

FINAL REPORT:
CONTINUOUS IMPROVEMENT/SELF ASSESSMENT PLAN
VERIFICATION MONITORING
EXCEPTIONAL STUDENT EDUCATION PROGRAMS

WAKULLA COUNTY

NOVEMBER 2 - 4, 2005



FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES

This is one of many publications available through the Bureau of Exceptional Education and Student Services, Florida Department of Education, designed to assist school districts, state agencies which support educational programs, and parents in the provision of special programs. For additional information on this publication, or for a list of available publications, contact the Clearinghouse Information Center, Bureau of Exceptional Education and Student Services, Florida Department of Education, Room 628, Turlington Bldg., Tallahassee, Florida 32399-0400.

telephone: (850) 245-0477

FAX: (850) 245-0987

Suncom: 205-0477

e-mail: cicbiscs@fldoe.org

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

FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

F. PHILIP HANDY, *Chairman*

T. WILLARD FAIR, *Vice Chairman*

Members

DONNA G. CALLAWAY

ROBERTO MARTÍNEZ

PHOEBE RAULERSON

KATHLEEN SHANAHAN

LINDA K. TAYLOR

John L. Winn
Commissioner of Education



January 25, 2006

Mr. David Miller, Superintendent
Wakulla County School District
P.O. Box 100
Crawfordville, Florida 32326-0100

Dear Superintendent Miller:

We are pleased to provide you with the final report of continuous improvement monitoring of Exceptional Student Education Programs in Wakulla County that was conducted on November 2-4, 2005. This report was developed by integrating multiple sources, including information from the district presentation, interviews with school and district staff, student record reviews, and surveys of parents of exceptional students in the district. The report includes a table outlining the findings of the monitoring team. 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 district is directed to develop new continuous improvement plans for students with disabilities and gifted students. Designated Bureau staff will work with Dr. Irene Savary, ESE Director, and her staff to develop the required continuous improvement measures, including strategies and activities to address the areas of concern and noncompliance identified in the report. By February 28, 2006, the district is required to submit the completed continuous improvement plans for review by our office. 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 measures of effectiveness. An update of outcomes achieved and/or a summary of related activities, as identified in your district's plans, must be submitted by November 30 and May 30 of each school year.

BAMBI J. LOCKMAN
Chief

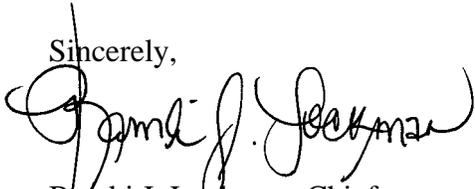
Bureau of Exceptional Education and Student Services

Superintendent Miller
January 25, 2006
Page 2

If my staff can be of any assistance as you develop and implement your new continuous improvement plans, please contact Eileen L. Amy, ESE Program Administration and Quality Assurance Administrator. Mrs. 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 Wakulla 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: Ray Gray, School Board Chairman
Members of the School Board
Jeffry Wahlen, School Board Attorney
School Principals
Dr. Irene Savary, ESE Director
Eileen Amy
Evy Friend
Kim Komisar

**Wakulla County Final Monitoring Report
Continuous Improvement Monitoring
November 2-4, 2005**

Table of Contents

Monitoring Process	1
Authority	1
Continuous Improvement Monitoring	1
Demographics	2
District Selection.....	3
Monitoring Activities.....	3
Reporting of Information	4
Reporting Table 1: Continuous Improvement Plans.....	7
Students with Disabilities: Standard Diploma Rate.....	7
Gifted Students: Performance on FCAT Reading	8
Reporting Table 2: Compliance Reviews	9
Access to General Curriculum.....	9
Accommodations, Modifications, Supplementary Aids and Services and Supports to School Personnel.....	10
Discipline and Positive Behavior Supports.....	10
FCAT Preparation.....	10
Student Course of Study and Diploma Option Decisions.....	11
Staff Development	11
Counseling Services.....	11
Communication Services	13
School to Post-School Transition Services	13
Gifted Service	13
Charter Schools.....	14
Matrix of Services.....	14
Student Record Reviews – IEPs; EPs; Special Categories	14
District Forms	15
Promising Practices, Recommendations, and Technical Assistance	17
Promising Practices.....	17
Recommendations.....	17
Technical Assistance.....	18
Appendix A: LEA Profile	21
Appendix B: ESE Monitoring Team Members	31
Appendix C: Survey Results.....	35
Appendix D: Regulatory Citations.....	43
Appendix E: Review of Student Records	55
Appendix F: Glossary of Acronyms	59

**Wakulla County Final Monitoring Report
Continuous Improvement Monitoring
November 2 – 4, 2005**

Monitoring Process

Authority

The Florida Department of Education, Bureau of Exceptional Education and Student Services, in carrying out its roles of leadership, resources, 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 programs of exceptional student education (ESE); 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 (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 law 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)).

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, Office of Special Education Programs (OSEP), and by the Office of Civil Rights (OCR), as well as other quality assurance activities of the Department.

Continuous Improvement Monitoring

In its continuing effort to focus the monitoring process on student educational outcomes, the Bureau has identified key data indicators for students with disabilities and students identified as gifted, and all districts in the state have developed continuous improvement plans (CIPs) to address self-selected indicators for these populations. The purpose of the continuous improvement monitoring visits conducted by the Bureau is two-fold. The primary purpose is to afford an opportunity for school districts to provide validation of

the activities they have undertaken through their continuous improvement plans for students with disabilities and students identified as gifted. In addition, these monitoring visits provide an opportunity for the Bureau to review districts' compliance with specific state and federal requirements. Compliance components of continuous improvement monitoring visits include reviews of: services provided to exceptional education students enrolled in charter schools; the implementation of specific programs and related services; and, records, forms, and special categories procedures. A detailed description of the Bureau's monitoring processes is provided in *Focused Monitoring, Continuous Improvement/Self Assessment Plan Verification, Focused Monitoring Verification: Work Papers and Source Book for Exceptional Student Education Programs (2005)*. 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 (2005)*. These documents will be made available on the Bureau's website at www.firn.edu/doe/commhome/mon-home.htm.

During November 2 - 4, 2005, the Bureau of Exceptional Education and Student Services conducted an on-site review of the exceptional student education (ESE) programs in Wakulla County Public Schools. Dr. Irene Savary, Exceptional Student Education Director, served as the coordinator and point of contact for the district during the monitoring visit.

Demographics

This section provides information related to demographic and background information specific to the district. The Bureau compiles an annual profile of key data indicators for each district in the state (LEA profile). The LEA profile is intended to provide districts with a tool for use in planning for systemic improvement. The profile contains a series of data indicators that describe measures of educational benefit, educational environment, and prevalence for exceptional students. The data are presented for the district, districts of comparable size (enrollment group), and the state. The 2005 LEA profiles for all Florida school districts are available on the web at <http://www.firn.edu/doe/commhome/datapage.htm>. Specific key data indicators reported in the LEA profile are used in the continuous improvement monitoring process. Wakulla County School District's LEA profile is included in this report in appendix A.

Based on the 2005 LEA profile, Wakulla County School District has a total school population (PK – 12) of 4,848, with 19% of students being identified as students with disabilities, and 3% identified as gifted. Wakulla County is considered a "small size" district and is comprised of two pre-kindergarten facility, three elementary schools, two middle schools, one high school and one alternative school. The district also has one charter school.

Of the 31 students with disabilities who exited from the district during the 2004-05 school year, the district reported 19 students or 61.29% met all requirements for a standard diploma, four students or 13% met the requirements through a waiver of a passing score on the Florida Comprehensive Assessment Test (FCAT), and none

graduated through the GED exit option (i.e., under-credited students who have passed the FCAT and who pass the GED examination).

District Selection

In making the decision to include Wakulla County School District in this year’s continuous improvement monitoring visits, the district was one of four selected at random that had not participated in a monitoring visit by the Bureau for the current year or previous three years. Wakulla County School District’s self selected indicator for students with disabilities is to increase the percentage of students with disabilities graduating with a standard diploma. The district’s self-selected indicator for students identified as gifted is to increase FCAT performance.

Monitoring Activities

The Bureau conducted the on-site continuous improvement monitoring visit from November 2 – 4, 2005. Four bureau staff members, and five peer monitors conducted site-visits to the following five schools, including one charter school:

- Medart Elementary School
- Riversprings Middle School
- Wakulla Middle School
- Wakulla High School
- Wakulla Charter School of Arts, Science and Technology (COAST)

Peer monitors are exceptional student education 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 B.

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 surveys of students, parents, and teachers. A summary of the monitoring activities conducted in Wakulla County is included in the table below.

Activity	Source	Number
Interviews	District Staff	3
	School Staff	
	• School Administrators/non-instructional support	11
	• ESE teachers – disabilities	12
	• ESE teachers – gifted	2
	• General education teachers	9
Focus Groups	Wakulla High School – grades 9-12	
	• Students pursuing special diploma	12
	• Students pursuing standard diploma	13
Case Studies	Individual student case studies	13

Classroom Visits	ESE and general education classroom	15
Record Reviews	IEPs	
	• Full desk-review	26
	• Targeted on-site review	66
	• Matrix of Services documents	6
	EPs	
	• Full desk-review	11
	• Targeted on-site review	12
	Special Categories	
	• Full desk-review	24
Surveys	Parents – students with disabilities	
	• Number sent	947
	• Number returned	99
	Parents – gifted	
	• Number sent	136
	• Number returned	34

The results of the surveys are included as appendix C.

