



Vision

*Achieving Excellence:
Putting Students First*

Mission

*To prepare all students
to be college and career
ready and function as
productive citizens.*

Core Values

Perseverance

Respect

Integrity

Dependability

Ethics

SCHOOL BOARD OF OKEECHOBEE COUNTY

**AGENDA FOR PUBLIC HEARING FOR ADOPTION OF TENTATIVE
MILLAGE RATES AND TENTATIVE BUDGET FOR 2018-19 AND
REGULAR MEETING
JULY 26, 2018
6:00 P.M.**

Chairperson
Jill Holcomb
Vice Chairperson
Dixie Ball
Members
Joe Arnold
Malissa Morgan
Amanda Riedel

- I. Call to Order**
 - A. Prayer
 - B. Pledge of Allegiance
- II. Approval of Minutes**
 - Meeting of July 10, 2018
- III. Public Hearing for Adoption of Tentative Millage Rates and Tentative Budget for 2018-19**
 - A. Tentative Millage Rates for 2018-19..... 1
 - B. Resolution to Adopt Tentative Millage Rates for 2018-19 2
 - C. Tentative Budget for 2018-19..... 3
 - D. Resolution to Adopt Tentative Budget for 2018-19..... 4
- IV. Items for Action**
 - A. School Starting and Dismissal Times for 2018-19..... 5
 - B. Resolution for Participation in the Small School District Council Consortium ... 6
 - C. Revisions to Personnel Allocations 2018-19 7
 - D. Mental Health Allocation Plan 2018-19 8
- V. Consent Agenda**
 - A. Resignation, Termination, and Suspension of Employment 9
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 - C. Substitute Teachers 2018-19 11
 - D. Bonus for Advanced Placement Teachers 12
 - E. Florida Onsite Drug Testing Agreement 13
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 - G. Instructional Leadership and Faculty Development Grant..... 15
- VI. Information Items:**
 - A. Superintendent
 - B. School Board Members
 - C. School Board Attorney
 - D. Public

*The next regular School Board Meeting is Tuesday, August 14, 2018, at 6:00 p.m.
The School Board will conduct a final public hearing on the 2018-19 proposed millage rates and budget
as well as a regular business meeting on Thursday, September 6, 2018.*

Persons are advised that if they decide to appeal any decisions made at this meeting, they will need a record of the proceedings, and for such purpose, they may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be made.

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **TENTATIVE MILLAGE FOR 2018-19**
DATE: July 26, 2018

RECOMMENDATION:

That the tentative Required Local Effort millage rate of 4.111 for the 2018-19 operating budget be adopted.

RECOMMENDATION:

That the tentative Discretionary Local Effort millage rate of 0.748 for the 2018-19 operating budget be adopted.

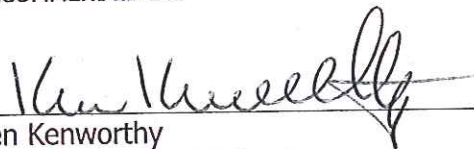
RECOMMENDATION:

That the tentative millage rate of 1.500 for the 2018-19 Capital Outlay budget be adopted.

BACKGROUND INFORMATION:

<u>Millage Type</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
Required Local Effort	5.143	4.954	4.604	4.358	4.111
Discretionary	0.748	0.748	0.748	0.748	0.748
SUBTOTAL	5.891	5.808	5.352	5.106	4.859
Capital Outlay	<u>1.500</u>	<u>1.500</u>	<u>1.500</u>	<u>1.500</u>	<u>1.500</u>
TOTAL MILLAGE	7.391	7.202	6.852	6.606	6.359
Millage Decrease	(0.072)	(0.189)	(0.350)	(0.246)	(0.247)

RECOMMENDED BY:


 Ken Kenworthy
 Superintendent of Schools

To: The Okeechobee County School Board

FROM: Ken Kenworthy, Superintendent of Schools

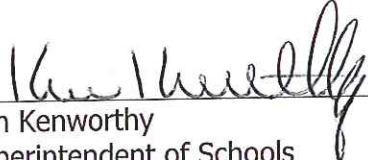
SUBJECT: **RESOLUTION TO ADOPT TENTATIVE MILLAGE RATES FOR 2018-19**

DATE: July 26, 2018

RECOMMENDATION:

That the attached Resolution #19-001 adopting tentative millage rates for the fiscal year July 1, 2018, to June 30, 2019, be adopted.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools



Resolution 19-001

A RESOLUTION OF THE OKEECHOBEE COUNTY SCHOOL BOARD ADOPTING TENTATIVE MILLAGE RATES FOR FISCAL YEAR 2018-19

WHEREAS, the School Board of Okeechobee County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2018, to June 30, 2019; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Okeechobee County School Board adopted tentative millage rates for the fiscal year 2018-19 in the amounts of:

<u>Millage Type</u>	<u>Tentative Millage Levy</u>	<u>Proposed Amount To Be Raised</u>
Required Local Effort	4.111	\$ 8,282,331
Basic Discretionary	0.748	1,506,977
Capital Outlay	1.500	3,022,013
Additional	0.0	0
Debt	0.0	0

The total millage rate to be levied is less than the roll-back rate by .247 percent.

NOW THEREFORE, BE IT RESOLVED:

That Okeechobee County School Board adopted each tentative millage rate for the fiscal year July 1, 2018, to June 30, 2019, on July 26, 2018, by separate vote prior to adopting the tentative budget.

Jill Holcomb
Chairman
Okeechobee County School Board

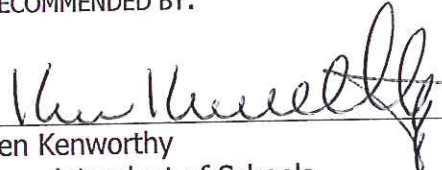
July 26, 2018
Date

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **TENTATIVE BUDGET FOR 2018-19**
DATE: July 26, 2018

RECOMMENDATION:

That the Tentative Budget in the amount of \$71,928,092 for the 2018-19 fiscal year be approved as presented.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board

FROM: Ken Kenworthy, Superintendent of Schools

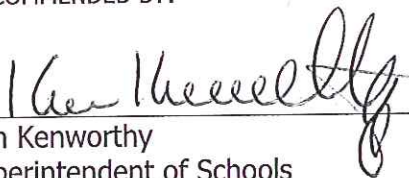
SUBJECT: **RESOLUTION TO ADOPT TENTATIVE BUDGET FOR 2018-19**

DATE: July 26, 2018

RECOMMENDATION:

That the attached Resolution #19-002 adopting the tentative budget for the fiscal year July 1, 2018, to June 30, 2019, be adopted.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools



Resolution 19-002

A RESOLUTION OF THE OKEECHOBEE COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR 2018-19

WHEREAS, the School Board of Okeechobee County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2018, to June 30, 2019; and

WHEREAS, the Okeechobee County School Board set forth the appropriations and revenue estimate for the budget for fiscal year 2018-19.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Okeechobee County School Board adopted tentative millage rates and the budget in the amount of \$ 71,928,092 for the fiscal year 2018-19.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of the Okeechobee County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Okeechobee County as a tentative budget for the categories indicated for the fiscal year July 1, 2018, to June 30, 2019.

