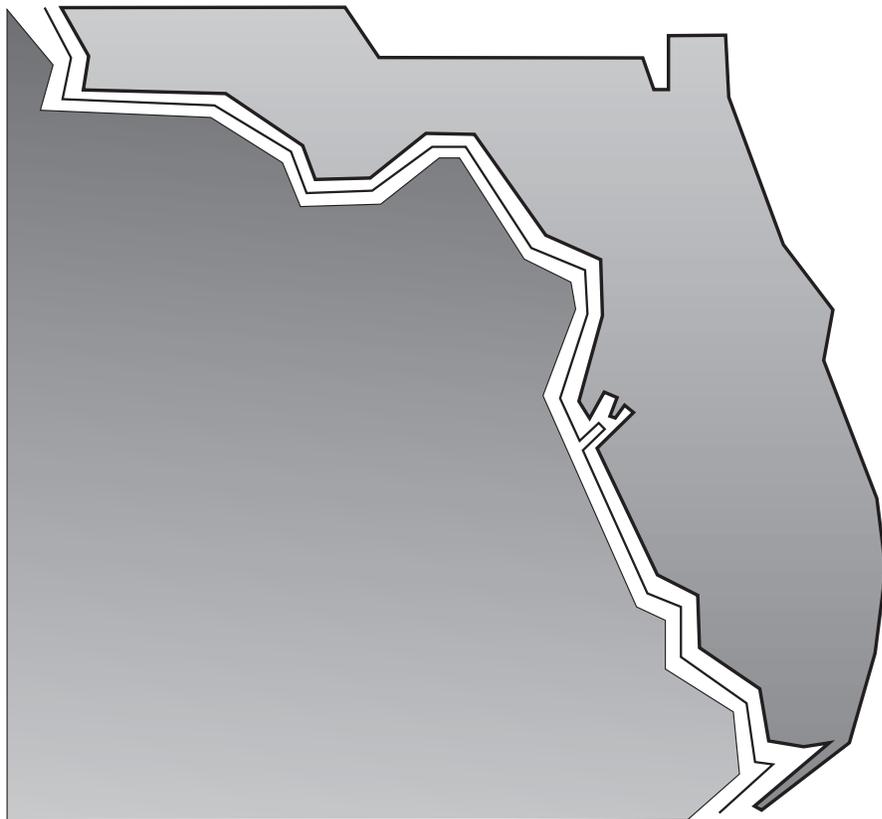


FINAL REPORT OF CONTINUOUS IMPROVEMENT MONITORING  
OF EXCEPTIONAL STUDENT EDUCATION PROGRAMS IN

# WALTON COUNTY

SEPTEMBER 8 - 10, 2004



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

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October 24, 2005

Ms. Carlene Anderson, Superintendent  
Walton County School District  
145 Park Street, Suite 3  
DeFuniak Springs, Florida 32433-3344

Dear Superintendent Anderson:

We are pleased to provide you with the Final Report of Continuous Improvement Monitoring of Exceptional Student Education Programs in Walton County that was conducted on September 8-10, 2004. 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 system improvement plan 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](http://www.firn.edu/doe/commhome/mon-home.htm).

The Bureau has sent Ms. Rosemary Ragle, ESE Director, an electronic copy of the system improvement plan for development. Within 30 days of the receipt of this electronic copy, the district is required to submit the completed system improvement plan for review by our office. The system improvement plan developed as a result of this visit may be incorporated into the district's existing continuous improvement plan, or may be developed independently. Bureau staff will work with Ms. Rosemary Ragle and her staff to develop the required system improvement measures, including strategies and activities to address the areas of concern and noncompliance identified in the report. 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 measure of effectiveness. After the system improvement plan has been approved, it will also be placed on the Bureau's website.

**BAMBI J. LOCKMAN**  
*Chief*

*Bureau of Exceptional Education and Student Services*

Superintendent Anderson

October 24, 2005

Page 2

An update of outcomes achieved and/or a summary of related activities, as identified in your district's plan, must be submitted by November 30 and May 30 of each school year for the next two years, unless otherwise noted on the plan.

If my staff can be of any assistance as you implement the system improvement plan, 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](mailto:Eileen.Amy@fldoe.org).

Thank you for your continuing commitment to improve services for exceptional education students in Walton County.

Sincerely,



Bambi J. Lockman, Chief  
Bureau of Exceptional Education and Student Services

Enclosure

cc: Darrell Barnhill, School Board Chair  
Members of the School Board  
Ben Holley, School Board Attorney  
School Principals  
Rosemary Ragle, ESE Director  
Eileen Amy  
Evy Friend  
Kim Komisar

# Walton County Final Monitoring Report Continuous Improvement Monitoring

September 8-10, 2004

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**Walton County School District  
Continuous Improvement Monitoring  
September 8-10, 2004**

**Executive Summary**

The Florida Department of Education, Bureau of Exceptional Education and Student Services, in carrying out its roles of leadership, resource allocation, 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 Act (IDEA) is to assess and ensure the effectiveness of efforts to educate children with disabilities (Section 300.1(d) of the Title 34, Code of Federal Regulations (CFR)). 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 Sections 300.350(a) (2) and 300.556). In accordance with the IDEA the Department is responsible for ensuring that the requirements of the IDEA 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 Section 300.600(a)(1) and (2)).

On September 8-10, 2004, the Florida Department of Education, Bureau of Exceptional Education and Student Services, conducted an on-site review of the exceptional student education programs in Walton County School District. Ms. Nancy Holder, Director, Exceptional Student Education, served as the coordinator and point of contact for the district during the monitoring visit. In its continuing efforts 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. Walton County was selected at random for a review of the strategies and interventions implemented thus far through the CIPs. The results of this review are reported here. In addition, this report includes information related to: the implementation of specific programs and related services for exceptional students; and, the results of records and forms reviews.

**Summary of Findings**

**Continuous Improvement Plan: Students with Disabilities**

The key data indicator selected by Walton County School District for students with disabilities is the discipline rate for students with disabilities. In its presentation district staff described the process used to revise its plan in response to data collection and analysis, and demonstrated a

downward trend in discipline rates as a result. Given the stated intent of the district to scale back some strategies to determine whether the progress noted thus far can be self-sustaining, careful review of this year's data at the school building level is critical. The district is encouraged to continue any strategies or interventions that have been found to be effective.

### **Continuous Improvement Plan: Students Identified as Gifted**

The key data indicator selected by Walton County School District for gifted students is the extension of gifted services through the secondary level. The strategies implemented thus far have resulted in limited changes in the services available. As a result, the district is required to revise and expand its strategies for ensuring that all gifted students are provided with appropriate services based on their needs beyond the general curriculum.

### **Provision of Counseling to Students with Disabilities**

It was reported that the counseling needs of students are discussed at the individual educational plan (IEP) meeting, and if appropriate, included in the IEP. Personnel at all levels indicated that their schools contract services through the counseling outreach prevention center (COPE). Several IEPs of students in the emotionally handicapped (EH) program at Walton High School identified a "behavior tech" as the person responsible for providing counseling; however, staff reported that there no longer was a behavior specialist at the school, and no arrangements had been made at the time of the visit to address this. The district was notified during the visit that this required immediate attention, and will be required to address in its system improvement plan the manner in which counseling is provided as a related service to students with disabilities, including psychological counseling.

### **Provision of Speech/Language Services to Students with Communication Needs**

Communication needs of students not eligible for the speech impaired or language impaired programs are addressed through goals in language arts and/or communication. Speech/language pathologists are available to consult with ESE and general education teachers in addressing these student needs. There were no findings of noncompliance in this area.

### **Provision of Transition Services to Students with Disabilities**

Support for transition planning is reported to be available through the Division of Vocational Rehabilitation (VR) and through a local community college, among other sources. Agency involvement was not reflected in any of the transition IEPs reviewed. While required transition components were evident in the IEPs of students aged 14 and older, for many of the students the content was minimally compliant. The district will be required to address meaningful transition planning and implementation in its system improvement plan.

### **Review of Student Records**

Twenty IEPs and nine EPs were reviewed for compliance prior to the on-site visit. A finding of noncompliance for one of the IEPs will result in a fund adjustment, and eight IEP teams were required to reconvene to address measurable annual goals. One matrix of services document was reported inaccurately and documentation of its correction was submitted to the Bureau prior to the dissemination of this report. There were 11 systemic findings of noncompliance on IEPs and four on EPs. The district will be required to target these areas in its system improvement plan.

### **Special Category Records and Procedures**

Sixteen additional records representing processes and procedures related to exceptional student education (e.g., eligibility and placement) were reviewed. There were concerns noted in the eligibility determinations for one student found eligible for the educable mentally handicapped (EMH) program and for two students found eligible for the homebound/hospitalized program. The district must address this in its system improvement plan.

### **District Forms Review**

Forms representing the fourteen areas identified below were submitted to Bureau staff for a review to determine compliance with federal and state laws. Findings were noted in six of the forms, and changes were required.

Ms. Nancy Holder, Director, Exceptional Student Education, served as the coordinator and point of contact for the district during the monitoring visit. In addition, district staff members Liz Shepard, Tommy Fairweather and Debbie Kerr participated in the presentation. These participants are to be commended for their individual presentations which were thorough, well prepared, and well executed.

