

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

**Putnam County School District
February 27-March 1, 2018**



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

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Authority

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

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

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

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

ESE On-Site Monitoring Process

Background Information

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

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

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

The ESE On-Site Monitoring process includes four phases:

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

In a letter dated August 3, 2017, the superintendent of the Putnam 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), concerns regarding low math scores for middle-grades students with disabilities, and 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 school walk-through debriefings and some of the schools for parent and student focus groups:

- Ochwilla Elementary School
- George C. Miller Jr. Middle School
- Robert H. Jenkins Middle School

- Interlachen High School
- Palatka High School

On-Site Activities

On-Site Visit Team

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

FDOE, BEESS

- Monica Verra-Tirado, State Director for Special Education, Bureau Chief
- Judy White, Educational Program Director, Instructional Support Services (ISS)
- Beth Moore, Senior Educational Program Director, ISS
- Jessica Brattain, Program Specialist, ISS

Peer Monitors:

- Barbara Jones, ESE Director, Lake Wales Charter School District
- Barbara Johns, ESE Director, Bradford County School District

SST Discretionary Project members:

- Carly Detlefsen, Regional Representative, Project 10: Transition Education Network
- Ann Selland, Regional Coordinator, Problem Solving: Response to Intervention (PS:Rtl)
- Carl Coalson, Project Manager, Multiagency Network for Students with Emotional/ Behavioral Disabilities (SEDNET)
- Amy Lane, Program Administrator, Florida Diagnostic and Learning Resources System (FDLRS) Associate Centers
- Dawn Smythe, Facilitator, Florida Inclusion Network (FIN)
- Rocky Haynes, Technical Assistant Specialist, Positive Behavior Interventions and Supports: Multi-Tiered System of Support (FLPBIS:MTSS)
- Cat Raulerson, Technical Assistant Specialist, FLPBIS:MTSS
- Janet Good, Technology Coordinator, PS:Rtl, Technology Learning Connections (TLC)
- Greg Gilman, Project Facilitator, State Personnel Development Grant (SPDG)
- Alice Schmitges, Program Specialist, Institute for Small and Rural Districts (ISRD)

Data Collection

On-site monitoring activities included the following:

- Review of recent data
- Welcome session with district and school administrators and staff – 32 participants
- Administrator focus groups – 26 participants
- Teacher focus groups – 33 participants
- Parent focus group – Seven participants
- Student focus groups – 30 participants
- School walk-through debriefings – 33 classrooms
- Action-planning and problem-solving process – 31 participants

The district's Best Practices for Inclusive Education (BPIE) plan dated January 19, 2018, resulted in the following goals being developed:

- Goal 1: By January 2021, the district will have developed a comprehensive professional development plan in order to improve educational outcomes and narrow the achievement gap for students with disabilities by more effectively including them in the general education setting and exposing them to challenging, grade-level work.
- Goal 2: By January 2021, the district will have developed partnerships with postsecondary institutions in order to provide meaningful postsecondary opportunities for students with significant cognitive disabilities.

2017-18 ESE On-Site Monitoring Results

The following data are related to the focus areas and activities for the 2017-18 ESE On-Site Monitoring for the Putnam 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 29.1 percent during the 2014-15 school year to 35.6 percent during the 2015-16 school year. The 2016-17 graduation rate increased to 54.7 percent, which is below the state target of 60.3 percent.

	2014-15	2015-16	2016-17
Putnam	29.1%	35.6%	54.7%
State Target	56.3%	58.3%	60.3%

Dropout Rate

The federal dropout rate for students with disabilities is calculated by taking the number of students who exited special education as a result of dropping out, divided by the number of students who graduated with a regular high school diploma, special diploma, certificate of completion, special certificate of completion, dropped out or died. The district’s federal dropout rate for students with disabilities decreased from 28.8 percent during the 2014-15 school year to 17.9 percent during the 2015-16 school year. The 2016-17 dropout rate decreased to 10.6 percent, which is below the state target of 11.7 percent.