Jill Holcomb
Chairman
Okeechobee County School Board

July 26, 2018
Date

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **SCHOOL STARTING AND DISMISSAL TIMES FOR 2018-2019**
DATE: July 26, 2018

RECOMMENDATION:

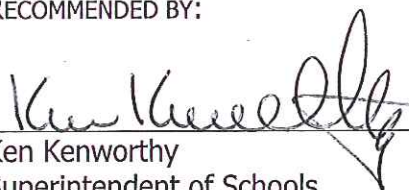
That the Board approve the starting and dismissal times for students for the 2018-19 school year as follows:

	Starting Time	Ending Time
Seminole Elementary	8:00 a.m.	3:15 p.m.
Central, Everglades, North, South and Okeechobee Achievement Academy Elementary	8:10 a.m.	2:50 p.m.
Middle Schools	9:00 a.m.	3:40 p.m.
Okeechobee Freshman Campus	7:18 a.m.	1:47 p.m.
Okeechobee High School	7:05 a.m.	2:10 p.m.
Okeechobee Achievement Academy (middle & high)	7:20 a.m.	1:50 p.m.
OAA-Pre K	8:15 a.m.	2:30 p.m.

BACKGROUND INFORMATION:

The hours for Seminole will allow students to continue receiving an additional 60 minutes of instruction per day. Funding for the additional hour will come from Supplemental Academic Instruction (SAI).

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

Okeechobee County Schools

Regular school day - start and end times		
	Start Time	End Time
Okeechobee High School	7:05 a.m.	2:10 p.m.
Freshman Campus	7:18 a.m.	1:47 p.m.
Okeechobee Achievement Academy (middle/high)	7:20 a.m.	1:50 p.m.
Pre-K (located at OAA)	8:15 a.m.	2:30 p.m.
Middle Schools (Osceola & Yearling)	9:00 a.m.	3:40 p.m.
Seminole Elementary	8:00 a.m.	3:15 p.m.
Central, Everglades, North, South Elementary & OAA elementary	8:10 a.m.	2:50 p.m.

Early Release Dates for 2018-2019 school year	
Thursday, September 13	Friday, February 8
Friday, November 16	Thursday, April 18
Friday, December 21	Thursday, May 30

Early Release Day - start and end times		
	Start Time	End Time
Okeechobee High School	7:05 a.m.	10:50 a.m.
Freshman Campus	7:18 a.m.	10:30 a.m.
Okeechobee Achievement Academy (middle/high)	7:20 a.m.	10:30 a.m.
Pre-K (located at OAA)	8:15 a.m.	11:10 a.m.
Middle Schools (Osceola & Yearling)	9:00 a.m.	12:20 p.m.
Seminole Elementary	8:00 a.m.	11:55 a.m.
Central, Everglades, North, South Elementary & OAA elementary	8:10 a.m.	11:30 a.m.

To: The Okeechobee County School Board

FROM: Ken Kenworthy, Superintendent of Schools

SUBJECT: **RESOLUTION FOR PARTICIPATION IN THE SMALL SCHOOL DISTRICT COUNCIL CONSORTIUM**

DATE: July 26, 2018

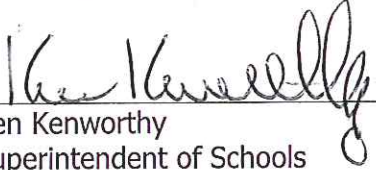
RECOMMENDATION:

That the Board adopt a resolution for participation in the Small School District Council Consortium (SSDCC) for the 2018-19 fiscal year and payment of an annual membership fee of \$2,850.00.

BACKGROUND INFORMATION:

This is an annual membership renewal with no increase in membership dues. The resolution is included in Board member agendas and is available upon request in the Superintendent's office.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board

FROM: Ken Kenworthy, Superintendent of Schools

SUBJECT: **REVISIONS TO PERSONNEL ALLOCATIONS FOR 2018-19**

DATE: July 26, 2018

RECOMMENDATION:

That the Board approve the following revisions to personnel allocations for the 2018-2019 fiscal year:

Administrative Personnel

Action		#	Position	Location	Effective Date
Add	Delete				
✓		1	Assistant Principal (Middle School schedule)	OFC/Okeechobee High School	07-23-2018

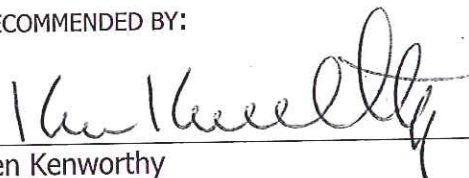
Instructional Personnel

Action		#	Position	Location	Effective Date
Add	Delete				
	✓	1	Dean	OFC/Okeechobee High School	08-06-2018

Non-Instructional Personnel

Action		#	Position	Location	Effective Date
Add	Delete				
✓		1	Clerical Aide	Osceola Middle School	08-06-2018

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: MENTAL HEALTH ALLOCATION PLAN
DATE: July 26, 2018

RECOMMENDATION:

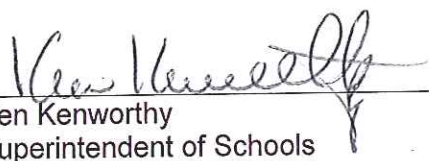
That the Board approve the 2018-19 Mental Health Allocation Plan.

BACKGROUND INFORMATION:

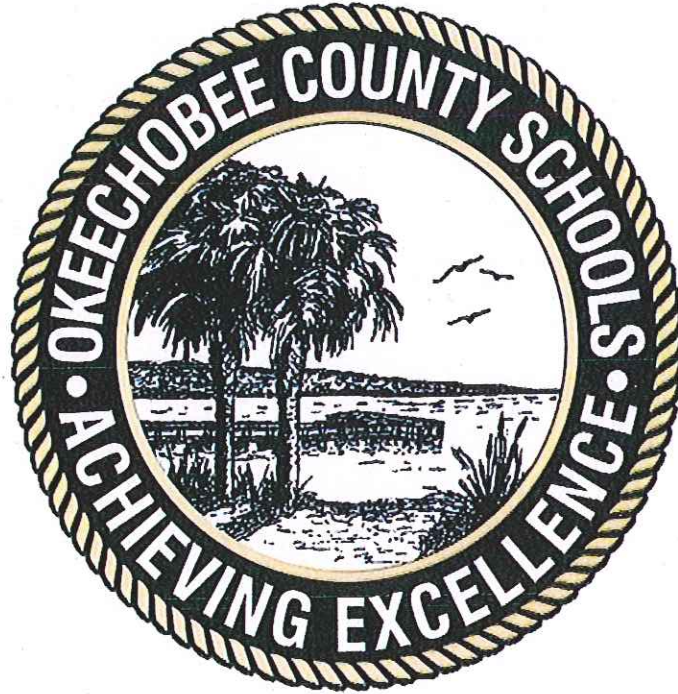
The Mental Health Allocation Plan is an overview of the School District of Okeechobee's system designed to address the mental, social and emotional, and behavioral needs of all students. The plan was developed following the guidelines and statutory requirements outlined in Senate Bill 7026 which was signed in to law in March 2018. The plan provides a synopsis of many of the existing programs and services currently available. It also gives details for the expansion of those services using the Mental Health Services Allocation provided to school districts as part of SB 7026.

