

FINAL REPORT OF FOCUSED MONITORING OF
EXCEPTIONAL STUDENT EDUCATION PROGRAMS IN

CITRUS COUNTY

MAY 10-12, 2004



FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES
ESE PROGRAM ADMINISTRATION AND QUALITY ASSURANCE

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April 20, 2005

Ms. Samantha Himmel, Superintendent
Citrus County School District
1007 West Main Street
Inverness, Florida 34450-4625

Dear Superintendent Himmel:

We are pleased to provide you with the Final Report of Focused Monitoring of Exceptional Student Education Programs in Citrus County. This report was developed by integrating multiple sources of information including student record reviews; interviews with school and district staff; information from focus groups; and parent, teacher, and student survey data from our visit on May 10-12, 2004. The report includes a system improvement plan outlining the findings of the monitoring team. The final report will be placed on the Bureau of Exceptional Education and Student Services' website and may be viewed at www.flrdoe.org/doe/commhome/mon-home.htm.

Bureau staff have worked with Jean Reed, ESE Director, and her staff to develop a system improvement plan that includes strategies and activities to address the areas of concern and noncompliance identified in the report. We anticipate that some of the action steps that will be implemented will be long term in duration, and will require time to assess the measure of effectiveness. In addition, as appropriate, plans related to the district's continuous improvement monitoring may also relate to action steps proposed in response to this report. The system improvement plan has been approved and is included as a part of this final report.

Semi-annual updates of outcomes achieved and/or a summary of related activities, as identified in your district's plan, must be submitted for the next two years, unless otherwise noted on the plan. The first scheduled update will be due on May 30, 2005. A verification monitoring visit to your district will take place two years after your original monitoring visit.

BAMBI J. LOCKMAN
Chief
Bureau of Exceptional Education and Student Services

Superintendent Himmel
April 20, 2005
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If my staff can be of any assistance as you implement the System Improvement Plan, please contact Eileen L. Amy, ESE Program Administration and Quality Assurance Administrator. Mrs. Amy may be reached at 850/245-0476, or via electronic mail at Eileen.Amy@fldoe.org.

Thank you for your continuing commitment to improve services for exceptional education students in Citrus County.

Sincerely,



Bambi J. Lockman, Chief
Bureau of Exceptional Education and Student Services

Enclosure

cc: Virginia Bryant, School Board Chairman
Members of the School Board
Richard Fitzpatrick, School Board Attorney
School Principals
Jean Reed, ESE Director
Eileen Amy
Evy Friend
Kim Komisar

Citrus County Final Monitoring Report
Focused Monitoring Visit
May 10-12, 2004

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**Citrus County School District
Focused Monitoring Visit
May 10-12, 2004**

Executive Summary

The Florida Department of Education, Bureau of Exceptional Education and Student Services (Bureau), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring, and evaluation, is required to oversee the performance of district school boards in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes (F.S.)). In fulfilling this requirement the Bureau conducts monitoring activities of the exceptional student education (ESE) programs provided by district school boards in accordance with Sections 1001.42 and 1003.57, F.S. Through these monitoring activities, the Bureau examines and evaluates procedures, records, and programs of exceptional student education (ESE); provides information and assistance to school districts; and otherwise assists school districts in operating effectively and efficiently. One purpose of the Individuals with Disabilities Education Act (IDEA) is to assess and ensure the effectiveness of efforts to educate children with disabilities (Section 300.1(d) of Title 34, Code of Federal Regulations (CFR), and districts are required to make a good faith effort to assist children with disabilities to achieve their stated goals and objectives in the least restrictive environment (34 CFR §§300.350(a)(2) and §300.556). In accordance with the IDEA the Department is responsible for ensuring that the requirements of the IDEA are carried out and that each educational program for children with disabilities administered in the state meets the educational requirements of the state (34 CFR §300.600(a)(1) and (2)).

During the week of May 10, 2004, the Bureau conducted an on-site review of the exceptional student education programs in the Citrus County School District. Jean Reed, Director, Exceptional Student Education, served as the coordinator and point of contact for the district during the monitoring visit. In its continuing efforts to focus the monitoring process on student educational outcomes, the Bureau has identified four key data indicators: percentage of students with disabilities participating in regular classes (i.e., spending at least 80% of the school day with their nondisabled peers); dropout rate for students with disabilities; percentage of students with disabilities exiting with a standard diploma; and, participation in statewide assessments by students with disabilities. Citrus County was selected for monitoring on the basis of the percentage of students with disabilities participating in regular classes. The results of the monitoring process are reported under categories or topical issues that are considered to impact or contribute to the key data indicator. In addition, information related to services for gifted students, services provided to ESE students in Department of Juvenile Justice (DJJ) facilities and charter schools, records and forms reviews, and supplemental compliance issues are reported.

Summary of Findings

Service Delivery Models

Citrus County provides a range of service delivery models across the district. Through interviews and surveys administered to all service providers, staff reported that the schools make consistent

efforts to provide students with access to instruction in general education classrooms, although only 50% reported adequate support for general education teachers who serve students with disabilities in their classes. The use of a four-by-four block schedule at the high school level may impact those schools' regular class placement rate. There were no findings of noncompliance in this area that the district will be required to address in its system improvement plan.

Decision-Making

Information considered when making placement decisions includes evaluation and assessment results, student achievement, class performance, desired outcomes, behavior, and the individual needs of the student. There were no findings of noncompliance in this area that the district will be required to address in its system improvement plan; although recommendations are provided in the *Recommendations and Technical Assistance* section of this report.

Access to the General Curriculum

Access to the general curriculum for students with disabilities most frequently was observed to be provided through enrollment in general education classes, with the exception of one school visited (i.e., Lecanto High School). General education teachers reported having ample resources in the way of materials to support students with disabilities in their classroom, although several stated that additional staff support in the way of paraprofessionals in the classrooms and staff development related to effective instructional practices would enable more students to be served in general education classes. There was evidence of instructional and testing accommodations being implemented at all schools visited. Although there were no findings of noncompliance in this area with respect to specific students, the district will be required to address concerns regarding access to the general curriculum in its system improvement plan.

Staff Development

While extensive ESE-focused staff development opportunities are available through the district, it is the perception of many respondents at the schools visited that there is little training offered that directly targets supporting students with disabilities in inclusive settings. There were no findings of noncompliance in this area, but recommendations for targeted staff training are included in the *Recommendations and Technical Assistance* section of this report.

Parental Involvement

The district provides numerous formal and informal opportunities for parent involvement, although staff report that parent participation is inconsistent. Interview respondents and the results of the parent survey indicate that parents attend meetings related to their child's specific needs (e.g., IEP team meetings) to a significantly greater extent than they attend other, more general, school-related meetings (e.g. PTA/PTO meetings). There were no findings of noncompliance in this area that the district will be required to address in its system improvement plan.

Stakeholder Opinions Related to Regular Class Placement for Students with Disabilities

When administrators, faculty and staff were asked their opinion on the likely contributors to the relatively regular class placement rate for students with disabilities in Citrus County the most frequently cited response were: four-by-four block scheduling at the high school level; lack of sufficient personnel to support inclusive settings; the need for targeted staff development; and, the district's practice of providing intensive services to students with disabilities and then

dismissing the students when they no longer need special education services to be successful in the general curriculum.

Services to the Gifted Students

Students at all grade levels have access to gifted classes, although the services vary by school and by grade level. The majority of parents interviewed (83%) reported being satisfied with their children's gifted services, and most students continue in the gifted program through high school. There were no findings of noncompliance noted in this area that the district must address in its system improvement plan.

Services to the Department of Juvenile Justice (DJJ) Facilities

Cypress Creek Academy is a DJJ facility that includes level 8 and level 10 programs. There is a full range of educational options available to students with disabilities and the students are reported to be actively involved in their choice of diploma option. Students have access to the general curriculum in ESE and general education classes. All students with disabilities who are in residence are reported to take the FCAT. Students with disabilities have access to a wide array of meaningful vocational experiences. There were no findings of noncompliance noted in this area that the district must address in its system improvement plan.

Additional Compliance Areas

The communication needs of students who are not eligible for speech or language impaired programs have their needs meet through goals and objectives on the IEP. The counseling needs of ESE students appear to be met through a variety of counseling options; however, counseling as a related service generally is not included on the IEP. The provision and documentation of counseling as a related service must be addressed by the district in its system improvement plan. Although transition agency representatives do not attend all transition IEP meetings they are invited to, there is evidence that these representatives participate in the process through other means.

Student Record Reviews

Of the 44 records reviewed, including eight matrix of services documents, three IEPs were required to be reconvened due to the lack of a majority of measurable goals; there were no findings of noncompliance that required funding adjustments. Documentation of the reconvened IEPs was submitted to the Bureau prior to the dissemination of this report. Systemic findings of noncompliance were noted in three areas that the district will be required to address through its system improvement plan, while individual or non-systemic findings were noted in 15 additional areas.

District Forms Review

Two forms that are used to document six actions related to services to exceptional education students required revisions to meet state and federal requirements. There was a recommended revision to one additional form.

System Improvement Plan

In response to these findings, the district is required to develop a system improvement plan for submission to the Bureau. This plan must include activities and strategies intended to address

specific findings, as well as measurable evidence of change. In developing the system improvement plan, every effort should be made to link the system improvement activities resulting from this focused monitoring report to the district's continuous improvement monitoring plan. The format and shell contents for the system improvement plan, including a listing of the critical issues identified by the Bureau as most significantly in need of improvement, is provided with this executive summary.

During the process of conducting the focused monitoring activities, including daily debriefings with the monitoring team and district staff, it is often the case that suggestions and/or recommendations related to interventions or strategies are proposed. Listings of these recommendations as well as specific discretionary projects and DOE contacts available to provide technical assistance to the district in the development and implementation of the plan also are included as part of this report.

Citrus County School District Focused Monitoring System Improvement Plan

This section includes the issues identified by the Bureau as most significantly in need of improvement. The district is required to provide system improvement strategies to address identified findings, which may include an explanation of specific activities the district has committed to implementing, or it may consist of a broader statement describing planned strategies. For each issue, the plan also must define the measurable evidence of whether or not the desired outcome has been achieved. Target dates that extend for more than one year should include benchmarks in order to track interim progress. Findings identified as “ESE” are those findings that reflect issues specific to ESE students. Findings identified as “All” are those findings that reflect issues related to the student population as a whole, including ESE students.

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Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Target Date
Service Delivery Options	There were no findings of noncompliance in this area.				
Decision-Making	There were no findings of noncompliance in this area. Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of this report.				
Access to the General Curriculum/Resources	Staff at some schools (i.e., Citrus H.S.; Inverness M.S.; Lecanto Primary School; Lecanto Middle School; Lecanto High School) and the	X		The district will identify the schools in the district with the lowest regular class placement rates and conduct a survey or use other data collection methods to	The results of the district’s data collection process, including actions proposed to address

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Target Date
Access to the General Curriculum/Resources (continued)	district office reported that some students with disabilities could be served in the general education setting with additional supports or staff training			determine the barriers school staff perceive as limiting the time students with disabilities are served in the general education environment. The data will be analyzed by school to investigate patterns and whether changes in the allocation of resources are required.	results, if warranted, will be reported to the Bureau. May 2005
Staff Development	There were no findings of noncompliance in this area. Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of this report.				
Parental Involvement	There were no findings of noncompliance in this area.				
Gifted Services	There were no findings of noncompliance in this area.				
DJJ Services	There were no findings of noncompliance in this area.				
Additional Compliance	Communication: There were no findings of noncompliance in this area.				
	Counseling as a Related Service: There is evidence that the counseling needs of students are met; however, the need for counseling as a related service for students with disabilities is	X		The district will review, and revise as needed, its policies and procedures related to the provision of educationally relevant counseling, including psychological counseling, to	The district's report of self assessment reveals that 100% of the student records reviewed that indicated a need for

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Target Date
Additional Compliance (continued)	not always determined by the IEP team and documented on the IEP.			<p>ensure that IEP teams consider whether students with disabilities require counseling as part of a free appropriate public education, and to document such services on the IEP when they are needed.</p> <p>The district will identify those school(s) with the highest incidence of EH/SED students, and review the IEPs for the EH/SED students at those targeted school(s) to determine the extent to which counseling is provided and documented on the IEPs. For any student records found not to comply with the requirement to provide counseling as a related service to students who require it in order to receive FAPE, the IEP team will reconvene to consider this need.</p>	counseling, including psychological counseling, include this as a related service. May 2005 May 2006
	Transition: There were no findings of noncompliance in this area.				
Record Reviews	<p>Three IEPs were required to be reconvened due to a lack of a majority of measurable annual goals.</p> <p>Systemic findings were noted in</p>	X		<p>The IEP teams for the identified students were reconvened to develop measurable annual goals.</p> <p>The identified noncompliant elements will be targeted in the</p>	Documentation of the reconvened IEPs was submitted to the Bureau prior to the dissemination of this report.

