

FINAL REPORT: FOCUSED MONITORING
EXCEPTIONAL STUDENT EDUCATION PROGRAMS

MARTIN COUNTY

APRIL 4 - 6, 2005



FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES

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December 16, 2005

Dr. Sara Wilcox, Superintendent
Martin County School District
500 East Ocean Boulevard
Stuart, Florida 34994-2578

Dear Superintendent Wilcox:

We are pleased to provide you with the Final Report of Focused Monitoring of Exceptional Student Education Programs in Martin County. This report was developed by integrating multiple sources of information, including: student record reviews; interviews with school and district staff; information from focus groups; and parent, teacher, and student survey data from our visit on April 4-6, 2005. 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.

Bureau staff have worked with Dr. Joyce Holmes, ESE Director, and her staff to develop a system improvement plan that includes 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. In addition, as appropriate, plans related to the district's continuous improvement monitoring may also relate to action steps proposed in response to this report. The system improvement plan has been approved and is included as a part of this final report.

Semi-annual updates of outcomes achieved and/or a summary of related activities, as identified in your district's plan, must be submitted for the next two years, unless otherwise noted on the plan. The first scheduled update will be due on May 30, 2006. A verification monitoring visit to your district may take place two years after your original monitoring visit.

BAMBI J. LOCKMAN
Chief

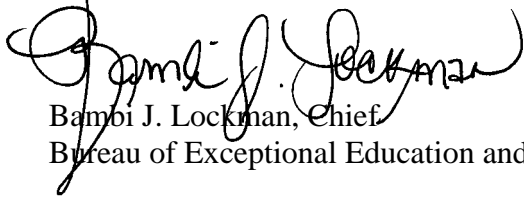
Bureau of Exceptional Education and Student Services

Superintendent Wilcox
December 16, 2005
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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.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Bambi J. Lockman". The signature is written in a cursive style with a large initial "B".

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

Enclosure

cc: Sue Hershey, School Board Chair
Members of the School Board
Tom Elfers, School Board Attorney
School Principals
Joyce Holmes, ESE Director
Eileen Amy
Evy Friend
Kim Komisar

Martin County Final Monitoring Report
Focused Monitoring
April 4 - 6, 2005

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Martin County Final Monitoring Report
Focused Monitoring
April 4 - 6, 2005

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 Improvement Act (IDEIA 2004) 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)), and districts are required to make a good faith effort to assist children with disabilities to achieve their stated goals and objectives in the least restrictive environment (34 CFR Sections 300.350(a)(2) and 300.556). In accordance with the IDEIA 2004, the Department is responsible for ensuring that the requirements of the IDEIA 2004 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)(i)).

During the week of April 4, 2005 the Florida Department of Education, Bureau of Exceptional Education and Student Services, conducted an on-site review of the exceptional student education (ESE) programs in Martin County Public Schools. Dr. Joyce Holmes, Exceptional Student Education Director, served as the coordinator and point of contact for the district during the monitoring visit. In its continuing effort to focus the monitoring process on student educational outcomes, the Bureau identified four key data indicators: percentage of students with disabilities participating in regular classes (i.e., spending at least 80% of the school day with their nondisabled peers); dropout rate for students with disabilities; percentage of students with disabilities exiting with a standard diploma; and percentage of students with disabilities participating in statewide assessments. Martin County was selected for monitoring on the basis of the percent of students with disabilities in general education classes (i.e., spending at least 80% of the school day with their nondisabled peers). The results of the monitoring process are reported under categories or related areas that are considered to impact or contribute to the key data indicator. In addition, information related to the following are addressed: services provided to ESE students in Department of Juvenile Justice (DJJ) facilities and charter schools; counseling as a related service, including psychological counseling; speech and language services as related services; transition services; services for gifted students; review of student records; and, review of district forms.

Summary of Findings

General Information

Student placement data is reported in December through Survey 9, and is based on placement levels established by the U.S. Department of Education, Office of Special Education Programs. During the three school years from 2002-03 through 2004-05 there has been a slight increase in the proportion of students served at the regular class level (42% to 48%) and a corresponding decrease in the proportion of students served at the resource and separate levels (32% to 29% and 18% to 16% respectively). A slight decrease in the proportion educable mentally handicapped students served at the separate class level, from 65% to 62%, although it remains above the state rate of 57%.

Service Delivery Models/Continuum of Placements

There were no findings of noncompliance in this area. A concern was noted that a proposed decrease in the use of co-teaching as a service delivery model may negatively impact placement in the least restrictive environment for some students with disabilities. The district is encouraged to continue to explore ways to implement co-teaching as a service delivery model to support students with disabilities in general education classrooms. Promising practices reported by the district include extensive and effective collaboration between ESE and general education teachers to support students with disabilities enrolled in general education academic and elective classes.

