

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

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**Okaloosa County School District  
February 18-19, 2020**

FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



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.fl DOE.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 Okaloosa 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 in need of support: least restrictive environment (LRE), discipline 4B and incidents of restraint and seclusion.

## 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:

- Kenwood Elementary School
- Walker Elementary School
- Davidson Middle School
- W. C. Pryor Middle School
- Choctawhatchee Senior High School
- Silver Sands Center 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 Okaloosa County School District.

### Educational Environment (Least Restrictive Environment)

To the maximum extent appropriate, SWD are to be educated with students without disabilities. These LRE data are calculated by dividing the number of SWD aged 6 through 21 served in the regular class for 80 percent or more of the day, by the total number of SWD aged 6 through 21 reported in October (survey 2). These data do not include parentally placed private school students or students served in Florida county jails, Florida Department of Juvenile Justice facilities or Florida Department of Corrections facilities. The district's percentage of SWD being served in the regular class increased from 82.9 percent during the 2017-18 school year to 84.5 percent during the 2018-19 school year. The 2019-20 LRE rate decreased to 79.7 percent, which is below the state target of 85 percent. The district did not meet the state target for any of the three years.

	2017-18	2018-19	2019-20
Okaloosa	82.9%	84.5%	79.7%
State Target	83.0%	85.0%	85.0%

### Discipline 4B

Discipline indicator 4B identifies the risk ratio of SWD being suspended or expelled for more than 10 days in a school year from a specific racial or ethnic group. A risk ratio of 2.0 indicates that SWD of a given race are twice as likely to be suspended or expelled for more than 10 days in a school year compared to their peers without disabilities. The district's risk ratio for 4B increased from 4.47 during the 2017-18 school year to 9.34 during the 2018-19 school year, which means that SWD whose race is black were 9.34 times more likely to be suspended or expelled for more than 10 days in a school year than all students without disabilities. In addition, the district's risk ratio was above the 3.0 state risk ratio threshold for 2017-18 and 2018-19.

	2016-17	2017-18	2018-19
Okaloosa	*	4.47	9.34
State Risk Ratio Threshold	3.00	3.00	3.00

\* Indicates less than 10 students

### Incidents of Restraint

According to the FDOE's restraint and seclusion database, the number of incidents of restraint in the district increased from 32 incidents during the 2016-17 school year to 151 incidents during the 2017-18 school year. During the 2018-19 school year, the number of incidents of restraint decreased to 129. In addition, the total percentage of SWD restrained in the district for the 2018-19 school year was 1.20 percent, while the state average was 0.77 percent.

According to the district's 2018-19 SP&P document, the district's annual goal was to reduce the number of incidents of restraint by 50 percent. During the 2018-19 school year, the number of incidents of restraint decreased from 151 to 129, which is a decrease of 14.6 percent. The district did not meet this goal.

	2016-17	2017-18	2018-19
Number of Incidents	32	151	129
Number of Students	27	53	61

### **Incidents of Seclusion**

According to the FDOE's restraint and seclusion database, the number of incidents of seclusion in the district increased from 59 incidents during the 2016-17 school year to 70 incidents during the 2017-18 school year. During the 2018-19 school year, the number of incidents of seclusion increased to 75. In addition, the total percentage of SWD secluded in the district for the 2018-19 school year was 0.29 percent, while the state average was 0.07 percent.

According to the district's 2018-19 SP&P document, the district's annual goal was to reduce the number of incidents of seclusion by 50 percent. During the 2018-19 school year, the number of incidents of restraint increased to 75. The district did not meet this goal.

	2016-17	2017-18	2018-19
Number of Incidents	59	70	75
Number of Students	29	16	15

### **Interviews Conducted**

#### **Administrator Focus Groups**

Members of the SST conducted focus groups with administrators from Kenwood Elementary School, Walker Elementary School, W. C. Pryor Middle School, Davidson Middle School, Choctawhatchee Senior High School and Silver Sands Center School regarding LRE, Discipline 4B, and incidents of restraint and seclusion.

Themes that emerged from these focus groups included the following:

- Administrators reported that data is used to monitor student progress and to inform decision making.
- Administrators reported an increase of additional resource teachers across the district.
- Administrators shared an increase in collaboration with project staff from Positive Behavioral Interventions and Support (PBIS), Center for Autism and Related Disabilities and the Florida Inclusion Network (FIN).
- Administrators shared that the increased implementation of positive behavioral supports and interventions was having a positive impact on discipline as well as decreasing the need for restraint and seclusion.
- Most administrators shared there are established mentoring programs in the schools;

however, there is a need for increased consistency of programs between the schools.