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Target Date
Record Reviews (continued)	<p>three areas:</p> <ul style="list-style-type: none"> • lack of measurable goals (at least one non-measurable goal per IEP) • lack of measurable short term objectives or benchmarks • inadequate statement of the effect of the student's disability on his/her participation and progress in the general education curriculum. <p>Individual or non-systemic findings were noted in 15 additional areas.</p>			<p>district's IEP training.</p> <p>Pre-and post- training surveys will be conducted to determine perceived effectiveness of the training.</p> <p>Using protocols developed by the Bureau, school and/or district staff will conduct compliance reviews of a random sample of 15 IEPs developed by staff who participated in the training session.</p>	<p>District report of self-assessment reveals compliance with all targeted elements.</p> <p>May 2005 May 20060</p>
Forms Review	<p>Two forms that are used to document six different actions required revisions. The actions involved were:</p> <ul style="list-style-type: none"> • <i>Educational Plan forms</i> • <i>Notice and Consent for Initial Placement*</i> • <i>Notification of Change of Placement*</i> • <i>Notification of Change of FAPE (Free Appropriate Public Education)*</i> • <i>Informed Notice of Refusal*</i> • <i>Informed Notice of</i> 	X		<p>Revised forms submitted to the Bureau for review.</p> <p>The district provides the information referenced in this review on a separate document. The forms were revised to reflect the attachment of this information.</p>	<p>The revised forms were submitted to the Bureau for review and approval prior to the dissemination of this report.</p>

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Target Date
Forms Review (continued)	<p><i>Dismissal*</i></p> <ul style="list-style-type: none"> • <i>Notice: Not Eligible for Exceptional Student Placement*</i> 				

Monitoring Process

Authority

The Florida Department of Education, Bureau of Exceptional Education and Student Services, in carrying out its roles of leadership, resource allocation, technical assistance, monitoring, and evaluation is required to oversee the performance of district school boards in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes (F.S.)). In fulfilling this requirement, the Bureau conducts monitoring activities of the exceptional student education (ESE) programs provided by district school boards in accordance with Sections 1001.42 and 1003.57, F.S. Through these monitoring activities, the Bureau examines and evaluates procedures, records, and programs of exceptional student education (ESE); provides information and assistance to school districts; and otherwise assists school districts in operating effectively and efficiently. One purpose of the Individuals with Disabilities Education Act (IDEA) is to assess and ensure the effectiveness of efforts to educate children with disabilities (Section 300.1(d) of the Title 34, Code of Federal Regulations (CFR), and districts are required to make a good faith effort to assist children with disabilities to achieve their stated goals and objectives in the least restrictive environment (34 CFR §§300.350(a)(2) and §300.556). In accordance with the IDEA the Department is responsible for ensuring that the requirements of IDEA are carried out and that each educational program for children with disabilities administered in the state meets the educational requirements of the state (34 CFR §300.600(a)(1) and (2)).

The monitoring system established to oversee ESE programs reflects the Department's commitment to provide assistance and service to school districts. The system is designed to emphasize improved outcomes and educational benefits for students while continuing to conduct those activities necessary to ensure compliance with applicable federal and state laws, rules, and regulations. The system provides consistency with other state efforts, including the State Improvement Plan required by the IDEA.

Focused Monitoring

The purpose of the focused monitoring process is to implement a methodology that targets the Bureau's monitoring intervention on key data indicators identified as significant for educational outcomes for students. Through this process, the Bureau uses data to inform the monitoring process, thereby implementing a strategic approach to intervention and commitment of resources that will improve student outcomes.

Key Data Indicators

Four key data indicators were recommended by the monitoring stakeholders' workgroup and were adopted for implementation by the Bureau. The key data indicators for the 2004 school year and their sources of data are as follows:

- percentage of students with disabilities participating in regular classes (i.e., spending at least 80% of the school day with their nondisabled peers) (Survey 9)
- dropout rate for students with disabilities (Survey 5)
- percentage of students with disabilities exiting with a standard diploma (Survey 5)

- participation in statewide assessments by students with disabilities (performance data from the assessment files and Survey 3 enrollment data)

District Selection

Districts were selected to be monitored based on a review of data from the 2002-03 school year that was submitted electronically to the Department of Education (DOE) Information Database for Surveys 2, 3, 5, 9, and from the assessment files. These data are compiled into an annual data profile for each district (LEA profile). The 2004 LEA profiles for all Florida school districts are available on the web at <http://www.firn.edu/doe/commhome/datapage.htm>.

In making the decision to include Citrus County in focused monitoring visits for 2004, Bureau staff reviewed data related to the regular class placement rate for students with disabilities from survey 9. This review indicated that Citrus County's rate of 38% during the 2002-03 school year approached the lowest regular class placement rate for students with disabilities for all districts in the state. Citrus County School District's current 2004 LEA profile and the 2003 listing of districts rank-ordered on regular class placement rate for students with disabilities, which was used for district selection, is included in this report as appendix A.

Sources of Information

On-Site Monitoring Activities

The Bureau conducted the on-site focused monitoring visit from May 10-12, 2004. Six Bureau staff members and seven peer monitors conducted site-visits to the following six schools and one Department of Juvenile Justice (DJJ) facility:

- Citrus High School
- Crest School
- Cypress Creek Academy (DJJ)
- Inverness Middle School
- Lecanto Middle School
- Lecanto Primary School
- Lecanto High School

Peer monitors are exceptional student education personnel from other school districts who are trained to assist with the DOE's monitoring activities. A listing of all participating monitors is provided as appendix B.

Interviews

Interviews with selected district- and school-level personnel are conducted using interview protocols developed specifically to address the key data indicator. In addition to the protocol developed specifically to examine regular class placement students with disabilities, separate protocols are used to address services to gifted students, services provided in charter schools, and services to students served in DJJ facilities. In Citrus County, interviews were conducted with 69 people, including five district-level administrators or support staff, 24 school-level administrators or support staff, 24 ESE teachers, and 16 general education teachers. Currently, there are two DJJ facilities and one charter school program in the district.

Focus Group Interviews

Focus groups for students are conducted by Department of Education staff to gather information related to the regular class placement rate for students with disabilities. In order to provide maximum opportunity for input about the district's ESE services, focus groups are held for students with disabilities pursuing a standard diploma and for students with disabilities pursuing a special diploma. Separate focus group sessions are held for each group of participants.

In conjunction with the 2004 Citrus County monitoring activities, 21 students participated in the student focus groups. There were 11 participants in the focus group for students pursuing a standard diploma and 10 participants in the group for students pursuing a special diploma.

Student Case Studies

Student case studies are conducted for the purpose of performing an in-depth review of the services a student receives in accordance with his or her individual educational plan (IEP). As part of this process, the student's records are reviewed, Bureau staff or peer monitors may observe the case study student in class, and teachers are interviewed regarding the implementation of the student's IEP. Thirteen in-depth case studies were conducted in Citrus County.

Classroom Visits

Classroom visits are conducted in both ESE and general education classrooms. Some visits are conducted in conjunction with individual student case studies, while others are conducted as general observations of classrooms that include exceptional students. Curriculum and instruction, classroom management and discipline, and classroom design and resources are observed during the general classroom visits. A total of 30 classrooms (17 ESE and 13 general education) were visited during the focused monitoring visit to Citrus County.

Off-Site Monitoring Activities

Surveys are designed by the University of Miami research staff in order to provide maximum opportunity for input about the district's ESE services from parents of students with disabilities and students identified as gifted, ESE and regular education teachers, and students with disabilities in grades 9-12. Results of the surveys are discussed in the body of this report. Data from each of the surveys are included as appendix C. For the purposes of this report, responses of "always," "almost always," and "frequently" are combined into a single affirmative response.

Parent Surveys

Surveys are administered to parents of students with disabilities and parents of gifted students. The surveys that are sent to parents are printed in English, Spanish, and Haitian Creole where applicable. They include a cover letter and a postage paid reply envelope.

Surveys were sent to parents of 2,874 students with disabilities for whom complete addresses were provided by the district. A total of 441 parents (PK, n = 36; K-5, n = 180; 6-8, n = 107; 9 - 12, n = 108) representing 15% of the sample, returned the survey. Surveys were returned as undeliverable from 113 families, representing 4% of the sample. Parents represented the following students with disabilities: educable mentally handicapped, trainable mentally handicapped, orthopedically impaired, speech impaired, language impaired, deaf or hard of hearing, visually impaired, emotionally handicapped, specific learning disabled,

hospital/homebound, profoundly mentally handicapped, autistic, severely emotionally disturbed, developmentally delayed, and other health impaired. For the purposes of this report, responses of “always,” “almost always,” and “frequently” are combined for a single percentage representing an affirmative response.

Surveys were sent to parents of the 870 students identified as gifted for whom complete addresses were provided by the district. A total of 268 parents (KG-5, n = 111; 6-8, n = 72; 9 - 12, n = 85), representing 31% of the sample, returned the survey. Twelve surveys were returned as undeliverable, representing 1% of the sample.

Teacher Surveys

Surveys developed for teachers and other service providers were mailed to each school, with a memo explaining the key data indicator and the monitoring process. All teachers, both general education and ESE, were provided an opportunity to respond. A total of 636 teachers, representing approximately 54% of ESE and general education teachers in the district, returned the survey. Data are from 19 (79%) of the district's 24 schools. For the purposes of this report, responses of “always,” “almost always,” and “frequently” are combined for a single percentage representing an affirmative response.

Student Surveys

A sufficient number of surveys were provided to allow all students with disabilities, grades 9-12, to respond. Instructions for administration of the survey by classroom teachers, including a written script, were provided for each class or group of students. Since participation in this survey is not appropriate for some students whose disabilities might impair their understanding of the survey, professional judgment is used to determine appropriate participants. Surveys from 593 students, representing approximately 70% of students with disabilities in grades 9-12 in the district, were returned. Data are from 7 (88%) of the district's 8 schools with students in grades 9-12.

Reviews of Student Records and District Forms

Prior to the on-site monitoring visit, Bureau staff conducts a compliance review of student records that are randomly selected from the population of exceptional students. The record of at least one student with a matrix rating of 254 or 255 may be reviewed at each school during the on-site visit, if available. In addition to the compliance reviews, selected student records are reviewed at the school site in conjunction with student case studies and classroom visits. In Citrus County, 26 IEPs for students with disabilities, 10 educational plans (EPs) for gifted students, and 8 matrix of services documents were reviewed for compliance.

In addition, Bureau staff review selected district forms and notices to determine if the required components are included. The results of the review of student records and district forms are described in this report.

Reporting Process

Interim Reports

Daily debriefing sessions are conducted by the monitoring team members in order to review findings, as well as to determine if there is a need to address additional issues or visit additional

sites. Preliminary findings and concerns are shared with the ESE director and/or designee through daily debriefings with the monitoring team leader during the monitoring visit. In addition, the district ESE director is invited to attend the final team debriefing with Bureau staff and peer monitors. During the course of these activities, suggestions for interventions or strategies to be incorporated into the district's system improvement plan may be proposed. Within two weeks of the visit, Bureau administrative staff conduct a telephone conference with the ESE director to review major findings.

Preliminary Report

Subsequent to the on-site visit, Bureau staff prepare a written report. The report is sent to the district ESE director. Data for the report are compiled from sources that have been previously discussed in this document. The director will have the opportunity to discuss and clarify with Bureau staff any concerns regarding the report before it becomes final.

The report is developed to include the following elements: an executive summary, a description of the monitoring process, and the results section. Appendices with data specific to the district accompany each report.

Final Report

Upon final review and revision by Bureau staff, the final report is issued. The report is sent to the district, and is posted to the Bureau's website at www.firn.edu/doe/commhome/mon-home.htm.

Within 30 days of the district's receipt of the final report, the system improvement plan, including activities targeting specific findings, must be submitted to the Bureau for review. In developing this plan, every effort should be made to link the system improvement plan for focused monitoring to the district's continuous improvement plan. The plan must provide for findings to be addressed in a timely manner, with compliance and procedural issues regarding IEPs, EPs, and direct services to individual students to be resolved by a date designated by the Bureau, not to exceed 90 days. Other issues may be required to be resolved over a period of time not to exceed one year. All system improvement plans will be expected to extend for a period of at least two years, in order to provide an assurance of the ongoing effectiveness of the district's strategies for improvement. In collaboration with Bureau staff, the district is encouraged to develop methods that correlate activities in order to utilize resources, staff, and time in an efficient manner in order to improve outcomes for students with disabilities. Upon approval of the system improvement plan, it is forwarded to the district and the plan is posted on the website noted above. Corrective actions are monitored through the submission of semiannual status reports of progress to be submitted to the Bureau on May 30th and November 30th of each year for the duration of the system improvement plan.