The Mental Health Allocation Plan is included in Board member agendas and is available upon request in the office of the Assistant Superintendent for Instructional Services.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools



The School District of Okeechobee County

Mental Health Allocation Plan

2018-19

This Mental Health Allocation Plan is an overview of the School District of Okeechobee's system designed to address the mental, social and emotional, and behavioral needs of all students. This plan was developed following the guidelines and statutory requirements outlined in Senate Bill 7026 which was signed in to law in March 2018. This plan provides a synopsis of many of the existing programs and services currently available. It also gives details for the expansion of those services using the Mental Health Services Allocation provided to school districts as part of SB 7026.

Our supports are delivered in a multi-tiered system based on the level of intervention needed for a specific student. These supports include curriculum, programs and services to address the needs of all students (Tier 1); students who have been identified through the early warning system or universal screening process and require a higher level of service (Tier 2); and students who need intensive intervention and services (Tier 3).

Mentally healthy children are more successful in school and life. Research shows students who receive social-emotional and mental health support achieve better academically (National Association of School Psychologists, 2016). The School District of Okeechobee supports and believes in the same goals promoted by the Florida AWARE project: Increase access to mental health services and supports within a multi-tiered framework; Increase implementation of evidenced-based culturally responsive mental health practices; and Increase awareness of mental health issues within our youth, families, schools and communities (Florida AWARE Program Model, 2017).

The School District of Okeechobee will continue to strengthen our continuum of evidence-based services, infrastructure, and quality services through the continuous improvement process to ensure improved outcomes for all students.

Safety and Mental Wellness Committee:

- Mr. Ken Kenworthy, Superintendent
- Mrs. Renee Geeting, Assistant Superintendent
- Dr. Pat McCoy Assistant Superintendent
- Mrs. Wendy Coker, Director of Exceptional Student Education
- Mrs. Debra Sales, School Psychologist
- Miss Laura Murray, School Psychologist
- Mrs. Kathy Williams, Crisis Counselor
- Mrs. Kathleen Baum, Crisis Counselor
- Mrs. Pam Hancock, District Social Worker
- Dr. Joseph Noel, Coordinator of Staff Development
- Mrs. Lonnie Steiert, Director of Student Services
- Corporal Cari Arnold, Okeechobee County Sheriff's Office
- Sergeant Mark Roberts, Okeechobee County Sheriff's Office
- Lieutenant Randy Thomas, Okeechobee County Sheriff's Office

Section I: Mental Health Assistance Allocation Plan (F.S. 1011.62 (16)(a) and (b))

Tier 1	Tier 2	Tier 3
<p>Who: All Students</p> <ul style="list-style-type: none"> • School-wide PBIS Plan • School-wide mental/behavioral health curriculum(evidence-based curriculum) <ul style="list-style-type: none"> ◦ Second Steps ◦ Cloud 9 ◦ Child Safety Matters ◦ Lauren's Kids ◦ Stranger Danger/Gun Safety ◦ CyberSafety/NetSMART ◦ Bullying (Awareness) Education/Consequences ◦ Know the Law ◦ Safety Assessment & Intervention ◦ Signs of Suicide ◦ Say Something ◦ Start With Hello ◦ Crime Watch (SAVE) ◦ D.A.R.E. ◦ Elk's Lodge Drug Prevention Program • <u>EWS</u> in place at all schools <ul style="list-style-type: none"> ◦ Elements- attendance, grades, referrals, suspensions, student/peer identified indicators • Universal Screener- Teacher/Peer nomination form with progress monitoring • Staff training- administrators, teachers/staff, students, parents 	<p>Who: Students identified from screening process</p> <ul style="list-style-type: none"> • Small group counseling (evidence-based curriculum) focused on the students with needs indicated by data such as EWS, academic, staff/parent reports, climate surveys (goal is to promote self-efficacy) • Curriculum: <ul style="list-style-type: none"> ◦ Ripple Effects • Check in and check out • Behavior Intervention Plan/Behavior contract/ Individualized behavior chart • Tiered mentoring like check in and check out • Referral system to outside agencies • Quality assurance process for outside providers (necessary to prove evidence based interventions for progress monitoring) • <i>Universal Referral of System of Care</i> 	<p>Who: Students identified from screening or students who need more intense intervention (have been referred to counseling and/or crisis intervention, have moved into district with high level of support)</p> <ul style="list-style-type: none"> • Threat assessment • Guidance counselor follow up after every threat assessment • Functional Behavior Assessment to BIP • Safety plans <ul style="list-style-type: none"> ◦ for students coming back into school after the Baker Act was instituted • Guidance to face-to-face follow up with all threat assessment/crisis students the following day • Referral system to outside agencies • Referral through MTSS for mentor • Quality assurance process for outside providers (necessary to prove evidence based interventions for progress monitoring) • Substance abuse Interventions by community providers are offered or supplied to students at-risk • Mentors for Tier Three Students

Focuses on delivering evidence-based mental health services.

● **What awareness prevention efforts are provided that address mental health issues at tier one?**

○ **Mental Health Issues:**

The Okeechobee County School District offers curriculums that facilitate positive mental health. These curriculums are:

- School-wide PBIS plan is available to all students Pre-K through Grade 12. The goal of this approach is to establish behavioral, social, and emotional supports necessary to facilitate academic, social, and emotional success.
- Second Steps is an elementary program which focuses on healthy social and emotional learning, bullying prevention, and child protection. It integrates social emotional learning into the classroom. It is presented to all Kindergarten through 5th grade students in the district and is administered by the classroom teachers.
- ***Cloud 9 (elementary) is an elementary program designed for character building and self-efficacy traits. It is presented by the guidance counselors.
- Child Safety Matters is a research-based curriculum for elementary and middle school students. It teaches students to prevent, recognize, and respond appropriately to bullying and cyberbullying. This program also encompasses all types of abuse, relationship abuse, human trafficking, digital abuse, and other digital dangers. It is presented twice per year for elementary students and three times per year for middle school students. It is presented by the guidance counselors.
- Lauren's Kids is a sexual abuse prevention curriculum. The Mission Statement of Lauren's Kids is "to prevent sexual abuse through education and awareness, and to help survivors heal with guidance and support." This curriculum is offered across all grade levels (Pre-Kindergarten through grade 12) and is administered by the classroom and/or specials teachers.
- Stranger Danger is a curriculum that is taught to younger elementary students (mostly Kindergarten) by the Okeechobee County Sheriff's Department. Its premise is that all strangers can be potentially dangerous. The school's assigned school resource officer (SRO) teaches this curriculum. This curriculum also includes a gun safety component.
- Cyber Safety/NetSmartz is a curriculum taught to all third graders by the SRO department. It introduces the children to basic internet safety with the goals of safety and identification of potential dangers.
- Bullying (Awareness) Education/Consequences is a curriculum designed and taught by the SRO department. It is taught to all fourth grade students.

- Know the Law is taught to tenth graders by the SRO department. It teaches common offenses committed by youth on a regular basis such as sexting, traffic law violations, narcotics, computer crimes, and property crimes.
- Safety Assessment & Intervention is a program offered by Sandy Hook Promise. The safety team of each school in the district (at minimum principal, assistant principal, guidance counselors, and dean as well as the entire SRO staff) will be trained on how to identify, assess, and respond to threats of violence or at-risk behavior. This is designed to be a prevention program. The school's safety team will then train the school staff who will then educate the students.
- Signs of Suicide is a program designed to teach staff and students about the warning signs of depression and suicide. It also teaches action steps to be taken to get help when there is concern about oneself or another person (or friend) before a tragedy occurs. Sandy Hook Promise will train the safety teams of each school and then the teams will train school staff and students.
- Say Something is a program offered by Sandy Hook Promise. The safety teams at each school will be trained on how to teach youth to recognize warning signs and signals, especially within social media, from individuals who could be potential threats to themselves or others. The idea is to "Say Something" to a trusted adult before a tragedy occurs.
- Start With Hello is a program offered by Sandy Hook Promise. The safety teams at each school will be trained to help youth create a "community" that reaches out and connects with at-risk individuals (or potential at-risk individuals) who may feel isolated or rejected before a tragedy occurs.
- Crime Watch through the SAVE (Students Against Violence Everywhere) Promise Club partnered with Sandy Hook Promise in 2017. SAVE Promise Clubs are clubs established and led by students to promote leadership and motivation against gun violence before a tragedy occurs. Schools choose a staff member to promote the clubs.



