

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF K-12 PUBLIC SCHOOLS
BUREAU OF EXCEPTIONAL STUDENT EDUCATION

School District

Lee

**EXCEPTIONAL STUDENT EDUCATION
POLICIES AND PROCEDURES (SP&P)**

EFFECTIVE DATE:

2020-2021 through 2022-2023

Section A.2: Legal Requirement Related to the Use of Restraint and Seclusion

District and School-Based Standards for Documenting, Reporting, and Monitoring the Use of Manual, Physical, or Mechanical Restraint and Seclusion Developed by the FDOE

District Level Standards

Districts shall:

- Have written procedures for reporting incidents of restraint and seclusion using the FDOE web-based reporting system.
- Have policies and procedures for restraint and seclusion on file with the Bureau of Exceptional Education and Student Services.
- Have training for personnel on the use of restraint and seclusion and maintain records of such trainings. The records maintained should include, but not be limited to:
 - Names of personnel trained
 - Description of training received
 - Dates of trainings
- Have a written plan for reducing restraint and seclusion

District Monitoring Standards

Districts shall:

- Have written policies and procedures for monitoring the use of restraint and seclusion for students with disabilities at the classroom, building, school, and district levels.
- Have a plan for reviewing restraint and seclusion data and effectiveness of instructional and behavioral practices used to reduce the use of restraint and seclusion, to include when, where, and why the restraint or seclusion occurred.
- Have policies and procedures for monitoring the use of restraint and seclusion on file with the Bureau of Exceptional Education and Student Services.
- Implement a plan for the purpose of reducing the use of restraint and seclusion that includes activities, skills and resources.
- Ensure that rooms used for seclusion meet the requirements of Rule 69A-58.0084, F.A.C.

School Level Standards

Schools shall:

- Have written school-based procedures for reporting incidents of restraint and seclusion using the FDOE web-based reporting system.
- Have school-based personnel who are trained to enter and report incidents using the FDOE web-based reporting system.
- Follow procedures for written notification of incidents of restraint and seclusion on the day of the incident, including, but not limited to:
 - Providing parents with a notification in writing of any incident of restraint or seclusion. This written notification must include the type of restraint used and any injuries occurring during or resulting from the restraint.
 - Making reasonable efforts to contact the parent via telephone or email on the day of the incident.
 - Obtaining the parent's signed acknowledgement of receipt of the notification.
 - Maintaining the documentation of the parent's signed acknowledgement of notice.

- Follow procedures for written incident reporting, including, but not limited to:
 - Providing parents with a written incident report generated by the FDOE web-based reporting system by mail within three **school** days of any incident of restraint or seclusion.
 - Obtaining the parent's signed acknowledgement of receipt of the incident report.
 - Maintaining the documentation of the parent's signed acknowledgement of receipt of the incident.
- Make a minimum of two attempts to obtain written parent acknowledgement when parents fail to respond to initial notices or incident reports.

Requirement Related to the Use of Restraint and Seclusion

In accordance with s.1003.573, F.S. the district maintains policies and procedures related to the use of restraint and seclusion.

- The district has made no changes to their policies and procedures regarding the use of restraint and seclusion.
- The district has made changes to their policies and procedures regarding the use of restraint and seclusion.
- This section is not applicable for the Department of Corrections.

District Policies Regarding Restraint and Seclusion

Physical restraint – One of the following must be selected:

- In addition to this SP&P document, the district has a written policy regarding allowable use or prohibition of physical restraint. This policy is included in Appendix D.
- This SP&P document is the district's only written policy regarding the allowable use or prohibition of physical restraint.

Seclusion – One of the following must be selected:

- In addition to this SP&P document, the district has a written policy regarding allowable use or prohibition of seclusion. This policy is included in Appendix D.
- This SP&P document is the district's only written policy regarding the allowable use or prohibition of seclusion.

Assurances

1. School personnel will not use a mechanical restraint or a manual or physical restraint that restricts a student's breathing.
2. School personnel will not close, lock, or physically block a student in a room that is unlit and does not meet the requirements for seclusion time-out rooms provided in State Fire Marshal Rule 69A-58.0084, F.A.C.