Reporting of Information

The data generated through the surveys, focus group interviews, individual interviews, case studies, and classroom visits are summarized in this report. The results from the review of student records and district forms also are presented in this report. This report provides conclusions with regard to the key data indicator and specifically addresses topical issues that may contribute to or impact the indicator. For the regular class placement rate for students with disabilities, these include the following:

- service delivery models
- decision-making
- access to the general curriculum/resources
- staff development
- parental involvement
- stakeholder opinion related to the indicator

In accordance with the Department's agreement with the U.S. Department of Education, Office of Special Education Programs (OSEP), additional areas addressed during all monitoring visits include the following:

- the provision of counseling as a related service
- the communication needs of students with disabilities not eligible for programs for students who are speech or language impaired
- school to post-school transition

Information related to services for gifted students, services provided to ESE students in Department of Juvenile Justice (DJJ) facilities and in charter schools, and the results of records and forms reviews also are reported.

To the extent possible, this report focuses on systemic issues rather than on isolated instances of noncompliance or need for improvement. Systemic issues are those that occur at a sufficient enough frequency that the monitoring team could reasonably infer a system-wide problem. Findings are presented in a preliminary report, and the district has the opportunity to clarify items of concern. In a collaborative effort between the district and Bureau staff, system improvement areas are identified. Findings are addressed through the development of strategies for improvement, and evidence of change will be identified as a joint effort between the district and the Bureau. Strategies that are identified as long-term approaches toward improving the district's issue related to the key data indicator are also addressed through the district's continuous improvement plan.

Results

General Information

This section provides information related to demographics and background information specific to the district. Citrus County School District has a total school population of 15,509 (PreK-12), with 18% identified as students with disabilities (including 4% identified eligible as speech impaired only), and 5% identified as gifted. As reported in the 2004 LEA Profile, 41% of the students with disabilities in Citrus County were served at the regular class level during the 2003-

04 school year, compared to 50% for the enrollment group and 50% for the state as a whole. This represents an increase of 3% over the baseline regular class placement rate of 38% for the 2002-03 school year (upon which the district's selection for focused monitoring was based.) In contrast, separate class placement rates for students identified as educable mentally handicapped (EMH) was slightly below the enrollment group and state rates. Citrus County's rate was 47% served at the separate level, compared to 59% for the enrollment group and 62% for the state as a whole.

Citrus County is considered a small-middle sized district, and is one of 15 districts in this enrollment group. The district is comprised of the following types of schools: ten elementary schools, four middle schools, one middle/high school combination, three high schools, one charter school, one ESE Center school, one vocational school, and two DJJ facilities.

Service Delivery Models

This section provides information regarding the service delivery options available to students with disabilities in the district. In accordance with 34 CFR 300.551, the district must ensure that a continuum of alternative placements is available to meet the needs of students with disabilities, including "...instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions."

The range of placement options across the district includes: consultation; co-teaching; inclusion for all or part of the day with ESE support; resource or pull-out services for part of the school day; separate classes for students with more severe disabilities, including severe communication disorders; a separate program for students with hearing impairments; a center school for students with significant cognitive impairments; an alternative school; and a technical school. For students below kindergarten age there are 19 PreK programs housed among the district's ten elementary schools. Staff reported that 18 of the PreK classrooms utilize an inclusion model.

The CREST School is a center school for students with significant cognitive disabilities. Many of the students also exhibit challenging behaviors that require more intensive support than would be available on traditional school campuses. In addition to community based instruction for functional academics and life skills, students participate in social and other extracurricular activities at other schools or leisure and entertainment sites in the community (e.g., dances, music, clubs, sporting or holiday events). Some students also attend ESE classes at traditional middle or high school campuses for one or two periods per day.

Of the 441 parents of students with disabilities who responded to the parent survey, 79% indicated that they are satisfied with the amount of time their child spends with nondisabled peers, and 62% reported that the school involves students with disabilities in clubs, sports, or other activities. Seventy-one percent of the parent respondents indicated that the school encourages acceptance of students with disabilities; this was supported by statements of students in the focus groups who reported that they feel they are not treated any differently in their general education classes.

All high schools in the district operate on a four-by-four block schedule, which affects the placement level of the students (i.e., one ESE classroom automatically places students at the

resource level (40-79% of the day outside of the general education environment) for the semester in which that course is scheduled). Of the 594 students with disabilities in grades 9-12 who responded to the student survey, the majority were enrolled in ESE classes for math and English and general education classes for science, social studies, and/or electives, and 71% indicated that ESE students spend enough time with regular education students.

Of the 636 teachers and other service providers who responded to the teacher survey, 80% indicated that their school ensures that students with disabilities feel comfortable when taking classes with general education students; in contrast, 50% indicated that their school provides adequate support to general education teachers who teach students with disabilities.

Through classroom visits monitors observed inclusive settings at Citrus High School, Inverness Middle School, Lecanto Middle School, and Lecanto High School. Staff at all schools described informal and formal ways in which students with disabilities who receive core academic instruction in ESE classrooms participate with their nondisabled peers (e.g., enrollment in general education elective courses; extra-curricular activities such as sports or clubs; special school activities such as Relay For Life or United Way).

In summary, Citrus County provides a range of service delivery models across the district. Through interviews and surveys administered to all service providers, staff reported that the schools make consistent efforts to provide students with access to instruction in general education classrooms, although only 50% reported adequate support for general education teachers who serve students with disabilities in their classes. The use of a four-by-four block schedule at the high school level may impact those schools' regular class placement rate. There were no concerns or findings of noncompliance in this area that the district will be required to address in its system improvement plan.

Decision-Making

This category refers to the factors referenced by school and district staff when IEP teams make placement decisions for students with disabilities. Under the least restrictive environment (LRE) requirements of the IDEA, to the maximum extent possible students with disabilities must be educated with children who are nondisabled, and the removal of a student with a disability from the regular educational environment can occur only if the nature and severity of the disability is such that education cannot be achieved satisfactorily in the regular class, even with supplementary supports and services (34 CFR 300.550). The district must ensure that a student with a disability is not removed from education in the age-appropriate general education classroom solely because of needed accommodations or modifications to the general curriculum. When determining the need for supplementary supports and services, the IEP team must consider positive behavioral interventions, strategies, and other supports required for students whose behavior impedes their learning or that of others (34 CFR 300.346). The LRE provisions of the IDEA also include the requirement that, to the maximum extent appropriate to the student's needs, each student with a disability participates with nondisabled peers in nonacademic and extracurricular activities (34 CFR 300.553).

When asked about the decision-making process related to placement, the majority of staff reported that placement decisions are made by the IEP team and are based on formal evaluations,

student achievement, class performance, the student's and the parent's desired outcomes, and the individual needs of the student. Staff described the district's efforts to foster data-based instructional planning and IEP development, focusing on the use of curriculum based measurement (CBM) as an assessment tool used in the decision-making process.

In addition to academic performance, staff reported that student behavior is a major factor in placement decisions. In an effort to prevent students from being removed from their home zone schools for behavioral concerns, it was reported that the district's policy is to require implementation of a minimum of three separate behavioral interventions prior to consideration for placement in a separate school setting. Seventy-one percent of teachers who responded to the survey reported that their schools provide positive behavioral supports to keep students from dropping out, and 62% reported that students are taught strategies to manage their behavior.

At the high school level in particular, staff reported that there are students who could participate more in the general education environment; however, scheduling was identified as a barrier. High school principals reported that the four-by-four block schedule noted in the previous section limits the availability of classes throughout the year to all students, not just exceptional students. A shortage of support personnel (e.g., paraprofessionals) and lack of training for general education teachers were cited as additional factors impacting the decision-making process.

Regarding the decision-making process, 67% of the parent survey respondents indicated that the IEP team has discussed ways their child could spend time with students in regular classes and 79% of teachers indicated that their school places students with disabilities in general education classes whenever possible. Ninety-six percent of the parent respondents reported attending their child's IEP team meetings. Of the high school students who participated in the survey, 68% reported attending their IEP team meetings this year, and 62% reported having a say in the classes that they would take.

In summary, information considered when making placement decisions includes evaluation and assessment results, student achievement, class performance, desired outcomes, behavior, and the individual needs of the student. There were no findings of noncompliance in this area that the district will be required to address in its system improvement plan; however, recommendations regarding a reported shortage of support staff and lack of relevant training opportunities are provided in the *Recommendations and Technical Assistance* section of this report.

Access to the General Curriculum

This category refers to the manner in which students with disabilities are provided access to the general curriculum as well as the resources provided to promote this access. In accordance with 34 CFR 300.26(b)(3)(ii), "...specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction...to ensure access of the child to the general curriculum, so that he or she can meet the educational standards...that apply to all students." "General curriculum" is defined in *Appendix A to Part 300—Notice of Interpretation* to Title 34 (p. 12470) as the curriculum that is used with nondisabled children. In Florida, the curriculum used with nondisabled children is the general Sunshine State Standards (SSS).

The district recently adopted a direct instruction curriculum for teaching core academic subjects in ESE classrooms across the district. Training and instructional materials have been provided by the district ESE office, teachers have been trained, and the program is being implemented. In the past curriculum selection was a school-based decision. Initial feedback regarding use of a coordinated ESE curriculum across the district has been positive.

At the elementary level, some ESE teachers reported that students performing one and a half years or more below grade level in reading or math generally are placed in ESE classrooms in order to participate in the direct instruction curriculum available there. Middle and high school staff reported that all students with disabilities have access to general education elective classes, and that access to general education core academic courses is provided to the extent possible. All ten students in the special diploma focus group indicated that they were comfortable with the content of the general education elective classes in which they were participating. With the exception of Lecanto High School, school staff reported that ESE teachers generally teach modified curriculum, with access to the general curriculum provided in general education classes. Staff at Lecanto High School reported that access to the general curriculum often is provided through parallel curriculum courses in which the general Sunshine State Standards for language arts, math and/or world history are taught in ESE classrooms.

Accommodations to assist students with disabilities in the general education classroom that were frequently cited by teachers and that were documented on IEPs included: implementation of behavior intervention plans; extra time for assignments or tests; shortened assignments or tests; test questions read aloud; tests administered in the ESE teacher's classroom if the student wishes; peer buddies; notes provided to the student; and copies of tests provided to the learning strategies teacher. The majority of teachers reported the use of accommodations, and some teachers reported using accommodations that were not included on a given student's IEP, but that appeared warranted at the time (difficulty or confusion exhibited by the student during instruction or testing). Many teachers indicated that they try to accommodate the needs of all their students, including those without IEPs.

Support for students with disabilities enrolled in general education classes is provided through a variety of methods (e.g., consultation, co-teaching, enrollment in learning strategies). Ten of the eleven students in the standard diploma focus group reported taking a learning strategies class and said that the class was helpful in preparing them for success in general education classes. When asked if there are students in ESE classrooms who could participate more in the general education setting with additional supports, several school-level staff interviewed reported that they felt there were such students. Staff reported having ample resources to support inclusion of students with disabilities in general education classrooms in terms of instructional materials, but many indicated a need for additional staff (i.e., paraprofessionals in general education classes) and or staff development (e.g., effective instruction for students with disabilities). These perceived needs were cited as factors in the decision-making process.

Students in both groups reported that they feel that their ESE teachers provided them with consistent and quality support services to be successful in general education classes, whether core curriculum courses or electives. Of the students who responded to the survey, 87% indicated

that ESE teachers give ESE students extra help if it is needed compared to 68% for general education teachers; 81% indicated that ESE teachers teach ESE students in ways that help them learn compared to 63% for general education teachers; and, 77% indicated that ESE teachers understand ESE students' needs, compared to 63% for general education teachers.

In summary, access to the general curriculum most frequently was observed to be provided through enrollment in general education classes, with ESE courses utilizing a modified curriculum; however, parallel instruction in the general education curriculum was the model used at one school visited (i.e., Lecanto High School). General education teachers reported having ample resources in the way of materials to support students with disabilities in their classroom, but several stated that additional staff support, such as paraprofessionals in the classrooms and staff development in the area of effective instructional strategies, would enable more students to be served in general education classes. There was evidence of instructional and testing accommodations being implemented at all schools visited. Although there were no findings of noncompliance in this area with respect to specific students, the district will be required to address concerns regarding access to the general curriculum in its system improvement plan.