Access to the General Curriculum

There were no findings of noncompliance in this area. A concern was noted that over a third of the teachers interviewed reported that there were students with disabilities who could spend more time with their non disabled peers if additional supports were in place. The district is encouraged to incorporate the use of effective instructional accommodations and supplemental aides and services, including information on the range of supports currently being used across the district, into existing staff development activities. Promising practices reported by the district included extensive school- and district-level support for including students with disabilities in general education classrooms to ensure that they are provided with instruction in grade level standards to the greatest extent possible.

Behavior and Discipline

The IEPs for nine emotionally handicapped (EH) or severely emotionally disturbed (SED) students did not address social/emotional needs of the students. The IEP teams for those students must reconvene to determine if the behavioral needs of the students are addressed accurately and sufficiently, or whether reevaluation of the students are warranted. A concern was noted regarding the use of additional time with nondisabled peers during specific periods (e.g., recess) as a reward for good behavior. This practice does not support the expectation that students only be removed from the general education setting if they cannot be successful there, even with supplemental aids and services. The district is encouraged to review this practice to determine if regularly scheduled periods of time with nondisabled students, with removal only when supports are ineffective, would more appropriately meet the needs of these students. Promising practices reported by staff at some schools included administrative support for and implementation of classroom management and district-wide positive behavioral support systems.

Decision-Making Process

Staff at Murray Middle School reported that IEP team decisions regarding student placement must be reviewed by the principal prior to implementation. District staff are required to review placement procedures at the school to ensure that IEP team decisions are implemented with no undue delay and without requiring consent or approval by the administration. Promising practices to support students with disabilities in general education classrooms included the “Buddy Program” at Jensen Beach Elementary which fosters an inclusive environment by having nondisabled students read to and assist ESE students in a variety of settings.

Staff Development

There were no findings of noncompliance in this area. A concern was noted that staff at all schools visited reported a need for additional training in inclusion, co-teaching, support facilitation, and the use of effective instructional accommodations. The district is encouraged to consider opportunities for expanding staff development to ensure access by staff who report specific areas of need. Promising practices reported by staff include the use of train-the-trainer staff development activities to expand training capacity.

Parental Involvement

Prior written notice of change of placement was not provided for three of the six students whose records indicated that a change in placement had occurred. There will be a funding adjustment for these three students. The district is required to address findings of noncompliance related to prior written notice of change of placement in its IEP training, and to report the results of periodic self-reviews in semi-annual status reports to the Bureau. Promising practices related to parent involvement included extensive documentation of efforts to facilitate parental participation in IEP team meetings and reports by staff of the district’s efforts towards self-monitoring and eliciting parent input.

Stakeholder Opinions Related to the Indicator

When asked what factors they feel might contribute to the districts relative low regular class placement rate for students with disabilities, respondents cited: limited number of staff trained in support facilitation and co-teaching; scheduling problems that result from the Reading First requirement that students have 90 minutes of uninterrupted instruction in reading; a perception that general education teachers lack the skills or training in inclusion and classroom management to support students with disabilities; at the high school level, limited vocational opportunities for students on special diploma cause them to take more ESE classes; and, at the high school level, the lack of co-teaching support in the general education setting results in students enrolling in ESE classes.

Services to Exceptional Education Students in Department of Juvenile Justice Facilities

At the facility visited (Juvenile Offender Program), prior written notice of change of placement is not provided when changes to the service delivery model at the facility results in a change in placement for a student, and the social/emotional needs of EH/SED students are not addressed through annual goals or short-term objectives or benchmarks on the IEPs, although the students are provided counseling as a related service. The district must provide targeted technical assistance regarding the provision of prior written notice of change of placement or change of FAPE, and the IEP teams of the identified EH/SED students must reconvene to address the

social/emotional needs of the students. A concern was noted that consultation is the only service delivery model available at the facility, regardless of the students' individual needs. The district is encouraged to review services available for students with disabilities at the facility to evaluate the manner in which students pursuing a special diploma are provided access to the appropriate curriculum. Based on the results of the review, assist the facility in developing a service delivery system to ensure the needs of all students with disabilities are met. Promising practices reported by staff included implementation of vocational programs that provide extensive opportunities for hands-on experience and the availability of on-site counseling services (including individual, group, and family counseling).