Section A.3: Requirements Related To Documenting and Reporting Incidents of Restraint and Seclusion

Documentation and Incident Reporting

1. Schools are required to notify the parent or guardian each time manual or physical restraint or seclusion is used with a student with a disability. Such notification will be in writing and provided before the end of the school day on which the restraint or seclusion occurred. In accordance with standards developed by FDOE, the notice must include the type of restraint used and any injuries occurring during or resulting from the restraint. Additionally, reasonable efforts will be taken to notify the parent or guardian by telephone or email, or both, and those efforts will be documented.
2. The school will obtain, and keep in its records, the parent's or guardian's signed acknowledgement that he or she was notified of the student's restraint or seclusion. In accordance with standards developed by FDOE, the district must make a minimum of two attempts to obtain written parent acknowledgement of receipt of the notification when the parent fails to respond to the initial notice.
3. The school will prepare an incident report within 24 hours after a student is released from restraint or seclusion. If the student's release occurs on a day before the school closes for the weekend, a holiday, or another reason, the incident report will be completed by the end of the school day on the day the school reopens. The school will provide the parent with the completed incident report in writing by mail within three school days after the student was manually or physically restrained or secluded.
4. The school will obtain, and keep in its records, the parent's or guardian's signed acknowledgement that he or she **received a copy of the incident report**. In accordance with standards developed by FDOE, the district must make a minimum of two attempts to obtain written parent acknowledgement of receipt of the incident report when the parent fails to respond to the initial report.
5. The following will be included in the incident report:
 - a. The name of the student restrained or secluded
 - b. The age, grade, ethnicity, and disability of the student restrained or secluded
 - c. The date and time of the event, and the duration of the restraint or seclusion
 - d. The location at which the restraint or seclusion occurred
 - e. A description of the type of restraint used in terms established by the FDOE
 - f. The name of the person(s) using or assisting in the restraint or seclusion of the student
 - g. The name of any nonstudent who was present to witness the restraint or seclusion
 - h. A description of the incident, including the following:
 - i. The context in which the restraint or seclusion occurred
 - ii. The student's behavior leading up to and precipitating the decision to use manual or physical restraint or seclusion, including an indication as to why there was an imminent risk of serious injury or death to the student or others
 - iii. The specific positive behavioral strategies used to prevent and deescalate the behavior
 - iv. What occurred with the student immediately after the termination of the restraint or seclusion
 - v. Any injuries, visible marks, or possible medical emergencies that may have occurred during the restraint or seclusion, documented according to district policies
 - vi. Evidence of steps taken to notify the student's parent or guardian
6. Incidents of restraint and seclusion are reported to FDOE via a website developed for this purpose, in a manner prescribed by FDOE.

Section A.4: District Procedures Related To Documenting and Reporting Incidents of Restraint and Seclusion

District Procedures

The district has in place policies and procedures that govern (1) parent notification, (2) incident reporting, (3) reporting of district data review, (4) monitoring, (5) training programs, to include a plan for the selection of personnel to be trained, and (6) the district's plan for reducing the use of restraint and seclusion. (*Charter schools, DJJ facilities, and contracted residential facilities must be included.*)

1. Describe the district's procedures for providing the parent with a copy of the **written notice on the day of the incident**.

a. Describe how parents are provided written notice on the day the restraint or seclusion occurred.

Parents are provided written notice, sent home with the student, the day of the incident. If the parent comes to the school site, notification is given directly to the parent.

b. Specify personnel (by role or title) responsible for preparing the written notice.

The written notice will be prepared by the principal or their designee.

c. Describe how reasonable efforts are made on the day of the incident to contact the parent by phone or email or both.

The principal or their designee will contact the parent by phone, email, or both, by the end of the school day on the day of the incident. All attempts are recorded on the restraint/seclusion timeline document.

d. Describe how records of the parent's acknowledgement that the written notice was received are retained, and actions that are taken in the event the parent does not provide a signed acknowledgement of the initial written notice.

Records of parent/guardian acknowledgement that the incident report was received are maintained in a secure location in the office of the principal or the principal's designee. If the signed acknowledgement is not returned, the principal or principal's designee will call the parent/guardian. If the acknowledgement is still not returned, the principal or principal's designee will make a second follow-up phone call to the parent/guardian. All attempts to have the acknowledgement returned will be recorded on the restraint/seclusion timeline document.

2. Describe the district's procedures for providing parents with a copy of the incident report within three **school days** of the incident.

a. Specify personnel (by role or title) responsible for preparing the incident report.

The incident report will be prepared by the principal or designee.

b. Describe how the parents are provided a copy of the incident report within three school days of the incident.