Staff Development

This category refers to any staff development activities that directly target the placement of students with disabilities in the least restrictive environment and that promote increased time with nondisabled peers. Teachers and school level administrators reported the district provides substantial opportunities for professional development. The ESE director provided documentation of the approximately 70 trainings related to students with disabilities that were conducted during the 2003-04 school year and that were attended by 550 teachers (duplicated count). Among the staff development activities reported were the following:

- developmental assessment and instruction
- differentiated instruction
- accommodations and strategies for the general education classroom
- reading assessment for ESE classrooms
- writing present levels of educational performance statements
- alternate assessment
- introduction to autism and to Asperger's syndrome
- the nature and needs of exceptional students

Despite the numerous opportunities for staff development, interview respondents generally were unable to report participation in trainings that directly related to the supporting the placement of students with disabilities in the least restrictive environment and that promote increased time with nondisabled peers. Of the teachers who responded to the survey, 56% indicated that the district provides teachers with professional development opportunities regarding curriculum and support for students with disabilities, and 50% reported adequate support for general education teachers who serve students with disabilities. In response to these conflicting findings, it is recommended that the district review participation in staff development to ensure that participation by staff most in need of training be encouraged to attend.

In summary, while extensive ESE-focused staff development opportunities are available through the district, it is the perception of many staff that there is little training offered that directly

targets supporting students with disabilities in inclusive settings. There were no findings of noncompliance in this area, but recommendations for targeted staff training are included in the Recommendations and Technical Assistance section of this report.

Parental Involvement

This category refers to parent involvement as it relates directly to the placement of students with disabilities in the least restrictive environment, as well as parent involvement overall. In accordance with 34 CFR 300.552, placement decisions for students with disabilities must be made “...by a group of persons, including the parents, who are knowledgeable about the child, the meaning of the evaluation data, and the placement options...”

District and school level staff reported consistent and ongoing district-wide efforts to include parents in the decision-making process with regard to the educational placement of their child, although school staff reports of parent participation in the IEP team process varied from school to school. Of the parents who responded to the parent survey: 96% reported attending their child’s IEP meeting; 90% reported meeting with teachers to discuss their child’s needs and progress; 89% reported being comfortable talking about their child with school staff; and, 79% of the parents reported that they are encouraged to participate in their child’s IEP meetings. In contrast, 20% indicated that they attend PTA/PTO meetings, and 19% indicated that they attend meetings for parents of students with disabilities. ESE teachers reported that parent participation is greater during elementary years and at schools in the more populated areas of the county as opposed to the more rural areas. Of the 26 IEPs reviewed, there were parent signatures indicating attendance at the meeting on 17 (65%).

All district and school level staff reported that parents are always invited to IEP meetings and if they indicate they are unable to attend ESE teachers contact the parents by phone to obtain parental input for the meeting. When asked if placement decisions on occasion are based on parental wishes that contradict the opinion of school staff, it was reported that this rarely occurs in this district, and that most parents are satisfied with the services being provided.

Activities and organizations designed to encourage parent participation include the ESE Advisory Council, Project Connect; parent focus groups, and Face on Disability training to encourage communication with service organizations. Parent input forms are available for parents who are unable to attend groups, trainings, or meetings. In addition, parent training has been offered for parents of severely emotionally disturbed (SED) students. Schools submit “needs assessments” to the district regarding specific ESE and/or parent training needs for their school. Despite these efforts staff reported less-than-desired levels of participation.

In summary, the district provides numerous formal and informal opportunities for parent involvement, but staff report that parent participation is inconsistent. Interview respondents and the results of the parent survey reveal that parents attend meetings related to their child’s specific needs (e.g., IEP team meetings) to a significantly greater extent than they attend other, more general, school-related meetings (e.g. PTA/PTO meetings). There were no concerns or findings of noncompliance in this area that the district will be required to address in its system improvement plan.

Stakeholder Opinions Related to the Regular Class Placement Rate for Students with Disabilities

This category refers to respondents' views on issues directly related to the regular class placement rate for students with disabilities. When asked their opinion on the likely contributors to the relatively low regular class placement rate for students with disabilities in Citrus County, the following factors were cited:

- four-by-four block scheduling at the high school level negatively impacts the least restrictive environment
- lack of sufficient personnel to support full inclusion
- training opportunities need to more directly address support of exceptional education student in the general education environment
- district practice of providing intensive services to students with disabilities and then to dismiss students who no longer need special education services to be successful in the general curriculum.

Services to Gifted Students

This section provides information related to the district's gifted program across all grade levels. In accordance with section 1003.57, F.S., districts are required to "...provide for an appropriate program of special instruction, facilities, and services to exceptional students..." and this includes students who are gifted (section 1003.01(3)(a), F.S.). Citrus County provides services to students identified as gifted and offers a continuum of gifted services from elementary through high school.

Services to elementary students identified as gifted are offered at seven of the district's ten elementary schools. The elementary gifted programs are thematic-based enrichment models. Eligible students who attend any of the district's remaining three elementary schools may be transported to a neighboring school site where gifted services are provided.

Gifted services at the district's four middle schools, depending on the site, include gifted classes for language arts or social studies. Middle school teachers of the gifted reported that, in all four middle schools, the general education curriculum is used as a base for instruction and that appropriate differentiation to this curriculum is applied to ensure the inclusion of higher-level critical thinking skills.

Gifted services at the high school level are provided through: gifted advanced placement (AP) courses (e.g. American history); gifted research electives; gifted externships; and consultation for gifted support which also may include career counseling and preparation for post- high school educational endeavors.

Students are referred for gifted screening by parents, teachers, or other individuals with whom the student has educational contact. The district's screening process for the gifted program includes: initial student referral; completion of a district-adopted checklist of gifted characteristics; and, administration of either the Kaufman Brief Intelligence Test (K-BIT) or the Slosson Intelligence Test. Subsequent evaluation is conducted if the student meets the screening criteria. It was also reported through interviews with district and school staff that students are

rarely dismissed from the gifted program in Citrus County; this usually only occurs when students at the high school level choose not to participate in the program.

Of the 268 parents who responded to the survey for students who are gifted, 83% reported satisfaction with services their child receives and 82% reported their child is academically challenged in gifted classes. Through the interview process with district and school site staff, it was reported that parent participation within gifted programs remains strong through elementary school but then declines during middle school and high school. Eighty-six percent of survey respondents indicated that they participate in school activities with their child, and 83% indicated that they have attended at least one school meeting regarding their child during the course of this year.

In summary, students at all grade levels have access to gifted classes, although the services vary by school and by grade level. The majority of parents interviewed (83%) reported being satisfied with their children's gifted services, and most students continue in the gifted program through high school. There were no concerns or findings of noncompliance noted in this area that the district must address in its system improvement plan.

Services to ESE Students in Department of Juvenile Justice Facilities

This section provides information related to the services provided to exceptional education students in Department of Juvenile Justice (DJJ) facilities. Rule 6A-6.05281(1)(c), FAC, requires that all ESE students placed in a DJJ program be provided a free appropriate public education consistent with state board rules pertaining to special programs for exceptional students.

Bureau staff conducted a site-visit to Cypress Creek Academy, which includes both level 8 and level 10 programs. The facility was serving 48 students with disabilities at the time of the visit. A full range of diploma options is available to students with disabilities, including: special diploma (Option 1); standard diploma; general education development (GED) diploma; GED exit option (earning a GED and passing the FCAT); and, an 18 credit vocational diploma. The opportunity for earning college credit also is available. The guidance counselor reported that students with disabilities at Cypress Creek Academy are actively involved in the decision-making process regarding the choice of diploma option.

It was reported that the general education curriculum is used in all ESE classes and that inclusive practices were in place at the time of the visit; this was observed during classroom visits. The director also reported that all students with disabilities participate in the FCAT if they are in residence at that time and that accommodations are allowed for those students whose IEPs indicate such a need.

Staff reported a variety of meaningful vocational experiences available to students with disabilities, including horticulture, carpentry, commercial art, criminal justice operations, pottery, employability skills, and computer building. ESE students were observed participating in several of these programs during the site-visit.

In summary, Cypress Creek Academy is a DJJ facility that includes level 8 and level 10 programs. There is a full range of educational options available to students with disabilities and

the students are reported to be actively involved in their choice of diploma option. Students have access to the general curriculum in ESE and general education classes. All students with disabilities who are in residence are reported to take the FCAT. Students with disabilities have access to a wide array of meaningful vocational experiences. There were no concerns or findings of noncompliance noted in this area that the district must address in its system improvement plan.

Additional Compliance Areas

This section provides information related to supplementary categories of compliance. In addition to monitoring categories related to the 2004 focused visit, the Bureau also conducted interviews related to the provision of speech and language services to students with disabilities who have communication needs, the provision of counseling as a related service, including psychological counseling, and transition services. Through interviews and record reviews, there was evidence that the communication needs of students who are not eligible for the speech and language impaired programs are addressed by the ESE and/or general education teacher, with support from the speech and language pathologist. These services may be documented on the IEP through inclusion of a communication goal or may be incorporated into other instruction provided to the students. Speech and language services for students not eligible for the programs for speech or language impaired are not documented on the IEP as related services, in accordance with existing state statute and State Board of Education rules related to speech and language services. There were no concerns or findings of noncompliance noted in this area that the district must address in its system improvement plan.

Staff interviewed reported that the counseling needs of students, including psychological counseling, would be considered at the IEP meeting, and counseling is always considered for students who exhibit behavioral difficulties. It was reported that any student who requires counseling services will receive the services; however, those services often are not recorded on the IEP. At times it is the IEP team that refers a student for counseling, and at other times it is the guidance office. Staff (e.g., guidance counselors) provide some counseling services, but it was reported that much of the mental health counseling is provided through contracts with outside agencies. Counseling was not documented on any of the 26 IEPs reviewed. In five of the 26 records there was evidence of behavioral or social/emotional difficulties that might indicate a need for counseling; whether the need had been considered was unable to be determined from the evidence in the records. In order to ensure that all students who have a need for educationally relevant counseling as a related service, including psychological counseling, are provided with this service, the district will be required to address the provision and documentation of counseling as a related service in its system improvement plan.

Thirteen of the IEPs reviewed were for students age 14 years of age or older. Staff reported that agency representatives are invited to transition IEP meetings, with several teachers reporting that transition services are handled by the “district level transition team.” There was evidence of agency participation in eight of the 13 transition records reviewed, either through attendance at the meeting or through prior provision of input. There were no concerns or findings of noncompliance noted in this area that the district must address in its system improvement plan.

In summary, the communication needs of students who are not eligible for speech or language impaired programs have their needs met through goals and objectives on the IEP. The counseling needs of ESE students appear to be met through a variety of counseling options; however, counseling as a related service generally is not included on the IEP. The provision and documentation of counseling as a related service is an area that the district must address in its system improvement plan. Although transition agency representatives do not attend all transition IEP meetings they are invited to, there is evidence that these representative participate in the process through other means.

Student Record Reviews

This section provides information related to the compliance of IEPs with state and federal requirements. A total of 44 student records, randomly selected from the population of exceptional students in Citrus County, were reviewed for compliance. Thirty-six records were sent to the DOE for review by Bureau staff prior to the on-site visit and eight records were reviewed on-site. The review included 26 IEPs for students with disabilities, ten EPs for students identified as gifted, and eight matrix of services documents for students with disabilities reported through funding through the Florida Educational Finance Program (FEFP) at the 254 or 255 levels. The sample group included records of elementary, middle, and high school students.

Of the 26 IEPs reviewed, three required reconvening of the IEP team due to a lack of a majority of measurable annual goals. There were no findings of noncompliance that required a fund adjustment.

Systemic findings are those that occur at a sufficient enough frequency (at least 25% of the records) that the monitoring team could reasonably infer a system-wide problem. For Citrus County's sampling, this is represented by seven IEPs or three EPs. Systemic findings of noncompliance were as follows:

- lack of measurable short term objectives or benchmarks (9 records)
- lack of measurable annual goals (at least one non-measurable per IEP) (7)
- inadequate statement describing the effect of the student's disability on his/her participation and progress in the general education curriculum (7)

In addition, individual or non-systemic findings were as follows:

- lack of description of special education services (5 records)
- lack of documentation that at age 14 student was invited to the meeting (3)
- lack of a description of purpose of the meeting (transition services) (2)
- lack of documentation that at age 16 student was invited to the meeting (2)
- lack of documentation that parent was provided a copy of the IEP (2)
- lack of description of frequency of accommodations and/or modifications (2)
- lack of statement of evidence of solicitation of concerns of parent for enhancing the education of the child (2)
- lack of documentation of parent input in the reevaluation process (2)
- lack of documentation as to why related services (transition) are not needed (2)
- lack of documentation that general education teacher attended IEP meeting or provided input (1)
- lack of description of current performance in present level of performance (1)

- lack of description of frequency of services (1)
- lack of statement of an alternate assessment (1)
- lack of documentation of results of most recent student evaluation (1)
- lack of documentation that parent was provided with procedural safeguards (1)

Seven of the 26 IEPs reviewed had at least one goal that was not measurable. Three of the 26 records reviewed had a majority of the goals that were not measurable, and the IEP teams were required to be reconvened. The district was notified of the specific students requiring IEP reconvenes during the interview process at the district office on May 10, 2004. Evidence of the reconvened IEPs was submitted to the Bureau and approval in a timely manner.

