

OCSD On-Site Monitoring Report

Recommendations for Additional Training

It is Recommended that the district collaborate with BEESS discretionary projects on strategies and professional development training for staff for each of the following:

1. Collaborate with the Florida Inclusion Network (FIN) and the district's newly formed ESE Parent Advisory Group to complete the tri-annual Best Practices for Inclusive Education (BPIE) prior to the beginning of the 2019-20 school year.

- The district portion of BPIE, in collaboration with FIN, was completed in November 2018 and will be shared with the ESE Parent Advisory Council to collaborate on implementation.
- Ongoing scheduled quarterly ESE Parent Advisory Council meetings to continue collaboration on BPIE.
- The district portion of BPIE will be available on the OCSD webpage following confirmation from FIN.
- Each school was provided a training by FIN on completing the BPIE. School BPIEs are due to FIN by June 30, 2019 and will be posted on each school's webpage following confirmation from FIN.

2. Continue focusing on social-skill instruction and de-escalation strategies to include the Multiagency Network for Students with Emotional/Behavioral Disabilities' (SEDNET) training on trauma-informed care, the Florida Positive Behavioral Interventions and Support Project: Multi-tiered System of Supports' Behavioral Support Training, and the Center for Autism and Related Disabilities' (CARD) Behavioral Supports for Students with Autism.

- SEDNET will facilitate a summer workshop, July 24-25, to address social skills and behavior support for ESE teachers.
- Three mandatory district trainings will be conducted during the school year catering to the needs of self-contained ESE students' (EBD, CBS and VE) teachers. Topics will include Conscious Discipline (SEDNET), Autism Training (CARD), and ACCESS Point Training (ACCESS Project).
- De-escalation training for Student Training Program (STP) Monitors, School Resource Officers (SRO), bus drivers, bus assistants and others will continue throughout the school year.
- Quality Behavior Solutions (QBS) course training for ESE teachers, ESE assistants, administrators and other staff members, the principal deems appropriate, will be provided throughout the school year.
- The HERO Pilot program, a positive behavior incentive, will be expanded to include additional middle schools for the 2019-20 school year.

OCSD On-Site Monitoring Report

3. Continue district collaboration with CARD and the Partnership for Effective Programs for Students with Autism Teacher Partnership, the Florida Diagnostic and Learning Resource System (FDLRS), and FDLRS-Multidisciplinary Educational Service Centers to provide professional development for teachers of students with autism spectrum disorder (ASD). The professional development should include analysis of functions of severe problem behaviors and strategies for providing support for the students.

- The district will work with school principals to identify teachers and recommend they partner with the Partnership for Effective Programs for Students with Autism (PEPSA). Teachers apply for acceptance to these two-year partnerships.
- Collaborate with Emerald Coast Autism Center to provide training for teachers of students with Autism Spectrum Disorder.
- District Staff will provide coaching experiences for teachers of students with Autism Spectrum Disorder.

4. Consider utilizing CARD for the ASD Preventing Seclusion and Restraint for Students with ASD and the Emotional and Behavioral Disabilities (EBD) Moving from Crisis Management to Crisis Prevention for Students trainings.

- OCSD will collaborate with the CARD center to provide online training on moving from Crisis Management to Crisis Prevention for students. Training will be available to all schools.
- Training will be assigned as needed throughout the school year.

5. Collaborate with SEDNET and CARD regarding facilitating a comprehensive system of care for high-risk students and students with ASD, EBD and their families.

- OCSD will begin attending Circuit 1 monthly collaboration meetings with SEDNET and CARD in April, 2019. Attendees may include DCF, community agencies, and school districts (Escambia, Santa Rosa, Walton and Okaloosa).

6. Collaborate with FDLRS and FIN for professional development, including inclusive scheduling training.

- OCSD will collaborate with FDLRS and FIN to provide a summer training to secondary administrator on inclusive scheduling.

