

**2016-17 Exceptional Student Education
On-Site Monitoring Report**

**Okeechobee County School District
November 15-17, 2016**



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).

BRIC website: <http://www.fldoe.org/ese/clerhome.asp>

Bureau website: <http://www.fldoe.org/ese/>

Email: BRIC@fldoe.org

Telephone: 850-245-0475

Fax: 850-245-0987



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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 (BEES), 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]). BEES 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, BEES 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, BEES 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 Monitoring Process

Background Information

The 2016-17 ESE 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 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 September 19, 2016, the superintendent of the Okeechobee 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 restraint and seclusion, and time frame between evaluation and identification (Child Find).

School Selection

Upon review of the school district's data, it was determined that the monitoring process would involve the following schools for school administrator, teacher, parent and student focus groups and school walk-through debriefings:

- Seminole Elementary School
- Yearling Middle School

- Okeechobee High School
- Okeechobee Achievement Academy

On-Site Activities

On-Site Visit Team

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

FDOE, BEESS

- Monica Verra-Tirado, State Director for Special Education, Bureau Chief
- Curtis Williams, Educational Program Director, Department of Juvenile Justice (DJJ), Instructional Support Services, Co-lead
- Carla Greene, Transition, DJJ, Instructional Support Services, Co-lead
- Anne Glass, Program Specialist, Medicaid in Schools, Student Support Services
- Derek Hemenway, Program Specialist, Dispute Resolution and Monitoring

Peer Monitor

- Sonja Clay, ESE Director, Broward County School District

FDOE, BEESS Discretionary Projects

- Carly Detlefsen, Regional Transition Representative, Project 10: Transition Education Network
- Kelly Justice, Problem-Solving Facilitator, Problem Solving: Response to Intervention (PS:Rtl)
- Ellen Orr, Project Manager, Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)
- Sandy Akre, Program Coordinator, Florida Diagnostic and Learning Resources System Associate Centers (FDLRS)
- Sheryl Sandvoss, Executive Director, Florida Inclusion Network (FIN)
- Mary Trubisky, Facilitator, FIN
- Lael Engstrom, Director, State Personnel Development Grant (SPDG)
- Robyn Vanover, Specialist, Positive Behavioral Interventions and Supports: Multi-Tiered System of Support (PBIS:MTSS)
- Maryellen Quinn-Lunny, Director, Florida Atlantic University Center for Autism and Related Disabilities (CARD)

Data Collection

On-site monitoring activities included the following:

- Review of recent data
- Welcome session with district and school administrators and staff – 27 participants
- Administrator focus groups – 53 participants
- Teacher focus groups – 47 participants
- Parent focus group – nine participants
- Student focus groups – 32 participants
- School walk-through debriefings – five classrooms
- Action-planning and problem-solving process – 25 participants

The district completed the Best Practices for Inclusive Education (BPIE) assessment with FIN facilitators on November 1, 2016, and included the following goals:

- Goal 1: By the end of the 2017-18 school year, the district will implement the process of Flexible Scheduling for In-Class supports in selected schools to increase the district's regular class placement from 75 to 78 percent.
- Goal 2: By the end of the 2017-18 school year, the district will increase the implementation and fidelity of the collaborative teaching service delivery models in two schools.
- Goal 3: By the end of the 2017-18 school year, selected schools will implement Instructional Strategies for Meaningful Inclusion to improve instructional planning, delivery and assessment in the inclusive classroom.
- Goal 4: District staff will receive ongoing and current information about best practices for inclusive education for all students with disabilities to increase awareness regarding decision making and communication.
- Goal 5: By the end of the 2016-17 school year, the district will increase postsecondary opportunities for students with significant cognitive disabilities.

2016-17 ESE On-Site Monitoring Results

The following data are related to the focus areas and activities for the 2016-17 ESE On-Site Monitoring for the Okeechobee 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 for the 2014-15 school year is 41.9 percent, which is below the state target of 56.3 percent. The 2015-16 graduation rate increased to 52.9 percent, which is below the state target of 58.3 percent.

	2013-14	2014-15	2015-16
Okeechobee	43.04%	41.9%	52.9%
State Target	54.3%	56.3%	58.3%

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 for the 2014-15 school year is 17.7 percent, which is above the state target of 15.1 percent. The 2015-16 dropout rate increased to 29.2 percent, which is above the state target of 13.4 percent.