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 tables that follow. This report summarizes the information provided by the district regarding strategies implemented through the continuous improvement process, as well as findings of the monitoring team.

In accordance with the Department’s agreement with the U.S. Department of Education, Office of Special Education Programs (OSEP), additional areas addressed during all monitoring visits include the following:

- The provision of counseling as a related service
- The communication needs of students with disabilities not eligible for programs for students who are speech or language impaired
- School to post-school transition

In addition, information related to services provided to ESE students in charter schools is 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. Based on the data gathered by the monitoring team, Wakulla County School District is not required to develop a system improvement plan. However, it is required to revise its continuous

improvement plan(s) to implement strategies to address the specific concerns and findings of noncompliance noted in reporting table 2: Compliance Review.

During the course of conducting the continuous improvement 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 specific discretionary projects and DOE contacts available to provide technical assistance in the development of the revised continuous improvement plan, are included following the reporting tables.

**Wakulla County School District
Continuous Improvement Monitoring**

**Reporting Table 1:
Continuous Improvement Plans**

The table below includes information provided by the district on the activities conducted and outcomes achieved thus far through the continuous improvement process. In addition, information gleaned through the Bureau’s monitoring activities regarding the district’s implementation of these plans is provided.

Continuous Improvement Activities	Progress	Recommendations
Students with Disabilities: Standard Diploma Rate		
<p>In developing its CIP for students with disabilities the district involved a variety of stakeholders including the members from the ESE advisory committee. A survey was sent to parents and teachers, and workshops were held with school administrators. As a result, strategies implemented included:</p> <ul style="list-style-type: none"> • ESE teachers provided with FCAT practice materials • contract with Solutions Skills for FCAT Remediation implemented • graduation requirements/diploma option workshops for all middle school parents conducted • district parent liaison chairs Big Bend Transition Council meetings monthly • high school curriculum reviewed and evaluated • new scope and sequence for 9th grade developed. 	<p>2001-02 Baseline: 33%</p> <p>Goal for 2004-05: 56%</p> <p>Rate for 2004-05: 61.3%</p>	<p>The district is to be commended for surpassing its goal of 56%, and is encouraged to continue any strategies or interventions that have been found to be effective.</p> <p>Based on record reviews, interviews, and the case study process, it is recommended that the district consider discipline rate (i.e., in-school suspension (ISS)) for students with disabilities as the key data indicator to be targeted in its revised continuous improvement plan.</p>

Continuous Improvement Activities	Progress	Recommendations
<p>Verification of the implementation of the above activities was obtained through interviews, record reviews, observations, and the case study process.</p>		
Gifted Students: Performance on FCAT Reading		
<p>In developing its CIP for gifted students the district convened a task force that included teachers of the gifted and district staff. As a result, strategies implemented included:</p> <ul style="list-style-type: none"> • FCAT profiles of gifted students reviewed and analyzed • individualized programs designed to strengthen targeted skill areas developed and implemented • reading remediation materials to target identified needs obtained. <p>Targeted instructional support continues to be provided to gifted students to ensure that all students receive the needed remediation to score at levels 3 or above in reading on the FCAT.</p> <p>Verification of the implementation of the above activities was obtained through interviews, record reviews, observations, and the case study process.</p>	<p>FCAT Reading Level 1 or 2 2001-02 Baseline:</p> <p style="padding-left: 40px;">7th grade—6.6%</p> <p style="padding-left: 40px;">8th grade—8.3%</p> <p style="padding-left: 40px;">10th grade—5.9%</p> <p>Goal for 2004-05:</p> <p style="padding-left: 40px;">All grades—0%</p> <p>Rate for 2004-05:</p> <p style="padding-left: 40px;">All grades—.009%</p>	<p>With no gifted students scoring at level 1 on the FCAT reading and .009% scoring at level 2, the district has essentially met its goal, and is encouraged to continue any strategies or interventions that have been found to be effective.</p> <p>Based on record reviews, interviews, and the case study process, it is recommended that the district consider expansion of service delivery options for gifted students for the key data indicator to be targeted in its revised continuous improvement plan.</p>

**Wakulla County School District
Continuous Improvement Monitoring**

**Reporting Table 2:
Compliance Reviews**

The table below includes findings from the Bureau’s review of district procedures related to the provision of services to exceptional education students. The results are presented topically. Some topics represent factors believed to impact the key data indicators the district is addressing through its continuous improvement plans (i.e., standard diploma rate for students with disabilities; FCAT reading performance of gifted students), or selected processes and procedures targeted by the Bureau (e.g., transition from school to post school living; counseling as a related service).

Standard/Citation	Findings	Supporting Evidence	Concerns
Access to General Curriculum			
34 CFR 300.26(a)(3) Special education 34 CFR 300.347(a)(4) Content of IEP 34 CFR §300.550(b) General LRE requirements 34 CFR §300.552 Placements Rule 6A-0311(1), FAC, Eligible Special Programs for Exceptional Students	No findings of noncompliance.		IEPs selected at random for 6 of 8 students at Wakulla Middle School indicated that the students were moved to separate class placement from less restrictive placements upon transition from elementary to middle school

Standard/Citation	Findings	Supporting Evidence	Concerns												
Accommodations, Modifications, Supplementary Aids and Services and Supports to School Personnel															
34 CFR 300.347(a) Content of IEP Rule 6A-6.03028(7), FAC, Development of Individual Educational Plans for Exceptional Students	No findings of noncompliance.														
Discipline and Positive Behavior Supports															
34 CFR §300.520 Authority of school personnel. Rule 6A-6.03312(4), FAC, Discipline Procedures for Students with Disabilities	No findings of noncompliance.	<p><i>2005 LEA Profile (survey 5, 2003-04)</i> In school suspensions:</p> <table border="0" data-bbox="919 800 1438 987"> <thead> <tr> <th></th> <th colspan="2" style="text-align: center;"><u>Disabled/Nondisabled</u></th> </tr> </thead> <tbody> <tr> <td>Wakulla:</td> <td style="text-align: center;">18%</td> <td style="text-align: center;">18%</td> </tr> <tr> <td>Enrollment Group:</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">11%</td> </tr> <tr> <td>State:</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">9%</td> </tr> </tbody> </table>		<u>Disabled/Nondisabled</u>		Wakulla:	18%	18%	Enrollment Group:	15%	11%	State:	14%	9%	In school suspension (ISS) rate for students with disabilities as well as nondisabled students is higher than the rates of both the enrollment group and the state (18%).
	<u>Disabled/Nondisabled</u>														
Wakulla:	18%	18%													
Enrollment Group:	15%	11%													
State:	14%	9%													
FCAT Preparation															
Rule 6A-6.03028(7)(a), FAC, Development of Individual Educational Plans for Exceptional Students S. 1003.43(11)(b) General requirements for high school graduation.	No findings of noncompliance.														

Standard/Citation	Findings	Supporting Evidence	Concerns
Student Course of Study and Diploma Option Decisions			
34 CFR 300.347(b) Content of IEP. Rule 6A-6.03028(7), FAC, Development of Individual Educational Plans for Exceptional Students Rule 6-1.0996(13), FAC, Graduation Requirements for Certain Students with Disabilities.	No findings of noncompliance		Middle school teachers and some high school staff reported being unsure of all the FCAT waiver components and process.
Staff Development			
34 CFR 300.382 Improvement strategies.	No findings of noncompliance.		Administrative staff at the high school indicated training is needed in implementing effective supports to students prior to failing courses.
Counseling Services			
34 CFR §300.24 Related services. Rule 6A-6.03016(4) (d), FAC, Special Programs for Students Who Are	For one student counseling as a related service was not provided despite evidence of need.	<i>Case Studies:</i> IEP/EPs of SLD/gifted student indicated the following placements between May 2003 and January 2005: • 5/22/03 – consultation for SLD; 5 hr/week	Although district staff described a variety of mechanisms through which students with disabilities may access counseling,

Standard/Citation	Findings	Supporting Evidence	Concerns
Emotionally Handicapped		<p>gifted class "knowledgeable student who is succeeding in the regular classroom"</p> <ul style="list-style-type: none"> • 5/19/04 – consultation for SLD; “student is working on grade level” • 10/20/04 – Resource for reading, math, geography and language arts daily; 90 m/week gifted class “...working on grade level” • 1/5/05 – All ESE classes; 90 m/week gifted class "Student is working on grade level" • 5/13/05 – Separate; 90 m/week gifted class "...works below grade level"; "...requires intellectual stimulation in areas beyond the regular curriculum and interaction with other gifted students"; “able to read at a 10.0 grade level and pass AR tests at that level. <p><i>Interviews:</i></p> <ul style="list-style-type: none"> • 4 out of 5 teachers of the student stated that student could benefit from counseling • 1 of 5 reported that counseling generally is provided only to students eligible as EH/SED • 1 of 5 reported that counseling would assist the student to be served in a less restrictive setting. 	<p>during interviews with school-level staff several respondents indicated that their understanding was that counseling was only available for students who are EH or SED. These staff members stated that there were students they felt would benefit from counseling, but that they had not referred the students for the service, as they were not in the EH or SED programs.</p>

Standard/Citation	Findings	Supporting Evidence	Concerns
Communication Services			
34 CFR §300.346(a) (2)(iv) Development, review, and revision of the IEP. Rule 6A-6.03028(6), FAC, Development of Individual Educational Plans for Students with Disabilities	No findings of noncompliance.		
School to Post-School Transition Services			
34 CFR §300.344(b) IEP team. Rule 6A-6.03028(3)-(4), FAC, Development of Individual Educational Plans for Exceptional Students	No findings of noncompliance.		
Gifted Services			
Section 1003.57, F.S. Exceptional Student Instruction Section 1003.01(3)(a), F.S. Definitions.	No findings of noncompliance.		Consultation is the primary gifted service available to students at high school, offers other types of advanced curriculum or programs (e.g., AP Honors, IB program).

