

FINAL REPORT: FOCUSED MONITORING  
EXCEPTIONAL STUDENT EDUCATION PROGRAMS

# **VOLUSIA COUNTY**

MAY 9 - 12, 2005



FLORIDA DEPARTMENT OF EDUCATION  
BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES

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## Volusia 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.

7

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Reporting Date
Service Delivery Models/ Continuum of Placements	No findings of noncompliance in this area.  Recommendations are included in the body of the report and in the <i>Recommendations and Technical Assistance</i> section.				
Access to the General Curriculum	Placement options at Riverview Alternative School are limited to all general education classes with consultation or a self-contained ESE classroom; requiring placement in all ESE courses for students who may be successful in some general education courses with support	X		The district will review the criteria for placement in ESE classes at Riverview Alternative School. Based on that review, a plan will be developed and implemented to ensure that students are not removed from all access to the general education	District report of self-assessment indicates that students are receiving services in the least restrictive environment according to their need(s) (for 100% of records reviewed).

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Reporting Date
Access to the General Curriculum (continued)	results in students being served in a more restrictive environment than is justified by their individual needs.			environment due to the need for ESE services in one or more courses.	May 2006 November 2006
Discipline and Classroom Management	<p>No findings of noncompliance in this area.</p> <p>Recommendations are included in the body of the report and in the <i>Recommendations and Technical Assistance</i> section.</p>				
Decision-making Process	<p>Master schedules and availability of ESE assignments to those slots are reported to influence the decision-making process for placement in general education classes.</p> <p>Decisions regarding placement in a general education class is reported to be based on the students' ability to perform at or near grade level rather than on a consideration of the supports needed for the students to achieve their annual goals in that setting. This results in students with disabilities being held to a higher standard than their nondisabled peers.</p>	X		School and district staff will review the placement decisions of a random selection of students. Based on the results of the review, a plan will be developed and implemented to ensure that the decision to remove a student from the general education setting is based on consideration of services and supports that are required for the student to achieve specific goals and that can not be provided in the general education setting, and that placement is not based on administrative convenience.	<p>District report of self-assessment indicates that, for 100% of student records reviewed, the decision to remove a student from the general education setting for any given class or subject complies with all least restrictive environment requirements.</p> <p>May 2006 November 2006</p>

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Reporting Date
Decision-making Process (continued)				The self-assessment procedure will include periodic sampling of the records of students at resource and separate class levels in all school levels (elementary, middle, and high schools), and interviews with IEP team members to determine factors that were considered when deciding whether removal from the general education setting is required.	
Staff Development	<p>No findings of noncompliance in this area.</p> <p>Recommendations are included in the body of the report and in the <i>Recommendations and Technical Assistance</i> section.</p>				
Parental Involvement	<p>No findings of noncompliance in this area.</p> <p>Recommendations are included in the body of the report and in the <i>Recommendations and Technical Assistance</i> section.</p>				

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Reporting Date
DJJ Facilities	<p>Lack of counseling services identified on the IEPs of four SED students.</p> <p>Recommendations are included in the body of the report and in the <i>Recommendations and Technical Assistance</i> section.</p>	X		See Counseling section below.	
Charter Schools	Transition services agencies are not invited to transition IEP meetings at Chiles Academy.	X		<p>Technical assistance addressing the requirement to solicit agency participation in transition IEP team meetings as appropriate will be provided to Chiles Academy.</p> <p>District staff will conduct a periodic review of records from that school to ensure compliance.</p>	<p>District report of self-assessment indicates that transition service agencies are invited to participate, as appropriate, in transition IEP meetings (for 100% of records reviewed).</p> <p>May 2006 November 2006</p>
Counseling as a Related Service	Counseling as a related service not included on the IEPs of 31 SED students.	X		<p>The IEP teams for the identified SED students will reconvene to address the need for counseling as a related service; documentation will be submitted to the Bureau no later than.</p> <p>District and/or school staff will review services provided to all</p>	The district has provided documentation of completion of the reconvene requirement effective October 12, 2005.



Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Reporting Date
Counseling as a Related Service (continued)				students in the district with a primary exceptionality code of Q (SED) to ensure that counseling as a related service is included on their IEPs or that a reevaluation is conducted to determine whether the students' eligibility for a different program.	District report of self-assessment reveals compliance with the targeted elements for 100% of services to SED students.  May 2006 November 2006
Speech and Language	The communication needs of students with disabilities who are not eligible as speech or language impaired are not addressed by IEP teams at Holly Hill Middle School.	<b>X</b>		The requirement that IEP teams address the communication needs of students (both intervention and documentation on the IEP) will be targeted in the general staff development activities for ESE teachers at Holly Hill Middle School.  District and/or school staff will conduct periodic reviews (15 records) of records from that school to ensure compliance.	District report of self-assessment reveals compliance with the targeted communication needs for 100% of IEPs reviewed.  May 2006 November 2006
Transition Services	Transition is not consistently indicated as a purpose on the transition IEP team meeting notice.  Recommendations are included in the body of the report and in the	<b>X</b>		Training and/or technical assistance regarding notice requirements will be incorporated into the general staff development activities for ESE staff.	The district will document staff development activities for transition.

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Reporting Date
Transition Services (continued)	<i>Recommendations and Technical Assistance</i> section.			The self-assessment procedure must include periodic sampling of the records of students age 14 and older.	District report of self-assessment reveals compliance with all targeted transition element for 100% of IEPs reviewed.  May 2006 November 2006
Gifted Services	General education teachers did not provide input or attend the EP meeting for 5 of 10 records reviewed.	<b>X</b>		<p>Training and/or other technical assistance regarding the role of the general education teacher in EP development will be provided at all schools.</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 10 EPs developed by staff who participated in the training session.</p>	District report of self-assessment reveals compliance with the targeted element for 100% of EPs reviewed.  May 2006 November 2006

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Reporting Date
Review of Student Records	<p>Systemic findings of noncompliance (evident in 25% or more records) were noted in 13 IEP components; individual or non-systemic findings of noncompliance were noted in 57 additional elements.</p> <p>Systemic findings of noncompliance were noted in two EP elements; individual or non-systemic findings were noted in six additional elements.</p> <p>One IEP was not current on the day of the review.</p> <p>More than 50% of the goals were not measurable for 19 IEPs.</p> <p>Four of 11 IEPs for students reported at the 254 or 255 levels (36%) did not support the matrix of service documents; however, provision of the services reported on the matrix document was confirmed through classroom visits.</p>	X		<p>The identified elements will be targeted through the district's existing IEP training and technical assistance procedures. Using protocols provided by the Bureau district and/or school staff will conduct periodic self-assessments of a random sampling of records (i.e., at least 30 IEPs and 10 EPs).</p> <p>The IEP teams for the 19 identified students will reconvene to address measurable annual goals.</p> <p>An amendment will be provided to the data provided to the DOE through the Automated Student Information System database for surveys 2, 3, and 4 for the 2004-05 school year for the four identified matrix of services documents. 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).</p>	<p>Documentation of the reconvened IEPs was submitted to the Bureau and identified as complete effective October 12, 2005.</p> <p>Documentation of corrections to the matrix of services documents was submitted to the Bureau and identified as complete effective July 29, 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>

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Reporting Date
Review of District Forms	<p>The following district forms require changes to meet compliance standards:</p> <ul style="list-style-type: none"> <li>• <i>IEP forms</i></li> <li>• <i>EP forms</i></li> <li>• <i>Notice and Consent for Initial Placement</i></li> <li>• <i>Informed Notice and Consent for Evaluation</i></li> <li>• <i>Informed Notice and Consent for Reevaluation</i></li> <li>• <i>Notification of Change of Placement</i></li> <li>• <i>Notification of Change of FAPE (Free Appropriate Public Education)</i></li> <li>• <i>Informed Notice of Refusal</i></li> <li>• <i>Documentation of Staffing/Eligibility Determination</i></li> <li>• <i>Informed Notice of Dismissal</i></li> <li>• <i>Notice: Not Eligible for Exceptional Student Placement</i></li> <li>• <i>Annual Notice of Confidentiality</i></li> <li>• <i>Services Plan</i></li> </ul>	<b>X</b>		The district is required to correct the forms to meet compliance standards. Revised forms are required to be submitted to the Bureau by February 2006.	The district and the Bureau continue to work collaboratively to ensure compliance of necessary forms.









































































**Appendix A:**

**District Data**

























































































