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

**Monroe County School District
October 31-November 2, 2018**

FLORIDA DEPARTMENT OF
EDUCATION
—fldoe.org

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

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

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

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

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

ESE On-Site Monitoring Process

Background Information

The 2018-19 ESE On-Site Monitoring process focuses on those State Performance Plan indicators that contributed to the targeting of school districts for CEIS and the following indicators that affect equity and access in the educational environment for students with disabilities:
- Indicator 1 – Graduation: Percentage of youth with individual educational plans (IEPs) graduating from high school with a regular diploma.

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

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

In a letter dated August 13, the superintendent of the Monroe County School District was informed that BEESS would be conducting an on-site monitoring visit for the following focus areas: graduation rate, dropout rate, least restrictive environment (LRE), incidents of seclusion, and the time frame between evaluation and identification (Child Find).

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:

- Gerald Adams Elementary School
- Stanley Switlik Elementary School

- Horace O'Bryant Middle School
- Key West High School
- Key Largo School (K-8)

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 Monroe County School District.

Graduation Rate

The federal uniform high school graduation rate for students with disabilities is calculated by taking the number of first-time ninth graders from four years ago, plus the number of incoming transfer students on the same schedule to graduate, minus the number of students from this population who transferred out or left to enroll in a private school or home education, divided by the number of standard diplomas from the same group. The district's federal graduation rate for students with disabilities increased from 49.5 percent during the 2015-16 school year to 53.2 percent during the 2016-17 school year. The 2017-18 graduation rate increased to 74.4 percent, which is above the state target of 62.3 percent.

	2015-16	2016-17	2017-18
Monroe	49.5%	53.2%	74.4%
State Target	58.3%	60.3%	62.3%

Dropout Rate

The federal dropout rate for students with disabilities is calculated by taking the number of students who exited special education as a result of dropping out, divided by the number of students who graduated with a regular high school diploma, a special diploma, a certificate of completion, or a special certificate of completion, and who dropped out or died. The district's federal dropout rate for students with disabilities decreased from 15.1 percent during the 2015-16 school year to 13.4 percent during the 2016-17 school year. The 2017-18 dropout rate decreased to 10.4 percent, which is above the state target of 10.0 percent.

	2015-16	2016-17	2017-18
Monroe	15.1%	13.4%	10.4%
State Target	13.4%	11.7%	10.0%

Educational Environment (Least Restrictive Environment)

To the maximum extent appropriate, students with disabilities are to be educated with students without disabilities. These LRE data are calculated by dividing the number of students with disabilities aged 6 through 21 served in the regular class for 80 percent or more of the day, by the total number of students with disabilities aged 6 through 21 reported in October (survey 2). These data do not include parentally placed private school students or students served in Florida county jails, Florida Department of Juvenile Justice facilities or Florida Department of Corrections. The district's percentage of students with disabilities being served in the regular

class increased from 76.9 percent during the 2015-16 school year to 78.2 percent during the 2016-17 school year. The 2017-18 LRE rate increased to 79.5 percent, which is below the state target of 83.0 percent.

	2015-16	2016-17	2017-18
Monroe	76.9%	78.2%	79.5%
State Target	79.0%	82.0%	83.0%

Incidents of Seclusion

According to the FDOE's restraint and seclusion database, the number of incidents of seclusion in the district increased from six incidents during the 2015-16 school year to 29 incidents during the 2016-17 school year. During the 2017-18 school year, the number of incidents of seclusion decreased to 12. In addition, the total percentage of students with disabilities secluded in the district for the 2017-18 school year was 0.30 percent, while the state average was 0.09 percent.

According to the district's 2017-18 SP&P document, the district's annual goal was to reduce the number of incidents of seclusion by five percent. During the 2017-18 school year, the number of incidents of seclusion decreased from 29 to 12. The district did meet this goal.

	2015-16	2016-17	2017-18
Number of Incidents	6	29	12
Number of Students	3	8	4

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 2016-17 school year. The percentage of evaluations completed within 60 days increased from 81.58 percent during the 2016-17 school year to 100 percent during the 2017-18 school year.

	2015-16	2016-17	2017-18
Monroe	89.95%	81.58%	100%
State Target	100%	100%	100%

Interviews Conducted

Administrator Focus Groups

Members of the SST conducted focus groups with administrators from Gerald Adams Elementary School, Stanley Switlik Elementary School, Horace O'Bryant Middle School, Key West High School and Key Largo School (K-8) regarding graduation, dropout, LRE and incidents of seclusion.