In addition to the IEPs reviewed prior to the site-visit, eight matrix of services documents for students reported at the 254 or 255 level were reviewed. There were no findings of noncompliance related to matrix reporting that resulted in a correction to the levels reported.

Ten EPs for gifted students were reviewed. There were no findings of noncompliance found in the review of the gifted EPs.

In summary, of the 44 records reviewed, including eight matrix of services documents, three IEPs were required to be reconvened due to the lack of a majority of measurable goals; there were no findings of noncompliance that required funding adjustments. Systemic findings of noncompliance were noted in three areas that the district will be required to address through its system improvement plan, while individual or non-systemic findings were noted in 15 additional areas.

District Forms Review

This section provides information related to the compliance of district forms related to students with disabilities, in accordance with state and federal requirements. Forms representing the actions identified below were submitted to Bureau staff for a review to determine compliance with federal and state laws. Findings were noted for two forms that are used to document six of the actions indicated below, and changes were required on those forms. In response, the district demonstrated that the missing elements referenced in the findings were provided to parents on a separate document. The forms have been revised to reference the attachment of this information. Additionally, a recommendation was made concerning one. The district was notified of the specific findings via a separate letter dated April 12, 2004. A detailed explanation of the specific findings may be found in appendix D.

- *Parent Notification of Individual Education Plan (IEP) Meeting +*
- *Individual Educational Plan forms*
- *Educational Plan forms*
- *Notice and Consent for Initial Placement**
- *Informed Notice and Consent for Evaluation*
- *Informed Notice and Consent for Reevaluation*
- *Notification of Change of Placement**
- *Notification of Change of FAPE (Free Appropriate Public Education)**
- *Informed Notice of Refusal**
- *Documentation of Staffing/Eligibility Determination*

- *Informed Notice of Dismissal**
- *Notice: Not Eligible for Exceptional Student Placement**
- *Summary of Procedural Safeguards*
- *Annual Notice of Confidentiality*

*indicates revisions that require immediate attention

+ indicates recommended revisions to a form

In summary, two forms that are used to document six actions related to services to exceptional education students require revisions to meet state and federal requirements. There is a recommended revision to one additional form.

District Response

In response to these findings, the district is required to develop a system improvement plan for submission to the Bureau. This plan must include activities and strategies intended to address specific findings, as well as measurable evidence of change. In developing the system improvement plan, every effort should be made to link the system improvement activities resulting from this focused monitoring report to the district's continuous improvement plan. Following is the format for the system improvement plan, including a listing of the critical issues identified by the Bureau as most significantly in need of improvement.

During the course of conducting the focused monitoring activities, including daily debriefings with the monitoring team and district staff, it is often the case that suggestions and/or recommendations related to interventions or strategies are proposed. These recommendations as well as specific discretionary projects and DOE contacts available to provide technical assistance to the district in the development and implementation of the plan are included following the system improvement plan.

Citrus County School District Focused Monitoring System Improvement Plan

This section includes the issues identified by the Bureau as most significantly in need of improvement. The district is required to provide system improvement strategies to address identified findings, which may include an explanation of specific activities the district has committed to implementing, or it may consist of a broader statement describing planned strategies. For each issue, the plan also must define the measurable evidence of whether or not the desired outcome has been achieved. Target dates that extend for more than one year should include benchmarks in order to track interim progress. Findings identified as “ESE” are those findings that reflect issues specific to ESE students. Findings identified as “All” are those findings that reflect issues related to the student population as a whole, including ESE students.

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Target Date
Service Delivery Options	There were no findings of noncompliance in this area.				
Decision-Making	There were no findings of noncompliance in this area. Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of this report.				
Access to the General Curriculum/Resources	Staff at some schools (i.e., Citrus H.S.; Inverness M.S.; Lecanto Primary School; Lecanto Middle School; Lecanto High School) and the	X		The district will identify the schools in the district with the lowest regular class placement rates and conduct a survey or use other data collection methods to	The results of the district’s data collection process, including actions proposed to address

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Target Date
Access to the General Curriculum/Resources (continued)	district office reported that some students with disabilities could be served in the general education setting with additional supports or staff training			determine the barriers school staff perceive as limiting the time students with disabilities are served in the general education environment. The data will be analyzed by school to investigate patterns and whether changes in the allocation of resources are required.	results, if warranted, will be reported to the Bureau. May 2005
Staff Development	There were no findings of noncompliance in this area. Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of this report.				
Parental Involvement	There were no findings of noncompliance in this area.				
Gifted Services	There were no findings of noncompliance in this area.				
DJJ Services	There were no findings of noncompliance in this area.				
Additional Compliance	Communication: There were no findings of noncompliance in this area.				
	Counseling as a Related Service: There is evidence that the counseling needs of students are met; however, the need for counseling as a related service for students with disabilities is	X		The district will review, and revise as needed, its policies and procedures related to the provision of educationally relevant counseling, including psychological counseling, to	The district's report of self assessment reveals that 100% of the student records reviewed that indicated a need for

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Target Date
Additional Compliance (continued)	not always determined by the IEP team and documented on the IEP.			<p>ensure that IEP teams consider whether students with disabilities require counseling as part of a free appropriate public education, and to document such services on the IEP when they are needed.</p> <p>The district will identify those school(s) with the highest incidence of EH/SED students, and review the IEPs for the EH/SED students at those targeted school(s) to determine the extent to which counseling is provided and documented on the IEPs. For any student records found not to comply with the requirement to provide counseling as a related service to students who require it in order to receive FAPE, the IEP team will reconvene to consider this need.</p>	<p>counseling, including psychological counseling, include this as a related service.</p> <p>May 2005 May 2006</p>
	Transition: There were no findings of noncompliance in this area.				
Record Reviews	<p>Three IEPs were required to be reconvened due to a lack of a majority of measurable annual goals.</p> <p>Systemic findings were noted in</p>	X		<p>The IEP teams for the identified students were reconvened to develop measurable annual goals.</p> <p>The identified noncompliant elements will be targeted in the</p>	Documentation of the reconvened IEPs was submitted to the Bureau prior to the dissemination of this report.

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Target Date
Record Reviews (Continued)	<p>three areas:</p> <ul style="list-style-type: none"> • lack of measurable goals (at least one non-measurable goal per IEP) • lack of measurable short term objectives or benchmarks • inadequate statement of the effect of the student's disability on his/her participation and progress in the general education curriculum. <p>Individual or non-systemic findings were noted in 15 additional areas.</p>			<p>district's IEP training.</p> <p>Pre-and post- training surveys will be conducted to determine perceived effectiveness of the training.</p> <p>Using protocols developed by the Bureau, school and/or district staff will conduct compliance reviews of a random sample of 15 IEPs developed by staff who participated in the training session.</p>	<p>District report of self-assessment reveals compliance with all targeted elements.</p> <p>May 2005 May 20060</p>
Forms Review	<p>Two forms that are used to document six different actions required revisions. The actions involved were:</p> <ul style="list-style-type: none"> • <i>Educational Plan forms</i> • <i>Notice and Consent for Initial Placement*</i> • <i>Notification of Change of Placement*</i> • <i>Notification of Change of FAPE (Free Appropriate Public Education)*</i> • <i>Informed Notice of Refusal*</i> • <i>Informed Notice of</i> 	X		<p>Revised forms submitted to the Bureau for review.</p> <p>The district provides the information referenced in this review on a separate document. The forms were revised to reflect the attachment of this information.</p>	<p>The revised forms were submitted to the Bureau for review and approval prior to the dissemination of this report.</p>

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Target Date
Forms Review (continued)	<p><i>Dismissal*</i></p> <ul style="list-style-type: none"> • <i>Notice: Not Eligible for Exceptional Student Placement*</i> 				

Recommendations and Technical Assistance

As a result of the focused monitoring activities conducted in Citrus County during the week of May 10, 2004, the Bureau has identified specific findings related to regular class placement rate for students with disabilities in the district. The following are recommendations for the district to consider when developing the system improvement plan and determining strategies that are most likely to effect change. The list is not all-inclusive, and is intended only as a starting point for discussion among the parties responsible for the development of the plan. A partial listing of technical assistance resources is also provided. These resources may be of assistance in the development and/or implementation of the system improvement plan.

Recommendations

- Continue to implement and expand current initiatives that provide for interaction among students with significant disabilities and their nondisabled peers.
- Conduct school-level needs assessments to determine training opportunities that staff indicate are of greatest importance.
- Conduct a review of staff development participation to evaluate the extent to which particular schools, grade levels, or other groups are or are not participating.
- Conduct pre- and post-training surveys or other measures to evaluate the effectiveness of training, including follow-up to determine if targeted skills are being applied.
- Continue to provide training to teachers on: effective inclusive practices; use of instructional accommodations; IEP development, including placement in the least restrictive environment through the use of supplemental aids and services
- Explore options for scheduling at the high school level that allows for greater participation by exceptional education students in general education classes.
- Review the use of parallel general curriculum courses taught by ESE teachers to determine if the instructional methodology differs sufficiently from the general classroom to warrant the ESE students' removal from the regular classroom.

Technical Assistance

Florida Inclusion Network

Website: <http://www.FloridaInclusionNetwork.com/>

The project provides learning opportunities, consultation, information and support to educators, families, and community members, resulting in the inclusion of all students. They provide technical assistance on literacy strategies, curriculum adaptations, suggestions for resource allocations and expanding models of service delivery, positive behavioral supports, ideas on differentiating instruction, and suggestions for building and maintaining effective school teams.

Florida's Positive Behavioral Supports Project

(813) 974-6440

Fax: (813) 974-6115

<http://www.fmhi.usf.edu/cfs/dares/flpbs/>

This project is designed to support teachers, administrators, related services personnel, family members, and outside agency personnel in building district-wide capacity to address challenging

behavior exhibited by students in regular and special education programs. It provides training and technical assistance for districts, schools, and individual teams in all levels of positive behavior support (individual, classroom and school-wide).

Bureau of Exceptional Education and Student Services

In addition to the special projects described above, Bureau staff are available for assistance on a variety of topics. Following is a partial list of contacts:

ESE Program Administration and Quality Assurance

(850) 245-0476

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Special Programs Information, Clearinghouse, and Evaluation

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Clearinghouse Information Center

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Mentally Handicapped/Autism

Sheryl Brainard, Program Specialist
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SLD, IEPs

Heather Diamond, Program Specialist
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Assistive Technology

Karen Morris, Program Specialist
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Gifted

Donnajo Smith, Program Specialist
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APPENDIX A:
District Data

**FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES****2004 LEA PROFILE****JIM HORNE, COMMISSIONER**

DISTRICT:	CITRUS	PK-12 POPULATION:	15,509
ENROLLMENT GROUP:	7,000 TO 20,000	PERCENT DISABLED:	18%
		PERCENT GIFTED:	5%

INTRODUCTION

The LEA profile is intended to provide districts with a tool for use in planning for systemic improvement. The profile contains a series of data indicators that describe measures of educational benefit, educational environment, and prevalence for exceptional students. The data are presented for the district, their enrollment group (districts of comparable size), and the state. Where appropriate and available, comparative data for general education students are included.

Data presented as indicators of educational benefit (*Section One*)

- Graduation rates for students with disabilities receiving standard diplomas through meeting all graduation requirements, GED Exit Option, and FCAT waivers
- Dropout rates
- Post-school outcome data
- Third grade promotion and retention, including good cause promotions

Note: FCAT participation and performance data formerly included in the LEA profile will be published separately in Fall 2004.

Data presented as indicators of educational environment (*Section Two*)

- Regular class, resource room, and separate class placement, ages 6-21
- Early childhood setting or home, part-time early childhood/part-time early childhood special education setting and early childhood special education setting, ages 3-5
- Discipline rates

Data presented as indicators of prevalence (*Section Three*)

- Student membership by race/ethnicity
- Gifted membership by free/reduced lunch and limited English proficiency (LEP) status
- Student membership in selected disabilities by race/ethnicity
- Selected disabilities as a percentage of all disabilities and as a percentage of total PK-12 population

LEA PROFILE 2004

Three of the indicators included in the profile, graduation rate, dropout rate, and regular class placement, are also used in the selection of districts for focused monitoring. Indicators describing the prevalence and separate class placement of students identified as educable mentally handicapped (EMH) are included to correspond with provisions of the Bureau's partnership agreement with the Office for Civil Rights.

