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MEMORANDUM

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DPS: 2010 - 215

TO: District School Superintendents

FROM: Dr. Frances Haithcock

DATE: November 30, 2010

SUBJECT: House Bill 1073 and New Requirements Related to Continuing Education and In-Service Training

One of the outcomes of the 2010 legislative session was the passage of House Bill 1073 that created section 1012.582, Florida Statutes (F.S.), *Continuing education, and in-service training for teaching students with developmental disabilities.* Within this new law is the provision that recommendations to incorporate instruction into continuing education/in-service training for instructional personnel regarding autism spectrum disorder (ASD), Down syndrome, and other developmental disabilities must be provided beginning with the 2010-2011 school year.

On August 31, 2010, the Bureau of Exceptional Education and Student Services (BEESS) convened a workgroup of professionals for the purpose of identifying current resources, examining professional learning opportunities, assessing additional areas of need, and planning for the incorporation of recommended course curricula into existing continuing education/in-service training provided. The following entities as required by section 1012.582, F.S., were represented:

- State Surgeon General
- Director of the Agency for Persons with Disabilities
- Education community
- Entities that promote awareness about ASD, Down syndrome, and other developmental disabilities and provide programs and services to persons with developmental disabilities, including but not limited to regional autism centers pursuant to s.1004.55, F.S.

Bureau personnel collaborated with workgroup members to address the requirements of the law in a systematic approach which capitalizes on existing resources and research-based professional learning practices. Resources for continuing education/in-service programs address:

- Early identification of, and intervention for, students who have autism spectrum disorder, Down syndrome, or other developmental disabilities
- Curriculum planning, curricular and instructional modifications, adaptations, and specialized strategies and techniques
- Use of available state and local resources
- Use of positive behavioral supports to deescalate problem behaviors
- Appropriate use of manual physical restraint and seclusion techniques

Attached is a chart that outlines the Department's plans. Within the near future, your district's exceptional student education and staff development directors will be receiving information on available resources that address the requirement of the law. We will keep you apprised of future development as we move forward.

For additional information, your staff may contact Bambi J. Lockman at Bambi.Lockman@fldoe.org or Cathy Bishop at Cathy.Bishop@fldoe.org.

FH/bjl/cb

Attachment

cc: Bambi J. Lockman
ESE Directors
Staff Development Directors
Mary Jane Tappen
Kathy Hebda
Eileen McDaniel
Cathy Bishop
Jennifer Hykes
Stakeholder Workgroup Members

FLORIDA'S RESPONSE TO ADDRESSING REQUIREMENTS OF SECTION 1012.582, F.S.

PHASE I–SUMMER 2010	PHASE II–FALL 2010	PHASE III–SPRING 2011	PHASE IV–SUMMER 2011
• Analyze legislative requirements • Convene workgroup • Examine current professional development (PD) resources available statewide as aligned with s.1012.582, F.S., requirements • Identify gaps in content, programs, and accessibility and generate solutions and potential products • Explore additional marketing efforts to increase awareness of current resources • Establish criteria for selecting statewide and regional initiatives to be shared with all districts in response to s.1012.582, F.S.	• Develop a comprehensive list of current statewide supported in-service programs aligned with requirements in s.1012.582, F.S. • Provide districts contact information for accessing current programs and incorporating available resources into local master in-service plans • Begin process for completing content and policy reviews on additional statewide and regionally developed PD resources • Develop a continuum of PD offerings supporting new legislative requirements • Identify initiatives and products to address gaps	• Provide districts with additional statewide and regionally developed PD resources aligned with s.1012.582, F.S., requirements • Develop a beta version of a web-portal for "one-stop" access to state and local resources related to autism spectrum disorder, Down syndrome, and other developmental disabilities • Develop filtering system for directing web-portal users to targeted resources and PD offerings • Combine appropriate non-credit research-based PD into collective offering for targeted topics • Continue efforts to develop appropriate PD to address previously identified gaps in content	• Roll-out web-portal for accessing awareness information and multi-level professional development targeting autism spectrum disorder, Down syndrome, and other developmental disabilities • Work with districts to include continuum of related PD in local master in-service plans for 2011-2012 • Gather data on use of resources and impact on teacher skill development and student performance