Parents/guardians are provided a completed copy of the incident report by U.S. mail within three days of the incident. The date that the incident report was mailed will be recorded on the restraint/seclusion timeline document.

c. Describe how records of the parent's acknowledgement that the written report was received are retained, and actions that are taken in the event the parent does not provide a signed acknowledgement of the initial incident report.

Records of parent/guardian acknowledgement that the incident report was received are maintained in a secure location in the office of the principal or the principal's designee. If the signed acknowledgement is not returned, the principal or principal's designee will call the parent/guardian. If the acknowledgement is still not returned, the principal or principal's designee will make a second follow-up phone call to the parent/guardian. All attempts to have the acknowledgement returned will be recorded on the restraint/seclusion timeline document.

3. How does the district monitor the implementation of restraint and seclusion practices to include reporting requirements in charter schools, DJJ facilities, and contracted residential facilities?

Monthly and quarterly reviews of restraint and seclusion practices are monitored by district personnel in order to ensure policies and procedures are being followed. These schools and facilities are held to the same standards as all other public school settings.

Section A.5: District Procedures Related To Review of Data and Reporting Procedures (to include monitoring and training)

1. Describe the district's review of data and reporting procedures.

Specify personnel (by role or title) responsible for collecting data in the web-based reporting system within the school, and to whom it is reported at the school and district level. (e.g., principal, ESE director, superintendent).

The principal is responsible for collecting and reporting data within the school. The ESE Director, or designated ESE Coordinator, is responsible for collecting data and reporting within the district. Data will be monitored and reported monthly regarding the frequency of restraint/seclusion incidents at district and charter elementary, middle, high school, and center schools.

Provide information regarding the timelines, process and documentation for review of data and reporting within the district.

Information will be shared with all (district, center and charter) schools electronically on a monthly basis regarding the frequency of restraint/seclusion incidents at each level (elementary, middle, high), center schools, and charter schools. Any school with one or two restraint/seclusion incidents will receive a personal email with suggestions as to how to reduce restraint/seclusion incidents through the use of positive behavior supports and de-escalation strategies. Schools with three or more incidents in any given month will receive a phone call from the ESE Director, or designated ESE Coordinator, to help the administrator analyze the situations which led to the decision to use restraint/seclusion and discuss possible strategies to reduce the use of these practices. The ESE Director, or designated ESE coordinator, will schedule a face-to-face meeting with the administrator of any school submitting five or more incidents reports in any given month to analyze the situations which led to the decision to use restraint/seclusion and discuss possible strategies to reduce the use of these practices.

2. Describe the district's procedures for monitoring data collection and reporting and the use of restraint and seclusion at the (a) classroom, (b) building, and (c) district level. These monitoring procedures must address when, where, and why students are restrained or secluded and the frequency of the occurrences of restraint or seclusion, including prone and mechanical restraint. *(Charter schools, DJJ facilities, and contracted residential facilities must be included.)*

Describe how the district will monitor school practices related to the data collection and reporting to parents, including (a) data entry into the FDOE web-based system; (b) content of the written notice; (c) email or telephone attempts to contact parents on the day of the incident; (d) provision of written notice and incident reports to the parent within the required timelines; (e) maintaining documentation of the parent's acknowledgements of the receipt of written notices and reports; and (f) making additional attempts to obtain written parent acknowledgement when the parent fails to acknowledge the initial written notice or incident report.

The district will monitor school practices related to the data collection and reporting to parents through a quarterly random sample review. The review will consist of a minimum of one restraint and one seclusion incident at each level (elementary, middle, high), and center schools. The random sample will include a review of documentation submitted through the FLDOE restraint/seclusion website. An on-site review will also be conducted to ensure proper documentation related to the content of the written notice, email or telephone attempts to contact the parent the day of the incident and provision of written notices/ incident reports to the parent within the required timelines. Documentation of the parent's acknowledgement of the receipt of written notices/ incident reports will be reviewed. If the parent fails to acknowledge the initial written notice and/or incident report, documentation of a minimum of two additional attempts to contact the parent/guardian will be reviewed during the on-site visit.

Describe how the district will monitor school practices related to when, where, and why students are restrained and secluded at the (a) classroom, (b) building, and (c) district level.