Standard/Citation	Findings	Supporting Evidence	Concerns
Rule 6A-6.030191(5)(a), FAC, Development of Educational Plans for Exceptional Students Who Are Gifted			
Charter Schools			
34 CFR §300.241(a) Treatment of charter schools and their students. 34 CFR §300.312(a) Children with disabilities in public charter schools.	No findings of noncompliance.		Goals on IEPs and EPs often not measurable and/or not individualized.
Matrix of Services			
S. 1011.62(1)(e), F.S. Funding model for exceptional student education programs.	One matrix of service document requires correction due to inaccurate reporting.	<i>Records:</i> 1 of 6 IEPs/matrix of services documents for students reported at the 254 or 255 level was not reported accurately.	
Student Record Reviews – IEPs; EPs; Special Categories			
34 CFR §300.340-300.350 Individualized Educational Programs Rule 6A-6.03028, FAC, Development of Individual Educational Plans for Exceptional	11 IEP teams must reconvene to address identified findings.	113 IEPs were reviewed, in part or in whole 23 EPs were reviewed, in part or in whole 24 Special category records were reviewed A detailed description of the record reviews was provided to the district in a letter dated December 8, 2005, and is included in this	Educational plans need to be individualized to meet the unique needs of students identified as gifted.

Standard/Citation	Findings	Supporting Evidence	Concerns
<p>Students.</p> <p>Rule 6A-6.030191, FAC, Development of Educational Plans for Exceptional Students who are Gifted.</p> <p>Rule 6A-6.0331, FAC, Identification and Determination of Eligibility of Exceptional Students for Specially Designed Instruction</p> <p>Rule 6A-6.0334, FAC, Temporary Assignment of Transferring Exceptional Students</p>		report as appendix E.	
District Forms			
<p>34 CFR §300.503 Prior written notice by the public agency; content of notice.</p> <p>34 CFR §300.347 Content of the IEP</p> <p>Rule 6A-6.03028, FAC, Development of Individual Educational Plans for Exceptional Students</p>	10 forms require revisions to meet compliance.	A detailed description of the forms review was provided to the district in a letter dated August 19, 2005.	

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.

- IEPs selected at random for 9 students at Wakulla Middle School indicated that all students were maintained in less restrictive settings upon transition from elementary to middle school.
- Liaison connection with Vocational Rehabilitation for all high school transition meetings.
- District screens all ESOL students to improve identification of gifted students.
- As part of one elementary school improvement plan, inclusion/co-teaching was implemented to support students with disabilities.
- Teachers of the gifted analyze data determining trends/patterns to identify weaknesses.
- Staff reported an easy flow of communication between ESE and general education teachers.
- There is open communication and effective collaboration between the district and charter school staff.
- Through case studies and staff interviews, there was evidence of a variety of individualized accommodations being implemented, particularly in the classrooms that utilized the co-teaching model.
- District commended for meeting its goals for students with disabilities and gifted students.

Recommendations

Recommendations have been proposed for the district to consider when developing the revised continuous 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 continuous improvement plan (CIP).

- Training for general education and ESE teachers regarding effective classroom management
- Provide training and technical assistance to administrators related to handling discipline referrals
- Target strategies for ensuring that all gifted students are provided with appropriate services based on their needs beyond the general curriculum
- Review resources available to provide counseling as a related service, including psychological counseling, and ensure that a system is in place for IEP teams to access this information as needed
- Training for ESE teachers on: use of instructional accommodations; IEP development, including placement in the least restrictive environment through the use of supplemental aids and services
- Training for teachers of the gifted on writing individualized Educational Plans

Technical Assistance

A partial listing of technical assistance resources also is provided. This information may be of assistance in the development and/or implementation of the system improvement plan. The following are some of the resources available through the Florida Department of Education. If there are additional topics or areas of concern that are not included, please contact the Bureau for assistance.

Student Support Services Project

Website: <http://sss.usf.edu>

The project purpose is to provide technical assistance, training and resources to Florida school districts and state agencies in matters related to student support (school psychology, social work, nursing, counseling, and school-to-work).

Florida's Positive Behavioral Supports Project

<http://flpbs.fmhi.usf.edu/>

This project is designed to support teachers, administrators, related services personnel, family members, and outside agency personnel in building district-wide capacity to address challenging behavior exhibited by students in regular and special education programs. It provides training and technical assistance for districts, schools, and individual teams in all levels of positive behavior support (individual, classroom and school-wide).

Project CENTRAL

Website: <http://reach.ucf.edu/~CENTRAL/>

This comprehensive, statewide project is designed to identify and disseminate information about resources, training, and research related to current and emerging effective instructional practices. The ultimate goals are to provide information leading to appropriate training, products, and other resources that provide benefits and appropriate outcomes for all students, including students with disabilities.

Bureau of Exceptional Education and Student Services

In addition to the special projects described above, Bureau staff is available for assistance on a variety of topics. Following is a partial list of contacts:

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

Eileen Amy, Administrator
Eileen.Amy@fldoe.org

Kim Komisar, Program Director
Kim.Komisar@fldoe.org

April Katine, Program Specialist
April.Katine@fldoe.org

Barbara McAnelly, Program Specialist
Barbara.Mcanelly@fldoe.org

Angela Nathaniel, Program Specialist
Angela.Nathaniel@fldoe.org

Denise Taylor, Program Specialist
Denise.Taylor@fldoe.org

Laura Harrison, Program Specialist
Laura.Harrison@fldoe.org

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

Arlene Duncan, Program Director
Arlene.Duncan@fldoe.org

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

Karen Denbroeder, Administrator
Karen.Denbroeder@fldoe.org

Marie LaCap, Program Specialist
Marie.Lacap@fldoe.org

Virginia Sasser, Program Specialist
Virginia.Sasser@fldoe.org

ESE Program Development and Services
(850) 245-0478

Evy Friend, Administrator
Evy.Friend@fldoe.org

**Behavior/Discipline
EH/SED**

Lee Clark, Program Specialist
Lee.Clark@fldoe.org

Mentally Handicapped/Autism
Sheryl Sandvoss, Program Specialist
Sheryl.Sandvoss@fldoe.org

Assistive Technology

Karen Morris, Program Specialist
Karen.Morris@fldoe.org

Speech/Language

Lezlie Cline, Program Director
Lezlie.Cline@fldoe.org

Gifted

Donnajo Smith, Program Specialist
Donnajo.Smith@fldoe.org

Appendix A:

LEA Profile



FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES

2005 LEA PROFILE

JOHN WINN, COMMISSIONER

DISTRICT:	WAKULLA	PK-12 POPULATION:	4,848
ENROLLMENT GROUP:	LESS THAN 7,000	PERCENT DISABLED:	19%
		PERCENT GIFTED:	3%

INTRODUCTION

The LEA profile is intended to provide districts with a tool for use in planning for systemic improvement. The profile contains a series of data indicators that describe measures of educational benefit, educational environment, and prevalence for exceptional students. The data are presented for the district, their enrollment group (districts of comparable size), and the state. Where appropriate and available, comparative data for general education students are included.

Data presented as indicators of educational benefit (*Section One*)

- Standard diploma rates for students with disabilities receiving standard diplomas through meeting all graduation requirements, GED Exit Option, and FCAT waivers
- Dropout rates
- Post-school outcome data
- Third grade promotion and retention, including good cause promotions

Note: FCAT participation and performance data formerly included in the LEA profile will be published separately in Fall 2005.

Data presented as indicators of educational environment (*Section Two*)

- Regular class, resource room, and separate class placement, ages 6-21
- Early childhood setting or home, part-time early childhood/part-time early childhood special education setting and early childhood special education setting, ages 3-5
- Discipline rates

Data presented as indicators of prevalence (*Section Three*)

- Student membership by race/ethnicity
- Gifted membership by free/reduced lunch and limited English proficiency (LEP) status
- Student membership in selected disabilities by race/ethnicity
- Selected disabilities as a percentage of all disabilities and as a percentage of total PK-12 population

LEA PROFILE 2005

Three of the indicators included in the profile, graduation rate, dropout rate, and regular class placement, are also used in the selection of districts for focused monitoring. Indicators describing the prevalence and separate class placement of students identified as educable mentally handicapped (EMH) are included to correspond with provisions of the Bureau's partnership agreement with the Office for Civil Rights.

DATA SOURCES

The data contained in this profile were obtained from data submitted electronically by districts through the Department of Education Information Database in surveys 2, 9, 3, and 5 and through the Florida Education and Training Placement Information Program (FETPIP).

DISTRICTS IN WAKULLA'S ENROLLMENT GROUP:

BAKER, BRADFORD, CALHOUN, DESOTO, DIXIE, FRANKLIN, GADSDEN, GILCHRIST, GLADES, GULF, HAMILTON, HARDEE, HOLMES, JEFFERSON, LAFAYETTE, LEVY, LIBERTY, MADISON, SUWANNEE, TAYLOR, UNION, WAKULLA, WALTON, WASHINGTON



SECTION ONE: EDUCATIONAL BENEFIT

Educational benefit refers to the extent to which children benefit from their educational experience. Progression through and completion of school are dimensions of educational benefits as are post-school outcomes and indicators of consumer satisfaction. This section of the profile provides data on indicators of student progression, school completion, and post-school outcomes.

STANDARD DIPLOMA STUDENTS MEETING ALL GRADUATION REQUIREMENTS:

The number of students with disabilities graduating with a standard diploma (withdrawal code W06) by earning required credits, maintaining required GPA and passing FCAT divided by the total number of students with disabilities who completed their education (withdrawal codes W06-W10, W27, WGD, WFW, WFT) as reported in end of year (survey 5). The resulting percentages are reported for the three-year period from **2001-02** through **2003-04**.

	2001-02	2002-03	2003-04
Wakulla	33%	57%	45%
Enrollment Group	41%	44%	36%
State	48%	45%	42%

STANDARD DIPLOMA THROUGH GED EXIT OPTION:

The number of students with disabilities in a GED Exit Option Model who passed the GED Tests and the FCAT or HSCT and were awarded a standard high school diploma (withdrawal code W10) divided by the total number of students with disabilities who completed their education (withdrawal codes W06-W10, W27, WGD, WFW, WFT) as reported in end of year (survey 5). The resulting percentages are reported for the three-year period from **2001-02** through **2003-04**.

	2001-02	2002-03	2003-04
Wakulla	0%	0%	0%
Enrollment Group	2%	2%	2%
State	1%	1%	1%

STANDARD DIPLOMA THROUGH FCAT WAIVER:

The number of students with disabilities graduating with a standard diploma through the FCAT waiver (withdrawal code WFW) divided by the total number of students with disabilities who completed their education (withdrawal codes W06-W10, W27, WGD, WFW, WFT) as reported in end of year (survey 5). The resulting percentages are reported for **2002-03** and **2003-04**.

	2002-03	2003-04
Wakulla	0%	25%
Enrollment Group	8%	15%
State	9%	14%

DROPOUT RATE:

The number of students grades 9-12 for whom a dropout withdrawal reason (DNE, W05, W11, W13-W23) was reported, divided by the total enrollment of grade 9-12 students and students who did not enter school as expected (DNEs) as reported in end of year (survey 5). The resulting percentages are reported for students with disabilities, gifted students, all PK-12 students, students identified as EH/SED, and students identified as SLD for the years **2001-02** through **2003-04**.

	Students with Disabilities			Gifted Students			All Students		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Wakulla	6%	6%	5%	1%	0%	0%	5%	3%	3%
Enrollment Group	5%	5%	5%	<1%	0%	<1%	3%	3%	4%
State	5%	4%	5%	<1%	<1%	<1%	3%	3%	3%

	EH/SED			SLD		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Wakulla	6%	13%	9%	6%	6%	4%
Enrollment Group	5%	5%	6%	5%	5%	6%
State	7%	7%	7%	5%	4%	5%

POSTSCHOOL OUTCOME DATA:

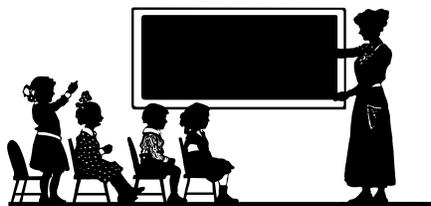
The Florida Education and Training Placement Information Program (FETPIP) is an interagency data collection system that obtains follow-up data on former students. The most recent FETPIP data available reports on students who exited Florida public schools during the **2002-03** school year. The table below displays percent of students with disabilities and students identified as gifted exiting school in 2002-03 who were found employed between October and December 2003 or in continuing education (enrolled for the fall or preliminary winter/spring semester) in 2003.

	Students with Disabilities		Gifted Students	
	Employed	Cont. Ed.	Employed	Cont. Ed.
Wakulla	44%	12%	39%	91%
Enrollment Group	38%	15%	42%	84%
State	44%	20%	37%	72%

THIRD GRADE PROMOTION AND RETENTION RATE:

The number of third grade students promoted, promoted with cause, and retained divided by the total year enrollment as reported in end of year (survey 5). The percent of students promoted with cause is a subset of total promoted. Total enrollment is the count of all students who attended school at any time during the school year. The results are reported for third grade students with disabilities and all third grade students for **2003-04**.

	2003-04					
	Students with Disabilities			All Students		
	Promoted	Promoted with Cause	Retained	Promoted	Promoted with Cause	Retained
Wakulla	92%	25%	8%	96%	7%	4%
Enrollment Group	81%	36%	19%	88%	12%	12%
State	82%	30%	18%	89%	11%	11%



SECTION TWO: EDUCATIONAL ENVIRONMENT

Educational environment refers to the extent to which students with disabilities receive special education and related services in natural environments, classes or schools with their nondisabled peers. This section of the profile provides data on indicators of educational environments.

REGULAR CLASS, RESOURCE ROOM AND SEPARATE CLASS PLACEMENT, AGES 6-21:

The number of students with disabilities ages 6-21 in regular class, resource room, and separate class placement divided by the total number of students with disabilities ages 6-21 reported in December (survey 9). Regular class includes students who spend 80 percent or more of their school week with nondisabled peers. Resource room includes students spending between 40 and 80 percent of their school week with nondisabled peers. Separate class includes students spending less than 40 percent of their week with nondisabled peers. The resulting percentages are reported for the three years from **2002-03** through **2004-05**.

	Regular Class			Resource Room			Separate Class		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Wakulla	47%	48%	50%	30%	27%	26%	23%	25%	24%
Enrollment Group	49%	52%	56%	27%	25%	21%	18%	16%	15%
State	48%	50%	55%	26%	24%	21%	22%	22%	20%

EARLY CHILDHOOD EDUCATION SETTINGS, AGES 3-5:

The number of students with disabilities ages 3-5 who are served in early childhood settings, part-time early childhood and part-time early childhood special education settings, and early childhood special education settings divided by the total number of students with disabilities ages 3-5 reported in December (survey 9). Students in early childhood settings receive all (100%) of their special education and related services in educational programs designed primarily for children without disabilities or in their home. Students in part-time early childhood and part-time early childhood special education settings receive special education and related services in multiple settings. Students in early childhood special education settings receive all (100%) of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. The resulting percentages are reported for the three years from **2002-03** through **2004-05**.

	Early Childhood Setting or Home			Part-Time Early Childhood/ Part-Time Early Childhood Special Education Setting			Early Childhood Special Education Setting		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Wakulla	13%	59%	71%	83%	39%	26%	4%	2%	4%
Enrollment Group	10%	16%	16%	68%	62%	64%	19%	21%	17%
State	7%	7%	7%	57%	57%	56%	31%	31%	33%

SEPARATE CLASS PLACEMENT OF EMH STUDENTS, AGES 6-21:

The number of students ages 6-21 identified as educable mentally handicapped who spend less than 40 percent of their day with nondisabled peers divided by the total number of EMH students reported in December (survey 9). The resulting percentages are reported for three years from **2002-03** through **2004-05**.

	2002-03	2003-04	2004-05
Wakulla	69%	75%	67%
Enrollment Group	49%	47%	46%
State	61%	62%	57%

DISCIPLINE RATES:

The number of students who served in-school or out-of-school suspensions, were expelled, or moved to alternative placement at any time during the school year divided by the total year enrollment as reported in end of year (survey 5). The resulting percentages are reported for students with disabilities and nondisabled students for **2003-04**.

		2003-04							
		In-School Suspensions		Out-of-School Suspensions		Expulsions		Alternative Placement*	
		Students with Disabilities	Nondisabled Students						
Wakulla		18%	18%	10%	5%	0%	<1%	0%	0%
Enrollment Group		15%	11%	14%	8%	<1%	<1%	<1%	<1%
State		14%	9%	15%	7%	<1%	<1%	<1%	<1%

* Student went through expulsion process but was offered alternative placement.



SECTION THREE: PREVALENCE

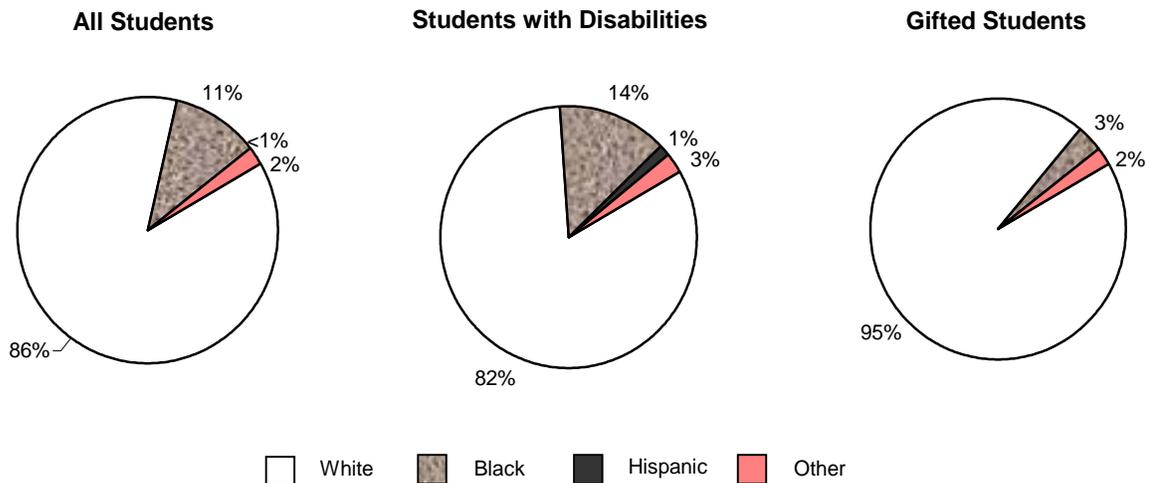
Prevalence refers to the proportion of the PK-12 population identified as exceptional at any given point in time. This section of the profile provides prevalence data by demographic characteristics.

STUDENT MEMBERSHIP BY RACIAL/ETHNIC CATEGORY:

The three columns on the left show the statewide racial/ethnic distribution for all PK-12 students, all students with disabilities, and all gifted students as reported in **October 2004** (survey 2). Statewide, there is a larger percentage of black students in the disabled population than in the total PK-12 population (28 percent vs. 24 percent) and a smaller percentage of black students in the gifted population (10 percent vs. 24 percent). Similar data for the district are reported in the three right-hand columns and displayed in the graphs.

	State			District		
	All Students	Students with Disabilities	Gifted Students	All Students	Students with Disabilities	Gifted Students
White	49%	50%	63%	86%	82%	95%
Black	24%	28%	10%	11%	14%	3%
Hispanic	23%	19%	20%	<1%	1%	0%
Asian/Pacific Islander	2%	<1%	4%	<1%	0%	2%
Am Ind/Alaskan Native	<1%	<1%	<1%	<1%	<1%	0%
Multiracial	3%	2%	3%	2%	2%	<1%

District Membership by Race/Ethnicity



FREE/REDUCED LUNCH AND LEP:

The percent of all students and all gifted students in the district and the state on free/reduced lunch. The percent of all students and all gifted students in the district and in the state who are identified as limited English proficient (LEP). These percentages are based on data reported in **October 2004** (survey 2).

	State		District	
	All Students	Gifted Students	All Students	Gifted Students
Free/Reduced Lunch	46%	22%	35%	11%
LEP	11%	3%	<1%	0%

SELECTED DISABILITIES BY RACIAL/ETHNIC CATEGORY:

Racial/ethnic data for all students as well as students with a primary disability of specific learning disabled (SLD), emotionally handicapped or severely emotionally disturbed (EH/SED), and educable mentally handicapped (EMH) are presented below. The data are presented for the state and the district as reported in **October 2004** (survey 2).

	All Students		SLD		EH/SED		EMH	
	State	District	State	District	State	District	State	District
White	49%	86%	51%	90%	47%	79%	32%	68%
Black	24%	11%	24%	8%	39%	18%	51%	30%
Hispanic	23%	<1%	22%	1%	12%	1%	14%	0%
Asian/Pacific Islander	2%	<1%	<1%	0%	<1%	0%	<1%	0%
Am Ind/Alaskan Native	<1%	<1%	<1%	0%	<1%	0%	<1%	0%
Multiracial	3%	2%	2%	<1%	2%	1%	1%	2%

SELECTED DISABILITIES AS PERCENT OF DISABLED AND PK-12 POPULATIONS:

The percentage of the total disabled population and the total population identified as SLD, EH/SED, EMH, and speech impaired (SI) for the district and the state. Statewide, seven percent of the total population is identified as SLD and 46 percent of all students with disabilities are SLD. The data are presented for the district and state as reported in **October 2004** (survey 2).

	All Students		All Disabled	
	State	District	State	District
SLD	7%	6%	46%	33%
EH/SED	1%	1%	9%	7%
EMH	1%	1%	7%	7%
SI	2%	3%	14%	14%



John Winn, Commissioner

Appendix B:
ESE Monitoring Team Members

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2005 Continuous Improvement Monitoring
Wakulla 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
Kim C. Komisar, Program Director, ESE Program Administration and Quality Assurance

Denise Taylor, Program Specialist, Team Co-Leader
Angela Nathaniel, Program Specialist, Team Co-Leader
April Katine, Program Specialist
Laura Harrison, Program Specialist

Peer Reviewers and Contracted Staff

Jo Wilson, Gilchrist County Schools
Helen Nelson, Bay County Schools
Jim Fowler, Broward County Schools
Maureen Guarino, Bay County Schools
Kim Dotts-Hoehnle, P.K. Yonge Developmental Research School

Appendix C:

Survey Results

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2005 Continuous Improvement Monitoring
Wakulla County School District**

Parent Survey Report: Students with Disabilities

Responding to the need to increase the involvement of parents and families of exceptional education students in evaluating the educational services provided to their children, the Florida Department of Education, Bureau Exceptional Education and Student Services, contracted with the University of Miami to develop and administer a parent survey as part of the Bureau's district monitoring activities.

The parent survey was sent to parents of the 947 students with disabilities for whom complete addresses were provided by the district. A total of 99 parents (PK, n = 0; K-5, n = 94; 6-8, n = 48; 9-12, n = 59), representing 10% of the sample, returned the survey. Surveys from 31 families were returned as undeliverable, representing 3% of the sample. Parents represented the following students with disabilities: educable mentally handicapped, trainable mentally handicapped, orthopedically impaired, speech impaired, language impaired, deaf or hard of hearing, visually impaired, emotionally handicapped, specific learning disabled, dual-sensory impaired, autistic, developmentally delayed, and other health impaired.

**% Very Strongly Agree,
Strongly Agree,
Agree combined**

Overall, I am satisfied with:

- | | |
|---|----|
| • the amount of time my child spends with general education students. | 92 |
| • the way I am treated by school personnel. | 92 |
| • how quickly services are implemented following an IEP (Individual Educational Plan) decision. | 91 |
| • the level of knowledge and experience of school personnel. | 90 |
| • the way special education teachers and general education teachers work together. | 89 |
| • the exceptional education services my child receives. | 88 |
| • the effect of exceptional student education on my child's self-esteem. | 86 |
| • my child's academic progress. | 85 |

My child:

- | | |
|---|----|
| • has friends at school. | 95 |
| • is learning skills that will be useful later in life. | 92 |
| • receives all the special education and related services on his/her IEP. | 91 |
| • spends most of the school day involved in productive activities. | 88 |
| • is happy at school. | 87 |

**% Very Strongly Agree,
Strongly Agree,
Agree combined**

At my child's IEP meetings we have talked about:

- all of my child's needs. 94
- * which diploma my child may receive. 86
- * my child's goals after high school. 86
- * the transition services my child needs to achieve his/her goals. 86
- ways that my child could spend time with students in general education classes. 83
- whether my child should get accommodations (special testing conditions), for example, extra time. 83
- whether my child needed speech/language services. 80
- whether my child would take the FCAT (Florida Comprehensive Assessment Test). 77
- * the requirements for different diplomas. 76
- whether my child needed transportation. 73
- the specific skills my child needs to work on in preparation for the FCAT. 73
- whether my child needed services beyond the regular school year. 67
- whether my child needed physical and/or occupational therapy. 66
- whether my child needed psychological counseling services. 65

My child's special education teachers:

- expect my child to succeed. 94
- set appropriate goals for my child. 90
- are available to speak with me. 90
- encourage students to ask for help if they need it. 86
- give homework that meets my child's needs. 85
- call me or send me notes about my child. 84
- individualized instruction for my child. 80
- give students with disabilities extra time or different assignments, if needed. 79

My child's general education teachers:

- are available to speak with me. 93
- expect my child to succeed. 89
- set appropriate goals for my child. 85
- give homework that meets my child's needs. 85
- encourage students to ask for help if they need it. 79
- call me or send me notes about my child. 78
- give students with disabilities extra time or different assignments, if needed. 73
- individualized instruction for my child. 73

*These questions answered by parents of students grade 8 and above

**% Very Strongly Agree,
Strongly Agree,
Agree combined**

My child's school:

- makes sure I understand my child's IEP and the services my child will receive. 93
- sends me information written in a way I understand. 92
- encourages me to participate in my child's education. 91
- does all it can to keep students from dropping out of school. 90
- explains what I can do if I want to make changes to my child's IEP. 88
- offers students with disabilities the classes they need to graduate with a standard diploma. 88
- encourages acceptance of students with disabilities. 87
- provides students with disabilities updated books and materials. 87
- wants to hear my ideas. 86
- involves students with disabilities in clubs, sports, or other activities. 86
- * offers a variety of vocational courses, such as computers and business technology. 86
- addresses my child's individual needs. 85
- handles discipline problems appropriately. 85
- informs me about all of the services available to my child. 80
- * 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 school. 77
- * provides information to students about education and jobs after high school. 76
- sends me information about activities and workshops for parents. 75

Parent Participation

- I meet with my child's teachers to discuss my child's needs and progress. 97
- I have attended my child's IEP meetings. 95
- I am comfortable talking about my child with school staff. 93
- My input is considered in the development of my child's IEP. 88
- I participate in school activities with my child. 86
- I attend meetings of the PTA/PTO. 46
- I have heard about the Florida Diagnostic and Learning Resources System ("FDLRS") and the services they provide to families of children. 39
- I attend meetings of organizations for parents of students with disabilities. 39
- I have used parent support services in my area. 34
- I attend School Advisory Committee meetings concerning school improvement. 34

*These questions answered by parents of students grade 8 and above

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2005 Continuous Improvement Monitoring
Wakulla County School District**

Parent Survey Report: Gifted Students

Responding to the need to increase the involvement of parents and families of exceptional education students in evaluating the educational services provided to their children, the Florida Department of Education, Bureau of Exceptional Education and Student Services contracted with the University of Miami to develop and administer a parent survey as part of the Bureau's monitoring activities.

The parent survey was sent to parents of the 136 students identified as gifted for whom complete addresses were provided by the district. A total of 34 parents (KG-5, n = 61; 6-8, n = 50; 9 - 12, n = 23), representing 25% of the sample, returned the survey. One survey was returned as undeliverable, representing 1% of the sample.

	%YES
Overall, I am satisfied with:	
• my child's academic progress.	79
• gifted teachers' subject area knowledge.	79
• general education teachers' subject area knowledge.	74
• gifted teachers' expertise in teaching students identified as gifted.	72
• the effect of gifted services on my child's self-esteem.	64
• how quickly services were implemented following an initial request for evaluation.	64
• general education teachers' expertise in teaching students identified as gifted.	55
• the gifted services my child receives.	36
In general education classes, my child:	
• has friends at school.	100
• is learning skills that will be useful later on in life.	91
• is usually happy at school.	91
• has his/her social and emotional needs met at school.	88
• has creative outlets at school.	76
• is academically challenged at school.	61
In gifted classes, my child:	
• has friends at school	97
• has his/her social and emotional needs met at school.	87
• is learning skills that will be useful later on in life.	76
• is usually happy at school.	76
• has creative outlets at school.	68
• is academically challenged at school.	58

%YES

My child's general education teachers:

- expect appropriate behavior. 97
- have access to adequate instructional materials, including technology. 91
- are available to speak with me. 88
- provide coursework that includes representation of diverse ethnic, racial, and other groups. 82
- give homework that meets my child's needs. 75
- set appropriate goals for my child. 73
- relate coursework to students' future educational and professional pursuits. 70
- call me or send me notes about my child. 58

My child's gifted teachers:

- expect appropriate behavior. 97
- have access to adequate instructional materials, including technology. 79
- set appropriate goals for my child. 76
- are available to speak with me. 75
- provide coursework that includes representation of diverse ethnic, racial, and other groups. 75
- relate coursework to students' future educational and professional pursuits. 57
- give homework that meets my child's needs. 50
- call me or send me notes about my child. 36

My child's home school:

- treats me with respect. 100
- handles discipline problems appropriately. 100
- addresses my child's individual needs. 83
- sends me information written in a way I understand. 80
- encourages me to participate in my child's education. 78
- makes sure I understand my child's EP or IEP. 76
- wants to hear my ideas. 74
- involves me in developing my child's Educational Plan (EP or IEP). 68
- explains what I can do if I want to make changes to my child's EP or IEP. 65
- implements my ideas. 60
- provides students identified as gifted with appropriate books and materials. 57
- sends me information about activities and workshops for parents. 52
- informs me about all of the services available to my child. 50

%YES

My child's 2nd school:

- treats me with respect. 100
- encourages me to participate in my child's education. 100
- addresses my child's individual needs. 100
- provides students identified as gifted with appropriate books and materials. 100
- handles discipline problems appropriately. 100
- implements my ideas. 50
- sends me information written in a way I understand. 50
- involves me in developing my child's Educational Plan (EP or IEP). 50
- makes sure I understand my child's EP or IEP. 50
- explains what I can do if I want to make changes to my child's EP or IEP. 50
- wants to hear my ideas. 0
- informs me about all of the services available to my child. 0
- sends me information about activities and workshops for parents. 0

Students identified as gifted:

- are provided with information about options for education after high school. 73
- have the option of taking a variety of vocational courses. 53
- are provided with the opportunity to participate in externships or mentorships. 36
- are provided with career counseling. 33

Parent Participation

- I participate in school activities with my child. 82
- I have attended one or more meetings about my child during this school year. 58
- I attend School Advisory Committee meetings concerning school improvement. 21
- I am a member of the PTA/PTO. 19
- I have used parent support services in my area. 12
- I belong to an organization for parents of students identified as gifted. 0

Appendix D:
Regulatory Citations

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2005 Continuous Improvement Monitoring
Wakulla County School District**

Regulatory Citations

Requirements related to exceptional student education are found in the Individuals with Disabilities Education Act, its implementing regulations in Title 34 of the Code of Federal Regulations, Florida statutes, and the Florida State Board of Education rules. The following legal provisions apply to the issues referenced in this report:

Related to Access to the General Curriculum

Title 34 Section 300.26(a) (3), Code of Federal Regulations (CFR), Special Education states “Specially designed instruction means adapting, as appropriate to the needs of the eligible child under this part, the content, methodology, or delivery of instruction—**(i)** To address the unique needs of the child that result from the child’s disability; and **(ii)** To ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

34 CFR 300.347(a)(4) Content of IEP states “The IEP for each child with a disability must include... an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class...”

34 CFR §300.500 (b) General LRE Requirements states “Each public agency shall ensure- **(1)** That to the maximum extent appropriate, children with disabilities including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and **(2)** That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

34 CFR 300.552, Placements states ”In determining the educational placement of a child with a disability, including a preschool child with a disability, each public agency shall ensure that – **(a)** The placement decision - **(1)** Is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and **(2)** Is made in conformity with the LRE provisions of this subpart including §§ 300.500 – 300.554: **(b)** The child’s placement – **(1)** Is determined at least annually; **(2)** Is based on the child’s IEP; and **(3)** Is as close as possible to the child’s home. **(c)** Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled: **(d)** In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs: and **(e)** A child with

a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.”

34 CFR § 300.553 Nonacademic settings states “In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in § 300.306, each public agency shall ensure that each child with a disability participates with nondisabled children in those services and activities to the maximum extent appropriate to the needs of that child.”

Rule 6A – 6.0311 (1), Florida Administrative Code (FAC), Eligible Special Programs for Exceptional Students requires a continuum of placements and states... “Special programs shall be organized so that an exceptional student shall receive instruction in one or more of the following ways: **(a)** Supplementary consultation or related services is the provision of assistance to school staff in basic, vocational or exceptional classes. **(b)** Resource room special instruction is supplemental instruction to exceptional students who receive their major educational program in other basic, vocational or exceptional classes. **(c)** Special class is the provision of instruction to exceptional students who receive the major portion of their educational program in special classes located in a regular school. **(d)** A special day school is a school which is administratively separate from regular schools and is organized to serve one or more types of exceptional students. **(e)** A residential school is a special school which in addition to providing special education and related services provides room and board. **(f)** Special class in a hospital or facility operated by a noneducational agency. **(g)** Individual instruction in a hospital or home. **(h)** In addition, districts may provide supplementary instructional personnel to public or nonpublic preschool or day care programs for the instruction of pre-kindergarten exceptional students.”

Related to Services, Accommodations, Modifications, and Supports

34 CFR 300.342(b)(3) When IEPs must be in effect states “Each public agency shall ensure that each teacher and provider described in paragraph (b)(2) of this section is informed of (i) his or her specific responsibilities related to implementing the child’s IEP; and (ii) the specific accommodation, modifications, and supports that must be provided for the child in accordance with the IEP.”

34 CFR 300.347 (a) Content of IEP states “The IEP for each child with a disability must include... **(3)** A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child **(i)** To advance appropriately toward attaining the annual goals; **(ii)** To be involved and progress in the general curriculum in accordance with paragraph (a) (1) of this section and to participate in extracurricular and other nonacademic activities; and **(iii)** To be educated and participate with other children in the activities described in this section; **(4)** An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in

paragraph (a) (3) of this section: **(5) (i)** A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and **(ii)** If the IEP team determines that the child will not participate in a particular State or district-wide assessment of student achievement (or part of an assessment), a state of – (A) Why that assessment is not appropriate for the child; and (B) How the child will be assessed.”

34 CFR 300.350(a) IEP—accountability states “...each public agency must—(1) Provide special education and related services to a child with a disability in accordance with the child’s IEP, and (2) make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP.”

Rule 6A-6.03028 (7), FAC, Development of Individual Educational Plans for Students with Disabilities, states “ **(c)** A statement of the specially designed instruction and related services and supplementary aids and services to be provided to the student, or on behalf of the student, and a statement of the classroom accommodations, modifications or supports for school personnel that will be provided for the student to advance appropriately toward attaining the annual goals; to be involved and progress in the general curriculum in accordance with paragraph (7) (a) of this rule; to participate in extracurricular and other nonacademic activities; and to be educated and participate with other students with disabilities and nondisabled students in the activities described in this paragraph. **(e)** A statement of any individual accommodations in the administration of the state or district assessments of student achievement that are needed in order for the student to participate in state or district assessments. A parent must provide signed consent for a student to receive instructional accommodations that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations. Accommodations that negate the validity of a statewide assessment are not allowable in accordance with Section 1008.22(3) (c) 6. Florida Statutes. If the IEP team determines that the student will not participate in the Florida Comprehensive Assessment Test (FCAT) or district assessment of student achievement or part of an assessment, a statement of why that assessment is not appropriate for the student and how the student will be assessed. If a student does not participate in the FCAT, the district must notify student’s parent and provide the parent with information regarding the implications of such nonparticipation in accordance with Section 1008.22 (3), 6 Florida Statutes.”

Related to Discipline and Positive Behavioral Supports

34 CFR 300.520 (b) Authority of school personnel states “ **(1)** Either before or not later than 10 business days after either first removing the child for more than 10 school days in a school year or commencing a removal that constitutes a change of placement under § 300.519, including the action described in paragraph (a) (2) of this section – **(i)** If the LEA did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the child before the behavior that resulted in the removal described in paragraph (a) of this section, the agency shall convene an IEP meeting to develop an assessment plan. **(ii)** If the child already has a behavioral intervention plan, the IEP team shall meet to review the plan and its implementation, and modify the plan and its

implementation as necessary, to address the behavior. (2) As soon as practicable after developing the plan described in paragraph (b) (1) (i) of this section, and completing the assessments required by the plan, the LEA shall convene an IEP meeting to develop appropriate behavioral interventions to address those interventions.”

34 CFR 300.523 (a) Manifestation determination review states “ If an action is contemplated regarding behavior described in §§ 300.520 (a) (2) or 300.521, or involving a removal that constitutes a change of placement under § 300.519 for a child with a disability who has engaged in other behavior that violated any rule or code of conduct of the LEA that applies to all children – (1) Not later than the date on which the decision to take that action is made, the parents must be notified of that decision and provided the procedural safeguards notice described in § 300.504; and (2) Immediately, if possible, but in no case later than 10 school days after the date on which the decision to take that action is made, a review must be conducted of the relationship between the child’s disability and the behavior subject to the disciplinary action.”

34 CFR §300.346(a)(2)(i) Development, review, and revision of the IEP states “Consideration of special factors. The IEP team also shall— (i) In the case of a child whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.”

Rule 6A-6.03028 (6) (d), FAC, Development of individual educational plans for students with disabilities states... “In the case of a student whose behavior impedes learning or the learning of others, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.”

Rule 6A-6.03312 (4), FAC, Discipline Procedures for Students with Disabilities states “ (a) The school district must notify the parent of the removal decision and provide the parent with a copy of the notice of procedural safeguards as referenced in Rule 6A-6.03311,FAC., on the same day as the date of the removal decision; (b) An IEP meeting must be held immediately if possible but in no case later than ten (10) school days after the removal decision to conduct a manifestation determination review as described in subsection (3) of this rule; (c) Services consistent with subsection (5) of this rule must be provided; (d) Either before or not later than ten (10) business days after either first removing the student for more than ten (10) school days in a school year or beginning with a removal that constitutes a change in placement: 1. If the school district did not conduct a functional behavioral assessment (FBA) and implement a positive behavioral intervention plan (PBIP) for the student before the behavior that resulted in the removal, the IEP team must meet to develop an assessment plan. 2. As soon as practicable after developing the assessment plan and completing the FBA, as prescribed in subparagraph (4)(d) 1., of this rule, the IEP team must meet to develop an appropriate PBIP to address the behavior and shall implement the PBIP. 3. If the student has a PBIP, the IEP team shall meet to review the plan and its implementation and revise the plan and its implementation as necessary to address the behavior.”

Rule 6.03016 (4), FAC, Special Programs for Students Who Are Emotionally Handicapped states “Criteria for eligibility for programs for severely emotionally disturbed... (d) Provides extensive support services specifically designed for severely emotionally disturbed students. These services include but are not limited to: 1. individual or group counseling, 2. parent counseling or education, and 3. consultation from mental health, medical or other professionals.”

Related to FCAT Participation and Preparation

Links to the full text of the following IDEA Regulations and State Board of Education Administrative Rules related to IEPs are available on the Bureau website at

www.firn.edu/doe/commhome/linkhome.htm

Rule 6A-6.03028 (7) (a), FAC, Development of Individual Educational Plans for Exceptional Students, “A statement of the student’s present level of educational performance, including how the student’s disability affects the student’s involvement and progress in the general curriculum. For students with disabilities who participate in the general statewide assessment program, consistent with the provision of Rule 6A-1.0943, FAC., a statement of the remediation needed for the student to achieve a passing score on the statewide assessment...”

Related to Student Course of Study and Diploma Option

34 CFR 300.347(b), FAC, Content of the IEP states “The IEP must include... For each student with a disability beginning at age 14 (or younger, if determined appropriate by the IEP team), and updated annually, a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program)...”

Rule 6A-6.03028 (7), FAC, Development of Individual Educational Plans for Students with Disabilities states “Each district, in collaboration with the student’s parents, shall develop an IEP for each student with a disability. For children with disabilities ages three (3) through five (5) years, districts may develop an IEP or a family support plan in accordance with Rule 6A-6.03029, FAC. The IEP for each student with a disability must include: (h) During the student’s eighth grade year or during the school year of the student’s fourteenth birthday, whichever comes first, a statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma. “

Rule 6-1.0996(13), FAC, Graduation Requirements for Certain Students with Disabilities states “Sunshine State Standards. For student with disabilities as defined in this rule, mastery of the Sunshine State Standards through successful completion of courses that meet graduation requirements for a standard diploma, specified in Rule 6A-1.09401(1)(a-g), FAC., shall be accepted in lieu of Sunshine State Standards for Special Diploma noted in subsection (12) of this rule for awarding of a special diploma.

Related to Staff Development

Links to the full text of the following IDEA Regulations is available on the Bureau website at www.firn.edu/doe/commhome/linkhome.htm

34 CFR §300.382 Improvement Strategies Each State must describe the strategies the State will use to address the needs identified under §300.381. These strategies must include how the State will address the identified needs for in-service and pre-service preparation to ensure that all personnel who work with children with disabilities (including both professional and paraprofessional personnel who provide special education, general education, related services, or early intervention services) have the skills and knowledge necessary to meet the needs of children with disabilities

Related to Counseling as Related Service

34 CFR 300.24 (a) Related services states “As used in this part, the term *related services* means transportation and such development, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology audiology services, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services...”

Rule 6.03016 (4), FAC, Special Programs for Students Who Are Emotionally Handicapped states “Criteria for eligibility for programs for severely emotionally disturbed... (d) Provides extensive support services specifically designed for severely emotionally disturbed students. These services include but are not limited to: 1. individual or group counseling, 2. parent counseling or education, and 3. consultation from mental health, medical or other professionals.

Related to the Communication Needs of Students with Disabilities

34 CFR 300.346 (a) Development, review, and revision of IEP states “(1) in developing each child’s IEP, the IEP team shall consider... (2) Consideration of special factors. The IEP team shall consider... (iv) The communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child’s language and communication needs, opportunities for direct communications with peers, and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child’s language and communication mode.”

34 CFR §300.347(a) (2)(i)(ii), Content of the IEP A statement of measurable annual goals, including short-term objectives, related to – (i) Meeting the needs of the child that result from the child’s disability to enable the child to be involved in and progress in the general curriculum (i.e. the same curriculum as for nondisabled children), or for preschool children, as appropriate, to participate in appropriate activities; and (ii)

Meeting each of the child's other educational needs that result from the child's disability.”

Rule 6A-6.03028 (6), FAC, Development of Individual Educational Plans for Students with Disabilities states “ The IEP team shall consider the following in IEP development, review, and revision: (g) The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

Related to Transition from School to Post-school Living

34 CFR 300.344 (b), IEP Team states “(1) Under paragraph (a) (7) of this section, the public agency shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of – (3) (i) In implementing the requirements of § 300.347 (b) (2), the public agency also shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services.”

Rule 6A.6.03028 (3)(b)(2), FAC, Development of Individual Educational Plans for Students with Disabilities “For Students with a disability, beginning at age 16 (or younger if determined appropriate by the IEP team), the notice must indicate that a purpose of the meeting is the consideration of needed transition services for the student as required in paragraph (7)(i) and (j) of this rule, indicate that the school district will invite the student, and indicate any other agency that will be invited to send a representative.”

Rule 6A.6.03028 (4), FAC, Development of Individual Educational Plans for Students with Disabilities states “The IEP team, with a reasonable number of participants, shall include: (i) To implement the requirements of paragraph (7) (j) of this rule, the school district shall invite a representative of any other agency that may be responsible for providing or paying for transition services, when the purpose of the IEP meeting is to consider transition services. If an agency invited to send a representative to a meeting does not do so, the school district shall take other steps to obtain the participation of the agency in the planning of any transition services.”

Related to Exceptional Educational Students Enrolled in Charter Schools

34 CFR 300.312 (a) Children with disabilities in public charter schools states “Children with disabilities who attend public charter schools and their parents retain all rights under this part.”

34 CFR 300.241 (a) (b), Treatment of charter schools and their students states “(a) The LEA must have on file with the SEA information to demonstrate that in carrying out this part with respect to charter schools that are public schools of the LEA, the LEA will

serve children with disabilities attending those schools in the same manner as it serves children with disabilities in its other schools; and (b) Provide funds under Part B of the Act to those schools in the same manner as it provides those funds to its other schools.”