- Administrators expressed the need to increase inclusion opportunities in schools.
- Some administrators feel an updated management information system is needed to decrease the discrepancies in the data.
- Administrators expressed the need for all teachers, support staff and paraprofessional staff who support SWD to receive continued professional development (PD) in order to meet their individual needs.

### **Teacher Focus Groups**

Members of the SST conducted focus groups with teachers from Kenwood Elementary School, Walker Elementary School, W. C. Pryor Middle School, Davidson Middle School, Choctawhatchee Senior High School and Silver Sands Center School regarding LRE, Discipline 4B, and incidents of restraint and seclusion.

Themes that emerged from these focus groups included the following:

- Teachers feel supported by school administration and seek guidance when needed.
- Teachers from one school reported success with the implementation of Project Core Literacy for increasing communication and learning with students served on access points.
- Teachers shared that opportunities for inclusion have increased; however, the trend needs to expand across all schools in the district.
- General education teachers expressed the need for training to support students with challenging behaviors (e.g., differentiated instruction and universal design for learning).
- Many teachers reported the need to increase collaboration between school teams.
- Teachers from two schools reported the lack of provision of services for speech and language therapy.

### **Parent Focus Group**

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

Themes that emerged from the focus group included the following:

- Parents are pleased with the level of communication and collaboration from the district.
- Parents shared that inclusive opportunities have increased for SWD in extracurricular activities and Career and Technical Education (CTE).
- Parents feel more PD is needed for district support staff who support SWD.
- Parents identified a need for inclusive opportunities to be equitable for SWD in schools across the district.
- Parents feel that transition services for SWD with outside agencies are not offered consistently in all school zones across the district.

### **Student Focus Groups**

Members of the SST conducted focus groups with students from W. C. Pryor Middle School, Davidson Middle School and Choctawhatchee Senior High 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:

- Most students have at least one adult at their school they can turn to for guidance.
- Many students shared they are pleased to be included in the general education settings with their non-disabled peers.
- Some students would like to be more involved in their IEP team meetings and learn how to self-advocate.
- Students reported the need for more support with transition into high school, increased opportunities for mentors and additional assistance with meeting postsecondary goals.

### **School Support Team Focus Groups**

Members of the SST conducted focus groups with paraprofessionals and school support team staff who support SWD from Kenwood Elementary School, Walker Elementary School, W. C. Pryor Middle School, Davidson Middle School, Choctawhatchee Senior High School and Silver Sands Center School.

Themes that emerged from these focus groups included the following:

- Paraprofessionals shared they feel supported by school-level administration.
- Many school support staff have seen an increase in the use of a multi-tiered system of supports (MTSS) and an increase in collaboration with instructional coaches.
- Support staff shared they have seen an increase in mental health supports and services for students.
- Support staff at one school reported the positive benefits on school climate and culture with the introduction of a “Buddy System” providing increased opportunities for students with and without disabilities to work together in inclusive educational settings.
- Paraprofessionals expressed a need for increased PD for providing supports to SWD in the classroom.
- Most staff and paraprofessionals reported the need for more opportunities for general education and ESE teachers to receive training together on district initiatives for SWD.
- School support team members from two schools reported the lack of services for speech and language therapy.

### **Additional Information Regarding Monitoring Activities**

During the focus groups conducted on-site, some of the teachers and school support team members reported the lack of provision of services for speech and language therapy. Regarding this same issue, a recent FDOE, BEESS state complaint against the Okaloosa County School District was investigated, concerning the district failing to implement a student's IEP regarding the provision of language therapy (LT) services. The BEESS 2019-103 Bureau Resolution Determination included the following conclusion: The district violated the requirements of Title 34, Code of Federal Regulations §300.323 and Rule 6A-6.03028, Florida Administrative Code, regarding the provision of LT services, 60 minutes, weekly, from August 12 to October 6, 2019 (eight hours) because the district did not provide services included on the student's IEP.