### **System Improvement Plan**

In response to these findings, the district is required to develop a system improvement plan for submission to the Bureau. This plan must include activities and strategies intended to address specific findings, as well as measurable evidence of change. In developing the system improvement plan, every effort should be made to link the system improvement activities resulting from this monitoring report to the district's continuous improvement plan. The format for the system improvement plan, including a listing of the critical issues identified by the Bureau as most significantly in need of improvement, is provided with this executive summary.

During the process of conducting the monitoring activities, including 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. These recommendations as well as specific discretionary projects, and a list of Department of Education contacts are available to provide technical assistance to the district in the development and implementation of the plan also are included as part of this report.



## Walton County School District Continuous Improvement Monitoring System Improvement Strategies

This section includes the issues identified by the Bureau as most significantly in need of improvement. The district is required to provide system improvement strategies to address identified findings, which may include an explanation of specific activities the district has committed to implementing, or it may consist of a broader statement describing planned strategies. For each issue, the plan also must define the measurable evidence of whether or not the desired outcome has been achieved. Target dates that extend for more than one year should include benchmarks in order to track interim progress. Findings identified as “ESE” are those findings that reflect issues specific to ESE students. Findings identified as “All” are those findings that reflect issues related to the student population as a whole, including ESE students.

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Continuous Improvement Plan: Students with Disabilities	The district has targeted discipline rate for students with disabilities.  Progress was noted and verified in rates of both in-school suspension (ISS) and out-of-school suspension (OSS).	X		The district will continue to address this issue through its continuous improvement plan.	The district will continue to provide semiannual reports of progress.
Continuous Improvement Plan: Students Identified as Gifted	The district has targeted services to secondary gifted students.  Gifted services to high school students are limited, and do not always address the students’ individual needs related to their giftedness.	X		The district is required to expand its efforts in this area, and must revise its continuous improvement monitoring plan (CIMP) to include additional targeted strategies for ensuring that all gifted students are provided with appropriate services based on their needs beyond the general curriculum.	The district will continue to provide semiannual reports of progress.
Provision of Counseling to Students with Disabilities	IEPs of students in the EH program at Walton High School identified a “behavior tech” as the person responsible for providing counseling; however, staff reported that there no	X		District staff will review resources available to provide counseling as a related service, including psychological counseling, and ensure that a	District report of self-assessment indicates 100% compliance with requirement that all students who need

<b>Category</b>	<b>Findings</b>	<b>ESE</b>	<b>All</b>	<b>System Improvement Strategy</b>	<b>Evidence of Change (Including target date)</b>
Provision of Counseling to Students with Disabilities (continued)	longer was a behavior specialist at the school, and no arrangements had been made at the time of the visit to address this.			<p>system is in place for IEP teams to access this information as needed.</p> <p>District and school staff will conduct semi-annual reviews of 20 randomly selected IEPs of EH and SED students to assess the effectiveness of training activities. The reviews will address content and implementation of the IEPs.</p>	<p>counseling as a related service, including psychological counseling, receive the service at no cost to the family.</p> <p>November 2005 May 2006 November 2006</p>
Provision of Communication Services to Students with Communication Needs	No findings of noncompliance in this area.				
Provision of Transition Services to Students with Disabilities	Required transition components were evident in the IEPs of students aged 14 and older; however, for many of the students the content was minimally compliant (needed transition services stated as desired post-school outcomes rather than as the skills and/or services needed now for the student to attain those goal(s)).	X		<p>Training in effective planning for the transition from school to post-school activities will be incorporated into the district's existing IEP training activities and be provided to high school teachers.</p> <p>District and school staff will conduct semi-annual reviews of at least 20 randomly selected transition IEPs to assess the effectiveness of training activities.</p>	<p>District report of self-assessment indicates 100% compliance with all transition-related requirements.</p> <p>November 2005 May 2006 November 2006</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Review of Student Records	<p>A fund adjustment will be required for one IEP due to lack of prior written notice of change of placement.</p> <p>Eight IEPs required reconvening due to a lack of a majority of measurable annual goals.</p> <p>One matrix of services document for a student reported at the 254 or 255 levels was found to be inaccurately reported.</p> <p>Systemic findings of noncompliance were related to:</p> <ul style="list-style-type: none"> <li>• inadequate short-term objectives or benchmarks</li> <li>• lack of measurable goals</li> <li>• lack of report of progress that describes the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year</li> <li>• annual goals and short-term objectives or benchmarks do not correspond to needs identified in the present level of educational performance statement</li> <li>• lack of prior written notice change in FAPE</li> <li>• inadequate statements of present levels of educational performance</li> <li>• present level of educational performance statement, goals, short-term objectives, and/or benchmarks</li> </ul>	X		<p>Documentation of reconvened IEPs was submitted to the Bureau prior to dissemination of this report.</p> <p>Documentation of the correction for the matrix of services document was provided to the district prior to the dissemination of this report.</p> <p>Training on the development of appropriate and compliant IEPs will address all other targeted areas, including development of accurate matrix of services documents.</p> <p>District and school staff will conduct semi-annual reviews of at least 20 randomly selected IEPs to assess the effectiveness of training activities. Protocols developed by the Bureau will be used.</p>	<p>District report of self-assessment indicates 100% compliance with all targeted components.</p> <p>November 2005 May 2006 November 2006</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Review of Student Records (continued)	do not support the services provided <ul style="list-style-type: none"> <li>• lack of a statement of how the parents will be informed of the student's progress</li> <li>• lack of evidence that the concerns of the parents for enhancing the education of their child was considered</li> <li>• lack of progress reports with required components</li> <li>• no indication that progress reports were given the same time as nondisabled peers</li> </ul>				
∞ Special Category Records and Procedures	Concerns were noted in the eligibility determinations for one student found eligible for the EMH program and for two students found eligible for the homebound/hospitalized program.	X		The district will conduct a self-assessment of records of students found eligible for programs for students who are EMH or who are homebound or hospitalized during the 2004-05 and 2005-06 school years. Protocols developed by the Bureau will be used.	District report of self-assessment indicates 100% compliance with all required components.  November 2005 May 2006 November 2006
Forms Review	Four forms required revisions in order to meet compliance standards: <ul style="list-style-type: none"> <li>• Annual Notice of Confidentiality*</li> <li>• Documentation of Staffing/Eligibility Determination*</li> <li>• Informed Notice of Dismissal*</li> <li>• Informed Notice of Ineligibility*</li> <li>• Notification of Change of FAPE (Free Appropriate Public Education)*</li> <li>• IEP form/EP form*</li> </ul>	X			All forms have been corrected and submitted to the Bureau as of July 2005

# **Monitoring Process**

## **Authority**

The Florida Department of Education, Bureau of Exceptional Education and Student Services, in carrying out its roles of leadership, resource allocation, 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 Act (IDEA) is to assess and ensure the effectiveness of efforts to educate children with disabilities (Section 300.1(d) of the Title 34, Code of Federal Regulations (CFR)). 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 Sections 300.350(a) (2) and 300.556). In accordance with the IDEA the Department is responsible for ensuring that the requirements of the IDEA 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 Section 300.600(a)(1) and (2)).

The monitoring system established to oversee exceptional student education (ESE) programs reflects the Department's commitment to provide assistance and service to school districts. The system is designed to emphasize improved outcomes and educational benefits for students while continuing to conduct those activities necessary to ensure compliance with applicable federal and state laws, rules, and regulations. The system provides consistency with other state efforts, including the State Improvement Plan required by the IDEA.

## **Continuous Improvement Monitoring**

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 or Department of Juvenile Justice (DJJ) facilities; the implementation of specific programs and related services; and, records, special categories and procedures, provision of counseling, provision of speech/language services, and forms.

## **Key Data Indicators**

The Bureau of Exceptional Education and Student Services 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 2003 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. Walton County School District's LEA profile is included in this report in appendix A.

The eight key data indicators for students with disabilities utilized through the continuous improvement monitoring process are as follows:

- participation in statewide assessments
- percentage of students exiting with a standard diploma
- dropout rate
- percentage of students participating in regular classes (i.e., spending at least 80% of the school day with their nondisabled peers)
- performance on statewide assessments
- retention rate
- discipline rates
- disproportionate representation of student membership, which may include percentage of PK-12 students identified as educable mentally handicapped (EMH), racial/ethnic disparity of students identified as EMH, students identified as EMH served in separate class settings, or student membership for selected disabilities (specific learning disabled, emotionally handicapped, severely emotionally disturbed, and educable mentally handicapped)

The four key indicators for gifted students utilized through the continuous improvement monitoring process are as follows:

- performance on statewide assessments
- dropout rate
- disproportionality of student membership by racial/ethnic category, free/reduced lunch status, and limited English proficiency (LEP) status
- other, at district discretion

### **District Selection**

Walton County School District was one of four districts selected at random for a continuous improvement monitoring visit in 2004. It was selected from the pool of districts that had not participated in a monitoring visit by the Bureau for the previous three years. Walton County School District's self-selected indicator for students with disabilities is discipline rate; the indicator for students identified as gifted is to review gifted service delivery models at the secondary level to ensure that the needs of gifted students are being met. The District's continuous improvement plans are included in appendix B.

## **Sources of Information**

### **On-Site Monitoring Activities**

The on-site continuous improvement monitoring visit was conducted by two Bureau staff members on September 8-10, 2004. A listing of all monitoring team members is provided as appendix C. The primary on-site activity conducted as part of the visit was a demonstration by the district of the strategies implemented thus far through its continuous improvement plans (CIPs) for students with disabilities and gifted students. The components of the demonstration were determined by the district based on the areas targeted for improvement, and the types of activities conducted by the district.

