Gap between Students with and without Disabilities	39.1%	37.9%	39.0%
State			
Target for Students with Disabilities	56.0%	61.0%	66.0%
Average for Students with Disabilities	21.0%	22.2%	23.4%
Average for Students without Disabilities	55.9%	56.7%	57.6%
Achievement Gap between Students with and without Disabilities	34.9%	34.5%	34.2%

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. Although the percentage of evaluations completed within 60 days increased from 89.33 percent during the 2016-17 school year to 96.30 percent during the 2017-18 school year, which is below the state target of 100 percent.

	2015-16	2016-17	2017-18
Marion	94.83%	89.33%	96.30%
State Target	100%	100%	100%

Transition Individual Educational Plans Aligned with Postsecondary Outcomes

Each year districts are required to complete web-based protocols on the BEESS General Supervision website. Correction of noncompliance and corrective action plans are reported by districts and tracked via the website. One of the required protocols is SPP 13 – Secondary Transition for Students with Disabilities (Age 16), which is comprised of 19 standards. Standard

(T16-16) includes all the requirements for a transition IEP to be compliant.

During the 2017-18 self-assessment process, 27.3 percent of the student records entered by the district had findings of noncompliance for standard T16-16.

	2015-16	2016-17	2017-18
Percentage of Noncompliance for Standard T16-16	9.1%	0.0%	27.3%

Interviews Conducted

Administrator Focus Groups

Members of the SST conducted focus groups with administrators from Marion Oaks Elementary School, Wyomina Park Elementary School, North Marion Middle School, Dunnellon High School, Lake Weir High School and Vanguard High School regarding federal cohort graduation rate, LRE, PreK students with disabilities functioning within age expectations in the communication domain, ELA scores for third grade students with disabilities, math scores for middle-grades students with disabilities, the percentage of students evaluated within the 60-day evaluation timeline and transition IEP alignment to post-school outcomes.

Themes that emerged from these focus groups included the following:
- Most schools utilize data to collaborate on a regular basis.
- Most schools have a focus on building positive relationships with students through the use of mentoring and individual student data chats.
- There is a need for transportation in order for students to participate in afterschool programs that support educational success.
- More opportunities are needed for vertical alignment from PreK to high school, including transition plans to ensure students are academically successful.
- There is a need for support in order to implement best practices in inclusion and scheduling.
- Additional information is needed related to early warning system (EWS) and multi-tiered system of supports (MTSS) procedures and best practices.

Teacher Focus Groups

Members of the SST conducted focus groups with teachers from Marion Oaks Elementary School, Wyomina Park Elementary School, North Marion Middle School, Dunnellon High School, Lake Weir High School and Vanguard High School regarding federal cohort graduation rate, LRE, PreK students with disabilities functioning within age expectations in the communication domain, ELA scores for third grade students with disabilities, math scores for middle-grades students with disabilities, the percentage of students evaluated within the 60-day evaluation timeline and transition IEP alignment to post-school outcomes.

Themes that emerged from these focus groups included the following:
- Most teachers feel supported by their school administration and can openly share their concerns in order to find solutions to help students succeed.
- More ESE teachers are needed because of caseload numbers. Incentive programs to

support teacher retention are needed.
- There is a need for professional development and follow through after the professional development is completed, including best practices for inclusion and intervention strategies.
- Information is needed regarding the availability of discretionary resources from district staff and administration.
- More opportunities are needed for vertical alignment from PreK to high school, including transition plans, to ensure students are academically successful.
- There is a need for additional instructional materials, text books and hands-on manipulatives in PreK, math and ELA.

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:
- Most parents were appreciative for the opportunity to provide feedback to improve outcomes for their students.
- Additional information is needed related to opportunities for secondary transition services.
- Information is needed regarding student expectations and the continuation of opportunities from one grade level to the next, including knowledge of resources at all school levels.
- A shared area or online platform to access resources and information would be beneficial.

Student Focus Groups

Members of the SST conducted focus groups with students from North Marion Middle School, Dunnellon High School, Lake Weir High School and Vanguard 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:
- Most students feel supported at their school site and have at least one adult they can go to in a time of need.
- Most students attend their annual IEP team meeting.
- There are concerns related to accessing opportunities for after-school tutoring and extracurricular activities because of issues with transportation.
- More elective course offerings, such as cooking and foreign language, would be helpful to increase employment opportunities after graduation.
- More teachers are needed to provide support in the classroom regarding academic and behavioral needs.