○ **Substance Abuse Issues:**

The Okeechobee County School District offers curriculums that are designed to address and prevent substance abuse. These curriculums are:

- Drug Abuse Resistance Education (D.A.R.E.) is a substance abuse prevention program taught to the district's fifth graders by the Okeechobee Sheriff's Department.

- Elk's Lodge Drug Prevention Program is offered through the Elk's Lodge across all grade levels to promote drug prevention and specific drug education.

The Okeechobee County School District has other methods of support in place to help meet the needs of our students such as:

Early Warning System (EWS) is in place at all schools in the district. It monitors the elements of attendance, grades, referrals, suspensions and other student/peer identified indicators such as individual plans and monitoring that has been initiated.

Universal Screener - This will be a teacher/peer nomination form supported by the Positive Behavioral Interventions and Supports (PBIS) system. This nomination form will be used to help teachers and peers nominate students based on the prevalence of both externalizing and internalizing behaviors. The form will be available for all students; however, the district will adopt a triage approach where the students with the highest scores will be nominated for immediate tier two or tier three supports. This nomination process will happen up to three times per school year. The school based teachers and guidance counselor(s) will nominate the students and school and district based mental health professionals will facilitate interventions.

Staff Training - The entire district will have Mental Health First Aid trainers in place at all schools. These trainers will be trained and will oversee the training of school staff on identifying students in crisis and/or mental distress. When identified, these students will receive immediate intervention. School staff will also be trained by mental health professionals employed at the district level on crisis and threat assessment policies and procedures.



Parent Training Component - The district's System of Care Site Coordinator will oversee parent trainings on recognizing warning signs of students in crisis and/or mental distress.

- ***What evidenced based targeted mental health interventions are available to address mental health needs at tier two?***
 - After students are nominated by the Universal Screener, small group counseling groups will be facilitated by the crisis counselors, guidance counselors, assistant principals, youth coordinator, family coordinator, System of Care site coordinator, resource specialists, the primary care provider, and/or outside contracted agencies (i.e. New Horizons of the Treasure Coast, Tykes and Teens, Hibiscus Children's Center)

- For small groups facilitated by the outside agencies, per contract guidelines, the agencies will participate in a quality assurance review (which includes tracking and monitoring information) for the school district's compliance with progress monitoring. This process will help the district track the targeted student's growth (or lack thereof) in attendance, positive grade trending, decreased office discipline referrals, and negative discipline occurrences.
- In addition to the results from the Universal Screener, students will be nominated for tier two small group counseling groups from data collected from the EWS, academic records, staff and parent reports, and school climate surveys.
- Students will be asked to self-monitor through the small group process. This will help build awareness and self-efficacy.
- Ripple Effects is a learner-directed, trauma-informed curriculum that encourages and facilitates individualized social-emotional learning through computer based module learning. The school administration and mental health professionals monitor the student's needs based on the modules chosen for learning and the student performance within those modules. Students nominated from the Universal Screening tool can be motivated by the tools incorporated in this curriculum.
- A check-in and check-out system is currently in place and will continue to be set up for students recognized as needing tier two intervention. These students will "check in" daily with a specified teacher, guidance counselor, dean, and/or administrator upon arrival to school; set goals for the day; and will "check out" before leaving for the day. At check out, students will review goals and discuss barriers to attaining those goals and celebrate success.
- Each student in the tier two level will be made part of a behavior intervention plan (could include but not be limited to small groups, check in and check out, Ripple Effects, etc.) as well as a behavior contract (designed by a school designee as assigned by a representative of the school administration). In some instances, depending on the situation and student, an individualized behavior chart as designed by the school staff may be used for the student.
- Referral to outside counseling agencies is determined for the student on a case by case basis.
- The district System of Care site coordinator will track and maintain the *Universal Referral of System of Care* referrals received from outside sources such as primary care providers and law enforcement. These students will be placed in tier two interventions such as a small group, check-in check-out, behavior contracts, Ripple Effects, and/or referred to contracted outside agencies for counseling services.

- **What intensive evidenced based targeted mental health interventions are available to address mental health needs at tier three?**

- Students making a threat to self or others will be referred for a school-based threat assessment/crisis intervention performed by district employed crisis counselors who are licensed mental health counselors. The district has two licensed mental health counselors. These counselors are included in the threat assessment team. The other team members include a representative of the school administration, guidance counselor or dean, and the SRO. The team assesses the risk and determines immediate action for the student. The student's parent or guardian is contacted immediately and made aware of the situation and threat assessment outcome.
- Following any threat assessment, unless the Baker Act is instituted, the school guidance counselor performs a face to face follow up with the crisis student the following day.
- For students in which the Baker Act is instituted, safety plans are developed by the student's safety team before the student returns to school. The district will implement a district-wide safety plan form that all schools use. The safety team members include at a minimum the school principal, guidance counselor, district crisis counselor involved in the school threat assessment (if Baker Act is instituted from school grounds), parent or guardian and the SRO.
- Substance abuse interventions are offered or supplied by community providers to at-risk students or to students who have received disciplinary referrals based on drug or alcohol abuse.
- Functional Behavioral Assessments (FBA) will be performed on all students referred to tier three, and Behavior Intervention Plans (BIP) will be created for students at tier two on a case by case basis.
- Students in tier three will be referred to outside agencies for mental health counseling, psychiatric care, and/or targeted case management. As mentioned above, the outside agencies, per contract guidelines, will participate in a quality assurance review (which includes tracking and monitoring information) for the school district's compliance with progress monitoring. This process will help the district track the targeted student's growth (or lack thereof) in attendance, positive grade trending, decreased office discipline referrals and negative discipline occurrences. In addition, for the tier two students, therapeutic progress will also be monitored.
- Mentors - The youth coordinator will recruit mentors from school and district based staff as well as from community partners (Kiwanis, Rotary, etc.),



Includes description of supports that addresses mental health needs (assessment, diagnosis, intervention, treatment, and recovery).

