

FINAL REPORT OF CONTINUOUS IMPROVEMENT MONITORING  
OF EXCEPTIONAL STUDENT EDUCATION PROGRAMS IN

# ST. JOHNS COUNTY

OCTOBER 28 - 29, 2004



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

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telephone: (850) 245-0477

FAX: (850) 245-0987

Suncom: 205-0477

e-mail: [cicbiscs@fldoe.org](mailto:cicbiscs@fldoe.org)

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



















## St. Johns County School District Continuous Improvement 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 Strategy	Evidence of Change (Including target date)
Continuous Improvement Plan: Students with Disabilities	The district is targeting disproportionate representation of African American students in the program for students identified as EMH.		X	The district will continue to address this issue through its continuous improvement monitoring plan (CIMP).	The district will continue to provide semiannual reports of progress.
Continuous Improvement Plan: Students Identified as Gifted	The district is targeting disproportionate representation of African American students in the program for students identified as gifted.		X	The district will continue to address this issue through its continuous improvement monitoring plan (CIMP).	The district will continue to provide semiannual reports of progress.
Services to Exceptional Students in Charter Schools	There were no findings of noncompliance in this area.				
Counseling as a Related Service	It is unclear that psychological or mental health counseling beyond that available from the schools’ guidance counselors is	X		District staff will review resources available to provide counseling as a related service, including psychological counseling, and	District report of self-assessment indicates 100% compliance with requirement that all

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Counseling as a Related Service (continued)	made available by the district to students who require it in order to receive FAPE.			<p>ensure that a system is in place for IEP teams to access this information as needed.</p> <p>Training on determining the need for counseling as a related service will be incorporated into the district's existing IEP training activities.</p> <p>District and school staff will conduct semi-annual reviews of at least 20 randomly selected IEPs of EH and SED students to assess the effectiveness of training activities.</p>	<p>students who need counseling as a related service, including psychological counseling, receive the service at no cost to the family.</p> <p>November 2005 May 2006 November 2006</p>
Provision of Speech and Language Services to Students with Communication Needs	There were no findings of noncompliance in this area.				
Transition Services for Students with Disabilities	Not all transition-related components were addressed adequately in transition IEPs (e.g., "N/A" for some elements with no additional explanation)	X		<p>Training in effective planning for the transition from school to post-school life will be provided to teachers in middle and high school, and will be incorporated into the district's existing IEP training activities.</p> <p>District and school staff will conduct semi-annual reviews of at least 20</p>	<p>District report of self-assessment indicates 100% compliance with all transition-related requirements.</p> <p>November 2005 May 2006 November 2006</p>

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Transition Services for Students with Disabilities (continued)				randomly selected transition IEPs to assess the effectiveness of training activities.	
Record Reviews	<p>Fund adjustments will be required for three IEPs for lack of prior written notice of change of placement and/or not being current during FTE or federal count.</p> <p>Eight IEPs required reconvening due to a lack of a majority of measurable annual goals.</p> <p>Two matrix of services documents for students reported at the 254 or 255 levels were found to be inaccurately reported.</p> <p>Systemic findings of noncompliance were related to:</p> <ul style="list-style-type: none"> <li>• *lack of a statement indicating that the parents had the right to bring someone with special knowledge and expertise about their child to the meeting</li> </ul>	X		<p>Documentation of reconvened IEPs was submitted to the Bureau within the required timeline.</p> <p>The district must provide an amendment to the data provided to the Department of Education (DOE) through the Automated Student Information System database. Student-specific information was provided to the district in the above-referenced letter. This corrective action has not been completed; the district must submit documentation of compliance within 30 days of receipt of this report.</p> <p>IEP findings identified by an asterisk (*) have been addressed through revisions to the district's forms.</p> <p>Training on the development of appropriate and compliant IEPs will address all other targeted areas, including development of accurate</p>	<p>District report of self-assessment indicates 100% compliance with all targeted components.</p> <p>November 2005 May 2006 November 2006</p>

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Record Reviews (continued)	<ul style="list-style-type: none"> <li>• *lack of evidence that a copy of the procedural safeguards was provided to families</li> <li>• *lack of interpreter of instructional implications of testing (may serve in another capacity)</li> <li>• inadequate of short term objectives or benchmarks</li> <li>• report of progress</li> <li>• measurable annual goals</li> <li>• lack of a statement that the student, beginning at age 14, will be invited to the meeting</li> <li>• lack of transition noted as a purpose of the meeting for students 14 and older</li> </ul>			<p>matrix of services documents.</p> <p>District and school staff will conduct semi-annual reviews of at least 20 randomly selected IEPs to assess the effectiveness of training activities.</p>	
Special Category Records and Procedures	There were no findings of noncompliance.				
Review of District Forms	Seven forms required revisions in order to meet compliance standards.	X		<p>All forms, with the exception of the annual notice of confidentiality, have been revised as required.</p> <p>The district's ESE and Student Services offices are collaborating to have the form appropriately revised for exceptional student education purposes.</p>	Revised annual notice of confidentiality will be submitted to the Bureau prior to the 2005-06 school year.

































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**Appendix A:**

**LEA Profile**





















**Appendix B:**

**Continuous Improvement Plans and Status Reports**

















**Appendix C:**  
**ESE Monitoring Team Members**









**Appendix D:**

**Survey Results**





**% Always, Almost  
Always, Frequently**

- whether my child would take the FCAT (Florida Comprehensive Assessment Test). 58
- whether my child needed speech/language services. 56
- whether my child needed services beyond the regular school year. 50
- whether my child needed transportation. 35
- whether my child needed physical and/or occupational therapy. 35
- \* which diploma my child may receive. 33
- whether my child needed psychological counseling services. 32
- \* the requirements for different diplomas. 29

**My child's teachers:**

- expect my child to succeed. 87
- are available to speak with me. 83
- set appropriate goals for my child. 81
- give students with disabilities extra time or different assignments, if needed. 73
- give homework that meets my child's needs. 72
- call me or send me notes about my child. 70

**My child's school:**

- makes sure I understand my child's IEP. 83
- sends me information written in a way I understand. 83
- encourages me to participate in my child's education. 81
- encourages acceptance of students with disabilities. 79
- addresses my child's individual needs. 74
- offers students with disabilities the classes they need to graduate with a standard diploma. 73
- wants to hear my ideas. 73
- provides students with disabilities updated books and materials. 69
- explains what I can do if I want to make changes to my child's IEP. 68
- informs me about all of the services available to my child. 68
- involves students with disabilities in clubs, sports, or other activities. 67
- does all it can to keep students from dropping out of school. 63
- sends me information about activities and workshops for parents. 61
- \* offers a variety of vocational courses, such as computers and business technology. 59
- \* provides information to students about education and jobs after high school. 43
- 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. 41

**Parent Participation**

- I have attended my child's IEP meetings. 97
- I am comfortable talking about my child with school staff. 90

\*Questions were answered by parents of students with disabilities in grades 8 and above











**Appendix E:**  
**Forms Review**

















**Appendix F:**  
**Glossary of Acronyms**