Ms Nancy Holder, Director, Exceptional Student Education, served as the coordinator and point of contact for the district during the monitoring visit. In addition, district staff members Liz Shepard, Tommy Fairweather and Debbie Kerr participated in the presentation. These participants are to be commended for their individual presentations which were thorough, well prepared, and well executed.

In addition to the district presentation, visits were made to selected school sites for the purpose of interviewing staff. The following schools were visited:

- Freeport Elementary School, Tracey Dickey, Principal
- Walton Middle School, Russell Hughes, Principal
- Walton High School, Mike Davis, Principal

### ***Interviews***

Interviews with selected district- and school-level personnel were conducted using interview protocols developed specifically to address the continuous improvement monitoring plan being implemented by the district. In addition, separate protocols were used to address the provision of counseling as a related service, including psychological counseling, and, speech and language services to students with communication needs. In the Walton County School District, interviews were conducted with 24 people, including 2 district-level administrators or staff, 2 school-level administrators or staff, 10 ESE teachers, and 10 general education teachers.

### ***Classroom Visits***

Classroom visits were conducted in a total of 5 ESE and general education classrooms during the monitoring visit in Walton County.

### **Off-Site Monitoring Activities**

Surveys are designed by the University of Miami research staff in order to provide maximum opportunity for input about the district's ESE services from parents of students with disabilities and students identified as gifted. The results of each of the surveys are included as appendix D. In addition, Bureau staff conducts reviews of selected student records (IEPs, matrices, and EPs), as well as special categories procedures and district forms. Information from the surveys and the records and forms reviews are incorporated into this report.

### ***Parent Surveys***

Surveys were mailed to parents of students with disabilities and parents of students identified as gifted. The survey that is sent to parents is printed in English, Spanish, and Haitian Creole where applicable. It includes a cover letter and a postage paid reply envelope.

In conjunction with the 2004 Walton County monitoring activities, the parent survey was sent to parents of the 1,023 students with disabilities for whom complete addresses were provided by the district. A total of 145 parents (PK, n = 18; K-5, n = 64; 6-8, n = 28; 9 - 12, n = 35), representing 14% of the sample, returned the survey. Surveys were returned as undeliverable from 52 families, representing 5% of the sample.

The parent survey was sent to parents of the 274 students identified as gifted for whom complete addresses were provided by the district. A total of 94 parents (KG-5, n = 47; 6-8, n = 33; 9 - 12, n = 14), representing 34% of the sample, returned the survey. Surveys were returned as undeliverable from 11 families, representing 4% of the sample.

### ***Review of Student Records***

Prior to the on-site monitoring visit, Bureau staff conducted a compliance review of records selected from a randomized list of ESE students in the district. In Walton County 29 records were reviewed, including 20 IEPs for students with disabilities and 9 EPs for gifted students. In addition, one matrix of services document for a student reported at the 254 or 255 level was reviewed during the on-site visit.

### ***Review of Special Category Records and Procedures***

In addition to the IEP and EP reviews noted, Bureau staff also reviewed 14 special category records and procedures for compliance. This review included the following targeted special categories:

- six staffings for initial eligibility and placement in a special program
- three dismissals from exceptional student education
- three temporary assignments to exceptional student education
- one student found ineligible for exceptional student education
- one prekindergarten student who has transitioned from Part C to Part B

### ***Review of District Forms***

Bureau staff reviewed selected district forms and notices to determine if all required components are included. A detailed explanation of the forms reviews is included as appendix E.

## **Reporting Process**

### **Interim Reports**

Preliminary findings and concerns are shared with the ESE director and/or designee through daily debriefings with the monitoring team leader during the monitoring visit. During the course of these activities, suggestions for interventions or strategies to be incorporated into the district's system improvement plan may be proposed. Within two weeks of the visit, Bureau administrative staff conduct a telephone conference with the ESE director to review major findings.

### **Preliminary Report**

Subsequent to the on-site visit, Bureau staff prepare a written report. The report is developed to include the following elements: an executive summary, a description of the monitoring process, and the results section. Appendices with data specific to the district accompany each report. The director will have the opportunity to discuss and clarify with Bureau staff items within the report before it becomes final.

### **Final Report**

Upon final review and revision by Bureau staff based on input from the ESE director, the final report is issued. Within 30 days of the district's receipt of the final report, a system improvement plan, including activities targeting specific findings, must be submitted to the Bureau for review. In developing this plan, every effort should be made to link the system improvement plan to the district's continuous improvement plan. The plan must provide for findings to be addressed in a timely manner, with compliance and procedural issues regarding IEPs and direct services to individual students to be resolved by a date designated by the Bureau, not to exceed 90 days. Other issues may be required to be resolved over a period of time not to exceed one year. All system improvement plans will be expected to extend for a period of at least two years, in order to provide an assurance of the ongoing effectiveness of the district's strategies for improvement. In collaboration with Bureau staff, the district is encouraged to develop methods that correlate activities in order to utilize resources, staff, and time in an efficient manner in order to improve outcomes for students with disabilities. Upon approval of the system improvement plan, the final report, including the plan, is posted on the Bureau's website at [www.firn.edu/doe/commhome/mon-home.htm](http://www.firn.edu/doe/commhome/mon-home.htm). Corrective actions are monitored through the submission of semiannual status reports of progress to be submitted to the Bureau on May 31st and November 30th of each year for the duration of the system improvement plan.



## **Reporting of Information**

The data generated through the district presentation, surveys, individual interviews, and classroom visits are summarized in this report. Information regarding the district's progress in its continuous improvement plans for students with disabilities and gifted students is provided, as well as information related to services provided to ESE students in DJJ facilities and the results of records and forms reviews. 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

To the extent possible, this report focuses on systemic issues rather than on isolated instances of noncompliance or need for improvement. Systemic issues are those that occur at a sufficient enough frequency that the monitoring team could reasonably infer a system-wide problem. Findings are presented in a preliminary report, and the district has the opportunity to clarify items of concern. In a collaborative effort between the district and Bureau staff, system improvement areas are identified. Findings are addressed through the development of strategies for improvement, and evidence of change will be identified as a joint effort between the district and the Bureau. To the extent appropriate, improvement strategies will be incorporated into the district's continuous improvement plans.

## **Results**

### **Continuous Improvement Plan for Students with Disabilities**

This section provides information regarding the district's development and implementation of its continuous improvement plan for students with disabilities. The district's self-selected key data indicator for this plan is the discipline rate for students with disabilities. Baseline data for in-school-suspension (ISS) and out-of-school suspension (OSS) for students with disabilities and nondisabled students, collected during the 2001-02 school year, were as follows:

- ISS
  - students with disabilities: 12%
  - nondisabled students: 10%
- OSS
  - students with disabilities: 10%
  - nondisabled students: 5%

Based on these data, the district set a goal of decreasing the ISS and OSS rates by two percentage points annually. Strategies to accomplish this focused on providing training and technical assistance to teachers in classroom behavior management, and to provide training and technical assistance to administrators related to handling disciplinary referrals.

In 2002-03, following the first year of implementation of this plan, the district's discipline rates were as follows:

- ISS
  - students with disabilities: 10%
  - nondisabled students: 7%
- OSS
  - students with disabilities: 10%
  - nondisabled students: 5%

These data reflected 2 and 3 point decreases in ISS rates for students with disabilities and nondisabled students, respectively, but no change in the OSS rate. The district decided to expand its strategies to more directly target students being removed from school (e.g., OSS). Additional strategies or interventions to be implemented included:

- assignment of one ESE resource specialist to conduct all manifestation determinations, in an effort to bring consistency throughout the district
- expansion of training for general education and ESE teachers regarding effective classroom management
- expansion of training for school administrators to focus on discipline, the manifestation determination process, and suspension/expulsion hearing policies and procedures
- ensuring that functional behavioral assessments (FBAs) were conducted and behavior intervention plans (BIPs) were developed for students with extensive behavioral and/or disciplinary histories
- development of a form to assist schools in implementing necessary procedures, including a description of criteria and evidence required for manifestation determinations and suspensions or expulsions
- provision of crisis prevention intervention (CPI) training by FDLRS/PAEC to certify and/or recertify teachers and administrators.

In 2003-05, following these revisions, the data were as follows:

- ISS
  - students with disabilities: 7%
  - nondisabled students: 6%
- OSS
  - students with disabilities: 8%
  - nondisabled students: 5%

These data reflected 3 and 1 point decreases in ISS rates for students with disabilities and nondisabled students, respectively, a 2 point decrease in the OSS rate for students with disabilities, and no change in the OSS rate for nondisabled students. Based on this continuing progress, during the 2004-05 school year the district returned authority for manifestation determination meetings back to the designated school LEA to determine if the effects of training carried over to the following school year. The results will be reported in the district's semiannual report of progress.

Walton County is to be commended for its progress thus far in reducing the discipline rate for students with disabilities. When asked their opinions about possible barriers to continued progress or suggestions for additional improvement, staff noted the following:

- contracted staff was used to conduct the FBA/BIPs, which may limit teacher participation or “buy-in” in the implementation of the behavior plan
- behavior management often is reactive to misconduct rather than proactive to promote appropriate behavior
- individual schools student handbooks do not always align with the district-wide student code of conduct which may lead to inconsistencies across the district
- the use of corporal punishment.

The district is encouraged to consider these factors in its continued data collection and analysis related to discipline rate for students with disabilities.