- ***Does your plan include mental health screening and assessment procedures for determining which students need mental health interventions and treatment?***
 - All students (tier one) will be eligible for the Universal Screening tool. Upon evaluation of the screening (triage) and nomination, the students will be placed in either tier two or tier three for further intervention and treatment. In addition to the results from the Universal Screener, students will be nominated for tier two and/or tier three intervention (as mentioned above) from data collected from the EWS, academic records, staff, peer and/or parent reports, and school climate surveys. Recommendations from community health services will also be acknowledged through the *Universal Referral of System of Care*. When this referral is received, school and/or district based mental health professionals will facilitate the tier two or three interventions that will best fit the individual needs of the student.
- ***Does your plan include coordination and supports for students who received intensive community health services?***
 - Each student referred out for community health services will be monitored and tracked by the school district. Community agency representatives sign in/out of each school in which they visit for client interaction. These logs are kept and reviewed by school staff. The System of Care site coordinator and the school social worker will keep a log of students referred to agencies by the school district. In addition, a log will be kept of students who are referred to the district for services from community health partners from the *Universal Referral of System of Care*. When students are referred to an outside agency/community health partner, treatment plans, including dates and times of students seen will be provided by the agency and given to the MTSS team leader of each school. This information will be placed in the student's MTSS file. This information will also be duplicated by the agency and given to the district's school social worker.
 - The two district crisis counselors will keep a log of each student they refer to counseling. This referral is sent to the school social worker. The crisis counselor and school social worker will communicate monthly about the progress of the student's counseling. The school social worker will communicate monthly with the community mental health partners. The agencies/community health partners will participate in a quality assurance review (which includes tracking and monitoring information) for the school district's compliance with progress monitoring. This process will help the district track the targeted student's growth (or lack thereof) in attendance, positive grade trending, decreased office discipline referrals and negative discipline occurrences as well as monitored mental health progress. The school safety team and teachers of the students will be informed by the school and district level mental

health professionals to coordinate classroom interventions using the student's treatment plan created by the community health agency.

- In situations where the Baker Act is instituted, district level mental health professionals will attempt to remain in contact with the receiving facility with the goal of receiving release of information forms from the parent/guardian to receive medical and mental health records. Before the student returns to school, safety plans will be developed by the student's safety team. The district will implement a district-wide safety plan form that all schools use. The safety team members will include at a minimum the school principal, guidance counselor, district crisis counselor involved in the school threat assessment (if Baker Act is instituted from school grounds), parent or guardian and the SRO.

Identifies evidence-based mental health services for students with one or more co-occurring mental health or substance abuse diagnoses and students at risk of such diagnosis.

- ***Does your plan include a process for identifying and delivering evidence-based mental health interventions?***
- ***Does your plan include a process for identifying and delivering evidence-based substance abuse interventions?***
 - All students (tier one) will be eligible for the Universal Screening tool. Upon evaluation of the screening (triage) and nomination, the students will be placed in either tier two or tier three for further intervention and treatment. In addition to the results from the Universal Screener, students will be nominated for tier two and/or tier three intervention (as mentioned above) from data collected from the EWS, academic records, staff, peer and/or parent reports, and school climate surveys. Recommendations from community health services will also be acknowledged through the *Universal Referral of System of Care*. When this referral is received, school and/or district based mental health professionals will facilitate the tier two or three interventions that will best fit the individual needs of the student.

Describes the collaborative partnerships with community providers and agencies.

- ***Does your plan include detailed procedures for referring students to school-based mental health interventions and community based mental health providers for treatment?***
- ***Does your plan include detailed procedures for referring students to community based substance abuse treatment?***
 - All students (tier one) will be eligible for the Universal Screening tool. Upon evaluation of the screening (triage) and nomination, the students will be placed in either tier two or tier three for further intervention and treatment. In addition to the

results from the Universal Screener, students will be nominated for tier two and/or tier three intervention (as mentioned above) from data collected from the EWS, academic records, staff, peer and/or parent reports, and school climate surveys. Recommendations from community health services will also be acknowledged through the *Universal Referral of System of Care*. When this referral is received, school and/or district based mental health professionals will facilitate the tier two or three interventions that will best fit the individual needs of the student.

- Each student referred out for community health services will be monitored and tracked by the school district. Community agency representatives sign in/out of each school in which they visit for client interaction. These logs are kept and reviewed by school staff. The System of Care site coordinator and the school social worker will keep a log of students referred to agencies by the school district. In addition, a log will be kept of students who are referred to the district for services from community health partners from the *Universal Referral of System of Care*. When students are referred to an outside agency/community health partner, treatment plans, including dates and times of students seen will be provided by the agency and given to the MTSS team leader of each school. This information will be placed in the student's MTSS file. This information will also be duplicated by the agency and given to the district's school social worker.
- The two district crisis counselors will keep a log of each student they refer to counseling. This referral is sent to the school social worker. The crisis counselor and school social worker will communicate monthly about the progress of the student's counseling. The school social worker will communicate monthly with the community mental health partners. The agencies/community health partners will participate in a quality assurance review (which includes tracking and monitoring information) for the school district's compliance with progress monitoring. This process will help the district track the targeted student's growth (or lack thereof) in attendance, positive grade trending, decreased office discipline referrals and negative discipline occurrences as well as monitored mental health progress. The school safety team and teachers of the students will be informed by the school and district level mental health professionals to coordinate classroom interventions using the student's treatment plan created by the community health agency.
- In situations where the Baker Act is instituted on a student, district level mental health professionals will attempt to remain in contact with the receiving facility with the goal of receiving release of information forms from the parent/guardian to receive medical and mental health records. Before the student returns to school, safety plans will be developed by the student's safety team. The district will implement a district-wide safety plan form that all schools use. The safety

team members will include at a minimum the school principal, guidance counselor, district crisis counselor involved in the school threat assessment (if Baker Act was instituted from school grounds), parent or guardian, and the SRO.

Describes process for coordinating mental health services with a student's primary care provider and other mental health providers, including procedures for information sharing.

- ***Does your plan include a process to coordinate mental health services with a student's primary care provider or other mental health providers?***
- ***Does your plan include procedures for information sharing?***
 - The district System of Care site coordinator will track and maintain the *Universal Referral of System of Care* referrals received from outside sources such as primary care providers and law enforcement. These students will be placed in tier three interventions such as a small group, check-in check-out, behavior contracts, Ripple Effects, and/or with contracted outside agencies for counseling services.
 - Parental consent forms will be attached to the *Universal Referral of System of Care* referrals. In this way, the school district can directly contact and collaborate with the student's primary care provider and/or other mental health providers. School based interventions as well as physician and therapist directed interventions will be combined and used in tandem to facilitate positive student healing and improvement.
 - The two district crisis counselors will keep a log of each student they refer to counseling. This referral is sent to the school social worker. The crisis counselor and school social worker will communicate monthly about the progress of the student's counseling. The school social worker will communicate monthly with the community mental health partners. The agencies/community health partners will participate in a quality assurance review (which includes tracking and monitoring information) for the school district's compliance with progress monitoring. This process will help the district track the targeted student's growth (or lack thereof) in attendance, positive grade trending, decreased office discipline referrals and negative discipline occurrences as well as monitored mental health progress. The school safety team and teachers of the students will be informed by the school and district level mental health professionals to coordinate classroom interventions using the student's treatment plan created by the community health agency.
 - In situations where the Baker Act is instituted on a student, district level mental health professionals will attempt to remain in contact with the receiving facility with the goal of receiving release of information forms from the parent/guardian to receive medical and mental health records. Before the student returns to

school, safety plans will be developed by the student's safety team. The district will implement a district-wide safety plan form that all schools use. The safety team members will include at a minimum the school principal, guidance counselor, district crisis counselor involved in the school threat assessment (if Baker Act was instituted from school grounds), parent or guardian, and the SRO.

Section II: Program Implementation and Outcomes (F.S. 1011.62 (16)(d))

Identifies how many students are screened/assessed, how many students are referred for services, and how many students receive services/assistance (school based and community).