Services to Exceptional Education Students in Charter Schools

The Hope Center charter school was visited. There were no findings of noncompliance or concerns noted in this area. Promising practices noted by staff included the low student/teacher ratio of fewer than 2:1 that facilitates individualized instruction.

Counseling as a Related Service

One SED student did not have counseling as a related service documented on the IEP as mandated under State Board of Education rule. The IEP team for that student was required to reconvene to provide counseling services or conduct a reevaluation to determine the student's eligibility for the program. Promising practices reported by staff included the establishment of an extensive network of service providers to ensure that students who need educationally relevant counseling are provided it and that it is included on the IEP as a related service.

Speech and Language Services as Related Services

There were no findings of noncompliance or concerns noted in this area.

Transition

Transition is not indicated as a purpose of the IEP team meeting for students aged 14 and older as required. A concern was noted that staff reported not inviting agency representatives to participate in IEP team meetings due to the agencies' lack of participation in the past. The district must provide training to address findings related to transition and to report the results of periodic self-reviews. Promising practices noted by staff included the use of "Project Connect" to track job placement for students with moderate and severe disabilities, use of a job specialist to assist in placing many students in jobs within the community, and the program in place at Challenger School that is designed to facilitate the transitioning of students to their home school or community.

Services to Gifted Students

Students are routinely dismissed from the program prior to entering high school. A concern was noted that it is unclear if there is a system in place to provide services beyond the general curriculum to gifted high school students who may need them (e.g., counseling as a related service). The district must revise its Educational Plan (EP) form to include grades 9- 12, and must review its practice of dismissing students prior to high school. Based on the results of the review, a plan to ensure the needs of high school gifted students are addressed (e.g., consultation) must be developed and implemented. Promising practices reported by staff include

a wide range of opportunities to participate in gifted academic classes for students in elementary and middle school, and the use of a gifted teacher for each of the major academic areas.

Review of Student Records

Systemic findings of noncompliance for IEPs were identified in 11 components, while individual or non-systemic findings of noncompliance were noted in 32 additional individual elements. Systemic findings of noncompliance for EPs identified in eight areas, with individual or non-systemic findings of noncompliance noted in three additional individual elements. Prior written notice of change of placement was not provided to three students, resulting in an adjustment of federal funds for those students. The IEP teams for 20 students were required to reconvene to address specific areas of noncompliance. Eight matrix of services documents for students reported at the 254-255 funding level through the Florida Education Finance Program (FEFP) were found to be accurately reported (100%). At the printing of this report, IEP teams for the identified students had been reconvened and Martin County had made the necessary matrix corrections through FEFP.

Review of District Forms

Ten forms required changes to meet compliance standards and there were recommended changes to 13 forms. Eight of the 13 recommended changes to the forms included the same language. At the printing of this report, Martin County had made the necessary revisions to their forms and they now contain all of the requirements needed to be in compliance.

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. Compliance and procedural issues regarding the IEP and direct services to students are required to be resolved by a date, designated by the monitoring team leader, not to exceed 90 days. In addition, long-term and/or systemic issues may be required to be included in the district's continuous improvement plan. The district may be required to address an issue for an extended period of time, identifying benchmarks to reach acceptable changes. In developing the system improvement plan, every effort should be made to link the system improvement activities resulting from this focused monitoring report to the district's continuous improvement monitoring 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. Also included in this report will be a list of recommendations and technical assistance available to the district.

Martin County School District Focused Monitoring System Improvement Strategies

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

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Reporting Date
Service Delivery Models/ Continuum of Placements	<p>No findings of noncompliance in this area.</p> <p>Recommendations are included in the body of the report and in the <i>Recommendations and Technical Assistance</i> section.</p>				
Access to the General Curriculum	<p>No findings of noncompliance in this area.</p> <p>Recommendations are included in the body of the report and in the <i>Recommendations and Technical Assistance</i> section.</p>				

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Reporting Date
Behavior and Discipline	<p>IEPs for nine EH/SED students did not address social/emotional needs of the students through goals and short-term objectives or benchmarks.</p> <p>Recommendations are included in the body of the report and in the <i>Recommendations and Technical Assistance</i> section.</p>	X		<p>Appropriate IEP Teams will reconvene no later than September 16, 2005, for records of noncompliance to determine if the behavioral needs of the students are addressed accurately and sufficiently, or whether reevaluation of the students are warranted.</p> <p>District will conduct a review of 20 % of the IEPs developed for EH/SED students to ensure that social/emotional needs of the students are addressed through goals and short-term objectives or benchmarks or whether reevaluation is warranted.</p> <p>The district will review school level practices of rewarding good behavior with time with nondisabled peers to determine if a regularly scheduled period of time with nondisabled students is appropriate, with removal only when supports are ineffective. Based on this review, the district will provide training to staff on the appropriate positive behavioral interventions and rewards.</p>	<p>The district has provided documentation of completion of the reconvene requirement effective September, 2005.</p> <p>District report of self-assessments reveals compliance in targeted area for 100% of IEPs reviewed.</p> <p>District report of self assessment that indicates 100% compliance of goals and short-term objectives or benchmarks and the appropriate placement of EH/SED students. At schools where 100% compliance is not met, the district will provide documentation of staff training.</p> <p>May 2006 May 2007</p>