In summary, the key data indicator selected by Walton County School District for students with disabilities is the discipline rate for students with disabilities. In its presentation district staff described the process used to revise its plan in response to data collection and analysis, and demonstrated a downward trend in discipline rates as a result. Given the stated intent of the district to scale back some strategies to determine whether the progress noted thus far can be self-sustaining, careful review of this year’s data at the school building level is critical. The district is encouraged to continue any strategies or interventions that have been found to be effective.

### **Continuous Improvement Plan for Students Identified as Gifted**

This section provides information regarding the districts development and implementation of its continuous improvement plan for students who are identified as gifted. The district’s self-selected key data indicator for this plan is the provision of gifted services to secondary students, including an evaluation of the effectiveness of existing services and determination of additional service needs, if any. Baseline data collected in 2001-02 indicated that the district provided direct services to gifted students through the eighth grade; once in high school services were limited to enrollment in honors classes and dual enrollment. Because of the way the gifted students in high school were coded, there were no disaggregated results on the Florida Comprehensive Assessment Test (FCAT) for high school gifted students, limiting the district’s ability to analyze performance for this group of students.

Surveys were administered to gifted students and their parents during IEP and/or EP meetings in order to get input on the needs for secondary students. Survey results included:

- parent concerns focused on their children meeting the grade, credit, and community service requirements for graduation, for Bright Futures scholarships, and for other scholarship opportunities
- consultation was seen as a preferred service delivery model, to prevent students’ schedules from being disrupted
- student concerns focused on obtaining information on the college application process and testing requirements (e.g., ACT, SAT).

Beginning in the 2002-03 school year, consultative services were provided to gifted students at the high school. Quarterly consultation was scheduled, although the district has encountered difficulties implementing this due to frequent school scheduling changes and conflicts. A system was implemented whereby the teacher of the gifted notified the school’s administrators of the

status of gifted students, to ensure that their performance of FCAT would be disaggregated and reported. A focus of the consultative services is to encourage students to enroll in honors classes or dually enroll in a community college. Progress reportedly has been slow but on-going, and the district currently is considering revising the schedule of the gifted teacher and/or hiring additional staff to assist in providing more extensive services.

Although it is evident that the district is working to provide services to secondary gifted students, it is not clear that these services are adequate to meet the requirements under section 1003.57, F.S., to "...provide for an appropriate program of special instruction, facilities, and services to exceptional students..." This requirement includes students who are gifted and students at all grade levels. The consultative services provided to gifted students, as described by staff, appear to represent general guidance services that are or should be available to all students. The consultation as described may not address the needs of the students beyond the curriculum available to all students.

As part of the record review process nine EPs were reviewed. There were systemic findings of noncompliance (evident in 25% or more of the records) in four elements of the EP that are most closely related to the identification of individual student strengths and needs:

- outcomes not unique to students needs (5)
- inadequate or missing evaluation criteria (4)
- inadequate or missing evaluation schedule (4)
- inadequate present level of educational performance (3)

Based on the above, the district is required to revise and expand its strategies for ensuring that all gifted students are provided with appropriate services that target their individual needs as a result of giftedness.

In summary, the key data indicator selected by Walton County School District for gifted students is the extension of gifted services through the secondary level. The strategies implemented thus far have resulted in limited changes in the services available. As a result, the district is required to revise and expand its strategies for ensuring that all gifted students are provided with appropriate services based on their needs beyond the general curriculum.

### **Provision of Counseling as a Related Service**

As part of its monitoring procedures, the Bureau conducts interviews and record reviews related to the provision of counseling as a related service, including psychological counseling. Staff reported that counseling is discussed at IEP meetings, and that counseling services are provided through a contract with the COPE center. During the site visit to Walton High School the records of students in the EH program were reviewed. Several IEPs reflected that a "behavior tech" was identified as the person responsible for providing counseling and/or behavioral support services. It was reported that there no longer was a behavior specialist at the school, and no arrangements had been made at the time of the visit to address this. The district was notified during the visit that this required immediate attention. The district will be required to address in its system improvement plan the manner in which counseling is provided as a related service to students with disabilities, including psychological counseling.

### **Provision of Speech/Language Services to Students with Communication Needs**

It was reported that the IEP team reviews all the needs of students, including the communication needs who are not in the SI or LI programs. If communication needs are identified, they are addressed through goals in language arts and/or communication. This was supported by the record reviews. Additionally, the speech/language pathologists provide training to the ESE classroom teachers to address classroom language and communication skill development and are available to consult with ESE and regular classroom teachers in their classrooms (e.g., model language activities, assist with individual students). There were no findings of noncompliance in this area.

### **Provision of Transition Services to Students with Disabilities**

School-level staff reported that agency participation in transition planning is sought as appropriate, and that there is someone in the district office who acts as the liaison with the Division of Vocational Rehabilitation (VR). Students often are referred to VR beginning in 10<sup>th</sup> grade, and consent for release of information is obtained at that time. Fifteen of the IEPs that were reviewed were transition IEPs; there was no evidence that an agency was invited to or attended any of these meetings, but there were no records that included information that would imply a need for a particular agency. Staff reported that many students transition from high school into the local community college, and that there is an agreement with the college to foster this transition.

While required transition components were evident in the IEPs of students aged 14 and older, for many of the students the content was minimally compliant (e.g., course of study statements not clearly reflecting a course of study leading to a standard diploma or a special diploma; needed transition services stated as desired post-school outcomes rather than as the skills and/or services needed now for the student to attain those goal(s)). While there were no student-specific findings of noncompliance related to transition services, the district will be required to address meaningful transition planning and implementation in its system improvement plan.

### **Review of Student Records**

This section provides information related to the compliance of IEPs with state and federal requirements. In addition, matrix services documents for students reported at the 254 and 255 levels and educational plans for gifted students also are reviewed for compliance with state requirements.

Systemic findings are those that occur with such a frequency that the monitoring team could reasonably infer that a system-wide problem exists. To be determined systemic, an item must be found to be noncompliant in at least 25% of the records reviewed. In Walton County a total of 20 student records of students with disabilities and nine records of students identified as gifted, randomly selected from the population of exceptional students, were reviewed. At least five IEPs and at least three EPs must have been found noncompliant on an item in order to be considered a systemic finding.

There were systemic findings on noncompliance related to the following 11 items on IEPs:

- inadequate short-term objectives or benchmarks (18)
- lack of measurable goals (13)

- lack of report of progress that describes the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (10)
- annual goals and short-term objectives or benchmarks do not correspond to needs identified in the present level of educational performance statement (10)
- lack of prior written notice change in FAPE (8)
- inadequate statements of present levels of educational performance (6)
- present level of educational performance statement, goals, short-term objectives, and/or benchmarks do not support the services provided (6)
- lack of a statement of how the parents will be informed of the student's progress (6)
- lack of evidence that the concerns of the parents for enhancing the education of their child was considered (5)
- lack of progress reports with required components (5)
- no indication that progress reports were given the same time as nondisabled peers (5)

In addition, there were individual or non-systemic findings of noncompliance on 16 additional items.

For 8 of the 20 students a majority of the goals were not measurable, and IEP teams were required to reconvene to address this finding. One record was found to be out of compliance for a lack of prior written notice of change of placement. This finding will result in a fund adjustment for that student. The district was notified of the identifying information for these students via facsimile letter dated September 17, 2004. The district submitted documentation of the reconvened IEPs prior to the dissemination of this report.

There were four systemic findings of noncompliance related to EPs; they were described above in the *Continuous Improvement Plan for Students Identified as Gifted* section of the report.

During the on-site visit the districts reviews at least one matrix of services document at each school visited, for students claimed at the 254 or 255 level through the Florida Education Finance Program (FEFP). Any services reported on the matrix must be documented on the IEP and in evidence in the classroom. There was one finding of noncompliance related to the matrix, and documentation of its correction through the Automated Student Information System database was submitted to the Bureau prior to the dissemination of this report.

In summary, as a part of the continuous improvement monitoring procedures, 20 IEPs and nine EPs were reviewed for compliance prior to the on-site visit. A finding of noncompliance for one of the IEPs will result in a fund adjustment, and eight IEP teams were required to reconvene to address measurable annual goals. One matrix of services document was reported inaccurately and was amended prior to the dissemination of this report. There were 11 systemic findings of noncompliance on IEPs and four on EPs. The district will be required to target these areas in its system improvement plan.

### **Review of Special Category Records and Procedures**

In addition to the IEP and EP reviews described above, Bureau staff reviewed 14 records representing the following procedures related to exceptional student education:

- initial eligibility and placement in a special program (6)

- dismissal from exceptional student education (3)
- temporary assignment to exceptional student education (3)
- student found ineligible for exceptional student education (1)
- prekindergarten student who has transitioned from Part C to Part B (1)

One of the initial eligibility and placement records was for a young student found eligible for the EMH program. The psychological report documented inconsistencies within the assessment results and interpretation includes this statement “as a result it is difficult to know how [student’s] development will affect [student’s] scores on future assessment. It is best to take a conservative approach with such a young child, perhaps permitting another year of growth before special education services are considered.” A concern is raised by the reviewers that there is no documentation of the decision-making process used by the staffing committee in determining that the student clearly met eligibility criteria based on valid and reliable assessment results.