Commendations

1. The district's dropout rate decreased from 19.4 percent during the 2016-17 school year to 8.3 percent during the 2017-18 school year, which is below the state target of 10.0 percent.
2. The district's standard diploma rate increased from 68.3 percent during the 2016-17 school year to 89.0 percent during the 2017-18 school year, which is above the state target of 68.1 percent.
3. Prior to the on-site visit, the district created and began implementation of a strategic plan to

address the following focus areas related to students with disabilities: graduation rate, LRE, incidents of restraints, incidents of seclusion, preschool proficient communication, ELA scores for third grade students, Child Find and transition IEPs.

2018-19 Next Steps

Graduation Rate	
Summary	The district's federal graduation rate for students with disabilities decreased from 55.5 percent during the 2015-16 school year to 53.2 percent during the 2016-17 school year. The 2017-18 graduation rate increased to 68.2 percent, which is above the state target of 62.3 percent.
Recommendations	The district should continue to monitor, track data and implement improvement activities shared during the 2018-19 on-site visit.
Required Actions	The district must collaborate with Project 10: Transition Education Network staff and provide documentation of the following: • Projection of graduation rates for the 2018-19 school year for each of the high schools. • Projection of the graduation rates for high schools that achieved less than a 50 percent graduation rate for students with disabilities in the 2017-18 school year and a plan to monitor students for on-time graduation for the 2018-19, 2019-20 and 2020-21 school years. • Strategies that were implemented to assist students with disabilities off track for graduation during the 2018-19 school year. • A plan to monitor students for on-track graduation for the 2018-19 school year. • 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. • A detailed listing of the resources and personnel available to carry out the duties related to the implementation of the EWS, including the role of ESE specialists. • Evidence of EWS training, including dates of training; agenda; names, signatures, titles, and schools of participants; copies of any content presented; and the names and titles of presenters. 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 **June 27, 2019**.
Least Restrictive Environment	
Summary	The district's percentage of students with disabilities being served in the regular class decreased from 68.0 percent during the 2015-16 school year to 67.8 percent during the 2016-17 school year. The 2017-18 LRE rate decreased to 67.6 percent, which is below the state target of 83.0 percent.
Recommendations	The district should continue collaborating with project staff from the

	Florida Diagnostic and Learning Resource System (FDLRS) and the Florida Inclusion Network (FIN) for professional development, including inclusive scheduling training.
Required Actions	The district must provide documentation of the following as identified in the district's Best Practices for Inclusive Education: • The LRE data review and options discussed and determined as needed for educating students with disabilities in the general education classroom. • Collaboration with FIN project staff on flexible scheduling methods for students with disabilities. • Collaboration with FDLRS and FIN project staff to create professional development opportunities for implementing universal design for learning and differentiated instruction to allow for additional inclusion model classrooms in the district. • Evidence of the professional development provided, including a list of attendees, dates of training and training materials for each training. 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 **December 13, 2019**.
PreK Proficiency in Communication	
Summary	The district's percentage of PreK students with disabilities functioning within age expectations in the communication domain decreased from 64.3 percent during the 2015-16 school year to 55.9 percent during the 2016-17 school year. The 2017-18 percentage increased to 68.0 percent, which is below the state target of 75.9 percent.
Recommendations	The district should continue working toward strategic plan goals shared during the 2018-19 on-site visit. The district should provide professional development opportunities to PreK teachers that are specific to early childhood communication and early literacy skill development.
Required Actions	None.
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 17.0 percent during the 2015-16 school year to 22.5 percent during the 2016-17 school year. The 2017-18 percentage decreased to 14.6 percent, which is below the state average for students with disabilities of 30.4 percent.
Recommendations	The district should continue collaboration with project staff from the Problem Solving and Response to Intervention Project (PS/RtI), to follow up on the established district strategic plan for third grade ELA and for guidance on the implementation of an MTSS to provide targeted support aligned with identified student needs.
Required Actions	None.
Math Scores for Middle-Grades Students with Disabilities	
Summary	Three-year trend data for 2015-16 to 2017-18 for middle-grades math

