

GILCHRIST COUNTY

Focused Monitoring

Exceptional Student Education Programs

November 6-8, 2006

Florida Department of Education
Bureau of Exceptional Education and Student Services
ESE Program Administration and Quality Assurance

FLORIDA DEPARTMENT OF EDUCATION



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March 14, 2007

Mr. Buddy Vickers, Superintendent
Gilchrist County School District
310 NW 11th Avenue
Trenton, Florida 32693-3804

Dear Superintendent Vickers:

We are pleased to provide you with the Final Report of Focused Monitoring of Exceptional Student Education Programs in Gilchrist 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 survey data from our visit on November 6-8, 2006. The final report will be placed on the Bureau of Exceptional Education and Student Services' website and may be viewed at www.firn.edu/doe/commhome/mon-home.htm.

The report includes a system improvement plan outlining the findings of the monitoring team. Bureau staff have worked with Mary Bennett, 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. The system improvement plan has been approved and is included as a part of this final report.

The first scheduled update on the system improvement plan will be due on August 31, 2007. The Department of Education must ensure timely corrections on noncompliance within one year of reporting to the district. The successful completion of improvement plan activities and the submission of the annual report no later than March 7, 2008, will be required. A verification monitoring visit to your district may take place after review of the annual report.

BAMBI J. LOCKMAN
Chief

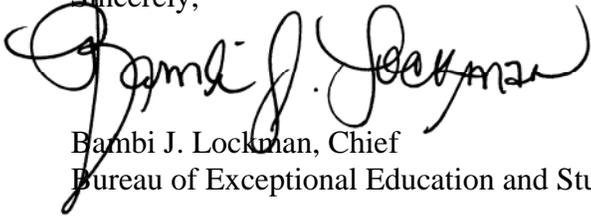
Bureau of Exceptional Education and Student Services

Superintendent Vickers
March 14, 2007
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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. Ms. 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 Gilchrist County.

Sincerely,

A handwritten signature in black ink, appearing to read "Bambi J. Lockman". The signature is fluid and cursive, with the first name being the most prominent.

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

Enclosure

cc: Ronald Smith, School Board Chairman
Members of the School Board
Sheree Lancaster, School Board Attorney
School Principals
Mary Bennett, ESE Director
Eileen L. Amy
Ginny Chance

GILCHRIST COUNTY

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Gilchrist County Final Monitoring Report
Focused Monitoring
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Gilchrist County Final Monitoring Report

Focused Monitoring

November 6-8, 2006

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 ESE programs; 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 Improvement Act of 2004 (IDEA 2004) 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 2004, 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)). Federal Regulations for IDEA 2004 were made public on August 14, 2006, and implementation required on October 13, 2006.

The monitoring system reflects the Department's commitment to provide assistance, service, and accountability to school districts, and is designed to emphasize improved educational outcomes for students while continuing to conduct those activities necessary to ensure compliance with applicable federal laws and regulations and state statutes and rules. In addition, these activities serve to ensure implementation of corrective actions, such as those required subsequent to monitoring by the U.S. Department of Education (USDOE), Office of Special Education Programs, (OSEP) and by the Office for Civil Rights (OCR), as well as other quality assurance activities of the Department.

State Performance Plan and Monitoring

In accordance with 34 CFR 300.600(a)(1), not later than one (1) year after the date of enactment of the Individuals with Disabilities Education Improvement Act of 2004, each state must have in place a performance plan that evaluates the state's efforts to implement the requirements and purposes of Part B and describe how the state will improve such implementation. The purpose of the 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. A detailed description of the Bureau's monitoring processes is provided in *Focused Monitoring and Verification Monitoring: Work Papers and Source Book for Exceptional Student Education Programs (2006-07)*. The protocols used by Bureau staff when conducting procedural compliance reviews are available in *Compliance Manual: Work Papers and Source Book for Exceptional Student Education Programs (2006-07)*. These documents are available on the Bureau's website at www.firn.edu/doe/commhome/mon-home.htm.