It was determined that because of the potential for systemic noncompliance, the district was required to ensure that services must be provided in accordance with the IEPs of all other SWD enrolled in the school in question as well as at any other district schools for which no speech-language pathologist (SLP) was available. The district was required to do the following by

**December 20, 2019:**

- Identify all students with IEPs who should have been receiving LT services during the 2019-20 school year at the named school and other school sites for which no SLP was made available.
- Determine the amount of LT services each student was required to receive during the 2019-20 school year.
- Determine the amount of LT services each student received during the 2019-20 year; this determination cannot be based on a statement of assurance, but must be based on supporting documentation (e.g., review of therapy logs, LT schedules and lesson plans) or other methods deemed appropriate by the district.
- Submit a summary of the review to the bureau.

If discrepancies were discovered between the students' IEPs and the services provided, by **January 21, 2019**, the district was required to, in consultation with bureau staff, develop a corrective action plan to address the noncompliance.

**Recommendations**

1. The district's federal cohort graduation rate for SWD for 2018-19 was 81.7 percent, which is above the state target of 70 percent.
2. The district's dropout rate for SWD for 2018-19 was 7.4 percent, which was below the state target of 9.5 percent.
3. The district created an ESE Parent Advisory Council that includes parents, teachers, administrators, community members and other school personnel to discuss needs such as: ESE training for general education teachers, adding additional ESE specialists to school staff, expediting the process in assessing the needs of SWD and helping parents learn what programs are available for their children.
4. During the 2019-20 school year, the district increased the budget for ESE and student services personnel and the superintendent continues to engage in listening tours to connect with parents of SWD to gather information for implementation planning.
5. The district has begun training to utilize the state-wide Portal to Exceptional Education Resources IEP system for the 2020-21 school year.

**2019-20 Next Steps**

<b>Least Restrictive Environment</b>	
Summary	The district's percentage of SWD being served in the regular class increased from 82.9 percent during the 2017-18 school year to 84.5 percent during the 2018-19 school year. The 2019-20 LRE rate decreased to 79.7 percent, which is below the state target of 85 percent. The district did not meet the state target for any of the three years.
Recommendations	The district should continue to collaborate with project staff from the Florida Diagnostic and Learning Resource System (FDLRS) and FIN for PD in inclusive scheduling training.
Required Actions	The district's Plan for Inclusive Education dated September 13, 2019, included the following short- and long-term improvement efforts to increase the inclusion rate: <ul style="list-style-type: none"> <li>• District staff will provide PD in access points, accommodations,</li> </ul>

	<p>and support facilitation to general education and ESE teachers to support all SWD in general education settings.</p> <ul style="list-style-type: none"> <li>• Project Access staff will provide PD to general education and ESE teachers on instruction and support for SWD enrolled in access courses in general education settings.</li> <li>• FIN project staff will provide training on support facilitation to general education and ESE teachers on creating collaborative lesson plans.</li> <li>• FDLRS staff will provide training on the provision of accommodations to general education, ESE teachers and paraprofessionals.</li> </ul> <p>The district must provide documentation of the completion of the above-mentioned actions and verification for trainings provided, that must include the following:</p> <ul style="list-style-type: none"> <li>• Detailed narrative of the trainings.</li> <li>• Dates of the trainings.</li> <li>• Copies of any content presented.</li> <li>• Names and titles of the presenters.</li> <li>• Names, titles and signatures of the staff who participated in the trainings.</li> <li>• Number of staff who participated in the trainings from schools designated as Targeted Support &amp; Improvement and Comprehensive Support &amp; Improvement schools under ESSA.</li> </ul> <p>This documentation must be provided to the district's BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> by <b>January 22, 2021</b>.</p> <p>In addition, the district must collaborate with FIN to engage in problem solving and root cause analysis to determine inconsistent school level and district submission of data on educational environments for SWD. The district must also determine and implement strategies to ensure consistent reporting of this data for the 2020-21 school year.</p> <p>The district must provide a detailed narrative of the above-mentioned actions that includes participants, dates, problem-solving activities and next steps. This documentation must be provided to the district's BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> by <b>October 22, 2020</b>.</p>
<b>Discipline 4B</b>	
Summary	The district's risk ratio for 4B increased from 4.47 during the 2017-18 school year to 9.34 during the 2018-19 school year, which means that SWD whose race is black were 9.34 times more likely to be suspended or expelled for more than 10 days in a school year than all students without disabilities. In addition, the district's risk ratio was above the 3.0 state risk ratio threshold for 2017-18 and 2018-19.
Recommendations	<p>The district should consider the following activities:</p> <ul style="list-style-type: none"> <li>• Review the Office of Special Education Programs guidance on preventing racial discrimination in special education with school principals and ESE staff, which can be accessed at</li> </ul>

