

FINAL REPORT: FOCUSED MONITORING
EXCEPTIONAL STUDENT EDUCATION PROGRAMS

ALACHUA COUNTY

AUGUST 29 - SEPTEMBER 1, 2005



FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES

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telephone: (850) 245-0477

FAX: (850) 245-0987

Suncom: 205-0477

e-mail: cicbiscs@fldoe.org

website: <http://myfloridaeducation.com/commhome/>

**Alachua County School District
 Focused Monitoring
 Standard Diploma Rate for Students with Disabilities**

Monitoring Reporting Table

Standard/Citation	Findings	Supporting Evidence	Concerns
Access to General Curriculum			
34 CFR 300.26(a)(3) Special education 34 CFR 300.347(a)(4) Content of IEP 34 CFR §300.550(b) General LRE requirements 34 CFR §300.552 Placements 34 CFR 300.553 Nonacademic settings Rule 6A-0311(1), FAC, Eligible Special Programs for Exceptional Students	That removal from the general education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily is not evident from students' IEPs.	<i>Records:</i> For 15 of 40 IEPs the explanation of the extent to which the student will not participate with nondisabled peers was inadequate; explanations did not address the reason the student's IEP could not be implemented in the general education setting. For 25 of 40 IEPs the present level of educational performance statement was inadequate or incomplete. For 7 of 40 IEPs the present level of performance and annual goals and short term objectives or benchmarks did not support the services on the IEP. For 7 of 40 IEPs there was a lack of correspondence between the annual goals and short-term objectives or benchmarks and needs identified on the present level of educational performance statement Two IEP teams for preK students	Some general education teachers reported they were unclear of their role on the IEP team, and indicated that they did not routinely contribute to discussions and decisions regarding the supports a student may need in order to be supported satisfactorily in the general education setting. Focus group students at Eastside H.S. indicated that for some ESE courses that allow for repeated reenrollment (e.g., math for 9-12) cover the same content each year, despite some students having mastered the skills during previous years; teacher interviews supported these

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		<p>transitioning into a general education kindergarten class for all or part of the day did not have a general education teacher in attendance.</p> <p><i>Interviews:</i></p> <p>Some general education teachers reported that their attendance is required at IEP team meetings but that they generally do not participate in the discussion or placement decisions.</p> <p><i>Case Studies:</i></p> <p>8 of 27 IEPs for SLD students reviewed for general education participation included core content general education teachers as participants; 6 included nonacademic teachers (e.g., PE, art) and 13 did not include a general education teacher for students served at the separate class level.</p>	concerns.
Accommodations, Modifications, Supplementary Aids and Services and Supports to School Personnel			
<p>34 CFR 300.342 When IEPs must be in effect.</p> <p>34 CFR 300.347(a) Content of IEP.</p> <p>34 CFR 300.342.350(a) IEP—accountability.</p>	No findings of noncompliance in this area.		IEPs include a statement that ESE training is provided to all teachers under this requirement rather than reflecting supports for school personnel that are based on the unique needs or

Standard/Citation	Findings	Supporting Evidence	Concerns
Rule 6A-6.03028(7), FAC, Development of Individual Educational Plans for Exceptional Students			characteristics of the individual student in question.
Discipline and Positive Behavior Supports			
34 CFR §300.520 Authority of school personnel. 34 CFR §300.523(a) Manifestation determination review. 34 CFR §300.346(a) (2) Development, review, and revision of the IEP. Rule 6A-6.03028 (6)(d), FAC, Development of Individual Educational Plans for Exceptional Students Rule 6A-6.03312(4), FAC, Discipline Procedures for Students with Disabilities	No findings of noncompliance in this area.		
FCAT Preparation			
Rule 6A-6.03028(7) (a), FAC, Development of Individual Educational	No findings of noncompliance in this area.		Staff and students reported that students who do not have transportation or