Themes that emerged from these focus groups included the following:
- The schools have a continuum of services and delivery models for all students (e.g., tiered model of supports, co-teaching, support facilitation, resource room and separate class).
- Some of the teachers have dual certification in general education and ESE; all teachers are encouraged to become dual certified.
- The schools use an early warning system to provide student interventions, student enrichment, course recovery, Advancement Via Individual Determination, Positive Behavioral Intervention and Supports (PBIS), and mentors for absenteeism and social issues.
- The district and community need additional qualified staff to support students in the areas of behavior, academics, independent functioning and specialized health care.
- The schools provide parents with training, resources, and communications using technology.
- The district has parent involvement challenges due to parents working multiple jobs.

Teacher Focus Groups

Members of the SST conducted focus groups with teachers from Gerald Adams Elementary School, Stanley Switlik Elementary School, Horace O'Bryant Middle School, Key West High School and Key Largo School (K-8) regarding graduation, dropout, LRE and incidents of seclusion.

Themes that emerged from these focus groups included the following:
- Most of the schools schedule students with disabilities first when developing their master schedules to ensure the implementation of inclusive practices, which are a part of the district's culture and mindset.
- There is a need for more teacher planning and common planning times because some of the teachers create planning times outside the work schedule.
- There are staff shortages; paraprofessionals provide student-specific support, but there are concerns about retaining paraprofessionals because of the low salary.
- The district offers many types of professional development, and teachers would like more opportunities to attend.
- The schools provide all models of support for students with disabilities; the teachers provide differentiated instruction, centers, student choice, movement, interventions, Scholastic Aptitude Test Bootcamp, support, technology and highly engaging instruction.
- Progress monitoring for students, including IEP implementation, occurs frequently in all of the schools and decisions are based on data.
- The teachers report strong administrative support.

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:
- The students' ESE teachers provide excellent communication, and the students' needs are being met.
- The students' ESE teachers are referred to as "advocates" by parents, teachers, students and known staff.

- The district has an inclusionary environment in both traditional classes and extracurricular activities.
- Many eligible students are receiving services from Vocational Rehabilitation, and the district is developing a plan to ensure all eligible students in exceptional student education have access to those services.
- Parents expressed concerns that some teachers are not aware of the students' accommodations and that the students were not ready to self-advocate for their accommodations.
- Parents are concerned that the students do not receive their accommodations when the ESE teacher is absent.

Student Focus Groups

Members of the SST conducted focus groups with students from Horace O'Bryant Middle School, Key West High School and Key Largo School (K-8). Students were asked to share their perspectives on topics such as graduation, dropout and postsecondary activities.

Comments from these focus groups included the following:
- Students attend their IEP team meetings and know their IEP goals.
- Students know their accommodations and are aware if teachers are implementing them.
- All students at the high school identified a school staff member as a person they could go to for help; all students at the middle school had an adult who they can confide in at home or school.
- Some students identified having a mentor this year or last year, but all students would like a mentor.
- All students at the high school monitor their progression and know if they are on track to graduate; some of the students in the middle schools have not received assistance in postgraduate planning.

Commendations

1. The district's 2017-18 federal cohort graduation rate for students with disabilities increased to 74.4 percent, which is above the state target of 62.3 percent.
2. The district reports using data well: performance, absenteeism and early warning system data are used to make decisions for determining students in need of a mentor; student progress monitoring data are used to intervene early to ensure the needed accommodations are being implemented with fidelity. Data are also used to provide academic and behavioral supports to students in the lowest 25th percentile, including students receiving ESE services.
3. The district decreased the chronic absenteeism rate from 12.42 percent in the 2015-16 school year to 9.56 percent in the 2016-17 school year.
4. The district's standard diploma rate increased 22.6 percent from 65.7 percent in the 2016-17 school year to 88.3 percent in the 2017-18 school year, which is above the state target of 68.1 percent.
5. The district had zero incidents of seclusion from the beginning of the 2018-19 school year to October 31, 2018.