OCSD On-Site Monitoring Report

7. Train local school administrators in how to better use and verify data on educational settings for their students.

- During the 2019-20 school year, Florida Inclusion Network (FIN) will provide training for Secondary School Administrators and school staff on inclusive scheduling. Training goal is to increase inclusionary practices for ESE students.
- During the 2019-20 school year, FIN will provide support facilitation training to general education and ESE teachers. Training goal is to increase collaboration between general education teachers and ESE Teachers.
- During the 2019-20 school year, FDLRS will provide the state's newly developed accommodations training for general education and ESE teachers.

Recommendations for Staffing

It is recommended that the district collaborate with other similarly sized districts to identify best practices for structuring district- and school-level supports for all positions that provide services to students with disabilities, such as the following:

1. Teacher-to-student ratios at center schools.
2. Additional supports (e.g., full-time behavioral specialist, SLP, social worker and board-certified behavioral analyst) for students enrolled in special programs at cluster school sites.
3. Consideration of caseloads and specific job descriptions assigned to behavioral specialists and staffing specialists to ensure implementation and follow-up activities regarding BIPs and behavioral goals in IEPs.
4. Consideration of a designated staff member at each school site to monitor timelines for IEPs and schedule the meetings rather than teachers.
5. Provision of additional ESE-certified teachers to offer support to students with disabilities served in general education settings.
6. Review district staff to ensure there is adequate specialized support for school leaders and teachers.

- We are in the process of collaborating with other districts such as, Santa Rosa, Bay, Leon, and Highlands regarding ESE staffing.
- An increase in ESE Staff Positions pertaining to the DOE Recommendations above will be presented to the Board at the 2019-20 Budget Workshop.
- Principals, in collaboration with the ESE department, will identify a staff member at each school to monitor timelines for IEPs and schedule the meetings.

OCSD On-Site Monitoring Report

Recommendations for Clarity of ESE Programs

For additional clarity of ESE programs for students with disabilities, the district should consider the following recommendations:

1. Outline the articulation processes for the transition of students from elementary to middle and from middle to high school, including a variety of placement options and supports available to students in general education settings.
 - Articulation process will be outlined on the ESE Department web page by April 30th as well as addressed throughout the ESE compliance training schedule.
 - Quarterly parent training will be provided by the ESE department to include expectations on the transitions from pre-K to Kindergarten, elementary to middle school and from middle to high school.
 - When transitioning from one level to another, a Transition IEP is held.

2. Provide clarity to staff and parents regarding specific ESE programs available for students with disabilities.
 - ESE program descriptions will be outlined on the ESE Department web page by April 30th.
 - Staffing Specialist will also continue to clarify appropriate available programs during IEP meetings.
 - General Education teachers will be provided information during regular school based professional development.
 - Quarterly parent training will be provided by the ESE department to discuss available ESE programs.

OCSD On-Site Monitoring Report

Recommendations for Instructional Support

For additional instructional support for students with disabilities enrolled in access courses, the district should consider the following recommendations:

1. Collaborate with the Access Project to provide professional development and support to current instructional academic coaches and all teachers who provide instruction for students with disabilities enrolled in access courses.

- The ACCESS Project will provide training to all teachers who instruct students who are enrolled in access courses.
- ESE department will provide training to all academic coaches regarding appropriate strategies for students on access points.
- 2019-20 Budget will include the addition of two ESE instructional coaches who will provide training to both general education and ESE teachers of students on access points.

2. Identify strategies to increase awareness of and participation in training for paraprofessionals for the following areas:

- Social and emotional strategies to address students' behavioral needs,
 - The components of an IEP and BIP and the roles to implement both,
 - Academic strategies to assist the teacher with instruction, and
 - The types of disabilities of the students in the classrooms.
-
- A two-day ESE summer intensive training will be available for ESE Paraprofessionals.
 - ESE Paraprofessionals will receive quarterly training during the school year to address the topics above recommended by the DOE.

Okaloosa County School District has a fluid ESE plan that will continue to evolve as we collaborate with parents, administrators, teachers, community and state agencies (FLDOE, FIN, SEDNET, CARD, FDLRS, etc).