	2013-14	2014-15	2015-16
Okeechobee	23.9%	17.7%	29.2%
State Target	16.8%	15.1%	13.4%

Educational Environment (Least Restrictive Environment)

To the maximum extent appropriate, students with disabilities are to be educated with nondisabled students. 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, DJJ facilities or the Florida Department of Corrections. The district’s percentage of students with disabilities being served in the regular class for the 2014-15 school year is 75.3 percent, which is below the state target of 77.0 percent. The district’s LRE rate for the 2015-16 school year decreased to 73.6 percent, which is below the state target of 79.0 percent.

	2013-14	2014-15	2015-16
Okeechobee	73.6%	75.3%	73.6%
State Target	74.0%	77.0%	79.0%

Incidents of Restraint

According to the FDOE’s restraint and seclusion database, the number of incidents of restraint in the district increased from 20 in the 2014-15 school year to 72 in the 2015-16 school year. In addition, the total percentage of students with disabilities restrained in the district for the 2015-16 school year is 1.71 percent, while the state average is 0.94 percent.

According to the district’s 2015-18 SP&P document, the following trainings will be provided to staff members on the use of restraint for the most challenging behaviors:

- Positive Behavior Intervention Support
- Conversation, Help, Activity, Movement, Participation, Success (CHAMPS)
- Behavior Tools by Professional Crisis Management
- Trauma-Informed Care

According to the district’s 2015-18 SP&P document, the district’s 2015-16 plan to reduce the need for the use of restraint included decreasing the number of restraints by 10 percent, which would have been approximately two restraints. During the 2015-16 school year the number of incidents of restraint increased from 20 to 72. The district did not meet this goal.

	2013-14 (August – July)	2014-15 (August – July)	2015-16 (August – July)	2016-17 (August – December)
Number of Restraints	19	20	72	55
Number of Students	*	10	22	20

*Number of students is less than 10.

Restraint data for August 1 through December 31, 2016, includes 55 incidents of restraint involving 20 students in the district. These data indicate that the district’s use of restraint has not decreased.

Incidents of Seclusion

According to the FDOE’s restraint and seclusion database, the number of incidents of seclusion in the district increased from 12 in the 2014-15 school year to 16 in the 2015-16 school year. In addition, the total percentage of students with disabilities secluded in the district for the 2015-16 school year is 0.70 percent, while the state average is 0.17 percent.

According to the district’s 2015-18 SP&P document, the goal for the 2015-16 school year was to reduce the need for the use of seclusion.

	2013-14 (August – July)	2014-15 (August – July)	2015-16 (August – July)	2016-17 (August – December)
Number of Seclusions	*	12	16	38
Number of Students	*	10	*	16

*Number is less than 10.

Seclusion data for August 1 through December 31, 2016, includes 38 incidents of seclusion involving 16 students in the district. These data indicate that the district’s use of seclusion has not decreased.

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 receiving parental consent for an initial evaluation. The district’s rate of evaluating students within 60 days of receiving parental consent for an initial evaluation (SPP 11) was below the state target of 100 percent in the 2014-15 and 2015-16 school years. The percentage of evaluations completed within 60 days decreased from 94 percent in the 2014-15 school year to 85 percent in the 2015-16 school year.

Interviews Conducted

Administrator Focus Groups

Members of the SST conducted focus groups with administrators from Seminole Elementary School, Yearling Middle School, Okeechobee High School and Okeechobee Achievement Academy regarding the graduation rate, dropout rate, LRE and incidents of restraint and seclusion.

Themes that emerged from these focus groups included the following:

- The district provides a variety of instructional supports that promote student achievement, inclusion and graduation through supplemental resources and programs based on student need and data (e.g., Advancement Via Individual Determination and Algebra Boot Camp).

- Data-driven decision making regarding implementation of MTSS for students with behavioral needs is provided through weekly school-level meetings with administrators, behavior interventionists and teachers, resulting in successful transitions for students from the alternative school to the elementary, middle and high schools.
- The Florida Division of Vocational Rehabilitation (VR) provides school transition services for student employment and career counseling.
- Community and stakeholder engagement is accomplished through mentoring and job coaching.
- Saturday school and summer school are being offered as alternative ways to address increasing the graduation rate through credit accrual and recovery.
- There are concerns regarding students in Grade 9 being located on a different campus from the high school (Grades 10-12), which is perceived to negatively impact curriculum alignment, transition, grade-point averages and graduation outcomes.
- Additional training is needed on the use of an early warning system (EWS) to monitor student graduation.
- More social services are needed in the community, such as social workers, truancy officers and shelter services for the homeless.
- Increased academic and behavioral support are needed for MTSS Tiers 2 and 3.
- More students using access courses need to be in general education classes.
- An increase is needed in the use of data collection, analyses and tracking for decisions on inclusion and accommodations.
- Additional fencing is needed around the elementary campus for safety.
- At the alternative school, additional professional development opportunities are needed for mental health and behavior management.
- At the alternative school, there is a need for course expansion for vocations and employability skills.
- Students who do not successfully transition out of the alternative school and graduate are in need of additional supports and wraparound services.