2018-19 Next Steps

Graduation Rate	
Summary	The district's federal graduation rate for students with disabilities increased from 49.5 percent during the 2015-16 school year to 53.2 percent during the 2016-17 school year. The 2017-18 graduation rate increased to 74.4 percent, which is above the state target of 62.3 percent. The Key West High School graduation rate for students with disabilities was 39.0 percent for the 2016-17 school year.
Recommendations	The district should continue to monitor attendance issues and enhance the mentoring program throughout the district to ensure that the students stay on track for graduation. In addition, the district should continue to collaborate with discretionary project staff to increase the graduation rate (including Project 10 for Transition Basics professional development and Florida Diagnostic and Learning Resources System [FDLRS] for Orton-Gillingham Multisensory Education professional development).
Required Actions	The district must provide documentation of the following: • Projection of graduation rates for the 2018-19 school year for Key West High School. • Strategies that were implemented at Key West High School 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. 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 **April 15, 2019**.
Dropout Rate	
Summary	The district's federal dropout rate for students with disabilities decreased from 15.1 percent during the 2015-16 school year to 13.4 percent during the 2016-17 school year. The 2017-18 dropout rate decreased to 10.4 percent, which is above the state target of 10.0 percent.
Recommendations	The district should continue to monitor attendance issues and enhance the mentoring program throughout the district to ensure that the students stay on track for graduation. In addition, the district should continue to collaborate with the discretionary projects to decrease the dropout rate (including Project 10 for Transition Basics professional development and FDLRS for Orton-Gillingham Multisensory Education professional development).

Required Actions	The district must provide documentation of the strategies that were implemented to decrease the district's dropout rate for the 2018-19 school year.
	The district must provide a detailed narrative describing the above-mentioned action to the district's BEESS liaison via BEESSMonitoring@fldoe.org by **April 15, 2019**.
Least Restrictive Environment	
Summary	The percentage of students with disabilities being served in the regular class increased from 76.9 percent during the 2015-16 school year to 78.2 percent during the 2016-17 school year. The 2017-18 LRE rate increased to 79.5 percent, which is below the state target of 83.0 percent.
Recommendations	The district should continue with the development of the district's plan for recruitment and retention of personnel, including ESE teachers, paraprofessionals, and ESE specialists. In addition, the district should continue to collaborate with discretionary project staff to increase LRE (including the Florida Inclusion Network for inclusive scheduling and FDLRS for Orton-Gillingham Multisensory Education professional development).
Required Actions	The district must review current school Best Practices in Inclusive Education plans for Gerald Adams Elementary School, Horace O'Bryant Middle School and Key Largo School, and revise their goals and service plans in order to explore options for educating students with disabilities in the general education classroom with sufficient supports in place.
	The district must provide a detailed narrative describing the above-mentioned action to the district's BEESS liaison via BEESSMonitoring@fldoe.org by **April 15, 2019**.
Incidents of Seclusion	
Summary	During the 2017-18 school year, the number of incidents of seclusion decreased to 12. In addition, the total percentage of students with disabilities secluded in the district for the 2017-18 school year was 0.30 percent, while the state average was 0.09 percent. According to the district's 2017-18 SP&P document, the district's annual goal was to reduce the number of incidents of seclusion by five percent. The district met this goal because the number of incidents of seclusion decreased by 58.6 percent.
Recommendations	The district should continue to collaborate with discretionary project staff to decrease the incidents of seclusion (including the Multiagency Network for Students with Emotional/Behavioral Disabilities for trauma-informed care professional development).
Required Actions	None.

Time Frame Between Evaluation and Identification (Child Find)	
Summary	The percentage of evaluations completed within 60 days increased from 81.58 percent during the 2016-17 school year to 100 percent during the 2017-18 school year.
Recommendations	The district should 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.
Follow up to the ESE Monitoring Visit	
Summary	The Monroe County School District was selected for an on-site visit for the following focus areas related to students with disabilities: • Graduation Rate • Dropout Rate • LRE • Incidents of Seclusion • Child Find
Required Actions	By **June 13, 2019**, designated BEESS staff and members of the district problem-solving team will reconvene via a conference call to share how the district is addressing each of the above-mentioned focus areas and determine next steps. The district will coordinate with BEESS regarding the date and time of the conference call and provide documentation (e.g., recent data, professional development, problem-solving notes and action plans) via BEESSMonitoring@fldoe.org by **May 14, 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.

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