In addition, during the on-site visit the records of two students eligible for the program for students who are homebound or hospitalized were reviewed. For one student, the physician’s statement did not include all required components (i.e., estimated duration, statement that the student could receive an instructional program without endangering the health of the instructor or other students with whom the instructor may come in contact). In addition, the physician’s practice is in Alabama and the record did not include evidence of licensure in the state of Florida. For the second student, the diagnosis was the name of the ESE program the student is eligible for, with no explanation of why this would require a student to be unable to attend school.

Based on the three records noted here, the district will be required to address through its system improvement plan the procedures in place to determine students’ eligibility for special programs. This must incorporate the development and implementation of a system of self-review using protocols provided by the Bureau.

There were no findings of noncompliance in the remaining procedures reviewed.

In summary, 16 additional records representing processes and procedures related to exceptional student education (e.g., eligibility and placement) were reviewed. There were concerns noted in the eligibility determinations for one student found eligible for the EMH program and for two students found eligible for the homebound/hospitalized program. The district must address this in its system improvement plan.

### **District Forms Review**

Forms representing the fourteen areas identified below were submitted to Bureau staff for a review to determine compliance with federal and state laws. Findings were noted in six of the forms, and changes were required. The district was informed of the specific findings in a letter dated October 15, 2004. A detailed explanation of the specific findings is included as appendix E.

- Parent Notification of Individual Education Plan (IEP) Meeting
- IEP form/EP form\*
- Notice and Consent for Initial Placement
- Notification of Change of Placement

- Notification of Change of FAPE (Free Appropriate Public Education)\*
- Informed Notice of Ineligibility\*
- Informed Notice of Dismissal\*
- Informed Notice and Consent for Evaluation
- Informed Notice and Consent for Reevaluation
- Informed Notice of Refusal
- Documentation of Staffing/Eligibility Determination\*
- Annual Notice of Confidentiality\*
- Summary of Procedural Safeguards

\*indicates findings that require immediate attention

At the time of this report, the district has revised four forms and all forms meet compliance standards.

## **District Response**

In response to these findings, the district is required to develop a system improvement plan for submission to the Bureau. This plan must include activities and strategies intended to address specific findings, as well as measurable evidence of change. To the extent appropriate, the system improvement activities resulting from this monitoring visit should be incorporated into the district's existing continuous improvement plans. Following is the format for the system improvement plan, including a listing of the critical issues identified by the Bureau as most significantly in need of improvement.

During the course of conducting the monitoring activities, including debriefings with the monitoring team and district staff, suggestions and/or recommendations related to interventions or strategies are often proposed. Listings of these recommendations as well as specific discretionary projects and DOE contacts available to provide technical assistance to the district in the development and implementation of the plan are included following the plan format.

## Walton County School District Continuous Improvement Monitoring System Improvement Strategies

This section includes the issues identified by the Bureau as most significantly in need of improvement. The district is required to provide system improvement strategies to address identified findings, which may include an explanation of specific activities the district has committed to implementing, or it may consist of a broader statement describing planned strategies. For each issue, the plan also must define the measurable evidence of whether or not the desired outcome has been achieved. Target dates that extend for more than one year should include benchmarks in order to track interim progress. Findings identified as “ESE” are those findings that reflect issues specific to ESE students. Findings identified as “All” are those findings that reflect issues related to the student population as a whole, including ESE students.

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Continuous Improvement Plan: Students with Disabilities	The district has targeted discipline rate for students with disabilities.  Progress was noted and verified in rates of both in-school suspension (ISS) and out-of-school suspension (OSS).	X		The district will continue to address this issue through its continuous improvement plan.	The district will continue to provide semiannual reports of progress.
Continuous Improvement Plan: Students Identified as Gifted	The district has targeted services to secondary gifted students.  Gifted services to high school students are limited, and do not always address the students’ individual needs related to their giftedness.	X		The district is required to expand its efforts in this area, and must revise its continuous improvement monitoring plan (CIMP) to include additional targeted strategies for ensuring that all gifted students are provided with appropriate services based on their needs beyond the general curriculum.	The district will continue to provide semiannual reports of progress.
Provision of Counseling to Students with Disabilities	IEPs of students in the EH program at Walton High School identified a “behavior tech” as the person responsible for providing counseling; however, staff reported that there no	X		District staff will review resources available to provide counseling as a related service, including psychological counseling, and ensure that a	District report of self-assessment indicates 100% compliance with requirement that all students who need

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Provision of Counseling to Students with Disabilities (continued)	longer was a behavior specialist at the school, and no arrangements had been made at the time of the visit to address this.			<p>system is in place for IEP teams to access this information as needed.</p> <p>District and school staff will conduct semi-annual reviews of 20 randomly selected IEPs of EH and SED students to assess the effectiveness of training activities. The reviews will address content and implementation of the IEPs.</p>	<p>counseling as a related service, including psychological counseling, receive the service at no cost to the family.</p> <p>November 2005 May 2006 November 2006</p>
Provision of Communication Services to Students with Communication Needs	No findings of noncompliance in this area.				
Provision of Transition Services to Students with Disabilities	Required transition components were evident in the IEPs of students aged 14 and older; however, for many of the students the content was minimally compliant (needed transition services stated as desired post-school outcomes rather than as the skills and/or services needed now for the student to attain those goal(s)).	X		<p>Training in effective planning for the transition from school to post-school activities will be incorporated into the district's existing IEP training activities and be provided to high school teachers.</p> <p>District and school staff will conduct semi-annual reviews of at least 20 randomly selected transition IEPs to assess the effectiveness of training activities.</p>	<p>District report of self-assessment indicates 100% compliance with all transition-related requirements.</p> <p>November 2005 May 2006 November 2006</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Review of Student Records	<p>A fund adjustment will be required for one IEP due to lack of prior written notice of change of placement.</p> <p>Eight IEPs required reconvening due to a lack of a majority of measurable annual goals.</p> <p>One matrix of services document for a student reported at the 254 or 255 levels was found to be inaccurately reported.</p> <p>Systemic findings of noncompliance were related to:</p> <ul style="list-style-type: none"> <li>• inadequate short-term objectives or benchmarks</li> <li>• lack of measurable goals</li> <li>• lack of report of progress that describes the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year</li> <li>• annual goals and short-term objectives or benchmarks do not correspond to needs identified in the present level of educational performance statement</li> <li>• lack of prior written notice change in FAPE</li> <li>• inadequate statements of present levels of educational performance</li> <li>• present level of educational performance statement, goals, short-term objectives, and/or benchmarks</li> </ul>	X		<p>Documentation of reconvened IEPs was submitted to the Bureau prior to dissemination of this report.</p> <p>Documentation of the correction for the matrix of services document was provided to the district prior to the dissemination of this report.</p> <p>Training on the development of appropriate and compliant IEPs will address all other targeted areas, including development of accurate matrix of services documents.</p> <p>District and school staff will conduct semi-annual reviews of at least 20 randomly selected IEPs to assess the effectiveness of training activities. Protocols developed by the Bureau will be used.</p>	<p>District report of self-assessment indicates 100% compliance with all targeted components.</p> <p>November 2005 May 2006 November 2006</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Review of Student Records (continued)	<p>do not support the services provided</p> <ul style="list-style-type: none"> <li>• lack of a statement of how the parents will be informed of the student's progress</li> <li>• lack of evidence that the concerns of the parents for enhancing the education of their child was considered</li> <li>• lack of progress reports with required components</li> <li>• no indication that progress reports were given the same time as nondisabled peers</li> </ul>				
Special Category Records and Procedures	Concerns were noted in the eligibility determinations for one student found eligible for the EMH program and for two students found eligible for the homebound/hospitalized program.	X		The district will conduct a self-assessment of records of students found eligible for programs for students who are EMH or who are homebound or hospitalized during the 2004-05 and 2005-06 school years. Protocols developed by the Bureau will be used.	<p>District report of self-assessment indicates 100% compliance with all required components.</p> <p>November 2005 May 2006 November 2006</p>
Forms Review	<p>Four forms required revisions in order to meet compliance standards:</p> <ul style="list-style-type: none"> <li>• Annual Notice of Confidentiality*</li> <li>• Documentation of Staffing/Eligibility Determination*</li> <li>• Informed Notice of Dismissal*</li> <li>• Informed Notice of Ineligibility*</li> <li>• Notification of Change of FAPE (Free Appropriate Public Education)*</li> <li>• IEP form/EP form*</li> </ul>	X			All forms have been corrected and submitted to the Bureau as of July 2005

## **Recommendations and Technical Assistance**

As a result of the continuous monitoring activities conducted in Walton County on September 8-10, 2004, the Bureau has identified specific findings. Requirements for specific corrective actions or improvement strategies have been included in the SIP. In addition, the following are recommendations for the district to consider when developing the system 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 plan. A partial listing of technical assistance resources is also provided. These resources may be of assistance in the development and/or implementation of the system improvement plan.

### **Recommendations**

- Ensure that both ESE and general education teachers have the opportunity and are encouraged to attend positive behavior support trainings.
- Ensure parents and teachers are provided training through FIN to encourage students to be included in school settings rather than be placed on hospital homebound.

### **Technical Assistance**

#### **Florida Inclusion Network**

Website: <http://www.FloridaInclusionNetwork.com/>

The project provides learning opportunities, consultation, information and support to educators, families, and community members, resulting in the inclusion of all students. They provide technical assistance on literacy strategies, curriculum adaptations, suggestions for resource allocations and expanding models of service delivery, positive behavioral supports, ideas on differentiating instruction, and suggestions for building and maintaining effective school teams.

