

FINAL REPORT OF FOCUSED MONITORING OF
EXCEPTIONAL STUDENT EDUCATION PROGRAMS IN

ORANGE COUNTY

APRIL 26 - 30, 2004



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

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Orange County 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 Strategy	Evidence of Change (Including target date)
Decision Making	<p>The decision to exempt students from FCAT participation and assess the student via alternate assessment is not consistently based on the requirements of State Board Rule 6A-1.0943(1)(a) Florida Administrative Code (FAC)</p> <p>Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of the report.</p>	X		<p>The district will be required to target these elements in its training on assessment participation and ensure the process for decision-making meets the state requirements.</p> <p>The district will be required to conduct a self-assessment of student records in the 10 schools with the lowest rates of FCAT participation (excluding ESE/center schools). The IEPs of 50% of the students on alternate assessment in these schools must be reviewed to determine if the exemption requirements of Rule 6A-6.10943, FAC, were followed.</p>	<p>District report of self-assessment reveals compliance in targeted areas for 100% of IEPs reviewed.</p> <p>May 2005 May 2006</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Access to the General Curriculum	No findings in this area. Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of the report.			The district will target training for guidance counselors, placement specialists and district staff related to diploma options, accommodations and FCAT waivers. The district will target training for school based administrators regarding diploma options by July 2005. District will develop a protocol for articulation from 8 th to 9 th grade by March 2005.	Submit training agendas and materials. Results of training indicate participants perceive greater understanding of diploma option. May 2005 May 2006 Submit protocol in May 2005.
Student Preparation	No findings in this area. Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of the report.			The district will review and revise current practices for provision of secondary course offerings by April 2005.	District will submit the number of course changes. May 2005 May 2006
Parental Involvement	Addressed in the Decision-Making section above.	X		See above	
Gifted	Addressed in the record review section below.	X		See below	
Juvenile Justice	There are no findings in this area.				
Charter School	IEP teams for some students at North Star Charter School were convened without an ESE	X		District staff will review all IEPs at NSCS for appropriate team membership. Appropriate IEP Teams will reconvene no later than December	District report of self-assessment reveals compliance in targeted areas for 100% of IEPs

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Charter School (cont.)	teacher present.			1, 2004 for records of non-compliance. District staff will conduct a review of 20% of the IEPs developed at each of the district's charter schools to determine if they have appropriate team membership. The district will develop and implement a plan to ensure that IEPs developed in its charter schools comply with all federal and state requirements.	reviewed. May 2005 May 2006
Forms Review	Specific forms require revision to demonstrate compliance: <ul style="list-style-type: none"> • <i>Notice and Consent for Initial Placement</i> • <i>Documentation of Staffing</i> • <i>Confidentiality of Information</i> 	X		Develop new forms to comply with monitoring compliance issues; develop a Policy and Procedures manual for use of forms for ESE Staff.	Forms to be submitted to the Bureau for review and approval. May 2005
Student Record Reviews	Systemic findings of noncompliance: <ul style="list-style-type: none"> • Lack of general education teacher participation in the IEP Meeting • Lack of location of special education services on the IEP • Supplementary aids and services not addressed • Concerns of parents not 	X		The district will be required to target these elements in its training on IEP development and conduct a self-evaluation using protocols developed by the Bureau to ensure compliance. The district will conduct a self-assessment of 50 IEPs by December 1, 2004.	District report of self-assessment reveals compliance in targeted areas for 100% of IEPs reviewed. May 2005 May 2006.

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Student Record Reviews (cont.)	<p>addressed on the IEP</p> <ul style="list-style-type: none"> • Lack of results of the initial evaluation or most recent evaluation of the student 				
	<p>Non-systemic findings of noncompliance:</p> <ul style="list-style-type: none"> • lack of evidence that concerns of the parent were considered • lack of appropriate signatures (interpreter of instructional implications-8, special education teacher-3, student at age 14- 2) on the IEP • insufficient or inadequate information on the invitation for the notice of conference • lack of measurable goals • lack of measurable short term objectives or benchmarks • communication not indicated as special factor for students eligible for LI or SI • lack of sufficient statement 	X		<p>The district will be required to target these elements in its training on IEP development and conduct a self-evaluation using protocols developed by the Bureau to ensure compliance.</p> <p>The district will conduct a self-assessment of 50 IEPs by December 1, 2004.</p> <p>The district will be required to target these elements in its training on EP development and conduct a self-evaluation using protocols developed by the Bureau to ensure compliance.</p> <p>The district will conduct a self-assessment of 10 EPs by December 1, 2004.</p>	

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Student Record Reviews (cont.)	<p>indicating how student's disability affect general education involvement</p> <ul style="list-style-type: none"> • lack of or inappropriate frequency of services • incomplete or inadequate present level of educational performance statements • lack of transition services needs addressed • lack of transfer of rights notification/separate distinct notice • lack of specific special education services • lack of statement for nonparticipation in statewide assessments • lack of or inappropriate initiation/duration dates of services • no indication of program accommodations and modifications addressed • no indication that supports 				

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Student Record Reviews (cont.)	<p>for school personnel addressed</p> <ul style="list-style-type: none"> • lack of written notice for change of placement • lack of report of progress • lack of evidence the report of progress was provided as often as nondisabled population • lack of correspondence between annual goals and short term objectives of benchmarks • lack of support between present level of performance and annual goals and short term objectives or benchmarks • lack of initiation/durations dates for accommodations/modifications • lack of strengths of the student • lack of strategies and supports to address behavior • lack of language needs for 				

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Student Record Reviews (cont.)	LEP students <ul style="list-style-type: none"> • lack of student’s preferences addressed • lack of written consent for formal assessment for reevaluation • lack of evidence the district took reasonable measures to obtain consent • no evidence report of progress described progress toward annual goal • lack of report of progress addressing sufficient progress to meet goal by the end of the year • Lack of appropriate team membership at the EP meeting 				
Additional Compliance	Communication <ul style="list-style-type: none"> • No findings in this area. 	X			
	Counseling as a related service <ul style="list-style-type: none"> • Counseling services provided to students with disabilities as a related service are not routinely documented on the IEP. 			The district will be required to review listings of the students with disabilities receiving counseling as a related service and ensure those services are documented on the IEP.	District report of self-assessment reveals compliance in targeted areas for 100% in IEPs reviewed.

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	Transition • No findings in this area.				

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APPENDIX A—DISTRICT DATA

APPENDIX B—MONITORING TEAM MEMBERS

APPENDIX C – SURVEY RESULTS