Indicator Selection

In its continuing effort to focus the monitoring process on student educational outcomes, there are three (3) specific monitoring priority areas which are identified in the IDEA 2004 at section 616(a)(3). The first priority is the provision of a free appropriate public education (FAPE) in the least restrictive environment (LRE) which includes standard diploma rate, dropout rate, participation and performance on statewide assessments, suspension and expulsion, LRE for both ages 6-21 and for ages 3-5, PK outcomes, and parent satisfaction. The second priority is general supervision by the state which includes child find, transition (Part C to Part B), secondary transition, and postsecondary outcomes. The third priority is disproportionate representation of racial and ethnic groups in special education and related services including all disabilities in general and specific disability categories. The IDEA 2004 can be viewed on the web at <http://www.ed.gov/policy/speced/guid/idea/idea2004.html>.

Data on all State Performance Plan (SPP) indicators used to determine the focus of this on-site visit was based on a review of data from the 2006 local educational agency (LEA) Profile that was submitted electronically to the Department of Education (DOE) Information Database for Surveys 2, 3, 5, 9, and from the assessment files for each school year. This data is compiled into an annual data profile for each district. The 2006 LEA Profiles for all Florida school districts are available on the web at <http://www.firn.edu/doe/commhome/datapage.htm>.

Background Information and Demographics

During the week of November 6, 2006, the Florida Department of Education, Bureau of Exceptional Education and Student Services, conducted an on-site review of the exceptional student education (ESE) programs in Gilchrist County Public Schools. Mary Bennett, Exceptional Student Education Director, served as the coordinator and point of contact for the district during the monitoring visit. Gilchrist County was monitored on the following indicators: students exiting with a standard diploma via the FCAT Waiver and transition/post school outcomes. In addition, data on over-representation of SLD and on the under-representation of students identified as gifted was also reviewed.

Based on the 2006 LEA Profile, Gilchrist County School District has a total school population (PK-12) of 2,893: 27% of students being identified as students with disabilities; 9% identified as speech impaired as the primary exceptionality; and 5% identified as gifted. Gilchrist County is considered a "small size" district and is comprised of 2 elementary schools, (one Pre-K-4 and

one Pre-K to 5) and 2 middle/high schools (one 5-12 and one 6-12) The district has no DJJ centers or charter schools.

Gilchrist County is a rural community, with 50% of students on free or reduced lunch and 1% of students identified as limited English proficient. Of the students with disabilities who exited from the district during the 2004-05 school year, 55% met all requirements for a standard diploma, 29% met the requirements through a waiver of a passing score on the Florida Comprehensive Assessment Test (FCAT), and 5% graduated through the General Educational Development diploma (GED) exit option (i.e., under-credited students who have passed the FCAT and who pass the GED examination). The district has a dropout rate of 2% for all students and a dropout rate of 3% for students with disabilities as stated on the LEA Profile. One percent of the population of students with disabilities received out-of-school suspensions or expulsions totaling more than ten days.

Monitoring Activities

The Bureau conducted the on-site focused monitoring visit from November 6-8, 2006. Two Bureau staff members and six peer monitors conducted site-visits to the following four schools:

- Bell Middle/High School
- Trenton Middle/High School
- Bell Elementary School
- Trenton Elementary School

Peer monitors are exceptional student personnel from other school districts who are trained to assist with the DOE’s monitoring activities. A listing of Bureau staff and peer monitors who conducted the monitoring activities for this visit is included as appendix A.

The monitoring process includes interviews with administrators, teachers, and other service delivery providers, focus group interviews with students, case studies, classroom observations, record reviews, and parent surveys. A summary of the monitoring activities conducted in Gilchrist County is included in the table below.

Activity	Source	Number
Interviews	District staff	3
	School staff	
	▪ School administrators/non-instructional support	10
	▪ ESE teachers—disabilities	10
	▪ ESE teachers—gifted	1
	▪ General education teachers	<u>13</u>
	Total	37
Focus Groups	Trenton Middle/ High—grades 9-12	
	▪ Students pursuing special diploma	5
	▪ Students pursuing standard diploma	<u>21</u>
	Total	26
Case studies	Individual student case studies	7

Activity	Source	Number
Classroom Visits	ESE and general education classrooms	23
Record Reviews	IEPs	
	▪ Full desk-review	10
	▪ Targeted on-site review	28
	▪ Matrix of services documents	6
	EPs	
	▪ Full desk-review	5
	▪ Targeted on-site review	12
	Eligibility for SLD	13
FCAT Waivers	<u>3</u>	
	Total	77
Surveys	Parents of students with disabilities	
	▪ Number sent	312
	▪ Number returned (%)	27(9%)
	▪ School facilitates parent involvement	13(48%)

The results of the surveys are included as appendix B.