DATA SOURCES

The data contained in this profile were obtained from data submitted electronically by districts through the Department of Education Information Database in surveys 2, 9, 3, and 5 and through the Florida Education and Training Placement Information Program (FETPIP).

DISTRICTS IN CITRUS'S ENROLLMENT GROUP:

Charlotte, Citrus, Columbia, Flagler, Gadsden, Hendry, Hernando, Highlands, Indian River, Jackson, Martin, Monroe, Nassau, Okeechobee, Putnam



SECTION ONE: EDUCATIONAL BENEFIT

Educational benefit refers to the extent to which children benefit from their educational experience. Progression through and completion of school are dimensions of educational benefits as are post-school outcomes and indicators of consumer satisfaction. This section of the profile provides data on indicators of student progression, school completion, and post-school outcomes.

STANDARD DIPLOMA STUDENTS MEETING ALL GRADUATION REQUIREMENTS:

The number of students with disabilities graduating with a standard diploma (withdrawal code W06) divided by the total number of students with disabilities who completed their education (withdrawal codes W06-W10, W27, WGD, WFW, WFT) as reported in end of year (survey 5). The resulting percentages are reported for the three-year period from **2000-01** through **2002-03**.

	2000-01	2001-02	2002-03
Citrus	44%	46%	51%
Enrollment Group	50%	52%	45%
State	51%	48%	45%

STANDARD DIPLOMA THROUGH GED EXIT OPTION:

The number of students with disabilities in a GED Exit Option Model who passed the GED Tests and the FCAT or HSCT and were awarded a standard high school diploma (withdrawal code W10) divided by the total number of students with disabilities who completed their education (withdrawal codes W06-W10, W27, WGD, WFW, WFT) as reported in end of year (survey 5). The resulting percentages are reported for the three-year period from **2000-01** through **2002-03**.

	2000-01	2001-02	2002-03
Citrus	<1%	3%	1%
Enrollment Group	2%	3%	2%
State	1%	1%	1%

STANDARD DIPLOMA THROUGH FCAT WAIVER:

The number of students with disabilities graduating with a standard diploma through the FCAT waiver (withdrawal code WFW) divided by the total number of students with disabilities who completed their education (withdrawal codes W06-W10, W27, WGD, WFW, WFT) as reported in end of year (survey 5). The resulting percentages are reported for **2002-03**, the first year waivers were available.

	2002-03
Citrus	0%
Enrollment Group	6%
State	9%

LEA PROFILE 2004

DROPOUT RATE:

The number of students grades 9-12 for whom a dropout withdrawal reason (DNE, W05, W11, W13-W23) was reported, divided by the total enrollment of grade 9-12 students and students who did not enter school as expected (DNEs) as reported in end of year (survey 5). The resulting percentages are reported for students with disabilities, gifted students, all PK-12 students, students identified as EH/SED, and students identified as SLD for the years **2000-01** through **2002-03**.

	Students with Disabilities			Gifted Students			All Students		
	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03
Citrus Enrollment Group State	5%	7%	8%	2%	1%	0%	3%	4%	4%
	5%	5%	5%	<1%	<1%	<1%	3%	3%	3%
	5%	5%	4%	<1%	<1%	<1%	4%	3%	3%

	EH/SED			SLD		
	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03
Citrus Enrollment Group State	8%	7%	12%	5%	8%	8%
	8%	7%	7%	4%	5%	5%
	9%	7%	7%	5%	5%	4%

POSTSCHOOL OUTCOME DATA:

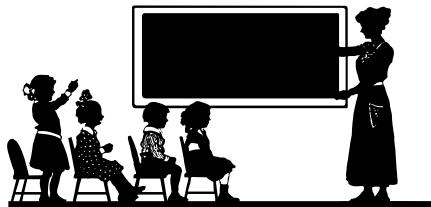
The Florida Education and Training Placement Information Program (FETPIP) is an interagency data collection system that obtains follow-up data on former students. The most recent FETPIP data available reports on students who exited Florida public schools during the **2001-02** school year. The table below displays percent of students with disabilities and students identified as gifted exiting school in 2001-02 who were found employed between October and December 2002 or in continuing education (enrolled for the fall or preliminary winter/spring semester) in 2002.

	Students with Disabilities		Gifted Students	
	Employed	Cont. Ed.	Employed	Cont. Ed.
Citrus Enrollment Group State	47%	13%	44%	79%
	45%	18%	43%	74%
	45%	20%	38%	72%

THIRD GRADE PROMOTION AND RETENTION RATE:

The number of third grade students promoted, promoted with cause, and retained divided by the total year enrollment as reported in end of year (survey 5). The percent of students promoted with cause is a subset of total promoted. Total enrollment is the count of all students who attended school at any time during the school year. The results are reported for third grade students with disabilities and all third grade students for **2002-03**.

	2002-03					
	Students with Disabilities			All Students		
	Promoted	Promoted with Cause	Retained	Promoted	Promoted with Cause	Retained
Citrus Enrollment Group State	86%	24%	14%	92%	6%	8%
	81%	22%	19%	89%	7%	11%
	74%	17%	26%	85%	6%	15%



SECTION TWO: EDUCATIONAL ENVIRONMENT

Educational environment refers to the extent to which students with disabilities receive special education and related services in natural environments, classes or schools with their nondisabled peers. This section of the profile provides data on indicators of educational environments.

REGULAR CLASS, RESOURCE ROOM AND SEPARATE CLASS PLACEMENT, AGES 6-21:

The number of students with disabilities ages 6-21 in regular class, resource room, and separate class placement divided by the total number of students with disabilities ages 6-21 reported in December (survey 9). Regular class includes students who spend 80 percent of more of their school week with nondisabled peers. Resource room includes students spending between 40 and 80 percent of their school week with nondisabled peers. Separate class includes students spending less than 40 percent of their week with nondisabled peers. The resulting percentages are reported for the three years from **2001-02** through **2003-04**.

	Regular Class			Resource Room			Separate Class		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Citrus	38%	38%	41%	35%	36%	35%	19%	19%	16%
Enrollment Group	45%	46%	50%	30%	28%	26%	21%	21%	20%
State	48%	48%	50%	26%	26%	24%	22%	22%	22%

EARLY CHILDHOOD EDUCATION SETTINGS, AGES 3-5:

The number of students with disabilities ages 3-5 who are served in early childhood settings, part-time early childhood and part-time early childhood special education settings, and early childhood special education settings divided by the total number of students with disabilities ages 3-5 reported in December (survey 9). Students in early childhood settings receive all (100%) of their special education and related services in educational programs designed primarily for children without disabilities or in their home. Students in part-time early childhood and part-time early childhood special education settings receive special education and related services in multiple settings. Students in early childhood special education settings receive all (100%) of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. The resulting percentages are reported for the three years from **2001-02** through **2003-04**.

	Early Childhood Setting or Home			Part-Time Early Childhood/Part-Time Early Childhood Special Education Setting			Early Childhood Special Education Setting		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Citrus	14%	11%	9%	75%	75%	78%	11%	14%	13%
Enrollment Group	5%	5%	5%	68%	66%	66%	21%	23%	25%
State	7%	7%	7%	59%	57%	57%	30%	31%	31%

LEA PROFILE 2004**SEPARATE CLASS PLACEMENT OF EMH STUDENTS, AGES 6-21:**

The number of students ages 6-21 identified as educable mentally handicapped who spend less than 40 percent of their day with nondisabled peers divided by the total number of EMH students reported in December (survey 9). The resulting percentages are reported for three years from **2001-02** through **2003-04**.

	2001-02	2002-03	2003-04
Citrus	53%	49%	47%
Enrollment Group	58%	60%	59%
State	62%	61%	62%

DISCIPLINE RATES:

The number of students who served in-school or out-of-school suspensions, were expelled, or moved to alternative placement at any time during the school year divided by the total year enrollment as reported in end of year (survey 5). The resulting percentages are reported for students with disabilities and nondisabled students for **2002-03**.

		2002-03							
		In-School Suspensions		Out-of-School Suspensions		Expulsions		Alternative Placement*	
Citrus Enrollment Group State	Students with Disabilities	Nondisabled Students	Students with Disabilities	Nondisabled Students	Students with Disabilities	Nondisabled Students	Students with Disabilities	Nondisabled Students	
	18%	12%	15%	8%	<1%	<1%	0%	0%	
	16%	11%	15%	7%	<1%	<1%	<1%	<1%	
	13%	8%	14%	7%	<1%	<1%	<1%	<1%	

* Student went through expulsion process but was offered alternative placement.



SECTION THREE: PREVALENCE

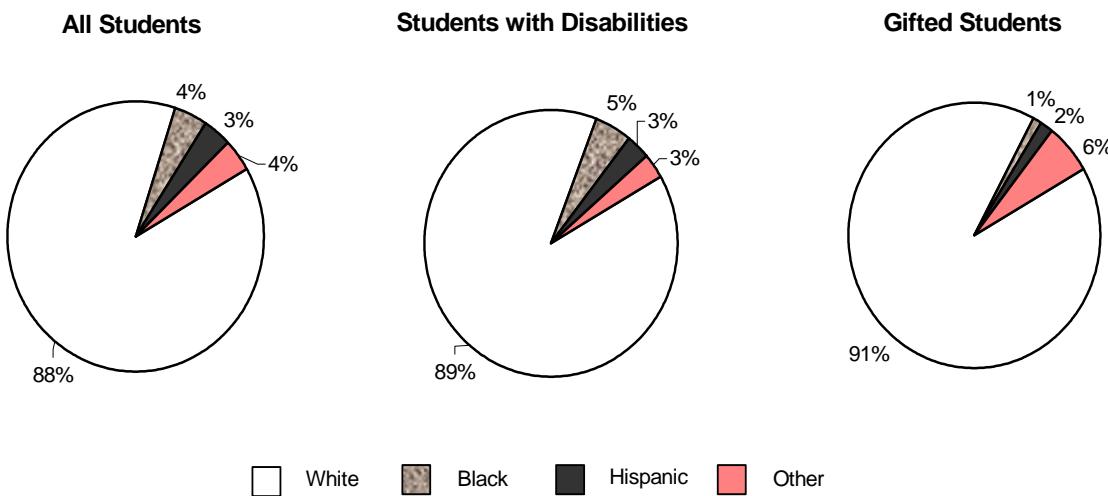
Prevalence refers to the proportion of the PK-12 population identified as exceptional at any given point in time. This section of the profile provides prevalence data by demographic characteristics.

STUDENT MEMBERSHIP BY RACIAL/ETHNIC CATEGORY:

The three columns on the left show the statewide racial/ethnic distribution for all PK-12 students, all students with disabilities, and all gifted students as reported in **October 2003** (survey 2). Statewide, there is a larger percentage of black students in the disabled population than in the total PK-12 population (28 percent vs. 24 percent) and a smaller percentage of black students in the gifted population (10 percent vs. 24 percent). Similar data for the district are reported in the three right-hand columns and displayed in the graphs.

	State			District		
	All Students	Students with Disabilities	Gifted Students	All Students	Students with Disabilities	Gifted Students
White	50%	51%	64%	88%	89%	91%
Black	24%	28%	10%	4%	5%	1%
Hispanic	22%	18%	19%	3%	3%	2%
Asian/Pacific Islander	2%	<1%	4%	1%	<1%	4%
Am Ind/Alaskan Native	<1%	<1%	<1%	<1%	<1%	<1%
Multiracial	2%	2%	3%	2%	2%	1%

District Membership by Race/Ethnicity



LEA PROFILE 2004

FREE/REDUCED LUNCH AND LEP:

The percent of all students and all gifted students in the district and the state on free/reduced lunch. The percent of all students and all gifted students in the district and in the state who are identified as limited English proficient (LEP). These percentages are based on data reported in **October 2003** (survey 2).

	State		District	
	All Students	Gifted Students	All Students	Gifted Students
Free/Reduced Lunch	44%	21%	43%	16%
LEP	11%	3%	1%	<1%

SELECTED DISABILITIES BY RACIAL/ETHNIC CATEGORY:

Racial/ethnic data for all students as well as students with a primary disability of specific learning disabled (SLD), emotionally handicapped or severely emotionally disturbed (EH/SED), and educable mentally handicapped (EMH) are presented below. The data are presented for the state and the district as reported in **October 2003** (survey 2).