- ***Describe how you will document how many students are referred for services and how many students receive school based and community services.***
 - Each student referred out for community health services will be monitored and tracked by the school district. Community agency representatives sign in/out of each school in which they visit for client interaction. These logs are kept and reviewed by school staff. The coordinator of system of care and the school social worker will keep a log of students referred to agencies by the school district. In addition, a log will be kept of students who are referred to the district for services from community health partners from the *Universal Referral of System of Care*. When students are referred to an outside agency/community health partner, treatment plans, including dates and times of students seen will be provided by the agency and given to the MTSS team leader of each school. This information will be placed in the student's MTSS file. This information will also be duplicated by the agency and given to the district's school social worker.
 - The two district crisis counselors will keep a log of each student they refer to counseling. This referral is sent to the school social worker. The crisis counselor and school social worker will communicate monthly about the progress of the student's counseling. The school social worker will communicate monthly with the community mental health partners. The agencies/community health partners will participate in a quality assurance review (which includes tracking and monitoring information) for the school district's compliance with progress monitoring. This process will help the district track the targeted student's growth (or lack thereof) in attendance, positive grade trending, decreased office discipline referrals and negative discipline occurrences as well as monitored mental health progress. The school safety team and teachers of the students will be informed by the school and district level mental health professionals to coordinate classroom interventions using the student's treatment plan created by the community health agency.

- Students in tier three (and sometimes tier two on a case by case basis) will be referred to outside agencies for mental health counseling, psychiatric care, and/or targeted case management. In addition, for the tier three students, therapeutic progress will also be monitored through the quality assurance process.
- **Describe other outcome data that will be used to evaluate effectiveness of services (e.g., Early Warning System indicators, Youth Risk Behavior Survey data, and school climate/student engagement data).**
 - Early warning system indicators
 - School climate survey data
 - Universal screener (teacher/peer nomination forms)
 - Module test scores from curriculum such as Ripple Effects
 - Quality assurance process from outside health providers and/or agencies
 - Threat assessment outcomes
 - Check-in, check-out data
 - Behavior Intervention notes and plans
 - Teacher/administrative/guidance data from meetings with students and parents

Identifies number and credentials of mental health services providers employed by the district.

- 2 - Licensed Mental Health Counselors

Identifies number and credentials of mental health service providers contracted by the district.

Agency	Suncoast	Changing Tree	Hibiscus	HPS	Tykes/Teens	Legacy	New Horizons	Sequel Care
Licensed Mental Health Counselor-LMHC	4	1	2		3	5		1
Targeted Case Manager-TCM				1		2		1
Licensed Social Worker/Licensed Social Worker Intern-LSW/LSWI		3	2	2	3	3		

Section III: Expenditures (F.S. 1011.62 (16))

Mental Health Allocation

Expense	Rationale	Cost	Total
Personnel			
Salary Crisis Counselor - 206 Days	Currently, the district employs two crisis counselors. Last school year they conducted 443 crisis calls/threat assessments. This was 105 more than the previous year. The addition of a crisis counselor will not only ease the case load but will allow them to focus more on prevention. They will also become trainers for programs such as MHFA.	\$ 46,769.50	
Supplement Crisis Counselor	The minimum qualification for this job description includes a Master's Degree. This degree is awarded \$2,400 as a supplement.	\$ 2,400.00	\$ 65,282
Social Security Medicare for Crisis Counselor	The current rate for Social Security/Medicare is 7.65%	\$ 3,761.47	
Retirement of Crisis Counselor	The current retirement rate for this position is 8.26%	\$ 4,061.40	
BC/BS/Fringe for Crisis Counselor	Health and Ancillary Insurance costs per employee covered by the School Board	\$ 8,000.00	
Worker's Comp for Crisis Counselor	The current rate for Worker's Compensation is .59%	\$290.10	
Salary Mentor Coordinator/Advocate - 213 Days	The purpose of this position is to organize a mentor program for students, specifically those in Tier 3. This individual will also be responsible for curriculum delivery and training.	\$ 28,968.00	
Supplement Mentor/Advocate	This individual could earn an additional \$1,000 supplement if he/she has a Bachelor's Degree	\$ 1,000.00	
Social Security Medicare for Mentor/Advocate	The current rate for Social Security/Medicare is 7.65%	\$ 2,292.55	\$ 42,913
Retirement of Mentor/Advocate	The current retirement rate for this position is 8.26%	\$ 2,475.36	
BC/BS/Fringe for Mentor/Advocate	Health and Ancillary Insurance costs per employee covered by the School Board	\$ 8,000.00	
Worker's Comp for Mentor/Advocate	The current rate for Worker's Compensation is .59%	\$ 176.81	
Curriculum			
Ripple Effect	15 Licenses for each of our ten schools to be used as an intervention and supplement for Tier 2 & 3	\$ 82,000.00	
Tier I Curriculum	To Be Selected - Core prevention curriculum that will be taught district wide at specific grade levels. A committee will make the determination as to which evidence based curriculum will be used.	\$ 40,000.00	\$ 122,000
Travel			
Mileage and Hotel	Travel and hotel for a minimum of four potential trainers @1,000 each	\$ 4,000.00	\$ 4,000
Materials and Supplies			
Materials and Supplies	Supplies for two new staff members. Supplemental supplies and materials to effectively use curriculum.	\$ 5,694.81	\$ 5,695
	Total		239,890

Section IV: Plan Approval and Submission (F.S. 1011.61 (16)(c))

DISTRICT CERTIFICATION OF 2018-19 MENTAL HEALTH ASSISTANCE ALLOCATION PLAN

ATTENTION: Mark Eggers
(Mark.Eggers@fldoe.org)

Due: August 1, 2018

Pam Stewart, Commissioner
Florida Department of Education

Dear Commissioner Stewart:

This letter certifies that the Okeechobee County School Board approved the District's Mental Health Assistance Allocation Plan on July 26, 2018, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the Mental Health Assistance Allocation in accordance with section 1011.62(16), Florida Statutes (see attached *Mental Health Assistance Allocation Plan Checklist*). This letter further certifies that legislative funding allocated to implement the district's plan does not supplant funds already allocated for school-based mental health services nor will the funds be used to increase salaries or provide bonuses. The district's approved plan with expenditures is attached.

Please check the appropriate response below:

Each charter school listed below has submitted a detailed plan outlining the charter school's mental health assistance program and proposed expenditures consistent with the above guidelines and the plan has been approved by the charter school's governing body. Each charter school's plan with expenditures is attached.

School (MSID) Number	Charter School Name

XX No charter school within our district has submitted a detailed plan approved by the charter school's governing body.

