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

**Washington County School District
November 6-7, 2019**

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(d), if a state identifies significant disproportionality based on race or ethnicity in a local educational agency (LEA) with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings or the taking of disciplinary actions, the LEA must provide comprehensive coordinated early intervening services (CCEIS) to address factors contributing to the significant disproportionality.

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

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

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

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

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

ESE On-Site Monitoring Process

Background Information

The 2019-20 ESE On-Site Monitoring process focuses on those State Performance Plan indicators that contributed to the targeting of school districts for CCEIS and the following indicators that affect equity and access in the educational environment for SWD:
- Indicator 1 – Graduation: Percentage of youth with IEPs graduating from high school with a regular diploma.
- Indicator 2 – Dropout: Percentage of youth with IEPs dropping out of high school.
- Indicator 4 – Rates of suspension and expulsion:
  A. Percentage of districts that have a significant discrepancy in the rates of suspensions and expulsions of more than 10 days in a school year for children with IEPs.
  B. Percentage of districts that have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards.
- Indicator 5 – Educational environments:
  Percentage of children with IEPs aged 6 through 21:
  A. In the regular class 80 percent or more of the day;

    B. In the regular class less than 40 percent of the day; and
    C. In separate schools, residential facilities or homebound or hospital placements.

- Indicator 10 – Disproportionality, specific disability categories: Percentage of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- CCEIS – Significant disproportionality in overrepresentation of a particular racial group within special education programs for identification of children in specific disability categories, the placement of children with disabilities in particular educational settings or the taking of disciplinary actions.
- Restraint – Rate of incidents of restraint, as reported in the FDOE database.
- Seclusion – Rate of incidents of seclusion, as reported in the FDOE database.
- ESSA – Accountability and one percent cap for participation in the Florida Standards Alternate Assessment.

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

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

School Selection

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

- Kate Smith Elementary School
- Vernon Elementary School
- Vernon High School
- Washington Institute for Specialized Education (WISE) Alternative School

2019-20 ESE On-Site Monitoring Focus Areas

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

Graduation Rate

The federal uniform high school graduation rate for SWD 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 SWD decreased from 65.9 percent during the 2016-17 school year to 60.6 percent during the 2017-18 school year. The 2018-19 graduation rate decreased to 60.5 percent, which is below the state target of 70 percent. The district did not meet the state target for any of the three years.

	2016-17	2017-18	2018-19
Washington	65.9%	60.6%	60.5%
State Target	60.3%	62.3%	70.0%

Dropout Rate

The federal dropout rate for SWD 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 SWD decreased from 15.7 percent during the 2016-17 school year to 15.4 percent during the 2017-18 school year. The 2018-19 dropout rate decreased to 8.9 percent, which is below the state target of 9.5 percent. The district met the state target for 2018-19.

	2016-17	2017-18	2018-19
Washington	15.7%	15.4%	8.9%
State Target	11.7%	10.0%	9.5%

Educational Environment (Least Restrictive Environment)

To the maximum extent appropriate, SWD are to be educated with students without disabilities. These LRE data are calculated by dividing the number of SWD aged 6 through 21 served in the regular class for 80 percent or more of the day, by the total number of SWD aged 6 through 21 reported in October (survey 2). These data do not include parentally placed private school students or students served in Florida county jails, Florida Department of Juvenile Justice facilities or Florida Department of Corrections facilities. The district's percentage of SWD being served in the regular class increased from 65.6 percent during the 2017-18 school year to 67.3 percent during the 2018-19 school year. The 2019-20 LRE rate increased to 81.7 percent, which is below the state target of 85 percent. Although the district increased their LRE rate for 2019-20 by 14.1 percent, the district did not meet the state target for any of the three years.

	2017-18	2018-19	2019-20
Washington	65.6%	67.3%	81.7%
State Target	83.0%	85.0%	85.0%

English Language Arts Scores for Third Grade Students with Disabilities

After reviewing state assessment data trends for the Florida Standards Assessment (FSA), BEESS identified SWD in third grade ELA as an area in critical need of support. BEESS established a tiered criteria in order to provide needed supports for grades K-3 ELA in each district in order to increase the number of SWD scoring level three and above and close the gap between students with and without disabilities. Three-year historical data for ELA scores for students in third grade (from the 2016-17 to 2018-19 school years) showed that the achievement gap between SWD and students without disabilities had increased by 6.4 percent. In addition, the rate for SWD scoring at level three and above had decreased by 8.6 percent from the 2016-17 to the 2018-19 school year.

FSA Scores of Level Three and Above in Third Grade ELA	2016-17	2017-18	2018-19
Washington			
Students without Disabilities	72.0%	72.3%	69.8%
SWD	32.7%	33.3%	24.1%
Achievement Gap between Students with and without Disabilities	39.3 percentage points	39.0 percentage points	45.7 percentage points

Interviews Conducted

Administrator Focus Groups

Members of the SST conducted focus groups with administrators from Kate Smith Elementary School, Vernon Elementary School, Vernon High School and WISE Alterative School, regarding graduation rate, dropout rate, LRE and ELA scores for third grade SWD.