	All Students		SLD		EH/SED		EMH	
	State	District	State	District	State	District	State	District
White	50%	88%	52%	90%	48%	88%	32%	84%
Black	24%	4%	24%	5%	39%	6%	52%	12%
Hispanic	22%	3%	21%	3%	11%	4%	13%	3%
Asian/Pacific Islander	2%	1%	<1%	<1%	<1%	0%	<1%	<1%
Am Ind/Alaskan Native	<1%	<1%	<1%	<1%	<1%	0%	<1%	0%
Multiracial	2%	2%	2%	2%	2%	2%	1%	<1%

SELECTED DISABILITIES AS PERCENT OF DISABLED AND PK-12 POPULATIONS:

The percentage of the total disabled population and the total population identified as SLD, EH/SED, EMH, and speech impaired (SI) for the district and the state. Statewide, seven percent of the total population is identified as SLD and 46 percent of all students with disabilities are SLD. The data are presented for the district and state as reported in **October 2003** (survey 2).

	All Students		All Disabled	
	State	District	State	District
SLD	7%	8%	46%	42%
EH/SED	1%	2%	9%	9%
EMH	1%	2%	7%	8%
SI	2%	4%	14%	20%



Jim Horne, Commissioner

Florida Department of Education
Bureau of Exceptional Education and Student Services
Citrus County School District
Focused Monitoring Visit
May 10-12, 2004

Districts Rank-Ordered on Regular Class Placement

Rank	District	Size	# in Regular Class	6-21 ESE	%
1	Miami Dade	VL	7,926	40,010	20%
2	Lafayette	S	24	112	21%
3	Nassau	MS	526	1,536	34%
4	Charlotte	MS	1,173	3,324	35%
5	Franklin	S	70	194	36%
6	Madison	S	261	720	36%
7	Citrus	MS	1,004	2,632	38%
8	Hendry	MS	508	1,305	39%
9	Marion	M	2,446	6,251	39%
10	Gadsden	MS	442	1,129	39%
11	Jackson	MS	530	1,330	40%
12	Escambia	L	2,748	6,877	40%
13	Dixie	S	170	412	41%
14	Hillsborough	VL	10,481	25,279	41%
15	Polk	L	5,206	12,352	42%
16	Martin	MS	1,130	2,673	42%
17	Calhoun	S	166	392	42%
18	Volusia	L	4,451	10,424	43%
19	Suwannee	S	295	689	43%
20	Bay	M	2,054	4,626	44%
21	Union	S	141	314	45%
22	Washington	S	215	476	45%
23	Holmes	S	229	499	46%
24	Highlands	MS	888	1,927	46%
25	Columbia	MS	717	1,548	46%
26	St. Lucie	M	1,862	3,999	47%
27	Wakulla	S	340	726	47%
28	Glades	S	76	162	47%
29	Palm Beach	VL	10,296	21,604	48%
30	Osceola	M	2,682	5,612	48%
31	Jefferson	S	163	334	49%
32	Lee	L	4,365	8,939	49%
33	Seminole	L	3,733	7,598	49%
34	Gulf	S	169	343	49%

Rank	District	Size	# in Regular Class	6-21 ESE	%
35	Indian River	MS	1,080	2,152	50%
36	Walton	S	459	913	50%
37	Orange	VL	11,851	23,294	51%
38	Taylor	S	315	610	52%
39	Baker	S	256	493	52%
40	Bradford	S	463	886	52%
41	Gilchrist	S	300	567	53%
42	Clay	M	2,776	5,146	54%
43	Levy	S	706	1,303	54%
44	Hamilton	S	148	272	54%
45	Lake	M	2,689	4,932	55%
46	Putnam	MS	1,134	2,055	55%
47	Hernando	MS	1,633	2,922	56%
48	Brevard	L	5,913	10,571	56%
49	Pinellas	VL	10,522	18,716	56%
50	Pasco	L	5,509	9,796	56%
51	Hardee	S	574	1,019	56%
52	St. Johns	M	1,773	3,104	57%
53	Monroe	MS	859	1,493	58%
54	Alachua	M	2,970	5,158	58%
55	Leon	M	3,140	5,430	58%
56	Santa Rosa	M	1,988	3,408	58%
57	Sumter	S	608	1,037	59%
58	Sarasota	M	3,642	6,184	59%
59	Liberty	S	178	293	61%
60	Manatee	M	4,274	7,010	61%
61	Duval	VL	11,254	18,456	61%
62	Okeechobee	MS	785	1,284	61%
63	Collier	M	3,374	5,469	62%
64	Flagler	S	803	1,237	65%
65	Broward	VL	17,823	27,166	66%
66	Okaloosa	M	3,134	4,571	69%
67	DeSoto	S	813	928	88%
	Total		171,233	354,223	48%

APPENDIX B:
ESE Monitoring Team Members

**Citrus County School District
Focused Monitoring Visit
May 10-12, 2004**

ESE Monitoring Team Members

Department of Education Staff

Michele Polland, Acting Chief
Eileen Amy, Administrator
Kim Komisar, Program Director, Monitoring
David Katcher, Program Specialist
April Katine, Program Specialist
Barbara McAnelly, Program Specialist
Anitra Moreland, Program Specialist
Kelly Claude, Program Specialist

Peer Monitors

Catherine Brown, Volusia County Schools
Patti Burrows, Pinellas County Schools
Teresa Hall, Hardee County Schools
Willis Henderson, Escambia County Schools
Scott Peters, Alachua County Schools
Jeff Silverman, Palm Beach County Schools
Linda Zurko, Palm Beach County Schools

APPENDIX C:
Survey Results

**Citrus County School District
2004 Parent Survey Report
Students with Disabilities**

Responding to the need to increase the involvement of parents and families of exceptional education students in evaluating the educational services provided to their children, the Florida Department of Education, Bureau Exceptional Education and Student Services contracted with the University of Miami to develop and administer a parent survey as part of the Bureau's district monitoring activities.

The parent survey was sent to parents of the 2,874 students with disabilities for whom complete addresses were provided by the district. A total of 441 parents (PK, n = 36; K-5, n = 190; 6-8, n = 107; 9 - 12, n = 108), representing 15% of the sample, returned the survey. One hundred thirteen surveys were returned as undeliverable, representing 4% of the sample. Parents represented the following students with disabilities: educable mentally handicapped, trainable mentally handicapped, orthopedically impaired, speech impaired, language impaired, deaf or hard of hearing, visually impaired, emotionally handicapped, specific learning disabled, hospital/homebound, profoundly mentally handicapped, autistic, severely emotionally disturbed, developmentally delayed, and other health impaired.

**% Always, Almost Always,
Frequently combined**

Overall, I am satisfied with:

- | | |
|---|----|
| • the way I am treated by school personnel. | 83 |
| • the amount of time my child spends with regular education students. | 79 |
| • the level of knowledge and experience of school personnel. | 77 |
| • the way special education teachers and regular education teachers work together. | 75 |
| • how quickly services are implemented following an IEP (Individualized Educational Plan) decision. | 75 |
| • the exceptional education services my child receives. | 74 |
| • the effect of exceptional student education on my child's self-esteem. | 70 |
| • my child's academic progress. | 69 |

My child:

- | | |
|---|----|
| • has friends at school. | 80 |
| • receives all the special education and related services on his/her IEP. | 78 |
| • is learning skills that will be useful later on in life. | 77 |
| • spends most of the school day involved in productive activities. | 75 |
| • is happy at school. | 75 |

At my child's IEP meetings we have talked about:

- | | |
|----------------------------|----|
| • all of my child's needs. | 88 |
|----------------------------|----|

**% Always, Almost Always,
Frequently combined**

- ways that my child could spend time with students in regular classes. 67
- whether my child needed speech/language services. 61
- whether my child should get accommodations (special testing conditions),
for example, extra time. 57
- whether my child would take the FCAT (Florida Comprehensive Assessment Test). 56
- whether my child needed services beyond the regular school year. 54
- *which diploma my child may receive. 49
- *the requirements for different diplomas. 44
- whether my child needed physical and/or occupational therapy. 41
- whether my child needed transportation. 36
- whether my child needed psychological counseling services. 31

My child's teachers:

- expect my child to succeed. 85
- set appropriate goals for my child. 81
- are available to speak with me. 79
- give students with disabilities extra time or different assignments, if needed. 68
- call me or send me notes about my child. 67
- give homework that meets my child's needs. 66

My child's school:

- encourages me to participate in my child's education. 79
- makes sure I understand my child's IEP. 77
- addresses my child's individual needs. 73
- sends me information written in a way I understand. 72
- encourages acceptance of students with disabilities. 71
- wants to hear my ideas. 69
- provides students with disabilities updated books and materials. 67
- offers students with disabilities the classes they need to graduate with a
standard diploma. 66
- explains what I can do if I want to make changes to my child's IEP. 64
- informs me about all of the services available to my child. 62
- does all it can to keep students from dropping out of school. 62
- involves students with disabilities in clubs, sports, or other activities. 62
- offers a variety of vocational courses, such as computers and business technology. 58
- *sends me information about activities and workshops for parents. 57
- *provides information to students about education and jobs after high school. 48
- informed me, beginning when my child turned 14, that one purpose of the IEP
meeting was to discuss a plan for my child's transition out of high school. 42

*These questions answered by parents of students grade 8 and above

**% Always, Almost Always,
Frequently combined**

Parent Participation

- | | |
|--|----|
| • I have attended my child's IEP meetings. | 96 |
| • I meet with my child's teachers to discuss my child's needs and progress. | 90 |
| • I am comfortable talking about my child with school staff. | 89 |
| • I participate in school activities with my child. | 67 |
| • I have heard about the Florida Diagnostic and Learning Resources System ("FDLRS") and the services they provide to families of children with disabilities. | 23 |
| • I attend meetings of the PTA/PTO. | 21 |
| • I attend meetings of organizations for parents of students with disabilities. | 19 |
| • I have used parent support services in my area. | 16 |
| • I attend School Advisory Committee meetings concerning school improvement. | 16 |

**Citrus County School District
2004 Parent Survey Report
Students Identified as Gifted**

Responding to the need to increase the involvement of parents and families of exceptional education students in evaluating the educational services provided to their children, the Florida Department of Education, Bureau of Exceptional Education and Student Services contracted with the University of Miami to develop and administer a parent survey as part of the Bureau's district monitoring activities.

The parent survey was sent to parents of the 870 students identified as gifted for whom complete addresses were provided by the district. A total of 268 parents (KG-5, n = 111; 6-8, n = 72; 9 - 12, n = 85), representing 31% of the sample, returned the survey. Twelve surveys were returned as undeliverable, representing 1% of the sample.

	% Yes
Overall, I am satisfied with:	
• my child's academic progress.	83
• the effect of gifted services on my child's self-esteem.	83
• regular teachers' subject area knowledge.	81
• gifted teachers' subject area knowledge.	80
• gifted teachers' expertise in teaching students identified as gifted.	78
• how quickly services were implemented following an initial request for evaluation.	77
• the gifted services my child receives.	73
• regular teachers' expertise in teaching students identified as gifted.	65

In regular classes, my child:

• has friends at school.	98
• is usually happy at school.	88
• is learning skills that will be useful later on in life.	88
• has his/her social and emotional needs met at school.	85
• has creative outlets at school.	75
• is academically challenged at school.	64

In gifted classes, my child:

• has friends at school.	98
• has his/her social and emotional needs met at school.	89
• is usually happy at school.	87
• is learning skills that will be useful later on in life.	86
• has creative outlets at school.	85
• is academically challenged at school.	81

% Yes

My child's regular teachers:

- | | |
|--|----|
| • expect appropriate behavior. | 98 |
| • are available to speak with me. | 92 |
| • have access to the latest information and technology. | 83 |
| • provide coursework that includes representation of diverse ethnic, racial, and other groups. | 82 |
| • set appropriate goals for my child. | 77 |
| • give homework that meets my child's needs. | 74 |
| • relate coursework to students' future educational and professional pursuits. | 69 |
| • call me or send me notes about my child. | 57 |

My child's gifted teachers:

- | | |
|--|----|
| • expect appropriate behavior. | 96 |
| • are available to speak with me. | 90 |
| • have access to the latest information and technology. | 87 |
| • set appropriate goals for my child. | 83 |
| • provide coursework that includes representation of diverse ethnic, racial, and other groups. | 81 |
| • relate coursework to students' future educational and professional pursuits. | 73 |
| • give homework that meets my child's needs. | 65 |
| • call me or send me notes about my child. | 51 |

My child's home school:

- | | |
|--|----|
| • treats me with respect. | 94 |
| • sends me information written in a way I understand. | 86 |
| • encourages me to participate in my child's education. | 83 |
| • makes sure I understand my child's EP or IEP. | 73 |
| • involves me in developing my child's Educational Plan (EP or IEP). | 73 |
| • wants to hear my ideas. | 71 |
| • addresses my child's individual needs. | 68 |
| • provides students identified as gifted with appropriate books and materials. | 64 |
| • sends me information about activities and workshops for parents. | 61 |
| • explains what I can do if I want to make changes to my child's EP or IEP. | 61 |
| • informs me about all of the services available to my child. | 58 |
| • implements my ideas. | 55 |

My child's 2nd school:

- | | |
|---|----|
| • treats me with respect. | 95 |
| • sends me information written in a way I understand. | 87 |
| • encourages me to participate in my child's education. | 85 |

	% Yes
• wants to hear my ideas.	84
• provides students identified as gifted with appropriate books and materials.	80
• addresses my child's individual needs.	78
• implements my ideas.	71
• makes sure I understand my child's EP or IEP.	68
• informs me about all of the services available to my child.	68
• involves me in developing my child's Educational Plan (EP or IEP).	66
• sends me information about activities and workshops for parents.	52
• explains what I can do if I want to make changes to my child's EP or IEP.	50

The following questions relate primarily to high school students.