#### **Florida's Positive Behavioral Supports Project**

<http://www.fmhi.usf.edu/cfs/dares/flpbs/>

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).

#### **Student Support Services Project**

(850) 922-3727

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

The project is responsible for providing 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 Diagnostic and Learning Resources System (FDLRS)/ Galaxy Associate Center**  
(772) 429-4600 or (772) 429-4585; Suncom 231-5385  
Website: <http://www.fdlrsgalaxy.org/>

FDLRS provides diagnostic and instructional support services to district exceptional student education programs and families of students with exceptionalities statewide. IEP development and matrix training are just two of the professional development opportunities provided by the project.

## **Bureau of Exceptional Education and Student Services**

In addition to the special projects described above, Bureau staff are 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 L. Amy, Administrator  
[Eileen.Amy@fldoe.org](mailto:Eileen.Amy@fldoe.org)

Kim Komisar, Program Director  
[Kim.Komisar@fldoe.org](mailto:Kim.Komisar@fldoe.org)

April Katine, Program Specialist  
[April.Katine@fldoe.org](mailto:April.Katine@fldoe.org)

Barbara McAnelly, Program Specialist  
[Barbara.Mcanelly@fldoe.org](mailto:Barbara.Mcanelly@fldoe.org)

Angela Nathaniel, Program Specialist  
[Angela.Nathaniel@fldoe.org](mailto:Angela.Nathaniel@fldoe.org)

**Clearinghouse Information Center**  
[cicbiscs@FLDOE.org](mailto:cicbiscs@FLDOE.org)  
(850) 245-0477

**ESE Program Development and Services**  
(850) 245-0478

Evy Friend, Administrator  
[Evy.Friend@fldoe.org](mailto:Evy.Friend@fldoe.org)

**Speech/Language Impaired**  
Lezlie Cline, Program Director  
[Lezlie.Cline@fldoe.org](mailto:Lezlie.Cline@fldoe.org)

**Specific Learning Disabled/ IEPs**  
Heather Diamond, Program Specialist  
[Heather.Diamond@fldoe.org](mailto:Heather.Diamond@fldoe.org)

**Behavior/Discipline  
EH/SED**  
Lee Clark, Program Specialist  
[Lee.Clark@fldoe.org](mailto:Lee.Clark@fldoe.org)

**Mentally Handicapped/Autism**  
Sheryl Sandvoss, Program Specialist  
[Sheryl.Sandvoss@fldoe.org](mailto:Sheryl.Sandvoss@fldoe.org)

**Assistive Technology**  
Karen Morris, Program Specialist  
[Karen.Morris@fldoe.org](mailto:Karen.Morris@fldoe.org)

**Transition Services**  
Janet Adams, Program Specialist  
[Janet.Adams@fldoe.org](mailto:Janet.Adams@fldoe.org)

**APPENDIX A:**

**LEA Profile**



**FLORIDA DEPARTMENT OF EDUCATION  
BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES****2005 LEA PROFILE****JOHN WINN, COMMISSIONER**

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DISTRICT:	<b>WALTON</b>	PK-12 POPULATION:	<b>6,546</b>
ENROLLMENT GROUP:	<b>LESS THAN 7,000</b>	PERCENT DISABLED:	<b>15%</b>
		PERCENT GIFTED:	<b>4%</b>

**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

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 WALTON'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
Walton	53%	77%	64%
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
Walton	3%	0%	4%
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
Walton	5%	14%
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
Walton	6%	2%	4%	0%	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
Walton	7%	2%	3%	6%	2%	5%
Enrollment Group	5%	5%	6%	5%	5%	6%
State	7%	7%	7%	5%	4%	5%

**POSTSCHOOL OUTCOME DATA:**

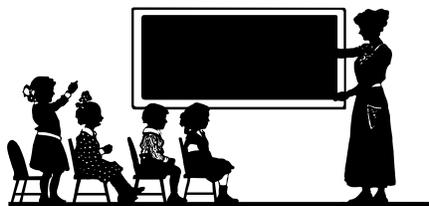
The Florida Education and Training Placement Information Program (FETPIP) is an interagency data collection system that obtains follow-up data on former students. The most recent FETPIP data available reports on students who exited Florida public schools during the **2002-03** school year. The table 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.
Walton	43%	17%	0%	0%
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
Walton	79%	22%	21%	88%	5%	12%
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
Walton	50%	56%	77%	33%	31%	14%	15%	13%	7%
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
Walton	7%	4%	12%	83%	80%	75%	10%	14%	13%
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
Walton	43%	40%	29%
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						
Walton		7%	6%	8%	5%	0%	0%	<1%	<1%
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

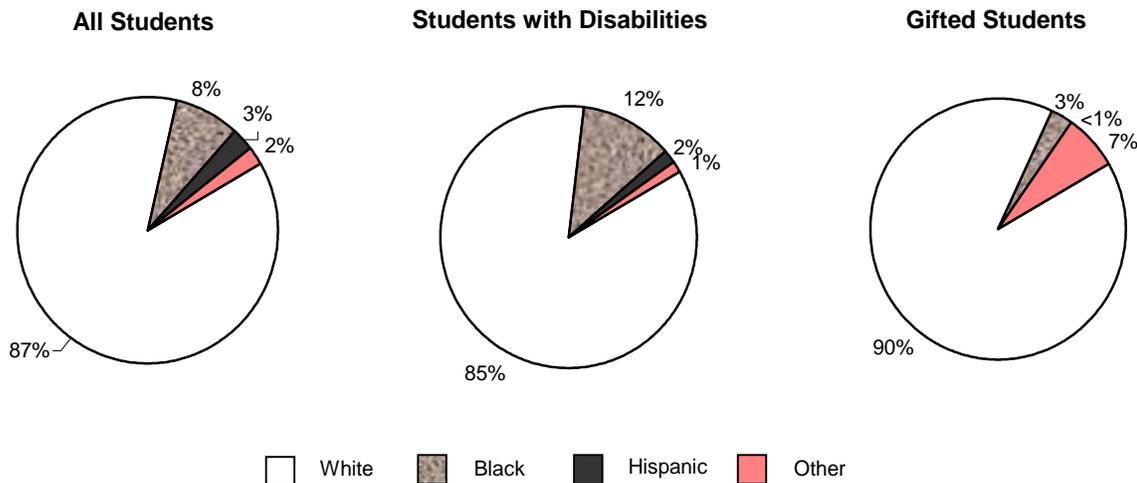
Prevalence refers to the proportion of the PK-12 population identified as exceptional at any given point in time. This section of the profile provides prevalence data by demographic characteristics.

#### 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%	87%	85%	90%
Black	24%	28%	10%	8%	12%	3%
Hispanic	23%	19%	20%	3%	2%	<1%
Asian/Pacific Islander	2%	<1%	4%	<1%	<1%	3%
Am Ind/Alaskan Native	<1%	<1%	<1%	<1%	<1%	1%
Multiracial	3%	2%	3%	1%	<1%	3%

#### 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%	49%	27%
LEP	11%	3%	1%	<1%

**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%	87%	51%	89%	47%	83%	32%	68%
Black	24%	8%	24%	8%	39%	16%	51%	29%
Hispanic	23%	3%	22%	1%	12%	2%	14%	1%
Asian/Pacific Islander	2%	<1%	<1%	<1%	<1%	0%	<1%	0%
Am Ind/Alaskan Native	<1%	<1%	<1%	<1%	<1%	0%	<1%	0%
Multiracial	3%	1%	2%	<1%	2%	0%	1%	1%

**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%	7%	46%	55%
EH/SED	1%	2%	9%	10%
EMH	1%	<1%	7%	4%
SI	2%	2%	14%	10%



John Winn, Commissioner

**APPENDIX B:**

**Continuous Improvement Plans and Status Reports**



**FLORIDA DEPARTMENT OF EDUCATION  
DIVISION OF PUBLIC SCHOOLS AND COMMUNITY EDUCATION  
Bureau of Instructional Support and Community Services**

**Continuous Improvement/Self Assessment Monitoring Plan  
2002-2003**

<b>District:</b> Walton County			<b>District Contact:</b> Nancy Holder, ESE Coordinator			<b>Indicator:</b> Discipline Rate		
<b>Purpose:</b> The discipline rate of students with disabilities will align or be lower than the discipline rate of the general education population as a whole.								
Baseline Data			Improvement Strategies			Evidence of Change		
Discipline rate of 2000-01 students with disabilities and nondisabled students.			Decrease representation of students with disabilities discipline rate by			<b>Goal:</b>		
	Students w/ disabilities	Nondisabled students	<ul style="list-style-type: none"> <li>• Providing training, inservice, and technical assistance to teachers in classroom behavior management and crisis intervention</li> <li>• providing training and technical assistance to administrators in handling disciplinary referrals of students with disabilities</li> </ul>			<p>The discipline rate of students with disabilities will be reduced to a rate lower than the nondisabled student population as a whole.</p> <p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• In 2002-03, discipline rate will decrease by two percentage points from the baseline level.</li> <li>• In 2003-04, discipline rate will decrease by two percentage points from the 2002-03 level.</li> </ul>		
In school suspension	12%	10%						
Out of school suspension	7%	5%						
Expulsions	<1%	0%						
Alternate Placement	<1%	<1%						

**FLORIDA DEPARTMENT OF EDUCATION  
DIVISION OF PUBLIC SCHOOLS AND COMMUNITY EDUCATION  
Bureau of Instructional Support and Community Services**