Related to the Matrix of Services Document

Section 1011.62(1) (c) (e), F.S., Funds for operations of schools, states that “Cost factors based on desired relative cost differences between the following program shall be established in the annual General Appropriations Act. The Commissioner of Education shall specify a matrix of services and intensity levels to be used by districts in the determination of the two weighted cost factors for exceptional students with the highest levels of need...and (e) 1.a. The funding model uses basic, at-risk, support levels IV and V for exceptional students and career Florida Education Finance Program cost factors, and a guaranteed allocation for exceptional student education programs. Exceptional education cost factors are determined by using a matrix of services to document the services that each exceptional student will receive...and 1.b. In order to generate funds using one of the two weighted cost factors, a matrix of services must be completed at the time of the student’s initial placement into an exceptional student education program and at least once every 3 years by personnel who have received approved training...”

Related to the Individual Educational Plans/Educational Plans/Special Categories

Links to the full text of the following IDEA Regulations and State Board of Education Administrative Rules related to Exceptional Education are available on the Bureau website at www.firn.edu/doe/commhome/linkhome.htm

34 CFR 300.340-300.350 describe the requirements related to IEPs for students with disabilities, including: §300.340, definitions related to IEPs; §300.341, responsibility of SEA and other public agencies for IEPs; §300.342, when IEPs must be in effect; §300.343, IEP meetings; §300.344, IEP team; §300.345, parent participation; §300.346, development, review, and revision of IEPs; §300.347, content of IEPs; §300.348, agency responsibilities for transition services; §300.349, private school placements by public agencies; and, §300.350, IEP accountability.

Rule 6A-6.03028, FAC, Development of Individual Educational Plans for Exceptional Students, states that “An Individual Educational Plan (IEP) or an Individual Family Support Plan (IFSP) must be developed, reviewed, and revised for each eligible child with a disability served by a school district or other state agency that provides special education and related services either directly, by contract, or through other arrangements, in accordance with this rule...” The rule includes requirements related to: (1) the role of parents; (2) definitions; (3) parent participation for students with disabilities; (4) IEP team participants; (5) timelines; (6) considerations in IEP development, review, and revision for students with disabilities; (7) contents of the IEP for students with disabilities; (8) transition services for students beginning at age sixteen (or younger, if determined appropriate by the IEP team); (9) transition of children with disabilities from the infants and toddlers early intervention program to prekindergarten

programs that provide specially designed instruction and related services operated by the school district; (10) review and revision of the IEP; (11) IEP implementation and accountability; and, (12) students with disabilities placed in private schools or community facilities through contractual arrangements by the school district.

Rule 6A-6.030191, FAC, Development of Educational Plans for Exceptional Students Who Are Gifted, states that “Educational Plans (EPs) are developed for students identified solely as gifted. Parents are partners with schools and school district personnel in developing, reviewing, and revising the educational plan (EP) for their child. Procedures for the development of the EPs for exceptional students who are gifted, including procedures for parent involvement, shall be set forth in each district’s Policies and Procedures for the Provision of Specially Designed Instruction and Related Services to Exceptional Students document and shall be consistent with the following requirements:...” The rule includes requirements related to: (1) the role of parents; (2) parent participation; (3) EP team participants; (4) contents of the EPs; (5) considerations in EP development; (6) timelines; and, (7) EP implementation.

Rule 6A-6.0331, FAC, Identification and Determination of Eligibility of Exceptional Students for Specially Designed Instruction, states that “The state’s goal is to provide full educational opportunity to all students with disabilities ages three (3) through twenty-one (21). Local school boards have the responsibility to ensure that students suspected of having a disability or being gifted are identified, evaluated, and provided appropriate specially designed instruction and related services if it is determined that the student meets the eligibility criteria specified in Rules 6A-6.03011 through 6A-6.03023 and 6A-6.03027...”

Rule 6A-6.0334, FAC, Temporary Assignment of Transferring Exceptional Students, states that “(1) Transferring exceptional student. A transferring exceptional student is one who was previously enrolled as an exceptional student in another Florida public school or private school or agency program or an out-of-state public or private school or agency program and who is enrolling in a Florida school district or in an educational program...”

Related to Forms

Links to the full text of the following IDEA Regulations and State Board of Education Administrative Rules related to IEPs are available on the Bureau website at www.firn.edu/doe/commhome/linkhome.htm

34 CFR §300.347 Content of IEP “The content for each child with a disability must include....”

34 CFR §300.503 Prior Notice By the Public Agency; Content of Notice “(a) Notice. (1) Written notice that meets the requirements of paragraph (b) of this section must be given to the parents of a child with a disability a reasonable time before the public agency -- ...”

Rule 6A-6.03028(7), FAC, Development of Individual Educational Plans for Exceptional Students, Contents of the IEP for students with disabilities. Each district, in collaboration with the student’s parents, shall develop an IEP for each student with a disability.”

Rule 6A-6.03028(3) (b), FAC, Development of Individual Educational Plans for Exceptional Students, “A written notice to the parent must indicate the purpose, time and location of the meeting, and who, by title or position, will be attending...”

Appendix E:
Review of Student Records

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2005 Continuous Improvement Monitoring
Wakulla County School District**

Review of Student Records

Twenty six IEPs and eleven EPs, randomly selected from the population of exceptional students, were reviewed prior to the on-site visit. In order to be considered a systemic finding, a specific component of the IEP or EP must be found to be noncompliant in 25% or more of the records reviewed. For Wakulla County that represents at least seven IEPs and at least two EPs. Student specific corrective actions (e.g., funding adjustments; reconvening of the IEP teams) are required for some types of noncompliance, while others may require planning and implementation of targeted staff training and/or oversight of identified procedures. There were no systemic findings of noncompliance regarding the 26 IEPs. The following individual or non-systemic findings were noted:

- Lack of measurable annual goals (6)
- Lack of counseling as a related service (1)

There were no findings of noncompliance on IEPs that would result in a fund adjustment. For six of the 26 IEPs more than 50% of the goals were not measurable, and IEP teams were required to reconvene to address this finding.

In addition to the IEPs reviewed prior to the monitoring visit, targeted elements of additional records were reviewed on-site. During that review an additional record was found to be noncompliant due to majority of goals not measurable and for three records the description of special education services was not sufficient. The IEP teams were required to reconvene to address these additional findings. The district was notified of the specific students requiring reconvened IEP meeting in a letter dated December 8, 2005, and will submit documentation of the revised IEPs within the allotted timeline.

There were no systemic findings of noncompliance regarding the 11 EPs reviewed prior to the monitoring visit. It was noted during the on-site record review of 12 EPs, individual or non-systemic findings were found in the following area:

- EP goals not individualized (4)

Six matrix of services documents for student reported at the 254 or 255 funding level were reviewed. Any services claimed on the matrix must be documented on the IEP and in evidence in the classroom. Of the six records reviewed, one was found to be inaccurately reported. The district must submit an amendment of its data through the Automated Student Information System database for that student.

In summary, 26 IEPs and eleven EPs were reviewed for compliance prior to the on-site visit. An additional 78 records were reviewed on site through the case study process and to target specific elements. There were no findings of noncompliance that would require a fund adjustment. Seven IEP teams were required to reconvene to address a lack of

measurable annual goals; three IEP teams were required to reconvene to address lack of identification of special education services and one for lack of counseling as a related service. Six matrix of services documents for students reported at the 254 or 255 levels were reviewed and one was found to be inaccurately reported. Additional information, including identification of the specific student records in question, has been provided to the district under separate cover.

Review of Special Category Records and Procedures

In addition to the IEP and EP reviews described above, Bureau staff reviewed a total of 24 special category records and procedures, representing the following:

- twelve initial eligibility and placements in a special program
- three dismissals from exceptional student education
- two temporary assignment to exceptional student education
- three students found ineligible for exceptional student education
- three pre kindergarten students who have transitioned from Part C to Part B
- one limited English proficient eligible for programs for students with disabilities

The district also was asked to provide limited English proficient students found not eligible for the gifted program; parentally placed private school students; and students who have been assigned a surrogate parent; it was reported that the district had no current records for these areas. There were no findings of noncompliance related to the 24 special category records reviewed.

Appendix F:
Glossary of Acronyms

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2005 Continuous Improvement Monitoring
Wakulla County School District**

Glossary of Acronyms

BIP	Behavior Intervention Plan
Bureau	Bureau of Exceptional Education and Student Services
CFR	Code of Federal Regulations
DJJ	Department of Juvenile Justice
DOE	Department of Education
EH	Emotionally Handicapped
EMH	Educable Mentally Handicapped
EP	Educational Plan (for gifted students)
ESE	Exceptional Student Education
F.S.	Florida Statutes
FAC	Florida Administrative Code
FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
FCAT	Florida Comprehensive Assessment Test
FDLRS	Florida Diagnostic Learning and Resource System
GED	General Educational Development diploma
IDEA	Individuals with Disabilities Education Act
IEP	Individual Educational Plan (for students with disabilities)
K	Kindergarten
LEA	Local Educational Agency
LRE	Least Restrictive Environment
OCR	Office for Civil Rights
OJT	On-the-Job Training
OSEP	Office of Special Education Programs (USDOE)
OSS	Out-of-School Suspension
PBIP	Positive Behavior Intervention Plan
PBS	Florida's Positive Behavioral Support Project
SED	Severely Emotionally Disturbed
SP&P	Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students