Signature of Superintendent

Printed Name of Superintendent

Attachments: *Mental Health Assistance Allocation Plan Checklist*
District Mental Health Assistance Allocation Plan
Charter School Mental Health Assistance Allocation Plan(s)

**MENTAL HEALTH ASSISTANCE ALLOCATION PLAN CHECKLIST
DUE AUGUST 1, 2018**

Yes	Mental Health Assistance Allocation Plan (s. 1011.62(16)(a) and (b), F.S.)
✓	Focuses on delivering evidence-based mental health services.
✓	Includes description of supports that addresses mental health needs (assessment, diagnosis, intervention, treatment, and recovery).
✓	Identifies evidence-based mental health services for students with one or more co-occurring mental health or substance abuse diagnoses and students at risk of such diagnoses.
✓	Describes the collaborative partnerships with community providers and agencies.
✓	Describes process for coordinating mental health services with a student's primary care provider and other mental health providers, including procedures for information sharing.
Yes	Program Implementation and Outcomes (s. 1011.62 (16)(d), F.S.)
✓	Identifies how many students are screened/assessed, how many students are referred for services, and how many students receive services/assistance (school-based and community).
✓	Identifies number and credentials of mental health services providers employed by the district.
✓	Identifies number and credentials of mental health services providers contracted by the district.
Yes	Expenditures (s. 1011.62 (16), F.S.)
✓	Documents 90% of expenditures allocated were allocated to direct mental health services or coordination of such services with primary care and mental health providers.
✓	Includes assurances that Mental Health Assistance Allocation does not supplant other funding sources OR increase salaries or provide staff bonuses.
✓	Describes how district will maximize use of other sources of funding to provide school-based mental health services, where appropriate (e.g., Medicaid reimbursement, 3 rd party payments, grants).
Yes	Plan Approval and Submission (s. 1011.62 (16)(c), F.S.)
✓	Local school board approved the district plan. Date of Approval: July 26, 2018
✓	Charter school governing body(ies) approved plan(s), when applicable.
✓	Approved plan(s) was submitted to the Commissioner of Education by August 1, 2018 (attached).
✓	Plan(s) establishes or expands school-based mental health care.

Best Practice Considerations (optional for inclusion in Mental Health Assistance Allocation Plan):

- Describe awareness/prevention efforts that address mental health issues.
- Describe the mental health screening and assessment procedures for determining which students need mental health interventions and treatment.
- Describe process for identifying and delivering evidence-based mental health interventions.
- Describe procedures for referring students to school-based mental health interventions and community-based mental health providers for treatment.
- Describe other outcome data that will be used to evaluate effectiveness of services (e.g., Early Warning System indicators, Youth Risk Behavior Survey data, school climate/student engagement data).
- Describe how services will be delivered within a multi-tiered system of supports (universal/prevention, targeted, and intensive).

**DRAFT MENTAL HEALTH ASSISTANCE ALLOCATION PLAN OUTCOME AND EXPENDITURES
REPORT CHECKLIST REPORT DUE SEPTEMBER 30, 2019**

Section A. Services provided by district-employed mental health services providers			
Number of students who received mental screenings or assessments.			
Number of students referred to district-employed school-based mental health services providers.			
Number of students who received services or assistance.			
Section B. Services provided by contracted or collaborative mental health service providers			
Number of students who received mental screenings or assessments.			
Number of students referred to contracted school-based services providers.			
Number of students referred to community mental health programs, agencies, or providers.			
Section C. TOTAL of Sections A and B			
TOTAL number of students who received mental screenings or assessments.		0	
TOTAL number of students referred for services or assistance.		0	
TOTAL number of students who received services or assistance.		0	
Section D. School-based mental services providers employed by district			
Number of certified or licensed school psychologists and licensed psychologists.			
Number of certified or licensed school social workers (LCSW).			
Number of certified school counselors or licensed counselors (LMHC).			
District ratios for school counselors, school psychologists, and school social workers (school-based mental health services)			
Number of licensed mental health services providers employed solely for provision of mental health services.			
Section E. Contract-based collaborative efforts and partnerships		Yes	No
Report identifies contract-based collaborative efforts with community mental health programs, agencies, and providers and number of FTE-equivalent hours of service delivery.			
Report identifies partnerships with community mental health programs, agencies and providers.			
Section F. Allocation Expenditure Summary		\$ Amount	
Mental Health Assistance Allocation Provided in the 2018-19 Florida Education Finance Program.			
School district expenditures for services provided in Section A. Services provided by staff who are employees of the school district.			
School district expenditures for services provided in Section B. Services provided by contract-based collaborative efforts or partnerships with community mental health programs agencies or providers.			
Total expenditures for services provided in Sections A and B.			0
Unexpended Mental Health Assistance Allocation funds carried forward to next fiscal year.			
Section G. Expenditure Assurances		Yes	No
District has evidence that funding was used to establish or expand school-based mental health services.			
District has evidence that 90% of expenditures were allocated to direct mental health services or coordination of such services with primary care and mental health providers.			
District has evidence that allocation does not supplant other funding sources or used to increase salaries or provide bonuses.			
District has evidence that districts are maximizing Medicaid reimburse and third party insurance payments, where appropriate.			
Report identifies other sources of funding for provision of mental health services (e.g., grants).			
Report Submission		Yes	No
Report submitted to the Department of Education by September 30, 2019.			
	Submission date:		

To: The Okeechobee County School Board

FROM: Ken Kenworthy, Superintendent of Schools

SUBJECT: **RESIGNATION, TERMINATION, AND SUSPENSION OF EMPLOYMENT**

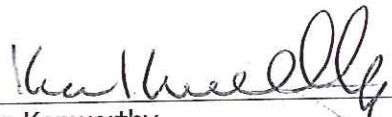
DATE: July 26, 2018

RECOMMENDATION:

That resignations for the following personnel be accepted:

<u>Name</u>	<u>Position</u>	<u>School or Center</u>	<u>Effective Date</u>
Baggett, Rachael	Paraprofessional, Clinic	Everglades Elementary School	05/30/2018
Prescott, Donielle	Paraprofessional, Clinic	Okeechobee Achievement Academy	05/30/2018

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

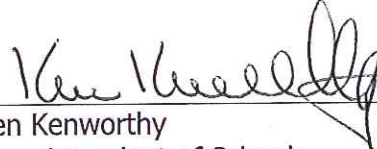
To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **TRANSFER OF PERSONNEL**
DATE: July 26, 2018

RECOMMENDATION:

That the following personnel transfers be approved:

<u>Name</u>	<u>Transfer From</u>	<u>Transfer To</u>	<u>Effective Date</u>
Bandi, Lori	Teacher, Dean Yearling Middle School	Teacher, Social Studies, Senior High Okeechobee High School	08/06/2018
Lovett, Shanique	Teacher, Fourth Grade North Elementary School	Teacher, VE (Full-Time) Okeechobee High School	08/06/2018
Medrano, Maria	Teacher, Counselor, M/J Yearling Middle School	Teacher Resource Specialist Exceptional Child Education	07/30/2018
Newsom, Aaron	Teacher, Math, Senior High Okeechobee High School	Teacher, Social Studies, Senior High Okeechobee High School	08/06/2018
Gray, Melinda	Teacher, Science, M/J Yearling Middle School	Teacher, Science, Senior High Okeechobee High School	08/06/2018
Woyak, Joseph	Teacher, Dr Prev, Senior High Okeechobee Achievement Academy	Teacher, Social Studies, Senior High Okeechobee High School	08/06/2018

RECOMMENDED BY:


 Ken Kenworthy
 Superintendent of Schools

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: SUBSTITUTE TEACHERS FOR 2018-19

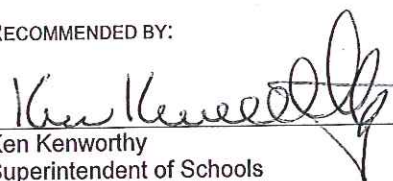
DATE: July 26, 2018
RECOMMENDATION:

That the following be approved as a Substitute Teachers for the 2018-19 school year:

<u>Name</u>	<u>Rank</u>	<u>Name</u>	<u>Rank</u>	<u>Name</u>	<u>Rank</u>	<u>Name</u>	<u>Rank</u>
Agnew, Brittany	I	Erickson, Kaela	II	Martinez, Linda	III	Singleton, Richardean	III
Alexander, Maurice	III	Esquivel, Paola	I	Martinez, Viviana	I	Smith, Steven	III
Anderson, Robert	III	Estrada, Johnny	III	Maselli, Anastasia	II	Soto, Courtney	II
Arnold, Amy	II	Ferrell, Bruce	III	Maselli, Audrey	I	Stephen, Laurie	III
Asbury, Kelly	III	Floyd, Melissa	III	Matthews, Shelby	I	Striebel, Garth	I
Attaway, Glenn	I	Ford, Sara	I	McCreedy, Robert	III	Stripling, Caitlyn	II
Ayala, Elizabeth	I	Freeman, Veronica	I	McMillan, Joshua	II	Thomas, Katlyn	I
Ayala, Omar	I	Garcia, Leslie	II	Melear, Jenni	III	Timko, Andrew	II
Bandi, Laura	I	George, Martha-Ann	II	Morton, Alexis	III	Van Eman, Olivia	I
Barrera-Lomeli, Michael	I	Giles, Karen	III	Murphy, Destany	I	Varnadore, Christan	III
Berggren, Emily	II	Giles, Rebecca	III	Murphy, Linda	III	Walker, Candice	III
Biamonte, Joseph	III	Gomez, Amanda	I	Newman, Faunae	II	Wasson, Lydia	III
Bittle, Roxanne	III	Gonzalez-Groso, Ibis	III	O'Connor, Patricia	I	Watson, Barbara	I
Blitch, Norma	I	Grant, Patricia	III	Olivarez, Charity	III	Whitehead, Rebecca	I
Boggs, Richard	III	Grant, Tremeca	II	Phillips, Randy	III	Widdifield, Delores	I
Boney, Jared	I	Harden, Brandi	III	Pickett, Bonnie	II	Williams, Florence	III
Bostic, Victoria	II	Harwas, Oliver R	III	Quam, Barbara	III	Williamson, Megan	III
Brown, Carlee	I	Hauk, Alexandra	III	Raddatz, John	I	Wisener, Jessica	II
Butler, Jamie	II	Haver, Jacob	III	Receveur, Linda	III	Woods, Codi	I
Cable, Margaret	III	Higgins, Caitlan	I	Ridley, Nettira	I	Woods, Deanna	I
Clark, Sherry	I	Hollin, Cheryl	III	Riles, Demetre	III	Worf, Kathi	III
Covington, Rachel	I	Hope, Marilyn	III	Robertson, Tamara	I	Zeller, Marguerite	III
Cowan, Nathaniel	III	Hortman, Carol	I	Roehm, Rachel	III		
Crenshaw, Brandi	I	Hubert, Roland	III	Rowell, Karli	III		
Crosby, Heidi	III	Huff, Mary	III	Runyon, Brittany	II		
Cummings, Abigail	II	James, Kimberly	III	Salas, Adela	III	Bryant, Eyvonne Booker	G4S
Davis, Angelica	I	Keefe, Robert	III	Santibanez, Elidad	III	Clark, Sherry	G4S
Davis, Ashley	III	Kindell, Logan	I	Saucedo, Blanca	II	McCormick, Martin	G4S
Davis, Corbin	I	Knight, Jennifer	II	Schrock, Jonathan	II	Mullins, Danny	G4S
Delagall, Tony	III	Kotula, Teresa	II	Scott, Brenda	III	Noble-Adams, Janice	G4S
Diaz-Helble, Sarah	I	Lara, Trisha	I	Shanks, DeForest	I	Parris, Wayne	G4S
Dryden, Kristen	II	Lefevre, Heather	I	Shaw, Samantha	I		
Enfinger, Jeanne	III	Marquis, Jennifer	III	Shockley, Anna	II		

Rank I – Less than 60 college credit hours
 Rank II – 60 or more college credit hours
 Rank III – Bachelor's Degree or higher

RECOMMENDED BY:


 Ken Kenworthy
 Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: BONUS FOR ADVANCED PLACEMENT TEACHERS
DATE: July 26, 2018

RECOMMENDATION:

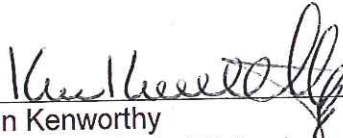
That the Advanced Placement teachers listed below be granted a bonus of \$50.00 for each student taught by the Advanced Placement teacher in each Advanced Placement course who receives a score of 3 or higher on the College Board Advanced Placement examination in the 2017-2018 school year per Florida Statute 1011.62(n)(1).

Alford, Daniel	\$600
Box, Elizabeth	\$1,150
Garcia, Maria	\$1,300
Leidy, James	\$450
Matchett, Eddie	\$300
McCoin, Susanne	\$250
Nichols, Scott	\$850
Salas, Adela	\$150
Szentmartoni, Samantha	\$650

BACKGROUND INFORMATION:

Results of the 2017-2018 College Board Advanced Placement examination were received in July 2018.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **FLORIDA ONSITE DRUG TESTING**
DATE: July 26, 2018

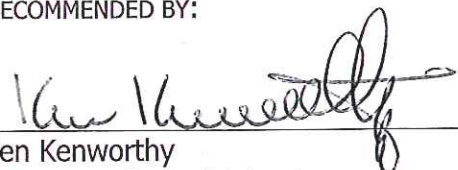
RECOMMENDATION:

That the Board approve an agreement with Florida Onsite Drug Testing for the 2018-19 school year.

BACKGROUND INFORMATION:

This is a renewal agreement with no changes to terms or rates. The agreement is included in Board member agendas and is available upon request in the office of the Superintendent.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION) AGREEMENT**
DATE: July 26, 2018

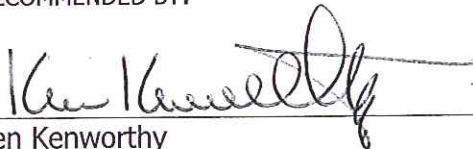
RECOMMENDATION:

That the Board approve an AVID College Readiness System Services and Products Agreement with the AVID Center for the 2018-19 school year at a cost of \$24,472.00.

BACKGROUND INFORMATION:

This is a renewal agreement. AVID is a program designed to increase schoolwide/districtwide learning and performance by focusing on providing academic instruction and support for historically underrepresented groups of students who enroll in a college preparatory path in high school. Everglades Elementary, North Elementary, Seminole Elementary, Osceola Middle, Yearling Middle, and Okeechobee High (including OHS/Freshman Campus), will have AVID programs in their schools during the 2018-19 school year. Funding for the agreement will come from the Project 1959 (AVID). The agreement is included in Board member agendas and is available upon request in the office of the Assistant Superintendent for Instructional Services.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

TO: The Okeechobee County School Board

FROM: Ken Kenworthy, Superintendent of Schools

SUBJECT: **GRANT APPLICATION – DISTRICT INSTRUCTIONAL LEADERSHIP AND FACULTY DEVELOPMENT**

DATE: July 26, 2018

RECOMMENDATION:

That the Board approve a District Instructional Leadership and Faculty Development grant application in the amount of \$19,335.00

BACKGROUND INFORMATION:

This is an entitlement grant that will be used to fund leadership professional development with Instruction Partners in Calibration Training. The grant certification, scope of work, and budget pages are included in Board member agendas. Copies of the award notification is available upon request from the Coordinator of Professional Development.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools