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

**Walton County School District
October 2-3, 2019**

FLORIDA DEPARTMENT OF
EDUCATION
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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).

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

The Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEESS), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance of district school boards in the enforcement of all exceptional student education (ESE) laws (sections 1003.01(3), 1003.571 and 1008.32, Florida Statutes [F.S.]) and rules. One purpose of the Individuals with Disabilities Education Act (IDEA) is to assess and ensure the effectiveness of efforts to educate children with disabilities (s. 300.1(d) of Title 34, Code of Federal Regulations [CFR]). BEESS is responsible for ensuring that the requirements of IDEA and the educational requirements of the state are implemented (34 CFR §300.149(a)(1) and (2)).

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

Under 34 CFR §300.646(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 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 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.
- 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 Walton 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 in need of support: dropout rate, least restrictive environment (LRE) and proficiency in communication for prekindergarten (PreK) 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:

- Freeport Elementary School
- Freeport Middle School
- Walton High School
- Walton Academy Charter 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 Walton County School District.

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 20.6 percent during the 2016-17 school year to 12.9 percent during the 2017-18 school year. During the 2018-19 school year, the district's federal dropout rate increased to 13.4 percent. The district did not meet the state target for any of the three years.

	2016-17	2017-18	2018-19
Walton	20.6%	12.9%	13.4%
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 decreased from 82.7 percent during the 2016-17 school year to 81.6 percent during the 2017-18 school year. The 2018-19 LRE rate decreased to 80.3 percent, which is below the state target and indicates a decreasing trend. The district has not met the state target since 2016-17.

	2016-17	2017-18	2018-19
Walton	82.7%	81.6%	80.3%
State Target	82.0%	83.0%	85.0%

Proficiency in Communication for Prekindergarten Students with Disabilities

Early literacy and communication are the building blocks for the development of effective reading skills. The percentage of PreK SWD functioning within age expectations in the communication domain increased from 56.0 percent during the 2016-17 school year to 56.7 percent during the 2017-18 school year. The 2018-19 percentage decreased to 42.9 percent, which is below the state target of 78.9 percent. The district did not meet the state target for any of the three years.

	2016-17	2017-18	2018-19
Walton	56.0%	56.7%	42.9%
State Target	73.4%	75.9%	78.9%

Interviews Conducted

Administrator Focus Groups

Members of the SST conducted focus groups with administrators from Freeport Elementary School, Freeport Middle School, Walton High School and Walton Academy Charter School regarding dropout rate, LRE and proficiency in communication for PreK SWD.

Themes that emerged from these focus groups included the following:
- Administrators feel supported by district staff and concerns are addressed in a timely manner.
- Administrators meet weekly with school-based staff to review data and engage in progress monitoring.
- Most administrators employ mentoring programs and initiatives in their schools; however, more community mentors are needed.
- Most administrators have access to assistive technology support for students, when needed.
- There is a need for additional ESE support facilitation because of large SWD caseloads.
- There is a need for professional development and training for school-based staff on de-escalation strategies and behavioral interventions.

Teacher Focus Groups

Members of the SST conducted focus groups with teachers from Freeport Elementary School, Freeport Middle School, Walton High School and Walton Academy Charter School regarding dropout rate, LRE and proficiency in communication for PreK SWD.

Themes that emerged from these focus groups included the following:
- Teachers utilize student data to monitor student progress on a regular basis.
- Teachers feel supported by school administration and are able to seek guidance when needed.
- Teachers communicate with other teachers in feeder schools to assist in the transitioning of students.
- There is a need for more opportunities for inclusion for all students.
- More training is needed for supporting students with challenging behaviors, and implementing differentiated instruction and universal design for learning for the general education teachers.
- There is a need for social workers, behavioral support staff and additional ESE support facilitators at schools.
- Training and technical assistance is needed to support instruction in the access points curriculum.

School Support Team Focus Groups

Members of the SST conducted focus groups with school support team staff who support SWD from Freeport Elementary School, Freeport Middle School, Walton High School and Walton Academy Charter School.

Themes that emerged from the focus groups included the following:
- Paraprofessionals reported that professional development is helpful when both paraprofessionals and teachers attend together.
- School support staff have positive working relationships with teachers.
- Behavioral staff have limited time for coaching and follow-up for the behavior intervention plans.
- Paraprofessionals requested more information regarding the students they serve in the classroom in order to better support their needs.
- There is a need for training to address specific behavioral needs and de-escalation strategies.
- There is a need for access points training for instructional coaches who provide curriculum support across content areas.

Parent Focus Group

Members of the SST conducted a focus group with parents of SWD who were invited by the district.

Themes that emerged from the focus group included the following:
- Parents regularly attend their child's IEP team meetings and report that they are generally informative.
- Parents have strong relationships with district- and school-based staff.
- Accommodations on the IEP are not provided consistently depending on the teacher.
- Parents are not aware that they can request an IEP team meeting at any time.
- More support is needed from general education teachers across all content areas for differentiated instruction and accommodations.

Student Focus Groups

Members of the SST conducted focus groups with students from Walton High School and Walton Academy Charter 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:
- The majority of students attend their IEP team meetings and have attainable postsecondary goals.
- All students have at least one adult at their school they can turn to for guidance.
- Some students reported that the accommodations on their IEPs are not being provided by teachers.
- There is a lack of time to take electives because students are required to take supplemental intensive courses because of low performance on state assessments.
- Some students are not aware of the waiver option when students are unable to pass state assessments after multiple attempts.