The district will monitor school practices related to when, where, and why students are restrained at the classroom, building and district level through a monthly review of all submissions to the FLDOE restraint/seclusion website by ensuring all sections of the incident report are completed in accordance with state requirements. The incident report will include the: • student's name • age • grade • ethnicity • disability • date • time • duration • location • description of type of restraint used in terms established by the FLDOE • name of person(s) using or assisting in the restraint or seclusion • name of a nonstudent witness • context in which the restraint or seclusion occurred • student's behavior precipitating/leading up to the decision to use restraint or seclusion • explanation of why there was imminent risk of serious injury to the student or others • specific positive behavior strategies used to prevent and de-escalate • what occurred immediately after the termination of the restraint or seclusion • visible injury/marks or possible medical emergencies documented using district policies • evidence of steps taken to notify the student's parent/guardian The principal of a school with one or two restraint/seclusion incidents will receive a personal email with suggestions as to how to reduce restraint/seclusion incidents through the use of positive behavior supports and de-escalation strategies. Schools with three or four incidents in any given month will receive a phone call from the ESE Director, or designated ESE Coordinator, to help the administrator analyze the situations which led to the decision to use restraint/seclusion and discuss possible strategies to reduce the use of these practices. The ESE Director, or designated ESE coordinator, will schedule a face-to-face meeting with the administrator of any school submitting five or more incident reports in any given month to analyze the situations which led to the decision to use restraint/seclusion.

Describe how information about restraint and seclusion data is (a) shared with school and classroom personnel directly involved in the use of restraint and seclusion and (b) reviewed to assess, develop or revise and implement effective behavioral strategies and instructional practices for students who are frequently restrained or secluded.

The principal of a school with one or two restraint/seclusion incidents will receive a personal email with suggestions as to how to reduce restraint/seclusion incidents through the use of positive behavior supports and de-escalation strategies. Schools with three or four incidents in any given month will receive a phone call from the ESE Director, or designated ESE Coordinator, to help the administrator analyze the situations which led to the decision to use restraint/seclusion and discuss possible strategies to reduce the use of these practices. The ESE Director, or designated ESE coordinator, will schedule a face-to-face meeting with the administrator of any school submitting five or more incidents reports in any given month to analyze the situations which led to the decision to use restraint/seclusion and discuss possible strategies to reduce the use of these practices. The school-based administrator will be responsible for inviting appropriate personnel to the meeting or to provide any shared information to appropriate personnel. The IEP team or 504 team will convene for any student, who currently receives services and is restrained but does not have a Positive Behavior Intervention Plan to determine if one is necessary. The IEP team will also convene for any student who has a Positive Behavior Intervention Plan and demonstrates an increase in restraint incidents. The team will discuss the current intervention strategies and determine what revisions are necessary to reduce the need to use restraints.

3. Describe the district's training for personnel on the use of restraint and seclusion and how records of such trainings are maintained. The records maintained should include, but not be limited to, names of personnel trained, description of training received, and dates of trainings. *(Charter schools, DJJ facilities, and contracted residential facilities must be included.)*

Describe the programs the district uses to train personnel with regard to the use of restraint and seclusion; if multiple programs are used within the district, describe how decisions are made with regard to when a particular program is selected.

The programs currently used by the Lee County Schools to train personnel with regard to the use of restraint and seclusion is Techniques for Effective Adolescent and Child Handling (TEACH).

Describe how the district implements professional development on the selected training program(s).

The district staff and principals encourage teachers and staff who work with students with significant behavioral challenges and in Social Communication classrooms to attend initial and refresher trainings as scheduled throughout the year, including the beginning of the school year. Trainings are offered several times throughout the year for TEACH, through a collaborative effort between Professional Development, Student Services and the ESE Department.

Describe how the district maintains records on the training of personnel with regard to restraint and seclusion.

The Professional Development Department maintains records of all teachers who have completed TEACH training.

If the training program used requires periodic "refresher training," indicate the intervals at which this occurs and how.

Refresher trainings are offered several times throughout the year. TEACH certifications need to be renewed annually.

Describe the district's plan with regard to the selection of personnel to be trained in restraint and seclusion.

TEACH trainings are available to all school personnel. Personnel to be trained using these techniques are: ESE teachers and helping teachers/paraprofessionals who work in separate classes with students who have disabilities where high levels of behavior can be anticipated (ex. autism, supported behavior). Administrators who have programs in their schools for students who have disabilities where high levels of behavior can be anticipated (ex. autism, supported behavior) Behavior Specialists Learning Resource Specialists Center school teachers, helping teachers and administrators

Indicate whether all charter schools in the district use the same crisis management program as that described for use in district-operated schools.

