

FINAL REPORT: FOCUSED MONITORING
EXCEPTIONAL STUDENT EDUCATION PROGRAMS

INDIAN RIVER COUNTY

MARCH 21 - 25, 2005



FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES

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Indian River School District Focused Monitoring System Improvement Strategies

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 Reporting Date
Decision-Making Process	<p>Decisions regarding a student’s participation in statewide assessment are not always based on the criteria in Rule 6A-1.0943, FAC; instead, perceived anxiety level, parent wishes, and/or the projected ability of the student are the factors considered.</p> <p>Recommendations are included in the respective section of this report and/or under <i>General Recommendations and Technical Assistance</i>.</p>	X		<p>The district is required to target the FCAT exemption criteria established under State Board of Education rule in its existing IEP training and develop and implement a system of staff training and district self-monitoring to ensure compliance with this requirement.</p> <p>Results of semi-annual self-assessments (reviews of randomly selected IEPs from across the district) will be used to inform targeted technical assistance.</p>	<p>District report of self-assessment reveals 100% compliance with Rule 6A-1.0943, FAC, regarding criteria for exemption from FCAT.</p> <p>May 2006 May 2007</p>

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Access to the General Curriculum	<p>There was insufficient evidence to support the placement at the Wabasso School of three students for whom instruction in the general Sunshine State Standards would be appropriate.</p> <p>A concern was noted that, despite efforts to ensure placement in the least restrictive environment, few staff reported the general education classroom, with required supports and services, as the primary placement considered. Placement decisions during transition from elementary to middle and middle to high schools often are based on previous placements.</p>	X		<p>The IEP teams for the three students referenced above must reconvene to consider the supports and services needed to ensure placement in the least restrictive environment.</p> <p>The district is required to target access to the general curriculum and identification of supplementary supports and services available to support students with disabilities in general education classrooms in its on-going IEP training procedures. In addition, the district will develop and implement a system of self-assessment to ensure compliance with this requirement (including periodic record reviews); focus on transition meetings.</p>	<p>The results of the IEP team meetings for the three students will be submitted to the Bureau by September 30, 2005.</p> <p>District report of self-assessment indicates that students with disabilities are provided access to the most appropriate curriculum in the least restrictive environment (100% of records reviewed).</p> <p>May 2006 May 2007</p>
Student Preparation	<p>There were no findings of noncompliance in this area.</p> <p>Recommendations are included in the respective section of this report and/or under <i>General Recommendations and Technical Assistance</i>.</p>				

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Parental Involvement	<p>There were no findings of noncompliance in this area.</p> <p>Recommendations are included in the respective section of this report and/or under <i>General Recommendations and Technical Assistance</i>.</p>				
Charter Schools	<p>There were no findings of noncompliance in this area.</p> <p>Recommendations are included in the respective section of this report and/or under <i>General Recommendations and Technical Assistance</i>.</p>				
Counseling as a Related Service	<p>Counseling was not documented as a related service on the IEPs of six SED students as required under State Board of Education rule.</p> <p>It is not clear that students who require counseling as a related service in order to benefit from special education are provided the service at no cost to the family.</p> <p>It is not evident (e.g., through conference notes) that IEP teams considered counseling as a related</p>	X		<p>The IEP teams of the identified students are required to reconvene to determine whether the students continue to meet eligibility under the SED program, and if so, to determine the counseling needed in order to benefit from special education.</p> <p>District and/or school review policies and procedures related to the provision of counseling as a related service to ensure that counseling is provided at no cost</p>	<p>The results of the IEP team meetings for the six students will be submitted to the Bureau by September 30, 2005.</p> <p>District report of self-assessment indicates that students with disabilities who need counseling as a related service are provided the service at no cost to the parent, and that it is</p>

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Counseling as a Related Service (continued)	service for some students with significant social/emotional needs.			to the parents for students with disabilities who need it in order to benefit from special education. District and/or school staff will conduct periodic self-assessment of records of EH students and students receiving counseling services to determine that this requirement is met.	documented on the IEP. May 2006 May 2007
Communication	There were no findings of noncompliance in this area.				
Transition	For at least one student, there is evidence that continued attempts to foster family involvement with support agencies was required but not provided. This was noted as a possible concern for several additional students.	X		The district is required to address the requirements related to agency involvement in transition planning, including methods to foster support from families who are resistant or uninvolved, and develop and implement a system of self-assessment to ensure compliance with these requirements.	District report of self-assessment indicates compliance with all targeted elements for 100% of IEPs reviewed. May 2006 May 2007
Gifted	There were no findings of noncompliance in this area.				
Review of Student Records	On IEPs, systemic findings of noncompliance were noted on 22 components. Individual or non-systemic findings	X		Eighteen IEP teams must reconvene to address identified areas of noncompliance. The noncompliant elements	Documentation of the reconvened IEPs and corrections to the matrix of services documents must be submitted to the

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Review of Student Records (continued)	<p>were noted in 39 additional components of the IEPs.</p> <p>For 12 of the 28 IEPs more than 50% of the goals were not measurable.</p> <p>Three records did not include prior written notice of change of placement as required.</p> <p>Five of 13 matrix records reviewed were found to be inaccurately reported.</p> <p>On EPs, systemic findings of noncompliance were noted in five components.</p> <p>Individual or non-systemic findings were noted on five additional components of the EPs.</p> <p>Five matrix of services documents for students reported at the 254 or 255 level were reported inaccurately.</p>			<p>included under “Findings” will be targeted in the district’s IEP and EP training. 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 and 5 EPs developed by staff who participated in the training session</p> <p>Using protocols developed by the Bureau, district staff will conduct reviews of two IEPs per school for students reported through the FEFP at the 254 or 255 level of funding (first and last record from alphabetical list of 254/255 records). For students whose IEPs do not support the services on the matrix or for whom the services are not in evidence, the district will submit an amendment to the Automated Student Information System database for the open window of correction.</p>	<p>Bureau by September 30, 2005.</p> <p>District report of self-assessment reveals compliance with all targeted elements for 100% of IEPs and EPs reviewed.</p> <p>Results of the matrix review will be reported annually.</p> <p>May 2006 May 2007</p>

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Review of District Forms	<p>The following forms require revisions:</p> <ul style="list-style-type: none"> • <i>Parent Notification of Individual Education Plan (IEP) Meeting</i> • <i>computerized IEP forms</i> • <i>non-computerized IEP forms</i> • <i>EP forms</i> • <i>Notice and Consent for Initial Placement</i> • <i>Informed Notice and Consent for Evaluation</i> • <i>Informed Notice and Consent for Reevaluation</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>Documentation of Staffing/Eligibility Determination</i> • <i>Informed Notice of Dismissal</i> • <i>Notice: Not Eligible for Exceptional Student Placement</i> • <i>Annual Notice of Confidentiality</i> • <i>Services Plan</i> <p>Recommendations were indicated for nine forms.</p>	X			Revised forms must be submitted to the Bureau by November 30, 2005.

Appendix A:

District Data