Commendation

The Walton County School District's federal cohort graduation rate for SWD increased from 71.4 percent during the 2016-17 school year to 75.5 percent during the 2017-18 school year, which is above the state target of 62.3 percent.

2019-20 Next Steps

Dropout Rate	
Summary	The district's federal dropout rate for SWD decreased from 20.6 percent during the 2016-17 school year to 12.9 percent during the 2017-18 school year. During the 2018-19 school year the district's federal dropout rate increased to 13.4 percent. The district did not meet the state target for any of the three years.
Recommendations	The district should collaborate with staff from Project 10: Transition Education Network to implement an early warning system to track and monitor all four cohorts for the high schools.

Required Actions	The district must complete the following actions:
	• Collaborate with staff from Problem Solving: Response to Intervention Project and Project 10 to develop and implement strategies designed to decrease the district's dropout rate, which includes the following:
	  – A narrative of how the district will ensure that the dropout rate will be monitored.
	  – The process of how the training outlined in the next bullet will be implemented.
	  – An established timeline that includes ongoing follow-up with discretionary projects and district and school staff assignments.
	• Collaborate with select discretionary project staff to provide training to all high school administration, district staff, management information system staff and school-based data-entry clerks who are responsible for managing and tracking early warning system reports and assisting with withdrawal code review. The training should focus on the use of dropout codes and data cleanup before surveys close.
	• Review data for the students coded as a dropout for the 2019-20 school year to determine if they are coded accurately. A definition of the dropout codes (DNE, W05, W13, W15, W18, W21, W22 and W23) can be found in the PK-12 Database Manuals, Appendix A, at http://www.fldoe.org/accountability/data-sys/database-manuals-updates/.
	• Collaborate with staff from Project 10 to customize a professional development plan that will provide technical assistance to district staff, high school administrators, and school counselors on strategies to increase student engagement and improve school climate and student retention with timelines of completion prior to the beginning of the 2020-21 school year.
	
	The district must provide narratives describing each of the above-mentioned actions to the BEESS liaison via BEESSMonitoring@fldoe.org by **August 7, 2020**.

Least Restrictive Environment	
Summary	The district's percentage of SWD being served in the regular class decreased from 82.7 percent during the 2016-17 school year to 81.6 percent during the 2017-18 school year. The 2018-19 LRE rate decreased to 80.3 percent, which is below the state target and indicates a decreasing trend. The district has not met the state target since 2016-17.
Recommendations	The district should continue to collaborate 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's Plan for Inclusive Education dated September 18, 2018, included the following short- and long-term improvement efforts: • Staff from discretionary projects were to provide professional development and technical assistance to the district to increase effective instruction of SWD in general education academic classes by June 2020. • Teachers were to be provided job-embedded professional development to increase effective use of assistive technology to meet learning and communication needs for SWD, and all learners who might benefit. The training was to be designed to ensure all students have equitable access to the standards-based curriculum by May 2020. • Access point training for general education and ESE teachers was to be provided in June 2019 with ongoing and job-embedded follow up provided by FIN. • Targeted professional development and technical assistance were to be provided to selected teachers and paraprofessionals for increased skill in managing classroom procedures and behavior management by June 2019. • Accommodations training was to be provided to schools upon district request through November 2018. • District training for paraprofessionals in dealing with challenging behaviors was to be provided by August 2018. • FDLRS-Panhandle Area Educational Consortium was to provide the ESE parent newsletter to be distributed to parents throughout the district for a minimum of three newsletters per year by May 2020. The district must provide a status update for each of the above-mentioned actions to the district's BEESS liaison via BEESSMonitoring@ fldoe.org by **July 1, 2020**.

Proficiency in Communication for PreK Students with Disabilities	
Summary	The percentage of PreK SWD functioning within age expectations in the communication domain increased from 56.0 percent during the 2016-17 school year to 56.7 percent during the 2017-18 school year. The 2018-19 percentage decreased to 42.9 percent, which is below the state target of 78.9 percent. The district did not meet the state target for any of the three years.
Recommendations	The district should consider the following actions: • Continue to collaborate with the Technical Assistance and Training System discretionary project to expand the Model for Early Learning Standards program to additional classrooms. • Provide professional development opportunities to PreK teachers that are specific to early childhood, communication and early literacy skill development.
Required Actions	The district's Plan for Inclusive Education dated January 21, 2020, includes the following job-embedded professional development to increase effective use of assistive technology to meet learning and communication needs for SWD, and all learners who might benefit: • Professional development with FDLRS and FIN on the Mainstream English Language Development program, which is designed to address the needs of PreK children who are nonverbal or who have complex communication challenges. • Professional development with FDLRS and FIN on environmental communication teaching and assistive technology to increase communication device implementation with students in their educational environments. The district must provide documentation of the completion of the above-mentioned actions to the district's BEESS liaison via BEESSMonitoring@fldoe.org by **July 1, 2020.** The district must provide documentation as verification of the trainings for PreK teachers of students who are not functioning within age expectations in the communication domain. The documentation must include the following: • Detailed narrative of the trainings. • Date of the trainings. • Names, titles and signatures of the teachers 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. • Copies of any content presented. • Name and title of the presenters. This documentation must be provided to the district's BEESS liaison via BEESSMonitoring@fldoe.org by **July 1, 2020**.

Follow up to the ESE Monitoring Visit	
Summary	The Walton County School District was selected for an on-site visit for the following focus areas related to SWD: • Dropout rate • LRE • Proficiency in communication for PreK SWD
Required Actions	By **September 18, 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, professional development, problem-solving notes and action plans) via BEESSMonitoring@fldoe.org by **August 28, 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 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.

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