	2014-15	2015-16	2016-17
Putnam	28.8%	17.9%	10.6%
State Target	15.1%	13.4%	11.7%

Educational Environment (Least Restrictive Environment)

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

the total number of students with disabilities aged 6 through 21 reported in October (survey 2). These data do not include parentally placed private school students or students served in Florida county jails, Florida Department of Juvenile Justice facilities or Florida Department of Corrections. The district's percentage of students with disabilities being served in the regular class increased from 74.4 percent during the 2015-16 school year to 76.3 percent during the 2016-17 school year. The 2017-18 LRE rate decreased to 74.6 percent, which is below the state target of 83.0 percent.

	2015-16	2016-17	2017-18
Putnam	74.4%	76.3%	74.6%
State Target	79.0%	82.0%	83.0%

Math Scores for Middle-Grades Students with Disabilities

After reviewing state assessment data trends for the Florida Standards Assessment (FSA), BEESS identified students with disabilities in middle-grades math as an area in critical need of support. BEESS established a tiered criteria in order to provide needed supports for middle-grades math in each district (Grades 6-8) in order to increase the number of students with disabilities scoring level three and above and close the gap between all students and students with disabilities. The percentage of students with disabilities that scored level three and above in middle-grades math decreased from 18.0 percent during the 2014-15 school year to 14.6 percent during the 2015-16 school year. The 2016-17 percentage decreased to 14.2 percent, which is below the state target of 61.0 percent.

Florida Standards Assessment Scores of Level Three and Above in Middle-Grades Math	2014-15	2015-16	2016-17
Putnam			
Percentage of Students with Disabilities	18.0%	14.6%	14.2%
Percentage of Students without Disabilities	45.0%	43.4%	39.9%
Achievement Gap between Students with and without Disabilities	27.0%	28.8%	25.7%
State			
State Target for Students with Disabilities	51.0%	56.0%	61.0%
Average for Students with Disabilities	22.7%	21.0%	22.2%
Average for Students without Disabilities	59.4%	60.3%	61.2%
Achievement Gap between Students with and without Disabilities	36.7%	39.3%	39.0%

Time Frame Between Evaluation and Identification (Child Find)

SPP Indicator 11 (Child Find) is the percentage of children who were evaluated within 60 days of the district receiving parental consent for an initial evaluation. The district's rate was below

the state target of 100 percent in the 2015-16 and 2016-17 school years. The percentage of evaluations completed within 60 days increased from 94.4 percent during the 2015-16 school year to 97.0 percent during the 2016-17 school year.

Administrator Focus Groups

Members of the SST conducted focus groups with administrators from Ochwilla Elementary School, George C. Miller Middle School, Robert H. Jenkins Middle School, Interlachen High School and Palatka High School regarding graduation, the dropout rate, LRE and low math scores for middle-grades students with disabilities.

Themes that emerged from the administrator focus groups included the following:

- Data are used by district staff for decision making and to provide interventions to students who are falling behind.
- Flexibility within the district is evident, e.g., the district changed the school schedule based on student need and at least one high school has changed grading policies to allow students to retest after remediation to improve their grade.
- There is a need to review resources to support a full continuum of services for students with disabilities.
- Student attendance is an ongoing issue.
- Math is a concern for many students and a variety of strategies to improve math performance is being used, e.g., working to hire fully qualified math teachers, providing coaching to teachers, encouraging the use of creative teaching methods, employing various technologies and alternative grading policies, and making scheduling changes such as double math blocks.

Teacher Focus Groups

Members of the SST conducted focus groups with teachers from Ochwilla Elementary School, George C. Miller Jr. Middle School, Robert H. Jenkins Middle School, Interlachen High School and Palatka High School regarding graduation, the dropout rate, LRE and low math scores for middle-grades students with disabilities.

Themes that emerged from the teacher focus groups included the following:

- A culture of collaboration exists among the teachers.
- Data are available and used to help students.
- Many students with disabilities are included in the regular classroom; however, students on access points are primarily served in separate classes.
- Differentiated instruction and universal design for learning are used in many classrooms; some teachers would welcome more training on these and other strategies, noting that strategies that help students with disabilities also help all students.
- The grading policy has shifted in many areas to mastery of standards, so students can raise their grade by redoing assignments and tests after remediation and reteaching.
- There is a lack of common planning time for general education math teachers and intensive math teachers; discussions among teachers usually occur informally.
- There are additional strategies and supports in place this year for math, which will hopefully improve student performance; however, intensive support for math is needed.
- There are limited secondary transition services in high school and post-school programs for students who defer receipt of diploma.

- Student attendance is an ongoing issue.

Student Focus Groups

Members of the SST conducted focus groups with students from George C. Miller Jr. Middle School, Robert H. Jenkins Middle School, Interlachen High School and Palatka High School. Students were asked to share their perspectives on topics such as graduation, the dropout rate, post-school activities and classroom support for academics.

Comments from the student focus groups included the following:

- There is at least one adult that students can go to and discuss academic or personal issues, but there is no formal mentoring program.
- Graduating from high school is important to future success.
- Career aspirations were shared by all students.
- School staff are aware of students' accommodations but do not always provide them; therefore, students have to self-advocate.
- The career and technical courses and other forms of practical experiences are appreciated, such as Future Farmers of America.
- Tutoring is very helpful; however, additional teachers are needed after school.
- Although students expressed that most teachers are caring, students indicated that sometimes consequences are given inconsistently.
- Students at one high school indicated that more teachers are needed to help students with disabilities with academics.
- Students indicated that expectations are inconsistent during in-school suspension, noting that sometimes students do not have assignments provided and assistance is not available to help them when they do have work to complete.
- There is concern about the attendance policy at schools; although it is important to be in school, sometimes family responsibilities, such as caring for younger siblings, taking parents to medical appointments, and needing to work to help the family financially, are a priority.
- There is some concern regarding zero-tolerance policies in some schools for allowing cell phones and headphones. Students report cellphones can be used for accommodations and headphones can reduce distractions.

Parent Focus Group

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

Themes that emerged from the parent focus group included the following:

- Inclusion is viewed favorably because students are challenged more in the general education environment.
- Technology usage is beneficial to students, but at least one high school does not allow any cell phone usage. While it is understood that cell phones could be misused, there is concern that students are not allowed to use them as an accommodation.
- Discussions at IEP meetings are helpful, but consistent communication from school is needed.
- The parent-friendly "remind me" application, used at one of the high schools, that sends

frequent reminders via text, is appreciated.

- There is concern about the removal of ESE liaisons from two of the high schools.
- There is concern about attendance policies, such as zero tolerance at one school, where missing part of the day counts as an absence.
- The math tutoring available at one school is appreciated, but more additional support in math for students is needed.
- There is a need for an early intervention program to help students who are off track as early as possible.
- There is a concern by a few parents that students must self advocate for their accommodations, but not all students feel comfortable speaking up.
- More transition information is needed, specifically regarding postsecondary opportunities.

School Walk-Through Debriefings

School walk-through debriefings were conducted at Ochwilla Elementary School, George C. Miller Jr. Middle School, Robert H. Jenkins Middle School, Interlachen High School and Palatka High School regarding student engagement, school climate, and evidence of academic and behavioral expectations.

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

- Campuses were clean and conducive to learning, although some were old and in need of updating.
- Security measures were evident and included strict use of name badges, locked doors and required sign-in procedures.
- Technology use was evident in a variety of forms, both by teachers and students.
- Variations in instructional methods were observed.
- Students appeared engaged.
- Self-contained ESE classrooms at the elementary school were located far away from grade-level classrooms.

Commendations

1. The district’s graduation rate improved over 25 percentage points from the 2014-15 to the 2016-17 school year.
2. The district’s dropout rate decreased seven percentage points from the 2015-16 to the 2016-17 school year and was below the state target.
3. Data are available and being used to assist students who are falling behind and at risk of not graduating on time.

2017-18 Next Steps

Graduation Rate	
Summary	The district’s federal graduation rate for students with disabilities increased from 29.1 percent during the 2014-15 school year to 35.6 percent during the 2015-16 school year. The 2016-7 graduation rate increased to 54.7 percent, which is below the state target of 60.3 percent.
Recommendations	The district should consider the following actions: <ul style="list-style-type: none"> • Add graduation targets for students with disabilities to the next Putnam County School District “Graduation Rate Targets and

	<p>Outcomes Report.”</p> <ul style="list-style-type: none"> • Partner with VR, under the Workforce Innovation and Opportunity Act, to provide pre-employment services to students with disabilities. • Review the document entitled, “A Transition Guide,” available at https://www2.ed.gov/about/offices/list/osers/transition/products/posts/econdary-transition-guide-may-2017.pdf and seek assistance from Project 10 staff in the creation of transition programs. • Create a mentor program in the high schools.
Required Actions	<p>The district must complete the following actions:</p> <ul style="list-style-type: none"> • Project the graduation rates for high schools that achieved less than a 50 percent graduation rate for students with disabilities in the 2016-17 school year and a plan to monitor students for on-time graduation for the 2018-19, 2019-20, and 2020-21 school years. • Collaborate with Project 10 staff and create a list of strategies that will be implemented during the 2018-19 school year to assist students with disabilities who are not on track to graduate. <p>The district must provide a detailed narrative describing each of the above-mentioned actions to the district’s BEESS liaison via BEESSMonitoring@fldoe.org by August 15, 2018.</p>
Dropout Rate	
Summary	<p>The district’s federal dropout rate for students with disabilities decreased from 28.8 percent during the 2014-15 school year to 17.9 percent during the 2015-16 school year. The 2016-7 dropout rate decreased to 10.6 percent, which is below the state target of 11.7 percent.</p>
Recommendations	<p>It is recommended that the district collaborate with staff members from discretionary projects, such as PS:Rtl, SPDG (Check & Connect) and Project 10, to implement strategies to continue to reduce the dropout rate for students with disabilities.</p>
Required Actions	None.
Educational Environment (Least Restrictive Environment)	
Summary	<p>The district’s percentage of students with disabilities being served in the regular class increased from 74.4 percent during the 2015-16 school year to 76.3 percent during the 2016-17 school year. The 2017-18 LRE rate decreased to 74.6 percent, which is below the state target of 83.0 percent.</p>
Recommendations	<p>The district should consider the following actions:</p> <ul style="list-style-type: none"> • Continue to ensure that the BPIE services plan is implemented in the district and the schools. • Provide additional ESE-certified teachers to offer support to students with disabilities served in general education settings.
Required Actions	None.
Math Scores for Middle Grade Students with Disabilities	
Summary	<p>The percentage of students with disabilities that scored level three and above in middle-grades math decreased from 18.0 percent during the 2014-15 school year to 14.6 percent during the 2015-16 school year. The 2016-17 percentage decreased to 14.2 percent, which is below the state</p>

	target of 61.0 percent.
Recommendations	The district should consider the following actions: <ul style="list-style-type: none"> • Ensure that math teachers are subject-area certified, not out of field. • Provide additional tutoring or other supplemental assistance to students.
Required Actions	None.
Time Frame Between Evaluation and Identification (Child Find)	
Summary	The percentage of evaluations completed within 60 days increased from 94.4 percent during the 2015-16 school year to 97.0 percent during the 2016-17 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 for the ESE Monitoring Process	
Summary	The Putnam County School District was selected for an on-site visit for the following focus areas related to students with disabilities: <ul style="list-style-type: none"> • Graduation rate • Dropout rate • LRE • Low math scores for middle-grades students with disabilities • Time frame between evaluation and identification (Child Find)
Required Action	By October 17, 2018 , designated BEESS staff and members of the district problem-solving team will reconvene via a conference call to share how they are 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 September 12, 2018 .

Technical Assistance

1. **Implementing a Multi-Tiered System of Support (MTSS) for Behavior: Recommended Practices for School and District Leaders** (FLPBIS:MTSS) may be accessed at https://www.pbis.org/common/cms/files/pbisresources/RTIB_Guide_101811_final.pdf and provides an overview of the critical components of an MTSS for behavior. These critical components describe systems changes that are necessary for a results-driven ESE system.
2. The district's **SP&P** document provides district- and school-based standards for documenting, reporting and monitoring the use of manual, physical, or mechanical restraint and seclusion developed by FDOE. The school district's document for the 2015-16 through 2017-18 school years may be accessed at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.
3. The technical assistance paper, DPS: 2011-165, entitled, "**Guidelines for the Use, Documentation, Reporting, and Monitoring of Restraint and Seclusion with Students with Disabilities**," dated October 14, 2011, may be accessed at <https://info.fldoe.org/docushare/dsweb/Get/Document-6212/dps-2011-165.pdf>. This document provides guidance regarding the use, documenting, reporting, and monitoring of restraint and seclusion with students with disabilities in school districts, including (a) when restraint or seclusion might be used, (b) considerations when selecting a training program for restraint, (c) what should be documented, (d) parent notification and reporting, and (e) monitoring use. It also contains information about s. 1003.573, F.S., Use of restraint and seclusion on students with disabilities.
4. The United States Department of Education, in collaboration with the United States Department of Justice, released **School Discipline Guidance** in January 2014, Volume 4, Issue 1 of the **Office of Special Education Programs Monthly Update**. This package will assist states, districts and schools in developing practices and strategies to enhance school climate, and ensure those policies and practices comply with federal law. The following resource documents are included in the package, and are available at <http://www.ed.gov/school-discipline>:
 - **Dear Colleague** guidance letter on civil rights and discipline;
 - **Guiding Principles** document, which draws from emerging research and best practices;
 - **Directory of Federal School Climate and Discipline Resources**, which indexes federal technical assistance and other resources; and
 - **Compendium of School Discipline Laws and Regulations**, which catalogs state laws and regulations related to school discipline.
5. **The Project 10: Transition Education Network** 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 post-school outcomes. Project 10 serves as the primary conduit between BEESS and school-district personnel in addressing law and policy, effective practices, and research-based interventions in the area of transition services for youth with disabilities. The project also supports transition initiatives developed through the BEESS Strategic Plan. Examples of assistance provided related to graduation rates include using school-level data for graduation success, technical assistance to improve data collection, analysis and data-driven decision making, in order to develop a color-coded student graduation tracking system that can be coordinated with existing initiatives

or systems. Regarding dropout, the project supports dropout prevention strategies for students with disabilities, school-based enterprise, service learning and EWS.

6. **FDLRS Associate Centers Support** may be accessed at <http://www.fdlrs.org>. The 19 FDLRS associate centers provide an array of instructional and technical support services to school districts statewide. The four central functions of each FDLRS center are Child Find, parent services, human resource development, and professional learning and technology. The centers collaborate with districts, agency and support personnel, communities, families, and educational personnel providing support services for educators, school administrators, parents, and students with disabilities. Examples of professional development related to graduation rates include Florida standards and access points, differentiated instruction, access to the general curriculum, Strategic Instruction Model, behavior/discipline, Standing up for Me, self-advocacy, responsive classroom, and district-specific supports. Professional development related to dropout include differentiated instruction, accommodations, Conversation, Help, Activity, Movement, Participation, and Success (known as CHAMPS), Tough Kids, discipline in the secondary classroom, support for parent involvement, Professional Development Alternatives for Positive Behavior Support module, universal design for learning, small-group planning and problem solving, disability awareness, and district-specific supports.
7. **PS:Rtl Technology** may be accessed at <http://www.floridarti.usf.edu/index.html>. One function of this project provides support to regional technology coordinators and technology specialists to effectively implement accessible instructional materials, assistive technologies, learning technologies, and universal design for learning principles within all tiers of instruction. This project also manages, coordinates and supports the regional assistive technology loan libraries.
8. **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.
9. The **PS/Rtl – Technology and Learning Connections (TLC)** may be accessed at <http://www.tlc-mtss.com>. TLC provides guidelines and resources to support the implementation of universal design for learning. A quarterly newsletter that focuses on technology integration to support the local development of highly effective classrooms for all students may also be accessed. TLC's Winter 2016-17 newsletter focused on math instruction, resources and tools to eliminate barriers and increase achievement for all students and can be viewed at <http://conta.cc/2kjsuGt>. To sign up to receive this quarterly newsletter, go to <http://bit.ly/1TLoHLQ>. Additional resources are available at <http://www.tlc-mtss.com/resources.html>.

State Support Team for Putnam County School District

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