

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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telephone: (850) 245-0477

FAX: (850) 245-0987

Suncom: 205-0477

e-mail: cicbiscs@fldoe.org

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

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"> • inadequate short-term objectives or benchmarks • lack of measurable goals • 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 • annual goals and short-term objectives or benchmarks do not correspond to needs identified in the present level of educational performance statement • lack of prior written notice change in FAPE • inadequate statements of present levels of educational performance • present level of educational performance statement, goals, short-term objectives, and/or benchmarks 	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"> • lack of a statement of how the parents will be informed of the student's progress • lack of evidence that the concerns of the parents for enhancing the education of their child was considered • lack of progress reports with required components • no indication that progress reports were given the same time as nondisabled peers 				
∞ 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	<p>Four forms required revisions in order to meet compliance standards:</p> <ul style="list-style-type: none"> • Annual Notice of Confidentiality* • Documentation of Staffing/Eligibility Determination* • Informed Notice of Dismissal* • Informed Notice of Ineligibility* • Notification of Change of FAPE (Free Appropriate Public Education)* • IEP form/EP form* 	X			All forms have been corrected and submitted to the Bureau as of July 2005

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APPENDIX A:

LEA Profile

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**

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

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

District: Walton County	District Contact: Nancy Holder, ESE Coordinator	Indicator: Extending Gifted services in the secondary
Purpose: The services of students identified as gifted at the high school level will be assessed to determine if needs are being appropriately met.		
Baseline Data	Improvement Strategies	Evidence of Change
<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"> • review of EP's of secondary gifted students to include an analysis of their areas of giftedness • review the attendance and truancy rates of gifted students 	<p>Goal:</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>Benchmarks:</p> <ul style="list-style-type: none"> • In 2002-03, students identified as gifted will be so designated during FCAT testing. • Assessment of parental and student desires for classes designed for students identified as gifted.

APPENDIX C:

ESE Monitoring Team Members

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**

- 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.

APPENDIX E:

Forms Review

APPENDIX F:

Glossary of Acronyms