Reporting of Information

Findings based on data generated through: record reviews; focus group interviews; individual interviews; case studies; classroom visits; parent surveys; and, the review of district forms are summarized in the reporting table that follows. This report provides conclusions with regard to the key data indicators and specifically addresses related areas that may contribute to or impact the indicators.

In addition, information related to identification of students with specific learning disabilities (SLD) as well as services for gifted students are reported.

To the extent possible, this report focuses on systemic issues rather than on isolated instances of noncompliance or need for improvement. In accordance with established Bureau monitoring procedures, a finding of a systemic violation will be made if evidence of such a violation is found in 25% or more of the pertinent data sources.

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, and promising practices are noted. Listings of these recommendations and promising practices, as well as DOE contacts available to provide technical assistance in the development and implementation of a system improvement plan, are included following the reporting table.

In response to specific student related findings listed in the letter to the superintendent, dated January 22, 2007, the district is required to correct the items as noted. This plan identifies the

specific area(s) of a student's IEP for which an IEP Team meeting must be held to correct the finding and/or specifies an action the district must perform to correct data.

In response to the findings included in the reporting table, the district is required to develop a system improvement plan. This plan is developed in consultation with the Bureau, and must include activities and strategies intended to address specific findings, as well as measurable evidence of change. A draft system improvement plan also is included.

**Gilchrist County School District
Focused Monitoring**

Reporting Table

Standard/Citation	Findings	Supporting Evidence	Concerns
Indicator: Curriculum/Instruction (Standard Diploma)			
Related Factor: General			
	No finding of noncompliance in this area.		
Related Factor: IEP Requirements/Implementation			
Sec. 614(d)(1)(A)(i)(IV) §300.347(a)(3) 6A-6.03028(7)(c)	No finding of noncompliance in this area.		3 of 21 standard diploma students reported that they have to ask some of their teachers to receive the accommodations stated on the IEP.
Indicator: Performance on Statewide Assessment			
Related Factor: FCAT Waiver/Other Options			
	No findings of noncompliance in this area.		
Indicator: Child Find/Disproportionate Representation—Selected Disabilities			
Related Factor: Activities Required Prior to Referral (K-12 only)			
6A-6.0331(2)(d)	Review of attendance.		Two sets of records are kept and are not identical.
6A-6.0331(2)(f)	At least two (2) general interventions must be attempted.		
Related Factor: Referral			
	Non findings of noncompliance in this area.		
Related Factor: Evaluation			
	No finding of noncompliance in this area.		

Standard/Citation	Findings	Supporting Evidence	Concerns
Related Factor: Assessments			
	No findings of noncompliance in this area.		
Related Factor: Eligibility			
Sec. 618 (d)(2)(A) §300.755(b)	No findings of noncompliance in this area.	.	Student records reviewed showed some of the interventions were successful, however student was found eligible.
Indicator: Secondary Transition			
Related Factor: IEP Notice			
	No findings of noncompliance in this area.		
Related Factor: IEP Meeting			
	No findings of noncompliance in this area.		
Related Factor: IEP Contents			
	No findings of noncompliance in this area.		All transition IEPs reviewed did not have documentation of agency contact though extensive information was kept in another location.
Related Factor: Transfer of Rights			
	No findings of noncompliance in this area.		
Gifted			
Related Factor: Eligibility			
	No findings of noncompliance in this area.		There is no Plan B in the district to include more minority students.
Related Factor: Service Delivery			
	No findings of noncompliance in this area.		