	scores indicate no significant increase or decrease in the achievement gap between students with disabilities and students without disabilities. However, students with disabilities scoring a level three and above increased by 4.3 percent from 2015-16 to 2017-18.
Recommendations	The district should continue working toward strategic plan goals shared during the 2018-19 on-site visit. The district should also collaborate with the BEESS Middle Grades Math Team and discretionary project staff (e.g., FDLRS, FIN and PS/RtI) to provide training and technical assistance to math teachers on best practices for instruction of students with disabilities that are based on the district's specific needs. The district should review available math resources, curriculum and materials to ensure teachers have the necessary tools to ensure student success.
Required Actions	None.
Time Frame Between Evaluation and Identification (Child Find)	
Summary	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. Although the percentage of evaluations completed within 60 days increased from 89.33 percent during the 2016-17 school year to 96.30 percent during the 2017-18 school year, this is below the state target of 100 percent.
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.
Transition Individual Educational Plans Aligned with Postsecondary Outcomes	
Summary	During the 2017-18 self-assessment process, 27.3 percent of the student records entered by the district had findings of noncompliance for standard T16-16.
Recommendations	The district completed the corrective action plan and was approved by the Dispute Resolution and Monitoring team in BEESS.
Required Actions	None.
Follow up to the ESE Monitoring Visit	
Summary	The Marion County School District was selected for an on-site visit for the following focus areas related to students with disabilities • Graduation rate • LRE • PreK proficiency in communication

	• ELA scores for third grade students with disabilities • Math scores for middle-grades students with disabilities • Child Find • Transition IEPs aligned with postsecondary outcomes
Required Actions	By **January 9, 2020**, designated BEESS staff and members of the district problem-solving team will reconvene via a conference call to share how the district is addressing each of the above-mentioned focus areas and determine next steps. The district will coordinate with BEESS regarding the date and time of the conference call and provide documentation (e.g., recent data, professional development, problem-solving notes and action plans) via BEESSMonitoring@fldoe.org by **December 13, 2019**.

Technical Assistance

1. **Implementing a Multi-Tiered System of Support (MTSS) for Behavior: Recommended Practices for School and District Leaders** (Florida Positive Behavioral Interventions and Support Project: MTSS [FLPBIS:MTSS]) may be accessed at https://www.pbis.org/common/cms/files/pbisresources/RTIB_Guide_101811_final.pdf. FLPBIS:MTSS provides an overview of the critical components of an MTSS for behavior. These critical components describe systems changes that are necessary for a results-driven ESE system.

2. The district's **Exceptional Student Education Policies and Procedures** document provides district- and school-based standards for documenting, reporting and monitoring the use of manual, physical, or mechanical restraint and seclusion developed by the FDOE. The school district's document for the 2015-16 through 2017-18 school years may be accessed at http://beess.fcim.org/sppDistrictDocSearch.aspx.

3. The FDOE's technical assistance paper DPS: 2016-13, entitled, "**Least Restrictive Environment Considerations Related to Individual Educational Plans**," dated January 15, 2016, may be accessed at https://info.fldoe.org/docushare/dsweb/Get/Document-7540/dps-201613.pdf. This document provides guidance on the provision of services for students with disabilities in the LRE.

4. The United States Department of Education, in collaboration with the United States Department of Justice, released **School Discipline Guidance** in January 2014, Volume 4, Issue 1, of the **Office of Special Education Programs Monthly Update**. This package will assist states, districts and schools in developing practices and strategies to enhance school climate, and ensure those policies and practices comply with federal law. The following resource documents are included in the package, and are available at http://www.ed.gov/school-discipline:
   - **Dear Colleague** guidance letter on civil rights and discipline;
   - **Guiding Principles** document, which draws from emerging research and best practices;
   - **Directory of Federal School Climate and Discipline Resources**, which indexes federal technical assistance and other resources; and
   - **Compendium of School Discipline Laws and Regulations**, which catalogs state laws and regulations related to school discipline.

5. The **Project 10: Transition Education Network** may be accessed at http://project10.info. Project 10 assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and postsecondary outcomes. Project 10 serves as the primary conduit between BEESS and school-district personnel in addressing law and policy, effective practices, and research-based interventions in the area of transition services for youth with disabilities. The project also supports transition initiatives developed through the BEESS Strategic Plan. Examples of assistance provided related to graduation rates include using school-level data for graduation success, technical assistance to improve data collection, analysis and data-driven decision making, in order to develop a color-coded student graduation tracking system that can be coordinated with existing initiatives or systems. Regarding dropout, Project 10 supports dropout prevention strategies for students with disabilities, school-based enterprise, service learning and early warning system.