	<p><a href="https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201612-racedisc-special-education.pdf"><u>https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201612-racedisc-special-education.pdf</u></a>.</p> <ul style="list-style-type: none"> <li>• Utilize the IDEA Success Gaps Toolkit, which can be accessed at <a href="https://toolkits.ideadata.org"><u>https://toolkits.ideadata.org</u></a>, to address issues of equity, inclusion and opportunity.</li> <li>• Integrate restorative practices into discipline policies and procedures.</li> </ul>
Required Actions	<p>The district must complete each of the following activities:</p> <ul style="list-style-type: none"> <li>• Collaborate with PBIS project staff to monitor discipline 4B data, track progress of strategies being implemented and address barriers for reducing the number of disciplinary removals for SWD.</li> <li>• Collaborate with PBIS project staff to conduct equity profiles at the schools where disproportionate discipline removals are occurring and review discipline practices.</li> <li>• Collaborate with project staff from PBIS and the Multiagency Network for Students with Emotional and Behavioral Disabilities (SEDNET) to provide training and supports to staff related to discipline 4B at schools where disproportionate discipline removals are occurring.</li> <li>• Compile and review discipline 4B data quarterly and provide a copy of the data and a summary of the problem-solving activities that resulted from this review by the following dates: <ul style="list-style-type: none"> <li>◦ <b>October 22, 2020</b></li> <li>◦ <b>January 22, 2021</b></li> </ul> </li> </ul> <p>The district must provide documentation of the completion of all the above-mentioned activities and verification for the trainings provided, that must include the following:</p> <ul style="list-style-type: none"> <li>• Detailed narrative of the trainings.</li> <li>• Dates of the trainings.</li> <li>• Copies of any content presented.</li> <li>• Names and titles of the presenters.</li> <li>• Names, titles and signatures of the staff who participated in the trainings.</li> <li>• Number of staff who participated in the trainings from schools designated as Targeted Support &amp; Improvement and Comprehensive Support &amp; Improvement schools under ESSA.</li> </ul> <p>This documentation must be provided to the district's BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org"><u>BEESSMonitoring@fldoe.org</u></a> by <b>January 22, 2021</b>.</p>
<b>Incidents of Restraint</b>	
Summary	The number of incidents of restraint in the district increased from 32 incidents during the 2016-17 school year to 151 incidents during the 2017-18 school year. During the 2018-19 school year, the number of incidents of restraint decreased to 129. In addition, the total percentage of SWD restrained in the district for the 2018-19 school year was 1.20 percent, while the state average was 0.77 percent.
Recommendations	The district should continue the following activities:

	<ul style="list-style-type: none"> <li>• Collaborate with PBIS staff to implement a plan to reduce the need for restraint.</li> <li>• Provide training for reporting incidents of restraint to all administrators and reviewing policies and procedures.</li> <li>• Implement de-escalation training which utilizes Crisis Prevention Institute training as the foundation.</li> <li>• Increase supports and for the district's Mental Health Plan.</li> </ul>
Required Actions	<p>The district must review data for incidents of restraint quarterly and engage in data-based problem solving that focuses on reducing the need for restraint. The quarterly restraint data and the summary of the problem-solving activities must be provided to the district's BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> by the following dates:</p> <ul style="list-style-type: none"> <li>• <b>October 22, 2020</b></li> <li>• <b>January 22, 2021</b></li> </ul>
<b>Incidents of Seclusion</b>	
Summary	<p>The number of incidents of seclusion in the district increased from 59 incidents during the 2016-17 school year to 70 incidents during the 2017-18 school year. During the 2018-19 school year, the number of incidents of seclusion increased to 75. In addition, the total percentage of SWD secluded in the district for the 2018-19 school year was 0.29 percent, while the state average was 0.07 percent.</p>
Recommendations	<p>The district should continue the following activities:</p> <ul style="list-style-type: none"> <li>• Collaborate with PBIS staff to implement a plan to reduce the need for seclusion.</li> <li>• Provide training for reporting incidents of seclusion to all administrators and review policies and procedures.</li> </ul>
Required Actions	<p>The district must review data for incidents of seclusion quarterly and engage in data-based problem solving that focuses on reducing the need for seclusion. The quarterly seclusion data and the summary of the problem-solving activities must be provided to the district's BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> by the following dates:</p> <ul style="list-style-type: none"> <li>• <b>October 22, 2020</b></li> <li>• <b>January 22, 2021</b></li> </ul>
<b>Follow up to the ESE Monitoring Visit</b>	
Summary	<p>The Okaloosa County School District was selected for an on-site visit for the following focus areas related to SWD:</p> <ul style="list-style-type: none"> <li>• LRE</li> <li>• Discipline 4B</li> <li>• Incidents of restraint</li> <li>• Incidents of seclusion</li> </ul>
Required Actions	<p>By <b>January 22, 2021</b>, 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. By <b>December 16, 2020</b>, the district will coordinate with BEESS via <a href="mailto:BEESSmonitoring@fldoe.org">BEESSmonitoring@fldoe.org</a> to schedule the date and time for the conference call.</p>