**Continuous Improvement/Self Assessment Monitoring Plan  
2002-2003**

<b>District:</b> Walton County	<b>District Contact:</b> Nancy Holder, ESE Coordinator	<b>Indicator:</b> Extending Gifted services in the secondary
<b>Purpose:</b> The services of students identified as gifted at the high school level will be assessed to determine if needs are being appropriately met.		
<b>Baseline Data</b>	<b>Improvement Strategies</b>	<b>Evidence of Change</b>
<p>The district serves the gifted population with direct services through eighth grade. At the high school level students are served through Honors classes, dual enrollment, and gifted consultation services.</p> <p>FCAT data reflects performance of gifted students through eighth grade. Tenth grade performance of gifted may not be included due to small numbers</p>	<p>Services currently provided to gifted students will be reviewed by</p> <ul style="list-style-type: none"> <li>• review of EP's of secondary gifted students to include an analysis of their areas of giftedness</li> <li>• review the attendance and truancy rates of gifted students</li> </ul>	<p><b>Goal:</b></p> <p>Continue to evaluate parental and student desire for gifted classes at the secondary level and the effectiveness of the current program.</p> <p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• In 2002-03, students identified as gifted will be so designated during FCAT testing.</li> <li>• Assessment of parental and student desires for classes designed for students identified as gifted.</li> </ul>

Continuous Improvement Monitoring Plan  
Walton County School District  
June 30, 2004

Students with disabilities Continuous Improvement Monitoring Plan addressed disciplinary referrals, manifestation determinations and suspension and expulsions

Action: Improved handling of disciplinary referrals and disciplinary actions.

Result: Folders were reviewed for students experiencing disciplinary referrals to determine if FBA/BIPs were completed and implemented.

- One ESE resource specialist who provided training to schools to ensure consistency district wide conducted all manifestation determinations. A form was devised to advise schools of proper procedures, criteria, and evidence required for manifestation determinations as well as suspension/expulsion.
- CPI training was provided by FDLRS/PAEC to certify and recertify ESE teachers and administration in the area of prevention and intervention for behavioral and disciplinary concerns.
- By having one ESE resource specialist to monitor record keeping and disciplinary meetings and provide the necessary training to schools both manifestation determinations along with disciplinary referrals dropped over the previous year.

For the school year 2004-2005 we plan to return disciplinary meetings back to the designated school LEA to determine if the training provided carries over this year.

Continuous Improvement Monitoring Plan  
Walton County School District  
June 30, 2004

Gifted services at the secondary level

Action: All gifted students at the secondary level were provided consultation services.

Result: Consultation proved to be challenging in actual face to face consultation as a result of school schedules and frequent schedule changes.

- Scheduling of required courses for graduation successfully implemented.
- Consultation on scheduling of college requirements for chosen career goals is ongoing.
- Consultation for students' preparation for testing using FCAT, SAT, and ACTS varied by school.
- Gifted teachers reported to guidance counselors students identified as gifted for FCAT testing.

For the school year 2004-2005 a revision of teachers of the gifted school schedules will be considered.

**APPENDIX C:**

**ESE Monitoring Team Members**



**Walton County  
Continuous Improvement Monitoring Visit  
November 22-24, 2003**

**ESE Monitoring Team Members**

**Department of Education Staff**

Bambi Lockman, Chief, Bureau of Exceptional Education and Student Services  
Eileen Amy, Administrator, ESE Program Administration and Quality Assurance  
Kim Komisar, Program Director, ESE Program Administration and Quality Assurance  
April Katine, Program Specialist  
Barbara McAnelly, Program Specialist  
Anitra Moreland, Program Specialist  
Angela Nathaniel, Program Specialist

**Contracted Staff**

Batya Elbaum, Project Director, University of Miami



**APPENDIX D:**

**Survey Results**



**Walton County School District  
2004 Parent Survey Report  
Students with Disabilities**

The Parent Survey was sent to parents of the 1023 students with disabilities for whom complete addresses were provided by the district. A total of 145 parents (PK, n = 18; K-5, n = 64; 6-8, n = 28; 9 - 12, n = 35) representing 14% of the sample, returned the survey. Surveys from 52 families were returned as undeliverable, representing 5% 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, emotionally handicapped, specific learning disabled, hospital/homebound, profoundly mentally handicapped, autistic, severely emotionally disturbed, developmentally delayed and other health impaired.

**% Always, Almost Always  
Frequently Combined**

**Overall, I am satisfied with:**

- the amount of time my child spends with regular education students. 73
- the way I am treated by school personnel. 69
- the way special education teachers and regular education teachers work together. 65
- the exceptional education services my child receives. 62
- the effect of exceptional student education on my child's self-esteem. 62
- how quickly services are implemented following an IEP (Individualized Educational Plan) decision. 59
- the level of knowledge and experience of school personnel. 58
- my child's academic progress. 54

**My child:**

- has friends at school. 82
- is happy at school. 69
- is learning skills that will be useful later on in life. 67
- spends most of the school day involved in productive activities. 65
- receives all the special education and related services on his/her IEP. 63

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

- all of my child's needs. 76
- ways that my child could spend time with students in regular classes. 65
- whether my child should get accommodations (special testing conditions), for example, extra time. 60
- whether my child needed speech/language services. 56
- whether my child would take the FCAT (Florida Comprehensive Assessment Test).

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

**% Always, Almost Always  
Frequently Combined**

- |                                                                    |    |
|--------------------------------------------------------------------|----|
|                                                                    | 51 |
| • whether my child needed services beyond the regular school year. | 45 |
| • whether my child needed physical and/or occupational therapy.    | 36 |
| • * which diploma my child may receive.                            | 34 |
| • whether my child needed psychological counseling services.       | 34 |
| • whether my child needed transportation.                          | 33 |
| • * the requirements for different diplomas.                       | 28 |

**My child's teachers:**

- |                                                                                   |    |
|-----------------------------------------------------------------------------------|----|
| • expect my child to succeed.                                                     | 80 |
| • are available to speak with me.                                                 | 71 |
| • set appropriate goals for my child.                                             | 71 |
| • call me or send me notes about my child.                                        | 63 |
| • give homework that meets my child's needs.                                      | 63 |
| • give students with disabilities extra time or different assignments, if needed. | 62 |

**My child's school:**

- |                                                                                                                                                           |    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| • makes sure I understand my child's IEP.                                                                                                                 | 70 |
| • encourages acceptance of students with disabilities.                                                                                                    | 68 |
| • encourages me to participate in my child's education.                                                                                                   | 65 |
| • addresses my child's individual needs.                                                                                                                  | 63 |
| • sends me information written in a way I understand.                                                                                                     | 62 |
| • provides students with disabilities updated books and materials.                                                                                        | 60 |
| • informs me about all of the services available to my child.                                                                                             | 59 |
| • explains what I can do if I want to make changes to my child's IEP.                                                                                     | 59 |
| • offers students with disabilities the classes they need to graduate with a standard diploma.                                                            | 58 |
| • involves students with disabilities in clubs, sports, or other activities.                                                                              | 56 |
| • wants to hear my ideas.                                                                                                                                 | 54 |
| • * offers a variety of vocational courses, such as computers and business technology.                                                                    | 52 |
| • does all it can to keep students from dropping out of school.                                                                                           | 50 |
| • sends me information about activities and workshops for parents.                                                                                        | 47 |
| • * provides information to students about education and jobs after high school.                                                                          | 41 |
| • informed me, beginning when my child turned 14, that one purpose of the IEP meeting was to discuss a plan for my child's transition out of high school. | 38 |

**Parent Participation**

- |                                                              |    |
|--------------------------------------------------------------|----|
| • I have attended my child's IEP meetings.                   | 88 |
| • I am comfortable talking about my child with school staff. | 84 |

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

**% Always, Almost Always  
Frequently Combined**

- I meet with my child’s teachers to discuss my child’s needs and progress. 83
- I participate in school activities with my child. 63
- I attend meetings of the PTA/PTO. 21
- I attend meetings of organizations for parents of students with disabilities. 20
- I attend School Advisory Committee meetings concerning school improvement. 18
- I have heard about the Florida Diagnostic and Learning Resources System (“FDLRS”) and the services they provide to families of children with disabilities. 17
- I have used parent support services in my area. 15

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

**Walton County School District  
2004 Parent Survey Report  
Students Identified as Gifted**

The Parent Survey was sent to parents of the 274 students identified as gifted for whom complete addresses were provided by the district. A total of 94 parents (KG-5, n = 47; 6-8, n = 33; 9 - 12, n = 14) representing 34% of the sample, returned the survey. Surveys from 11 families were returned as undeliverable, representing 4% of the sample.