The crisis management programs offered to all district personnel (TEACH) are also offered and utilized by charter schools in the district.

If no, indicate by charter school the name of the crisis management program used?

The crisis management programs offered to all district personnel (TEACH) are also offered and utilized by charter schools in the district.

Section A.6: District Plan Related to Reducing the Use of Restraint

Does the district prohibit the use of restraint?

- Yes
 No

1. Even if the district prohibits the use of restraint, if restraint incidents occurred during the 2018-19 and 2019-20 school years, the district will have a plan for reducing the use of restraint.

If the district allows the use of restraint, specify the district's measurable annual goal for the 2019-20 and 2020-21 school years for reducing the number of incidents of restraint (goal must include a percentage for reduction).

The number of restraint incidents will decrease by 10% in the 2019-2020 school year. The percentage will be computed by utilizing the number of students with disabilities enrolled during October 2019 FTE. The number of restraint incidents will decrease by 5% in the 2020-2021 school year. The percentage will be computed by utilizing the number of students with disabilities enrolled during October 2020 FTE.

2. The district is required to have a plan for reducing the use of restraint, particularly in settings where it occurs frequently or with students who are restrained repeatedly, and for reducing the use of prone restraint and mechanical restraint. The plan must include a goal for reducing the use of restraint and must include activities, skills, and resources needed to achieve that goal. Charter schools, DJJ facilities, and contracted residential facilities must be included. Activities may include, but are not limited to, the following:
- a. Additional training in positive behavioral support and crisis management
 - b. Parental involvement
 - c. Data review
 - d. Updates of students' Functional Behavioral Assessments (FBAs) and Positive Behavioral Intervention Plans (PBIPs)
 - e. Additional student evaluations
 - f. Debriefing with staff
 - g. Use of schoolwide positive behavior support
 - h. Changes to the school environment

Total number of incidents of restraints for the 2017-18 school year.

344

Total number of incidents of restraints for the 2018-19 and 2019-20 school years.

Total number of incidents of restraint for 2018-2019 are 244. Total number of incidents of restraint for 2019-2020 are 185.

Indicate the percentage of increase or decrease in the 2018-19 and 2019-20 rates.

Percentage of decrease from 2017-2018 to 2018-2019 is 28%. Percentage of decrease from 2018-2019 to 2019-2020 is 27%.

Provide a rationale for the district's increase or decrease in incidents when comparing the data.

018-2019 Two of the three programs that focus on significantly challenging behavior were relocated to different schools. The district identified and supported teachers in need of training that addresses classroom management and provision of services to students identified with exceptional educational needs. District staff worked with the school throughout the year to implement proactive strategies and alternatives to restraint. Optional weekly trainings were offered to school personnel with many of the topics focused on improving classroom management and de-escalating challenging behaviors. 2019-2020 Required district-wide training for all administrators on restraint reporting, guidelines, and de-escalation strategies. The district offered a "Behavior Boot Camp" preschool training for all teachers whose classroom make-up included our students with the most challenging behaviors. The district continued to identify and support teachers in need of training that addresses classroom management and provision of services to students identified with exceptional educational needs. District staff remained working with the schools throughout the year to implement proactive strategies and alternatives to restraint. The district continued the optional weekly trainings were offered to school personnel with many of the topics focused on improving classroom management and de-escalating challenging behaviors. COVID-19 and distance learning also impacted the number of restraints.

Note whether or not the district attained the 2018-19 goal for rate reduction of restraint and the difference between 2018-19 percentage goal and the actual 2018-19 percentage rate.

The district did attain the 2018-19 goal of an 10% decrease in the number of restraints. The district attained a decrease of 28%.

How many students in the district were restrained 15 or more times? What were the specific activities, skills, and resources implemented to reduce these rates?

There were 0 students.

Does the district have a policy in place that prohibits the use of prone restraint?

- Yes
 No

If not, describe how and when prone restraint is being used.

This SP&P, which prohibits the use of prone restraint, is the district's only Board approved written policy. The school district does not allow the use of prone restraint in public or charter schools.

If there is no policy that prohibits the use of prone restraint, include a plan for reducing the use of prone restraint.

This SP&P is the district's only written policy. The school district does not allow the use of prone restraint in public or charter schools. If prone restraint occurs, an ESE administrator will contact administration at the school site and provide training.