Teacher Focus Groups

Members of the SST conducted focus groups with teachers from Seminole Elementary School, Yearling Middle School, Okeechobee High School and Okeechobee Achievement Academy regarding the graduation rate, dropout rate, LRE and incidents of restraint and seclusion.

Themes that emerged from these focus groups included the following:

- Instructional supports are needed for students at all levels, including differentiated instruction.
- Students and parents utilize social media and Classroom DoJo at the elementary school to share classroom experiences.
- At the alternative school, data-driven decision making is used for each student through weekly school-level meetings by administrators and teachers.
- At some schools, there is comprehensive support from a behavior interventionist and a board-certified behavior analyst.
- There is districtwide focus for ESE teachers to be Crisis Prevention Intervention trained.
- General education and ESE teachers are working together on inclusion.
- Middle school ESE teachers follow students through grade-level progressions.
- There are concerns regarding students in Grade 9 being located on a different campus from the high school, which is perceived to negatively impact curriculum alignment,

transition, grade-point averages and graduation outcomes.

- General education teachers would like additional knowledge on the provision of ESE support to students in the general education classrooms (i.e., ESE and dually certified faculty and co-teaching).
- Additional training is needed on ESE strategies and methods on including students with disabilities in the general education classroom.
- Community services and support are lacking for migrant students.
- There is an increased need for parental involvement in school meetings and school functions.
- Higher student engagement is needed.
- Students have limited access to a computer and Wi-Fi at home.
- Additional alternative options are needed for accrual and credit recovery (e.g., night school).
- Mental health counseling services are needed for students.
- Professional development and training are needed for understanding functions of behavior, alternatives to discipline and de-escalation strategies.

Parent Focus Group

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

Themes that emerged from the focus group included the following:

- Supportive faculty and teachers are at IEP team meetings.
- Resourceful information is provided at IEP team meetings.
- Support for graduation is provided at the high school level.
- Teachers and counselors are accessible when needed.
- Career-focused resources through VR are available to students.
- There is limited use of a variety of learning techniques and strategies by the teachers.
- Enhanced preparation is needed for academic and social articulation to high school.
- Students in Grade 9 are located on a different campus from the high school and should be included in the high school building with Grades 10-12.
- Additional buses and supports for bus routes in rural areas of the district are needed.

Student Focus Groups

Members of the SST conducted focus groups with students from Yearling Middle School, Okeechobee High School and Okeechobee Achievement Academy. Students were asked to share their perspectives on topics such as graduation, dropout and post-school activities.

Comments from these focus groups included the following:

- There is access to teachers and faculty beyond regularly scheduled classroom time (e.g., study hall and lunch).
- Students are aware of how to access the student portal.
- There is awareness of the principles of positive behavior support in order to be successful.
- There is the expectation to graduate.
- Students are well informed on postgraduate options, accommodations listed on their IEPs, and career resources.
- Students understand their career choices in their IEP postsecondary goals.

- Teachers are reliable and dependable.
- At the alternative school, students perceive that less students are suspended because of the environment of the school.
- There is an awareness and engagement of extracurricular activities at the high school.
- There is a preference for direct and interactive instruction with teachers versus computer-based instruction.
- There needs to be a more open and encouraging atmosphere in the classroom, which includes freedom to ask questions.
- Reorganization of the bus schedule is needed because of long bus rides.
- There is a lack of motivation to work hard due to credit deficiency.
- Consistent behavior rules in every classroom are desired.
- Additional alternative options for accrual and credit recovery (e.g., night school) are needed.
- Some students lack computer and Wi-Fi access at home in order to complete homework assignments.

School Walk-Through Debriefings

School walk-through debriefings were conducted at Seminole Elementary School, Yearling Middle School, Okeechobee High School and Okeechobee Achievement Academy regarding student engagement, school climate, and evidence of academic and behavioral expectations.

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

- Campuses are clean, well maintained and inviting, and motivational visuals are displayed throughout the buildings.
- The middle school has a college-readiness focus and displays pennants from different colleges throughout the school.
- Student affirmations to faculty and staff are posted on walls throughout the building (e.g., letters to teachers from students).
- There was evidence of structured activities and student engagement.
- Teachers and students utilize technology such as SMART Boards and computers.
- There were appropriate teacher-to-student ratios.

Commendations

1. Okeechobee Achievement Academy implemented a research-based MTSS framework for academic and behavioral interventions, which is based on the Guiding Tools for Instructional Problem Solving manual, utilizing response to intervention, Professional Crisis Management behavioral tool, Positive Behavior Intervention Support and CHAMPS.
2. The district's 2015-16 risk ratios for SPP Indicators 4A and 4B are below the state's risk ratio thresholds of 3.0 for each indicator. Indicator 4A is defined by a significant discrepancy in the rates of suspension and expulsion of students with disabilities for greater than 10 days. Indicator 4B is defined by a significant discrepancy in the rates of suspension and expulsion of students with disabilities for greater than 10 days and includes race or ethnicity.

2016-17 Next Steps

Graduation Rate	
Summary	The graduation rate for students with disabilities for the 2014-15 school year was 41.9 percent, which is below the state target of 56.3 percent. The graduation rate for the 2015-16 school year increased to 52.9 percent, which is below the state target of 58.3 percent.
Recommendations	It is recommended that the district collaborate with SPDG to implement Check & Connect and other interventions with the middle, high and alternative schools to assist with increasing the district's graduation rate.
Required Actions	<p>The district must complete the following activities:</p> <ul style="list-style-type: none"> • Collaborate with Project 10 on data collection and implementing the early warning color-coding system to determine which students need interventions in order to graduate. • Develop interventions and activities for the identified struggling students, and include who is responsible for ensuring that the interventions and activities are provided. <p>Documentation regarding the above-mentioned activities must be provided to the district's BEESS liaison via BEESSMonitoring@fldoe.org by the following dates:</p> <ul style="list-style-type: none"> • April 24, 2017 • June 5, 2017
Dropout Rate	
Summary	The federal dropout rate for students with disabilities for the 2014-15 school year is 17.7 percent, which is above the state target of 15.1 percent. The federal dropout rate for the 2015-16 school year increased to 29.2 percent, which is above the state target of 13.4 percent.
Recommendations	See recommendations for graduation.
Required Actions	See required actions for graduation.
Educational Environment (Least Restrictive Environment)	
Summary	The district's percentage of students with disabilities being served in the regular class for the 2014-15 school year is 75.3 percent, which is below the state target of 77.0 percent. The district's LRE rate for the 2015-16 school year decreased to 73.6 percent, which is below the state target of 79.0 percent.
Recommendations	The district should ensure that the BPIE services plan, dated November 1, 2016, is implemented in the district and that the district continues to collaborate with FIN.
Required Actions	None.

Incidents of Restraint	
Summary	<p>The district's data for incidents of restraints for the 2014-15 school year is 20 incidents of restraint involving 10 students. The data for the 2015-16 school year increased to 72 incidents involving 22 students. The total percentage of students with disabilities restrained in the district for the 2015-16 school year is 1.71 percent, which is above the state average of 0.94 percent.</p> <p>In addition, the district's restraint data for August 1 through December 31, 2016, is 55 incidents of restraint involving 20 students, which indicates that the district's use of restraint has not decreased.</p>
Recommendations	<p>It is recommended that the district consider the following actions:</p> <ul style="list-style-type: none"> • Collaborate with PBIS and SEDNET discretionary projects on strategies to decrease the number of incidents of restraints. • Continued focus on social-skill instruction and anger-management coaching for students within an MTSS framework.
Required Actions	<p>The district must participate in the statewide PBIS Restraint Workgroup. In addition, the district must compile and review restraint data quarterly and provide BEESS with a summary of the problem-solving activities that resulted from this review.</p> <p>The quarterly restraint data and the summary of problem-solving activities must be provided to the district's BEESS liaison via BEESSMonitoring@fldoe.org by the following dates:</p> <ul style="list-style-type: none"> • April 24, 2017 • June 5, 2017 • October 24, 2017
Incidents of Seclusion	
Summary	<p>The district's data for incidents of seclusion for the 2014-15 school year is 12 incidents of seclusion involving 10 students. The data for the 2015-16 school year increased to 16 incidents of seclusion involving less than 10 students. The total percentage of students with disabilities secluded in the district for the 2015-16 school year is 0.70 percent, which is above the state average of 0.17 percent.</p> <p>In addition, the district's seclusion data for August 1 through December 31, 2016, is 38 incidents of seclusion involving 16 students, which indicates that the district's use of seclusion has not decreased.</p>
Recommendations	<p>It is recommended that the district consider the following:</p> <ul style="list-style-type: none"> • Review FDOE's Technical Assistance Paper, DPS 2011-165: "Guidelines for the Use, Documentation, Reporting, and Monitoring of Restraint and Seclusion with Students with Disabilities," which can be accessed at https://info.fldoe.org/docushare/dsweb/Get/Document-6212/dps-2011-165.pdf. • Review practices to identify areas of improvement and alignment with district policies and procedures to establish a clear understanding and appropriate use of seclusion. • Continue to collaborate with PBIS and SEDNET discretionary projects on strategies to decrease the number of incidents of