Standard/Citation	Findings	Supporting Evidence	Concerns
Related Factor: EP Requirements/Implementation			
	No findings of noncompliance in this area.		
Matrix of Services			
S. 1011.62(1)(e), F.S.	Two matrix of service documents require review/revision after IEPs are reviewed.	<i>Records:</i> 2 of 6 IEPs reviewed did not support the level of service stated on the matrix. Present level was incomplete to support the services listed.	
Student Record Reviews			
§300.320(a)(3)(i) and (ii) 6A-6.03028(7)(g)	Statement of how the student's progress toward the annual goals will be measured and how the student's parents will be regularly informed (at least as often as parents are informed of their nondisabled children's progress) of the student's progress toward the annual goals and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.	<i>Records:</i> 2 of 28 IEPs did not note how often the student's progress toward annual goals will be reported to the student's family.	
Forms Review			
34 CFR §300.300 – 300.627 Rule 6A-6.03028, FAC	Four forms require revisions to meet compliance.	A detailed description of the forms review was provided to the district in a letter to the ESE Director dated January 3, 2007.	

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 targeted technical assistance needs identified through the State Performance Plan Indicator teams. The promising practices, recommendations, and technical assistance resources included below should be considered when developing strategies and/or interventions targeting the critical issues identified by the Bureau as most significantly in need of improvement.

Promising Practices, Recommendations and Technical Assistance

Promising Practices

During the visit, numerous promising practices were noted by district and school staff and by Bureau and peer monitors. Some of the reported promising practices were school specific, some were grade specific, and others were the results of district-wide initiatives. The district is encouraged to continue to promote an atmosphere where teachers and staff can share these practices. Some of the reported promising practices are listed below.

- The ESE department provides a wealth of staff development opportunities for ESE and general education teachers.
- General education teachers reported that both ESE teachers and the ESE administration have been extremely supportive.
- Transition services and collaboration with agencies is extensive.
- Teachers report training on identification of gifted characteristics of minorities has been helpful.
- Yearly screenings are conducted at the elementary level to identify gifted students.
- Inclusion practices at all grade levels (Pre-K to 12) are well above the state average.
- District program of Friday and Saturday School is being piloted to prevent drop out.
- ESE students reported they are treated well by both ESE and general education teachers.
- ESE students knew about the FCAT waiver, the state requirements, and the district requirements.
- ESE students reported the guidance counselors are a great resource of information and support.

Recommendations

Recommendations have been proposed 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 system improvement plan (SIP).

- Continue monitoring of FCAT Waivers to ensure compliance.

- Incorporate documentation of transition information and agency contacts into IEPs.
- Provide training to write accurate and complete present levels on IEPs.
- Provide training to write measurable goals on IEPs.
- Provide training/monitor completion of Matrix of Services to ensure accurate rating.
- In developing IEPs for Pre-K students, ensure that identified special education services are beyond those which would be provided to same age peers.
- Provide training for eligibility criteria to include: interventions that are significant, varying levels of interventions, documentation of the interventions, use of the interventions for an extended amount of time to determine the effectiveness, and ensure if the interventions are successful that the student is not found eligible for ESE services.
- Monitor eligibility records to ensure all sets of records are in compliance and are identical.
- Monitor computer blocks for students to enable them to research college information.
- Provide training for general education teachers to ensure that ESE students receive accommodations listed on their IEPs without the student requesting them.

Technical Assistance

Bureau staff are available for assistance on a variety of topics. Staff may be contacted for assistance in the development and/or implementation of the system improvement plan. Following is a partial list of contacts:

ESE Program Administration and Quality Assurance—Monitoring
(850) 245-0476

Eileen L. Amy, Administrator
Eileen.Amy@fldoe.org

Ginny Chance, Program Director
Ginny.Chance@fldoe.org

Marilyn Hibbard, Program Specialist
Marilyn.Hibbard@fldoe.org

ESE Program Development and Services
(850) 245-0478

Cathy Bishop, Program Director
Cathy.Bishop@fldoe.org

Clearinghouse Information Center
cicbiscs@FLDOE.org
(850) 245-0477

Kathy Dejoie, Program Director
Kathy.Dejoie@fldoe.org

Special Programs Information, Clearinghouse, and Evaluation
(850) 245-0475

Karen Denbroeder, Administrator
Karen.Denbroeder@fldoe.org

**Gilchrist County School District
 Focused Monitoring
 System Improvement Strategies**

The district is required to provide system improvement strategies to address identified findings of noncompliance, 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. In addition to findings of noncompliance, the report includes areas of concern that the district is encouraged to address, either through this system improvement plan or through other avenues. Resources, suggestions and/or recommended actions are provided following this plan format.