## 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](https://www.pbis.org/common/cms/files/pbisresources/RTIB_Guide_101811_final.pdf). FLPBIS:MTSS provides an overview of the critical components of an MTSS for behavior. These critical components describe systems changes that are necessary for a results-driven ESE system.
2. The district's **Exceptional Student Education Policies and Procedures** document provides district- and school-based standards for documenting, reporting and monitoring the use of manual, physical, or mechanical restraint and seclusion developed by the FDOE. The school district's document for the 2015-16 through 2017-18 school years may be accessed at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.
3. The FDOE's technical assistance paper DPS: 2016-13, entitled, "**Least Restrictive Environment Considerations Related to Individual Educational Plans**," dated January 15, 2016, may be accessed at <https://info.fldoe.org/docushare/dsweb/Get/Document-7540/dps-201613.pdf>. This document provides guidance on the provision of services for SWD in the LRE.
4. The United States Department of Education, in collaboration with the United States Department of Justice, released **School Discipline Guidance** in January 2014, Volume 4, Issue 1, of the **Office of Special Education Programs Monthly Update**. This package will assist states, districts and schools in developing practices and strategies to enhance school climate, and ensure those policies and practices comply with federal law. The following resource documents are included in the package, and are available at <http://www.ed.gov/school-discipline>:
  - **Dear Colleague** guidance letter on civil rights and discipline;
  - **Guiding Principles** document, which draws from emerging research and best practices;
  - **Directory of Federal School Climate and Discipline Resources**, which indexes federal technical assistance and other resources; and
  - **Compendium of School Discipline Laws and Regulations**, which catalogs state laws and regulations related to school discipline.
5. The **Project 10: Transition Education Network** may be accessed at <http://project10.info>. Project 10 assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to SWD in order to improve their academic success and postsecondary outcomes. Project 10 serves as the primary conduit between BEESS and school-district personnel in addressing law and policy, effective practices, and research-based interventions in the area of transition services for youth with disabilities. The project also supports transition initiatives developed through the BEESS Strategic Plan. Examples of assistance provided related to graduation rates include using school-level data for graduation success, technical assistance to improve data collection, analysis and data-driven decision making, in order to develop a color-coded student graduation tracking system that can be coordinated with existing initiatives or systems. Regarding dropout, Project 10 supports dropout prevention strategies for students with disabilities, school-based enterprise, service learning and early warning system.