Themes that emerged from these focus groups included the following:
- Administrators are supportive of inclusive opportunities for SWD and reported that a higher percentage of SWD are included in the general education classrooms at the middle and high schools and a lower percentage in the elementary schools.
- Administrators shared that the use of data is valued in the district.
- Administrators reported that students graduating within four years is a top priority for the district.
- Administrators reported that poor attendance is a barrier to student success.
- Administrators shared that the district is still experiencing the effects of Hurricane Michael as students are moving in and out of the county at a higher rate than usual.
- Administrators reported that training is needed for teachers in use of assistive technology (AT), as some teachers believe that it gives an unfair advantage to SWD.

Teacher Focus Groups

Members of the SST conducted focus groups with teachers from Kate Smith Elementary School, Vernon Elementary School, Vernon High School and WISE Alterative School, regarding graduation rate, dropout rate, LRE and ELA scores for third grade SWD.

Themes that emerged from these focus groups included the following:

- Teachers shared that increasing inclusive opportunities for SWD is a work in progress; however, they would like to see more opportunities provided for students in elementary school.
- Some teachers indicated that training is needed in AT, universal design for learning (UDL) and instructional strategies for meeting the individual needs of SWD.
- Some teachers shared that additional resources and training on instructional strategies are needed for students who are struggling in reading.
- Teachers reported that data is used in decision-making to meet individual student needs.
- All teachers agree that graduation is the goal for all students.
- Teachers reported that student absenteeism is a barrier to academic success.

Parent Focus Group

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

Themes that emerged from the focus group included the following:
- Parents are supportive of the opportunity for their children to be included in the general education classrooms and recommend that this practice begin at an earlier age for students to be better prepared for middle and high school.
- Parents reported that district leadership, including the Superintendent, is accessible and responsive when needed.
- Parents recommend that general education teachers take a proactive approach in providing students' accommodations in order to meet their individual student needs.
- Some parents indicated that the level and consistency of school-to-parent communication varies by school.
- Parents are aware and appreciative of transition activities organized by the career counselors at the schools.
- Parents are familiar with Vocational Rehabilitation (VR), but would like more accessibility to their services.

Student Focus Groups

Members of the SST conducted focus groups with students from Vernon High School and WISE Alternative 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:
- All students believe that graduation is important, although a few had considered dropping out.
- All students had someone they trusted and could talk to at school, if needed.
- Most of the students attend their IEP team meetings and have a career goal they are working toward.
- Most students shared that school counselors provide information and assistance with college and career planning.
- Students offered several reasons for high absenteeism at their school, including laziness, family and personal issues, students not wanting to go to school and required work hours interfering with school hours.
- Most students shared there were no concerns regarding discipline practices at their schools and felt they were fair.

School Support Team Focus Groups

Members of the SST conducted focus groups with school support team staff who support SWD from Kate Smith Elementary School, Vernon Elementary School, Vernon High School and WISE Alterative School.

Themes that emerged from these focus groups included the following:
- School support team members expressed strong support for inclusive practices, but indicated that general education teachers need more training and coaching to fully implement the practices.
- School support team members feel welcomed in classrooms when offering supports to students.
- All school support team members expressed the belief that communication with teachers, paraprofessionals and families is key to student success.

Commendation

The district's federal dropout rate for SWD decreased from 15.4 percent during the 2017-18 school year to 8.9 percent in 2018-19, which is below the state target of 9.5 percent.

2019-20 Next Steps

Graduation Rate	
Summary	The district's federal graduation rate for SWD decreased from 65.9 percent during the 2016-17 school year to 60.6 percent during the 2017-18 school year. The 2018-19 graduation rate decreased to 60.5 percent, which is below the state target of 70 percent. The district did not meet the state target for any of the three years.
Recommendations	The district should consider the following actions: • Partner with VR, under the Workforce Innovation and Opportunity Act, to provide pre-employment services to SWD throughout the district. • Utilize the online courses available on the BEESS Portal for Professional Development Alternatives, which can be accessed at http://www.fl-pda.org, to increase educators' abilities to respond to the needs of SWD (e.g., multi-tiered system of supports (MTSS), UDL, graduation requirements and using an early warning system (EWS) to increase graduation success).
Required Actions	The district must collaborate with Project 10 staff and provide documentation of the following actions: • A summary describing how the district will ensure fidelity of the implementation of an EWS, including the training process. • Establishment of targets and creation of a plan for how to provide targeted support to monitor students for on-time graduation for the 2020-21 school year. • A list of interventions and activities for students at risk of not graduating. • A summary describing 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. • 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 at risk of not graduating. 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 **October 23, 2020.**
Dropout Rate	
Summary	The district's federal dropout rate for SWD decreased from 15.7 percent during the 2016-17 school year to 15.4 percent during the 2017-18 school year. The 2018-19 dropout rate decreased to 8.9 percent, which is below the state target of 9.5 percent. The district met the state target for 2018-19.
Recommendations	The district should continue working to maintain or decrease the dropout rate using the following strategies: • Collaborate with Project 10 staff to ensure implementation of the EWS and to determine which students need interventions to remain in school. • Continuously review district data for coding issues that may affect the district's dropout rate.
Required Actions	None.
Least Restrictive Environment	
Summary	The district's percentage of SWD being served in the regular class increased from 65.6 percent during the 2017-18 school year to 67.3 percent during the 2018-19 school year. The 2019-20 LRE rate increased to 81.7 percent, which is below the state target of 85 percent. Although the district increased their LRE rate for 2019-20 by 14.1 percent, the district did not meet the state target for any of the three years.
Recommendations	The district should consider the following activities: • Continue to collaborate with project staff from the Florida Diagnostic and Learning Resource System (FDLRS) and the Florida Inclusion Network (FIN) for professional development (PD) 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. • 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.
Required Actions	The district's Plan for Inclusive Education dated January 3, 2020, included the following actions to increase the number of SWD who receive 80 percent or more of their education in the general education setting:

	• FDLRS and FIN staff will provide training for Strategic Instruction Model (SIM) to all teachers, differentiated according to the need. • FDLRS staff will provide PD on accommodations, modifications and interventions to school and district staff. • FDLRS staff will provide PD to school and district staff on UDL. • Panhandle Area Educational Consortium (PAEC)-FDLRS and FIN project staff will support schools in addressing their school Best Practices for Inclusive Education priority goals and their school improvement plans. • Project staff members from the Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET), FDLRS and FIN will provide training on de-escalation to all staff at Kate Smith Elementary School. The district must provide documentation of the completion of the above-mentioned actions as well as verification of the trainings for district and school staff. The documentation must include the following: • Detailed narrative of the trainings and how they will improve the inclusion rate of SWD in the general education classroom. • Dates of the trainings. • Copies of any content presented. • Names and titles of the presenters. • Names, titles and signatures of the district and school staff who participated in the trainings. • Number of staff who participated in the trainings from schools designated as Targeted Support & Improvement and Comprehensive Support & Improvement schools under ESSA. This documentation must be provided to the district's BEESS liaison via BEESSMonitoring@fldoe.org by **October 23, 2020**.
ELA Scores for Third Grade Students with Disabilities	
Summary	Three-year historical data for ELA scores for students in third grade (from the 2016-17 to 2018-19 school years) showed that the achievement gap between SWD and students without disabilities had increased by 6.4 percent. In addition, the rate for SWD scoring at level three and above had decreased by 8.6 percent from the 2016-17 to the 2018-19 school year.
Recommendations	The district should consider the following activities: • 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, including assistive technology, aligned with identified student needs. • Utilize the variety of online courses available on the BEESS Portal for PD Alternatives, which can be accessed at https://fl-pda.org, to build the capacity of educators to respond to the needs of SWD (e.g., MTSS, UDL and integrating standards aligned instruction across tiers).

Required Actions	The district's Plan for Inclusive Education dated January 3, 2020, included the following PD and technical assistance on the implementation of a flexible scheduling process, collaborative teaching service delivery models to provide instruction and support to all SWD in the general education contexts, regardless of the type or severity of their disability. The following training and PD will increase proficiency in reading for SWD: • FDLRS and FIN staff will provide training for SIM to all teachers, differentiated according to the need. • FDLRS- PAEC will provide PD for UDL to school and district staff. The district must provide documentation of the completion of the above-mentioned actions as well as verification of the trainings for district and school staff. The documentation must include the following: • Detailed narrative of the trainings. • Dates of the trainings. • Copies of any content presented. • Names and titles of the presenters. • Names, titles and signatures of the staff who participated in the trainings. • Number of teachers who participated in the trainings from schools designated as Targeted Support & Improvement and Comprehensive Support & Improvement schools under ESSA. This documentation must be provided to the district's BEESS liaison via BEESSMonitoring@fldoe.org by **October 23, 2020**.
Follow up to the ESE Monitoring Visit	
Summary	The Washington County School District was selected for an on-site visit for the following focus areas related to SWD: • Graduation rate • Dropout rate • LRE • ELA scores for third grade SWD
Required Actions	By **October 23, 2020**, designated BEESS staff and members of the district problem-solving team will reconvene via a conference call to share how the district is addressing each of the abovementioned focus areas and determine next steps. The district will coordinate with BEESS regarding the date and time of the conference call and provide documentation (e.g., recent data, PD, problem-solving notes and action plans) by **September 17, 2020.**

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 SWD 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 SWD 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 SWD 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 SWD 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 SWD and their families is enhanced and that positive outcomes for SWD is achieved through increased student performance.

SST Members for Washington County School District

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