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Findings of Noncompliance	Improvement Strategies/Interventions	Outcome Measures and Timeline
Indicator: Curriculum/Instruction (Standard Diploma)		
Related Factor: General		
No findings of noncompliance in this area.		
Indicator: Performance on Statewide Assessment		
Related Factor: FCAT Waiver/Other Options		
No findings of noncompliance in this area.		
Indicator: Child Find/Disproportionate Representation—Selected Disabilities		
Related Factor: Activities Required Prior to Referral (K-12 only)		
Review of attendance records is required. Review of social, psychological, medical, and achievement data is required.	<i>The district is encouraged to include the strategies to address the concerns noted in the body of this report.</i>	

Findings of Noncompliance	Improvement Strategies/Interventions	Outcome Measures and Timeline
Related Factor: Eligibility		
Student is eligible for ESE services if interventions were not successful.	<p>Training and/or technical assistance regarding interventions will be incorporated into the general staff development.</p> <p>District and/or school staff will conduct reviews of 20 student records to ensure all required activities are addressed.</p> <p>Following an analysis of the record review results, district staff will determine if additional training is required to ensure eligibility criteria is met for all exceptionalities.</p>	<p>District report of self-assessment reveals compliance with targeted elements for 100% of records reviewed.</p> <p>August 2007 for Staff Development</p> <p>February 2008 for Record Reviews</p>
Indicator: Secondary Transition		
Related Factor: IEP Contents		
No findings of noncompliance in this area.	<i>The district is encouraged to include the strategies to address the concerns noted in the body of this report.</i>	
Gifted		
Related Factor: Eligibility		
No findings of noncompliance in this area.		
Matrix of Services		
Two matrix of service documents require review following review/revision of the corresponding IEPs.	District will submit both new IEPs and new matrixes for identified students to the Bureau for review and if needed, an amendment to the Automated Student Information System database.	March 2007

Findings of Noncompliance	Improvement Strategies/Interventions	Outcome Measures and Timeline
Student Record Reviews		
<p>Two IEP teams must reconvene to address identified findings. (Writing measurable goals on IEPs)</p> <p>Parents must be informed of students progress.</p>	<p>The IEP teams for the identified students will reconvene to address identified findings.</p> <p>The identified noncompliant elements will be targeted in the district's IEP training.</p> <p>Using protocols developed by the Bureau, school and/or district staff will conduct semi-annual compliance reviews of a random sample of 15 IEPs.</p> <p>Training and/or technical assistance regarding reporting student's progress on annual goals will be incorporated into the general staff development activities for ESE staff.</p> <p>District and/or school staff will conduct a review of 15 IEPs to ensure how often parents are notified of their child's progress on the annual goals.</p>	<p>March 2007</p> <p>August 2007</p> <p>District report of self-assessment reveals compliance with targeted elements for 100% of IEPs reviewed. September 2007 March 2008</p> <p>August 2007</p> <p>District report of self-assessment reveals compliance with targeted elements for 100% of IEPs reviewed. February 2008</p>
Forms Review		
<p>Four forms require revisions to meet compliance.</p>	<p>The district will revise forms as required and submit them to the Bureau for review.</p>	<p>January 2008</p>

Appendix A:
ESE Monitoring Team Members

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2006-07 Focused Monitoring
Gilchrist County School District**

ESE Monitoring Team Members

Department of Education Staff

Bambi J. Lockman, Chief, Bureau of Exceptional Education and Student Services
Eileen L. Amy, Administrator, ESE Program Administration and Quality Assurance
Ginny Chance, Program Director, ESE Program Administration and Quality Assurance

Marilyn Hibbard, Program Specialist, Team Leader
Angela Nathaniel, Program Specialist