Does the district have a policy in place that prohibits the use of mechanical restraint?

- Yes
 No

If not, describe what mechanical restraints are being used and how they are being used.

This SP&P is the district's only written policy. The school district does not allow the use of mechanical restraint in public or charter schools.

If there is no policy that prohibits the use of mechanical restraint, include a plan for reducing the use of mechanical restraint.

This SP&P is the district's only written policy. The school district does not allow the use of mechanical restraint in public or charter schools.

Describe the data reviewed from the 2018-19 and 2019-20 school years (which must include primary exceptionality and race or ethnicity of students restrained and type of restraint used).

2018-2019 The data reviewed for restraint in Lee County includes data about primary exceptionality, race/ethnicity, type of restraints used and are as follows: Exceptionality breakdown: 39% Emotional/Behavior, 29% Autism, 6% Intellectual Disabilities, 11% Lang. Impaired, 10% OHI, 4% Developmental Delay, 2% Specific Learning Disability Race/Ethnicity Breakdown: 47% White/Non-Hispanic, 18% Black/African American/Non-Hispanic, 29% White/Hispanic, 7% other or multiple race. Type of restraint breakdown: 52% Seated, 10% immobilization while in transport, 27% Supine, 10% Standing, 2% Prone 2019-2020 The data reviewed for restraint in Lee County includes data about primary exceptionality, race/ethnicity, type of restraints used and are as follows: Exceptionality breakdown: 36% Emotional/Behavior, 18% Autism, 5% Intellectual Disabilities, 0% Lang. Impaired, 31% OHI, 5% Developmental Delay, 1% Specific Learning Disability; 3% Deaf/Hard of Hearing Race/Ethnicity Breakdown: 44% White/Non-Hispanic, 29% Black/African American/Non-Hispanic, 22% White/Hispanic, 6% other or multiple race. Type of restraint breakdown: 59% Seated, 7% immobilization while in transport, 25% Supine, 10% Standing, 0% Prone

Describe how the data and the problem-solving process informed your district's plan to reduce the use of restraint.

The problem-solving process is applied on a case-by-case basis through a review by the IEP team of functional behavior assessments, behavior intervention plans and current information about individual students. The need for strategies in the general education setting prompted the district to offer pro-active de-escalation training to general education teachers, based on this problem solving process. It also prompted the district to hire contracted services related to behavior to work with a school team for a student with multiple restraints.

Describe how the data and the problem-solving process determined the measurable annual goal for the reduction of restraint for the 2019-20 and 2020-21 school years.

Based on reviewing the data and looking at trainings and areas of specific supports the district has determined that the goal of reducing restraints from 244 restraints in 2018-19 to 223 in 2019-20 which will be an 10% decrease in restraints is appropriate for the 2019-20 school year. Based on reviewing the data and looking at trainings and areas of specific supports the district has determined that the goal of reducing restraints from 185 restraints in 2019-2020 to 173 in 2020-21 which will be an 5% decrease in restraints is appropriate for the 2020-21 school year.

The following are examples of activities that may be considered for the purpose of reducing the use of restraint.

- Implement student-specific strategies such as: reviewing individual educational plans (IEPs) and Section 504 plans; conducting evaluations or reevaluations and FBAs; evaluating the effectiveness of PBIPs and health care plans specific to individual students' responses and progress
- Implement district and school strategies for increasing parental involvement
- Introduce or strengthen Multi-Tiered Systems of Support (MTSS), which could include schoolwide positive behavioral support
- Provide additional professional development training in positive behavioral support and crisis management
- Problem solve with school administrators to make data-driven decisions regarding school environments

Describe the activities that are a part of the district's plan to reduce the use of restraint.

Activities that are part of the district's plan to reduce the use of restraint include implementation of student specific strategies such as reviewing individual education plans (IEP) and 504 plans, conducting functional behavior assessments and implementation of positive behavior support plans (PBIP). The district will continue to offer professional development opportunities and school-based support to strengthen multi-tiered systems of support (MTSS), self regulation techniques and inclusion strategies that will best support students with disabilities. The district will continue to offer professional development trainings in crisis management, trauma informed care and positive behavior supports. District and school supports will continue to work together to problem-solve, especially when an increase in restraint at any specific site has been reported.

Describe the resources that are a part of the district's plan to reduce the use of restraint.

The district provides materials, facilitators, certification costs, and trainings in de-escalation and approved physical restraint techniques several times monthly. Learning Resource Specialists are also employed in the area of behavior to work with individual students and school teams.