	seclusion.
Required Actions	<p>The district must participate in the statewide PBIS Seclusion Workgroup. In addition, the district must compile and review seclusion data quarterly and provide BEESS with a summary of the problem-solving activities that resulted from this review.</p> <p>The quarterly seclusion data and the summary of problem-solving activities must be provided to the district’s BEESS liaison via BEESSMonitoring@fldoe.org by the following dates:</p> <ul style="list-style-type: none"> • April 24, 2017 • June 5, 2017 • October 24, 2017
Time Frame Between Evaluation and Identification (Child Find)	
Summary	The district’s rate of evaluating students was below the state target of 100 percent in both the 2014-15 and 2015-16 school years. The percentage of students evaluated within 60 days decreased from 94 percent in the 2014-15 school year to 85 percent in the 2015-16 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 understanding of the 60-day requirement for completing an evaluation.
Required Actions	<p>The district must problem solve to identify the root causes for initial evaluations not being completed within 60 days, identify action steps to address the identified root causes and develop written procedures to ensure that students are evaluated within 60 days.</p> <p>The district must provide a narrative describing the above-mentioned actions and a copy of their written procedures to the district’s BEESS liaison via BEESSMonitoring@fldoe.org by May 31, 2017.</p>
Phase 4 of the ESE Monitoring Process	
Summary	<p>The Okeechobee County School District was selected for an on-site visit for the following focus areas related to students with disabilities:</p> <ul style="list-style-type: none"> • Graduation rate • Dropout rate • Least restrictive environment • Incidents of restraint and seclusion • Time frame between evaluation and identification (Child Find)
Required Actions	By October 31, 2017 , 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) to BEESS by October 24, 2017 .

Technical Assistance

1. **Implementing a Multi-Tiered System of Support (MTSS) for Behavior: Recommended Practices for School and District Leaders** (Florida's PBIS Project) may be accessed at http://flpbs.fmhi.usf.edu/pdfs/RTIB%20Guide%20101811_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 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/docshare/dsweb/Get/Document-6212/dps-2011-165.pdf>.
4. 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.
5. 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 resource documents listed below 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.
6. **The Project 10: Transition Education Network** (<http://project10.info>) 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.

7. **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/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, 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.
8. **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.
9. **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 career, college and life ready.

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 focuses 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, please visit <http://bit.ly/1TLoHLQ>. Additional resources are available at <http://www.tlc-mtss.com/resources.html>.

State Support Team for Okeechobee County School District

Bureau of Exceptional Education and Student Services

325 West Gaines Street
Suite 614, Turlington Building
Tallahassee, Florida 32399
850-245-0475
<http://www.fldoe.org/ese>

Monica Verra-Tirado
Bureau Chief
BEESS
monica.verra-tirado@fldoe.org

Curtis Williams
Educational Program Director, DJJ
Instructional Support Services
curtis.williams@fldoe.org

Carla Greene
Transition DJJ
Instructional Support Services
carla.greene@fldoe.org

Anne Glass
Program Director, Medicaid in Schools
Student Support Services
anne.glass@fldoe.org

Derek Hemenway
Program Specialist
Dispute Resolution and Monitoring
derek.hemenway@fldoe.org

Peer Monitor

Sonja Clay
ESE Director
Broward County School District

BEESS Discretionary Projects

Carly Detlefsen
Regional Transition Representative
Project 10: Transition Education Network
cdetlefsen@usfsp.edu

Kelly Justice
Unit Coordinator
PS:Rtl
justice@usf.edu

Eileen Orr
Project Manager
SEDNET
eileen.orr@stlucieschools.org

Sandy Akre
Project Director
FDLRS
sandra.akre@stlucieschools.org

Sheryl Sandvoss
Executive Director
FIN

Mary Trubisky
Facilitator
FIN
mtrubisky@contactfin.com

Lael Engstrom
Project Director
State Personnel Development Grant
lengstrom@mail.usf.edu

Robyn Vanover
Specialist
PBIS:MTSS
robynvanover@usf.edu

Maryellen Quinn-Lunny
Director
Florida Atlantic University CARD
mqlunny@fau.edu



Pam Stewart, Commissioner
313230C