Peer Reviewers and Contracted Staff

Mary Camp, Sumter County Schools
Mary Fort, Wakulla County Schools
Teresa Hall, Hardee County Schools
Brenda Johnson, DeSoto County Schools
Brenda Lambert, Hamilton County Schools
Janell Warfel, Hamilton County Schools

Appendix B:
Survey Results

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2006-07 Focused Monitoring
Gilchrist County School District**

Parent Survey Report: Students with Disabilities

FDOE has elected to use the 25-item scale from the National Center for Special Education Accountability Measuring (NCSEAM) survey that addresses family involvement. Each family selected to be included in the annual sample received a mailed survey printed on an optical scan form accompanied by a cover letter explaining the importance of the survey and guaranteeing the confidentiality of the parent's responses. The packet also included a pre-addressed, postage-prepaid envelope for return of the survey. The survey was provided in three languages: English, Spanish, and Haitian-Creole.

Data from the surveys was scanned into an electronic database and sent to Dr. William Fisher, NCSEAM's measurement consultant, who analyzed the data and produced reports at both the state and LEA levels.

The parent survey was sent to parents of 312 students (PK-12) with disabilities in Gilchrist County School District for whom complete addresses were provided by the district. A total of 27 parents, representing 8.7% of the sample, returned the survey. When applying the standard of measure indicating their perception of schools' facilitation of parental involvement, 48% of parents of children ages 3-21 reported their perceived level of satisfaction at or above the standard.

Appendix C:
Student Record Reviews

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2006-07 Focused Monitoring
Gilchrist County School District**

Student Record Reviews

A total of 16 student records of students with disabilities and five records of students identified as gifted were randomly selected from the population of ESE students and reviewed. The records were from all 4 schools in the district. Thirteen of the records represented transition IEPs for students aged 14 or older. Targeted or partial reviews of an additional 28 records were conducted on-site in conjunction with student case studies. The collected information related to additional compliance areas designated by the Bureau. In addition to IEP reviews, the Bureau conducted reviews of six matrix of services documents for students reported at the 254 or 255 funding level through the Florida Education Finance Program (FEFP). Any services claimed on the matrix must be documented on the IEP and must be in evidence in the classroom.

An item must be found noncompliant in at least 25% of the records reviewed to be determined systemic in nature. There were no systemic findings in Gilchrist County.

Individual or non systemic findings were noted in three areas.

IEP:

- Goals were not measurable
- Schedule to notify parents of progress on annual goals was not noted.

Activities Prior to Referral:

- Review of attendance records
- Review of social, psychological, medical, and achievement data
- Interventions worked and the student was found eligible

Matrix of Services:

- IEPs did not support the level of service calculated on the Matrix

Appendix D:
Glossary of Acronyms

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2006-07 Focused Monitoring
Gilchrist County School District**

Glossary of Acronyms

Bureau	Bureau of Exceptional Education and Student Services
CFR	Code of Federal Regulations
CIP	Continuous Improvement Plan
CST	Child Study Team
DJJ	Department of Juvenile Justice
DOE	Department of Education
EP	Educational Plan (for gifted students)
ESE	Exceptional Student Education
F.S.	Florida Statutes
FAC	Florida Administrative Code
FAPE	Free Appropriate Public Education
FCAT	Florida Comprehensive Assessment Test
FDLRS	Florida Diagnostic and Learning Resource System
FIN	Florida Inclusion Network
FND	Florida Network on Disabilities
FTE	Full-time Equivalent
GE	General Education
GED	General Educational Development diploma
IDEA	Individuals with Disabilities Education Act of 2004
IEP	Individual Educational Plan (for students with disabilities)
LEA	Local Educational Agency
LEP	Limited English Proficient
LRE	Least Restrictive Environment
NCSEAM	National Center for Special Education Accountability Monitoring
OCR	Office for Civil Rights
OSEP	Office of Special Education Programs
OSS	Out-of-School Suspension
PreK (PK)	Pre-kindergarten
SIP	System Improvement Plan
SLD	Specific Learning Disability
SPP	State Performance Plan
SP&P	Special Programs & Procedures for the Provision of Specially Designed Instruction
SSS	Sunshine State Standards
USC	United States Code
USDOE	United States Department of Education