Section A.7: District Plan Related to Reducing the Use of Seclusion

Does the district prohibit the use of seclusion?

- Yes
- No

1. Even if the district prohibits the use of seclusion, if seclusion incidents occurred during the 2018-19 school year, the district will have a plan for reducing of the use of seclusion.

If the district allows the use of seclusion, specify the district’s measurable annual goal for the 2019-20 and 2020-21 school years for reducing the number of incidents of seclusion (goal must include a percentage for reduction).

Lee County does not allow for the use of Seclusion.

2. The district is required to have a plan for reducing the use of restraint, particularly in settings where it occurs frequently or with students who are restrained repeatedly, and for reducing the use of prone restraint and mechanical restraint. The plan must include a goal for reducing the use of restraint and must include activities, skills, and resources needed to achieve that goal. Charter schools, DJJ facilities, and contracted residential facilities must be included. Activities may include, but are not limited to, the following:

- a. Additional training in positive behavioral support and crisis management
- b. Parental involvement
- c. Data review
- d. Updates of students' Functional Behavioral Assessments (FBAs) and Positive Behavioral Intervention Plans (PBIPs)
- e. Additional student evaluations
- f. Debriefing with staff
- g. Use of schoolwide positive behavior support
- h. Changes to the school environment

Total number of incidents of seclusion for the 2017-18 school year.

0

Total number of incidents of seclusion for the 2018-19 and 2019-20 school years.

There were 0 incidents of seclusion for the 2018-2019 school year. There were 0 incidents of seclusion for the 2019-2020 school year.

Indicate the percentage of increase or decrease in the 2018-19 and 2019-20 rates.

0% in 2018-2019 and 0% in 2019-2020

Provide a rationale for the district’s increase or decrease in incidents when comparing the data.

Lee County prohibits the use of seclusion.

Note whether or not the district attained the 2018-19 goal for rate reduction of seclusion and the difference between 2018-19 percentage goal and the actual 2018-19 percentage rate.

There was not a goal for seclusion in Lee County, because the School District does not allow the practice of seclusion in District schools.

How many students in the district were secluded 15 or more times in the district? What were the specific activities, skills, and resources implemented to reduce these rates?

| 0

3. Describe the district's procedures for ensuring that seclusion rooms meet the requirements of State Fire Marshal Rule 69A-58.0084, F.A.C., by addressing each of the following:

Who coordinates the inspection conducted by the Fire Marshal?

| N/A

How is the safety of the seclusion rooms monitored?

| N/A

How are the results of the inspection reported to the district?

| N/A

Describe the district's procedures for correction when a seclusion room is found to be in violation of State Fire Marshal Rule 69A-58.0084, F.A.C.

| N/A

4. Describe the district's use of seclusion rooms by addressing each of the following.

How many seclusion rooms does the district have that meet State Fire Marshal Rule 69A-58.0084, F.A.C.?

| The district does not utilize seclusion rooms.

Where are the schools in which the seclusion rooms are located?

| N/A

When are the seclusion rooms used?

| N/A

How are the seclusion rooms used?

| N/A

Describe the data reviewed from the 2018-19 school year (which must include primary exceptionality and race or ethnicity of students secluded).

| N/A

Describe how the data and the problem-solving process informed your district's plan to reduce the use of seclusion.

| The district does not allow the practice of seclusion.

Describe how the data and the problem-solving process determined the measurable annual goal for the reduction of seclusion for the 2019-20 and 2020-21 school years.

There was not a goal for Seclusion in Lee County, because the School District does not allow the practice of seclusion in District schools.

The following are examples of activities that may be considered for the purpose of reducing the use of seclusion.

- Implement student-specific strategies such as: reviewing IEPs and Section 504 plans; conducting evaluations or reevaluations and FBAs; evaluating the effectiveness of PBIPs and health care plans specific to individual students' responses and progress
- Implement district and school strategies for increasing parental involvement
- Introduce or strengthen MTSS, which could include schoolwide positive behavioral support
- Provide additional professional development training in positive behavioral support and crisis management
- Problem solve with school administrators to make data-driven decisions regarding school environments

Describe the activities that are a part of the district's plan to reduce the use of seclusion.

The district does not utilize seclusion.

Describe the resources that are a part of the district's plan to reduce the use of seclusion.

The district does not utilize seclusion.