	<b>% Yes</b>
<b>Overall, I am satisfied with:</b>	
• gifted teachers' subject area knowledge.	85
• how quickly services were implemented following an initial request for evaluation.	81
• regular teachers' subject area knowledge.	80
• my child's academic progress.	80
• gifted teachers' expertise in teaching students identified as gifted.	77
• the effect of gifted services on my child's self-esteem.	76
• regular teachers' expertise in teaching students identified as gifted.	62
• the gifted services my child receives.	59
<b>In regular classes, my child:</b>	
• has friends at school.	96
• is learning skills that will be useful later on in life.	88
• is usually happy at school.	87
• has his/her social and emotional needs met at school.	84
• has creative outlets at school.	67
• is academically challenged at school.	60
<b>In gifted classes, my child:</b>	
• has friends at school.	92
• is learning skills that will be useful later on in life.	88
• is usually happy at school.	84
• has his/her social and emotional needs met at school.	84
• has creative outlets at school.	83
• is academically challenged at school.	76
<b>My child's regular teachers:</b>	
• expect appropriate behavior.	98
• are available to speak with me.	92
• have access to the latest information and technology.	82
• provide coursework that includes representation of diverse ethnic, racial, and other groups	81
• set appropriate goals for my child.	74

	<b>% Yes</b>
<b>My child's regular teachers: (continued)</b>	
• relate coursework to students' future educational and professional pursuits.	69
• give homework that meets my child's needs.	65
• call me or send me notes about my child.	65
<b>My child's gifted teachers:</b>	
• expect appropriate behavior.	97
• are available to speak with me.	94
• set appropriate goals for my child.	89
• provide coursework that includes representation of diverse ethnic, racial, and other groups.	86
• have access to the latest information and technology.	82
• relate coursework to students' future educational and professional pursuits.	82
• call me or send me notes about my child.	76
• give homework that meets my child's needs.	62
<b>My child's home school:</b>	
• treats me with respect.	95
• involves me in developing my child's Educational Plan (EP or IEP).	87
• makes sure I understand my child's EP or IEP.	87
• sends me information written in a way I understand.	86
• encourages me to participate in my child's education.	80
• explains what I can do if I want to make changes to my child's EP or IEP.	78
• wants to hear my ideas.	77
• implements my ideas.	69
• sends me information about activities and workshops for parents.	66
• addresses my child's individual needs.	65
• informs me about all of the services available to my child.	
• provides students identified as gifted with appropriate books and materials.	62
<b>My child's 2nd school:</b>	
• treats me with respect.	100
• involves me in developing my child's Educational Plan (EP or IEP).	89
• encourages me to participate in my child's education.	88
• wants to hear my ideas.	86
• makes sure I understand my child's EP or IEP.	78
• sends me information written in a way I understand.	75
• implements my ideas.	63
• addresses my child's individual needs.	63
• explains what I can do if I want to make changes to my child's EP or IEP.	57
• informs me about all of the services available to my child.	50
• sends me information about activities and workshops for parents.	33
• provides students identified as gifted with appropriate books and materials.	29

**The following questions relate primarily to high school students.  
Students identified as gifted:**

- have the option of taking a variety of vocational courses. 42
- are provided with information about options for education after high school. 42
- are provided with career counseling. 32
- are provided with the opportunity to participate in externships or mentorships. 32

**Parent Participation**

- I have attended one or more meetings about my child during this school year. 95
- I participate in school activities with my child. 90
- I am a member of the PTA/PTO. 34
- I attend School Advisory Committee meetings concerning school improvement. 28
- I have used parent support services in my area. 9
- I belong to an organization for parents of students identified as gifted. 5

**APPENDIX E:**

**Forms Review**



**Walton County School District  
Continuous Improvement Monitoring Report  
District Forms Review**

This forms review was completed as a component of the continuous monitoring visit that was conducted the week of September 6, 2004. The following district forms were compared to the requirements of applicable State Board of Education rules, the Individuals with Disabilities Education Act (IDEA), and applicable sections of Part 300, Title 34, Code of Federal Regulations (CFR) 300. The review includes required revisions and recommended revisions based on programmatic or procedural issues and concerns. The results of the review are detailed below and list the applicable sources used for the review

**Parent Notification of Individual Educational Plan (IEP) Meeting**  
*Form Parent Participation Form*  
**34 CFR 300.345**

This form contains the components for compliance.

**Individual Educational Plan (IEP) Meeting**  
*Form Individual Education Plan*  
**34 CFR 300.347**

**The following must be addressed:**

- Adaptations and modifications to the general curriculum are not services provided to students with disabilities but are accommodations and modifications made by a classroom teacher. These should be removed from the list of exceptional student services available, but may be included in the list of accommodations and modifications.
- Content Mastery is not a method of delivery specific to students with disabilities. This should be removed from the list of delivery of service codes.
- Paraprofessional/aide is considered a supplementary aids and services and should be removed from the list of delivery codes. ESE services should not be delivered only by a paraprofessional/aide.

**Informed Notice and Consent for Evaluation**  
*Form Notice and Consent for Evaluation*  
**34 CFR 300.503 and 300.505**

This form contains the components for compliance.

**Informed Notice and Consent for Reevaluation**  
*Form Consent for Re-Evaluation*  
**34 CFR 300.503 and 300.505**

This form contains the components for compliance.

**Notice and Consent for Initial Placement**  
*Form Notice and Consent for Initial Placement*  
**34 CFR 300.503 and 300.505**

This form contains the components for compliance.

**Notice of Change in Placement Form**  
*Form Notice of Change of Placement*  
**34 CFR 300.503 and 300.505**

This form contains the components for compliance.

**Notice of Change in FAPE**  
*Form Notice of Change of Placement*  
**34 CFR 300.503 and 300.505**

**The following must be addressed:**

- There is no place on this form to describe a change in FAPE. The form only refers to a change in placement. The form must be revised to include the specific action (description in change in services) proposed.

**Informed Notice of Refusal**  
*Form Notice of Proposal or Refusal To Take A Specific Action*  
**34 CFR 300.503**

This form contains the components for compliance.

**Notice of Dismissal**  
*Form Eligibility and Assignment Staffing Form*  
**34 CFR 300.503 and 300.505**

**The following must be addressed:**

- A statement of where a copy of the procedural safeguards may be obtained must be included.
- An explanation of why the district proposed or refused to take action must be included.
- A description of any options the district considered and the reasons those options were rejected must be included.
- This form indicates that a multi-disciplinary staffing committee made the dismissal decision. This is not correct. The IEP team recommends dismissals based on the reevaluation process.
- The boxes to “approve” or “disapprove” must be changed to “reviewed”. A staffing committee finds a student eligible or ineligible. The boxes make it appear that the ESE director approves or disapproved the committee’s recommendations.
- A description of any other factors relevant to the district’s proposal must be included.

- A statement that the parents of a child with a disability have protections under the procedural safeguards of the individuals with disabilities education act (IDEA) must be included.
- A statement of sources for the parent to contact to obtain assistance in understanding the provisions of IDEA must be included.

**Notice of Ineligibility**

**Form** *Eligibility and Assignment Staffing Form*

**34 CFR 300.503 and 300.505**

**The following must be addressed:**

- A statement of where a copy of the procedural safeguards may be obtained must be included.
- The boxes to “approve” or “disapprove” must be changed to “reviewed”. A staffing committee finds a student eligible or ineligible. The boxes make it appear that the ESE director approves or disapproves the committee’s recommendations, which is not correct.
- An explanation of why the district proposed or refused to take action must be included.
- A description of any options the district considered and the reasons those options were rejected must be included.
- A description of any other factors relevant to the district’s proposal must be included.
- A statement that the parents of a child with a disability have protections under the procedural safeguards of the individuals with disabilities education act (IDEA) must be included.
- A statement of sources for the parent to contact to obtain assistance in understanding the provisions of IDEA must be included.

**Documentation of Staffing Form**

**Form** *Eligibility and Assignment Staffing Form*

**34 CFR 300.534, 300.503**

**The following must be addressed:**

- A statement of where a copy of the procedural safeguards may be obtained must be included.
- The boxes to “approve” or “disapprove” must be changed to “reviewed”. A staffing committee finds a student eligible or ineligible. The boxes make it appear that the ESE director approves or disapproved the committee’s recommendations.
- A description of any other factors relevant to the district’s proposal must be included.
- A statement that the parents of a child with a disability have protections under the procedural safeguards of the individuals with disabilities education act (IDEA) must be included.
- A statement of sources for the parent to contact to obtain assistance in understanding the provisions of IDEA must be included.

**Confidentiality of Information**

**Family Educational Rights and Privacy Act, Part 99 Title 34 CFR 34 CFR 300.503**

**The following must be addressed:**

- The procedures to request an amendment must be included in this document.
- The information informing a parent of the right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA must be included.
- The specifications for determining who constitutes a school official and what constitutes a legitimate interest must be included if the educational agency has a policy of disclosing education records to school officials determined to have a legitimate educational interest.

It was noted that the district utilizes the procedural safeguards wording provided by the Bureau of Exceptional Education and Student Services.

**APPENDIX F:**

**Glossary of Acronyms**



## **Glossary of Acronyms**

ACT	American College Testing
BIP	Behavior intervention plan
Bureau	Bureau of Exceptional Education and Student Services
CFR	Code of Federal Regulation
COPE	Counseling Outreach Prevention Center
CPI	Crisis prevention intervention
CIP	Continuous improvement plan
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
FBA	Functional behavioral assessment
FDLRS	Florida Diagnostic and Learning Resources System
FS	Florida Statutes
FAPE	Free Appropriate Public Education
FCAT	Florida Comprehensive Assessment Test
FDLRS	Florida Diagnostic and Learning Resources System
FIN	Florida Inclusion Network
IDEA	Individuals with Disabilities Education Act
IEP	Individual educational plan
ISS	In-school-suspension
LI	Language impaired
LEA	Local education agency
LEP	Limited English proficient
OSEP	Office of Special Education Programs
OSS	Out-of-school-suspension
PAEC	Panhandle Area Educational Consortium
SAT	Scholastic Aptitude Test
SI	Speech impaired
VR	Division of Vocational Rehabilitation