Students identified as gifted:

• are provided with information about options for education after high school.	80
• are provided with the opportunity to participate in externships or mentorships.	72
• have the option of taking a variety of vocational courses.	71
• are provided with career counseling.	62

Parent Participation

• I participate in school activities with my child.	87
• I have attended one or more meetings about my child during this school year.	83
• I am a member of the PTA/PTO.	34
• I attend School Advisory Committee meetings concerning school improvement.	30
• I have used parent support services in my area.	11
• I belong to an organization for parents of students identified as gifted.	3

**Citrus County School District
2004 Student Survey Report
Students with Disabilities**

Responding to the need to increase the involvement of the service providers of students with disabilities in evaluating the educational services provided to their children, the Florida Department of Education, Bureau of Exceptional Education and Student Services contracted with the University of Miami to develop and administer a teacher survey in conjunction with the Bureau's district monitoring activities.

In conjunction with the 2004 Citrus County School District monitoring activities, a sufficient number of surveys were provided to allow all students with disabilities, grades 9-12, to respond. Instructions for administration of the survey by classroom teachers, including a written script, were provided for each class or group of students. Since participation in this survey is not appropriate for some students whose disabilities might impair their understanding of the survey, professional judgment is to be used to determine appropriate participation.

Surveys were received from 594 students, representing 70% of students with disabilities in grades 9-12 in the district. Data are from 7 (88%) of the district's 8 schools with students in grades 9-12.

% Yes

I am taking the following ESE classes:

• Math	64
• English	62
• Science	29
• Social Studies	27
• Electives (physical education, art, music)	26
• Vocational (woodshop, computers)	23

At my school:

• ESE teachers believe that ESE students can learn.	88
• ESE teachers give students extra help, if needed.	87
• ESE teachers teach students in ways that help them learn.	81
• ESE teachers give students extra time or different assignments, if needed.	79
• ESE teachers understand ESE students' needs.	77
• ESE teachers teach students things that will be useful later on in life.	77
• ESE teachers provide ESE students with updated books and materials.	62

I am taking the following regular/mainstream classes:

• Electives (physical education, art, music)	53
• Science	45

	% Yes
• Social Studies	43
• Vocational (woodshop, computers)	41
• English	35
• Math	33

At my school:

• regular education teachers believe that ESE students can learn.	80
• regular education teachers teach ESE students things that will be useful later on in life.	79
• regular education teachers provide students with updated books and materials.	69
• regular education teachers give ESE students extra help if needed.	68
• regular education teachers teach ESE students in ways that help them learn.	63
• regular education teachers understand ESE students' needs.	63
• regular education teachers give ESE students extra time or different assignments if needed.	50

At my school, ESE students:

• get the help they need to well in school.	84
• are encouraged to stay in school.	82
• can take vocational classes such as computers and business technology.	82
• get work experience (on-the-job training) if they are interested.	80
• participate in clubs, sports, and other activities.	77
• are treated fairly by teachers and staff.	74
• get information about education after high school.	73
• fit in at school.	72
• spend enough time with regular education students.	71

Diploma Option

• I agree with the type of diploma I am going to receive.	84
• I know the difference between a regular and a special diploma.	83
• I know what courses I have to take to get my diploma.	82
• I had a say in the decision about which diploma I would get.	71
• I will probably graduate with a regular diploma.	69

IEP

• I was invited to attend my IEP meeting this year.	74
• I attended my IEP meeting this year.	68
• I had a say in the decision about which classes I would take.	62
• I had a say in the decision about special testing conditions I might get for the FCAT or other tests.	44

- | | % Yes |
|--|--------------|
| • I had a say in the decision about whether I need to take the FCAT or a different test. | 32 |

FCAT

- | | |
|--|----|
| • Teachers help ESE students prepare for the FCAT. | 71 |
| • I took the FCAT this year. | 69 |
| • In my English/reading classes, we work on the kinds of skills that are tested on the reading part of the FCAT. | 66 |
| • In my math classes, we work on the kinds of problems that are tested on the math part of the FCAT. | 62 |
| • I received accommodations (special testing conditions) for the FCAT. | 50 |

**Citrus County School District
2004 Teacher Survey Report
Students with Disabilities**

In order to obtain the perspective of students with disabilities who receive services from public school districts, the Florida Department of Education, Bureau of Exceptional Education and Student Services contracted with the University of Miami to develop and administer a student survey as part of the Bureau's focused monitoring activities.

Surveys were received from 636 teachers and other service providers, representing approximately 54% of ESE and general education teachers in the district. Data are from 19 (79%) of the district's 24 schools.

**% Always,
Almost Always,
Frequently combined**

To provide students with disabilities access to the general curriculum, my school:

- | | |
|---|----|
| • ensures that students with disabilities feel comfortable when taking classes with general education students. | 80 |
| • places students with disabilities into general education classes whenever possible. | 79 |
| • modifies and adapts curriculum for students as needed. | 77 |
| • addresses each student's individual needs. | 77 |
| • ensures that the general education curriculum is taught in ESE classes to the maximum extent possible. | 66 |
| • encourages collaboration among ESE teachers, GE teachers and service providers. | 57 |
| • offers teachers professional development opportunities regarding curriculum and support for students with disabilities. | 56 |
| • provides adequate support to GE teachers who teach students with disabilities. | 50 |

To help students with disabilities who take the FCAT, my school:

- | | |
|--|----|
| • provides students with appropriate testing accommodations. | 89 |
| • provides teachers with FCAT test preparation materials. | 86 |
| • aligns curriculum for students with the standards that are tested on the FCAT. | 77 |
| • gives students in ESE classes updated textbooks. | 75 |

To keep students with disabilities from dropping out, my school:

- | | |
|---|----|
| • develops IEPs according to student needs. | 90 |
| • makes an effort to involve parents in their child's education. | 85 |
| • allows students to make up credits lost due to disability-related absences. | 85 |
| • conducts ongoing assessments of individual students' performance. | 84 |
| • ensures that classroom material is grade- and age-appropriate. | 77 |
| • ensures that classroom material is culturally appropriate. | 73 |

**% Always,
Almost Always,
Frequently combined**

- | | |
|---|----|
| • provides positive behavioral supports. | 71 |
| • encourages participation of students with disabilities in extracurricular activities. | 68 |
| • ensures that students are taught strategies to manage their behavior as needed. | 62 |
| • provides social skills training to students as needed. | 61 |
| • implements dropout prevention activities. | 52 |

The items below relate primarily to middle and high school students.

**% Always,
Almost Always,
Frequently combined**

My school:

- | | |
|---|----|
| • encourages students to aim for a standard diploma when appropriate. | 91 |
| • implements an IEP transition plan for each student. | 90 |
| • provides extra help to students who need to retake the FCAT. | 90 |
| • informs students through the IEP process of the different diploma options and their requirements. | 87 |
| • provides students with information about options after graduation. | 81 |
| • teaches transition skills for future employment and independent living. | 73 |
| • coordinates on-the-job training with outside agencies. | 72 |
| • provides students with job training. | 69 |

APPENDIX D:
Forms Review

**Citrus County School District
Focused Monitoring Report
Form Reviews**

This form reviews were completed as a component of the focused monitoring visit that will be conducted during the week of May 10, 2004. The following district forms were compared to the requirements of applicable State Board of Education rules, the Individuals with Disabilities Education Act (IDEA), and applicable sections of Part 300, Code of Federal Regulations. The review includes required revisions and recommended revisions based on programmatic or procedural issues and concerns. The results of the review are detailed below and list the applicable sources used for the review.

Parent Notification of Individual Educational Plan (IEP) Meeting
Form Notice of Meeting Form ESE-3
Title 34 of the Code of Federal Regulation Section 300.345

This form contains the components for compliance.

Individual Educational Plan (IEP) Meeting
Form Individual Education Plan
Title 34 of the Code of Federal Regulation Section 300.347

Recommendation: The notice of the meeting does not include a place for “student” to sign the IEP. It does have “other”, but we recommend a specific space designated for the student to sign.

Informed Notice and Consent for Evaluation
Form Informed Notice And Consent For Evaluation Form ESE-2
Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505

This form contains the components for compliance.

Informed Notice and Consent for Reevaluation
Form Informed Notice And Consent For Re-evaluation Form ESE-6
Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505

This form contains the components for compliance.

Notice and Consent for Initial Placement
Form Informed Notice And Consent For Educational Placement Form ESE-4
Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505

The following must be addressed:

- A description of each evaluation procedure, test, record, or report the district used as a basis for the placement is required.

Notice of Change in Placement Form

Form Notice of Change In Identification, Placement, FAPE, Dismissal, or Refusal

Form ESE-4C

Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505**The following must be addressed:**

- A description of each evaluation procedure, test, record, or report the district used as a basis for the proposal or refusal is required.

Notice of Change in FAPE

Form Notice of Change In Identification, Placement, FAPE, Dismissal, or Refusal

Form ESE-4C

Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505**The following must be addressed:**

- A description of each evaluation procedure, test, record, or report the district used as a basis for the proposal is required.

Informed Notice of Refusal

Form Notice of Change In Identification, Placement, FAPE, Dismissal, or Refusal

ESE-4C

Title 34 of the Code of Federal Regulation Section 300.503**The following must be addressed:**

- A description of each evaluation procedure, test, record, or report the district used as a basis for the refusal is required.

Notice of Dismissal

Form Notice of Change In Identification, Placement, FAPE, Dismissal, or Refusal

ESE-4C

Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505**The following must be addressed:**

- A description of each evaluation procedure, test, record, or report the district used as a basis for the dismissal is required.

Notice of Ineligibility

Form Notice of Change In Identification, Placement, FAPE, Dismissal, or Refusal

ESE-4C

Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505**The following must be addressed:**

- A description of each evaluation procedure, test, record, or report the district used as a basis for the determination of ineligibility is required.

Documentation of Staffing Form

Form Staffing Form, Form ESE-4

Title 34 of the Code of Federal Regulation Sections 300.534, 300.503

This form contains the components for compliance.

Confidentiality of Information

Family Educational Rights and Privacy Act, Part 99 Title 34 of the Code of Federal Regulation Title 34 of the Code of Federal Regulation Section 300.503

This form contains the basic components for compliance.

Educational Plan

Form Gifted Program Educational Plan (EP) Form EP-1

This form contains the basic components for compliance.

It was noted that the district utilizes the procedural safeguards wording provided by the Bureau of Exceptional Education and Student Services.

APPENDIX E

Glossary of Acronyms

Citrus County School District
Focused Monitoring Visit
May 10-12, 2004

Glossary of Acronyms

BIP	Behavior Intervention Plan
Bureau	Bureau of Exceptional Education and Student Services
CFR	Code of Federal Regulations
DJJ	Department of Juvenile Justice
DOE	Department of Education
EH	Emotionally Handicapped
EMH	Educable Mentally Handicapped
EP	Educational Plan (for gifted students)
ESE	Exceptional Student Education
FAC	Florida Administrative Code
FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
FCAT	Florida Comprehensive Assessment Test
FERPA	The Family Educational Rights and Privacy Act
F.S.	Florida Statutes
GED	General Education Development
IDEA	Individuals with Disabilities Education Act
IEP	Individual Educational Plan (for students with disabilities)
K-BIT	Kaufman Brief Intelligence Scale
KG	Kindergarten
LEA	Local Educational Agency
LRE	Least Restrictive Environment
PTA/PTO	Parent Teacher Association/Organization
PreK (PK)	Pre-kindergarten
SED	Severely Emotionally Disturbed
SIP	System Improvement Plan
SLD	Specific Learning Disability
SSS	Sunshine State Standards
TMH	Trainable Mentally Handicapped