6. The **Florida Diagnostic and Learning Resource System (FDLRS) Associate Centers Support** may be accessed at <http://www.fdlrs.org>. The 19 FDLRS associate centers provide an array of instructional and technical support services to school districts statewide. The four central functions of each FDLRS center are Child Find, parent services, human resource development, and professional learning and technology. The centers collaborate with districts, agency and support personnel, communities, families, and educational personnel providing support services for educators, school administrators, parents, and students with disabilities. Examples of professional development related to graduation rates include Florida standards and access points, differentiated instruction, access to the general curriculum, Strategic Instruction Model™, behavior and discipline, Standing up for Me, self-advocacy, responsive classroom, and district-specific supports. Professional development related to dropout include differentiated instruction, accommodations, Conversation, Help, Activity, Movement, Participation, and Success (known as CHAMPS), Tough Kids, discipline in the secondary classroom, support for parent involvement, Professional Development Alternatives for Positive Behavior Support module, universal design for learning, small-group planning and problem solving, disability awareness, and district-specific supports.
7. The **Florida Inclusion Network (FIN)** may be accessed at <http://www.floridainclusionnetwork.com/>. FIN collaborates with all districts and schools to provide customized services and supports to ensure that SWD have the same educational, social and future opportunities as their peers. In partnership with districts and schools, FIN facilitates implementation of best practices for inclusive education through data-driven, student-focused problem solving across districts and schools. In addition, FIN facilitates implementation of professional development and provides technical assistance and resources to district and school personnel in order to increase knowledge and skills to build and sustain capacity.
8. The **Problem Solving and Response to Intervention Project (PS/RtI) Technology** may be accessed at <http://www.floridarti.usf.edu/index.html>. One function of this project is to provide support to regional technology coordinators and technology specialists to effectively implement accessible instructional materials, assistive technologies, learning technologies and universal design for learning principles within all tiers of instruction. This project also manages, coordinates and supports the regional assistive technology loan libraries.
9. The **Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)** may be accessed at <http://www.sednetfl.info/>. The 19 regional SEDNET centers assist Florida school districts and relevant stakeholders in building capacity to provide the necessary mental health and academic supports to students with or at risk of emotional and behavioral disabilities to prepare students to achieve academic success; graduate high school; and become college, career and life ready.
10. The **PS/RtI – Technology and Learning Connections (TLC)** may be accessed at <http://www.tlc-mtss.com>. TLC provides guidelines and resources to support the implementation of universal design for learning. A quarterly newsletter that focuses on technology integration to support the local development of highly effective classrooms for all students may also be accessed. TLC's winter 2016-17 newsletter focused on math instruction, resources and tools to eliminate barriers and increase achievement for all students and can be viewed at <http://conta.cc/2kjsuGt>. To sign up to receive this quarterly newsletter, go to <http://bit.ly/1TLoHLQ>. Additional resources are available at <https://www.tlc-mtss.com/resources>.

11. The **Center for Autism and Related Disabilities** may be accessed at <http://florida-card.org>. The seven regional autism centers provide nonresidential resource and training services for persons of all ages and of all levels of intellectual functioning who have autism, a pervasive developmental disorder, an autistic-like disability, a dual sensory impairment, or a sensory impairment with other disabling conditions. Each center provides services within its geographical region of the state and service delivery is consistent for all centers and each center coordinates services within and between state and local agencies and school districts.
12. The **Technical Assistance and Training System (TATS)** may be accessed at <https://tats.ucf.edu>. TATS is a statewide system of technical assistance and training that promotes high-quality programs, which lead to and support positive outcomes for prekindergarten children with disabilities and their families.
13. The **State Personnel Development Grant (SPDG)** project builds capacity to increase school completion rates of students with disabilities, through the provision of professional development to support and scale-up existing research-based practices, develop capacity for use of evidence-based dropout prevention strategies, and enlist parental support of these research based practices. These practices include Check & Connect (C&C) and the Strategic Instruction Model™ (SIM). C&C is a Tier 2 and Tier 3 intervention used with secondary school students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of C&C is a trusting relationship between the student and a trained mentor who both advocates and challenges the student to keep education salient. SIM is a literacy program centered on promoting effective teaching and learning of critical content in schools. Focusing on the Learning Strategies Curriculum and Content Enhancement Routines, SIM strives to help teachers make decisions about what is of greatest importance, what can be taught to help students become more effective learners, and how to teach so that all students, including students with disabilities, increase their proficiency in the Florida standards. SPDG does not have a website; however, if you have questions, contact Margaret Sullivan, director of SPDG, at [msullivan@fgcu.edu](mailto:msullivan@fgcu.edu).
14. The **FLPBIS:MTSS** may be accessed at <http://flpbs.fmhi.usf.edu>. Significant behavior problems contribute to unsafe school environments and to reductions in student performance; therefore, FLPBIS:MTSS is committed to building the capacity of school districts so that they may better assist schools to develop effective discipline, social skills teaching and behavior support strategies for all students.
15. The **Institute for Small and Rural Districts (ISRD)** may be accessed at <http://isrd.nefec.org/>. ISRD provides a forum for school district staff to keep abreast of a wide array of topics impacting the delivery of services to SWD and their families, such as curriculum and instructional practices; educational policies, procedures and practices; behavior support; and transition. ISRD's primary purpose is to provide staff development, training and technical support to a network of 35 small and rural school districts, lab schools, the Florida Virtual School and the Department of Corrections. Overall, ISRD's goal is to ensure that service to SWD and their families is enhanced and that positive outcomes for SWD is achieved through increased student performance.

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