6. The **Florida Diagnostic and Learning Resource System (FDLRS) Associate Centers Support** may be accessed at http://www.fdlrs.org. The 19 FDLRS associate centers provide an array of instructional and technical support services to school districts statewide. The four central functions of each FDLRS center are Child Find, parent services, human resource development, and professional learning and technology. The centers collaborate with districts, agency and support personnel, communities, families, and educational personnel providing support services for educators, school administrators, parents, and students with disabilities. Examples of professional development related to graduation rates include Florida standards and access points, differentiated instruction, access to the general curriculum, Strategic Instruction Model™, behavior and discipline, Standing up for Me, self-advocacy, responsive classroom, and district-specific supports. Professional development related to dropout include differentiated instruction, accommodations, Conversation, Help, Activity, Movement, Participation, and Success (known as CHAMPS), Tough Kids, discipline in the secondary classroom, support for parent involvement, Professional Development Alternatives for Positive Behavior Support module, universal design for learning, small-group planning and problem solving, disability awareness, and district-specific supports.

7. The **Florida Inclusion Network (FIN)** may be accessed at http://www.floridainclusion network.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/RtI) Technology** may be accessed at http://www.floridarti.usf.edu/index.html. One function of this project is to provide support to regional technology coordinators and technology specialists to effectively implement accessible instructional materials, assistive technologies, learning technologies and universal design for learning principles within all tiers of instruction. This project also manages, coordinates and supports the regional assistive technology loan libraries.

9. 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/RtI – 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.

SST Members for Marion County School District

Bureau of Exceptional Education and Student Services
325 West Gaines Street
Suite 614, Turlington Building
Tallahassee, Florida 32399
850-245-0475
http://www.fldoe.org/ese

Monica Verra-Tirado
Bureau Chief
Monica.Verra-Tirado@fldoe.org

Heidi Metcalf
Senior Educational Program Director
Program Accountability Assessment and Data Systems
Heidi.Metcalf@fldoe.org

Jessica Brattain
Educational Program Director
Bureau Resource and Information Center
Jessica.Brattain@fldoe.org

Erin Sampson
Educational Program Director
Instructional Support Services
Erin.Sampson@fldoe.org

Wendy Metty
Secondary Transition Specialist
Instructional Support Services
Wendy.Metty@fldoe.org

Christina Whitfield
Program Specialist
Just Read, Florida!
Christina.Whitfield@fldoe.org

LeNita Winkler
Program Specialist
Instructional Support Services
LeNita.Winkler@fldoe.org

Peer Monitors

Lynn Kirby
ESE Director
Citrus County School District

Nicole Cox
ESE Director
Manatee County School District

Dustin Sims
Regional Executive Director
FDOE Bureau of School Improvement

Sandy Brusca
School Specialist
FDOE Bureau of School Improvement

BEESS Discretionary Projects

Freddie Valadez
Regional Representative
Project 10: Transition Education Network
fvaladez@mail.usf.edu

Ann Selland
Regional Coordinator
PS/RtI
Aselland@usf.edu

Terri Cooper
Project Manager
Multiagency Network for Students with Emotional/Behavioral Disabilities
Cooper_s1@hcsb.k12.fl.us

JaSheena Ekhator
Statewide Leadership Facilitator
FIN
Jekhator@contactfin.com

Erika Boyd
Facilitator
FIN
Eboyd@contactfin.com

Lauren Evanovich
Technical Specialist
FLPBIS:MTSS
Evanovich@usf.edu

Dama Abshier
Technical Specialist
FLPBIS:MTSS
Dabshier@usf.edu

Greg Gillman
Project Facilitator
State Personnel Development Grant
Gillman@mail.usf.edu

Gary Pearcy
Technology Coordinator
PS/RtI, Technology
Gmpearcy@usf.edu

Sandy Smith
Project Coordinator
Technical Assistance and Training System
Sandy.Smith@ucf.edu

Chris Bond
Regional Contact
Technical Assistance and Training System
Tats-ucf@ucf.edu