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Reporting Date
Decision-Making Process	<p>At Murray M.S. staff report that IEP team decisions regarding student placement must be reviewed by the principal prior to implementation.</p> <p>Recommendations are included in the body of the report and in the <i>Recommendations and Technical Assistance</i> section.</p>		X	The district will review the criteria for placement in ESE classes at Murray Middle School. Based on that review, a plan will be developed and implemented to ensure that students are placed based solely on the recommendations of the IEP team.	<p>District report of self assessment indicates that 100% of the records reviewed regarding the IEP teams decision for placement was followed.</p> <p>May 2006 May 2007</p>
Staff Development	<p>No findings of noncompliance in this area.</p> <p>Recommendations are included in the body of the report and in the <i>Recommendations and Technical Assistance</i> section.</p>				
Parental Involvement	No prior written notice of change of placement was provided for three of the six students whose records indicated that a change in placement had occurred.	X		Prior written notice addressed under <i>Review of Student Records</i> section below.	
DJJ Facilities	<p>At the facility visited:</p> <p>Prior written notice of change of placement is not provided when changes to the service delivery model at the facility results in a change in placement for a student.</p>	X		<p>Prior written notice addressed under <i>Review of Student Records</i> section below.</p> <p>Social/emotional needs of EH/SED students addressed under <i>Behavior, Classroom</i></p>	

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Reporting Date
DJJ Facilities (continued)	The social/emotional needs of EH/SED students are not addressed through annual goals or short-term objectives or benchmarks, although the students are provided counseling as a related service.			<i>Management, and Discipline</i> section above.	
Charter Schools	No findings of noncompliance in this area.				
Counseling as a Related Service	<p>One student at the SED center school did not have their counseling needs addressed on the IEP.</p> <p>Recommendations are included in the body of the report and in the <i>Recommendations and Technical Assistance</i> section.</p>	X		<p>The IEP for the identified SED student will reconvene to address the need for counseling as a related service; documentation will be submitted to the Bureau no later than September 16, 2005.</p> <p>District and/or school staff will review services provided to all students with a primary exceptionality of SED to ensure that counseling as a related service is included on their IEPs or that a reevaluation is conducted to determine the student's eligibility for a different program.</p>	<p>The district has provided documentation of completion of the reconvene requirement effective September 16, 2005.</p> <p>District report of self assessment reveals compliance with the targeted elements for 100% of services to SED students</p> <p>May 2006 November 2006</p>
Speech and Language	No findings of noncompliance in this area.				

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Reporting Date
Transition Services	<p>Transition is not indicated as a purpose of the IEP team meeting for students aged 14 and older.</p> <p>Recommendations are included in the body of the report and in the <i>Recommendations and Technical Assistance</i> section.</p>	X		<p>Training and/or technical assistance regarding notice requirements will be incorporated into the general staff development activities for ESE staff.</p> <p>The self assessment procedure must include periodic sampling of the records of students ages 14 and older.</p>	<p>The district will document staff development activities for transition</p> <p>District report of self-assessment reveals compliance with all targeted transition elements for 100% of IEPs reviewed.</p> <p>May 2006 May 2007</p>
Gifted Students	<p>Students are routinely dismissed from the program prior to entering high school.</p> <p>Recommendations are included in the body of the report and in the <i>Recommendations and Technical Assistance</i> section.</p>	X		<p>Training and/or other technical assistance regarding the dismissal criteria as outlined in the district's SP&P will be provided at all schools.</p> <p>Pre- and post-training surveys will be conducted to determine the perceived effectiveness of the training.</p> <p>Using protocols developed by the Bureau, school and/ or district staff will conduct compliance reviews of a random sample of 10</p>	<p>District report of self assessment reveals compliance with the targeted element for 100% of EPs reviewed.</p> <p>May 2006 November 2006</p>

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Reporting Date
Gifted Students (continued)				EPs for students articulating to high school by staff who participated in the training session.	
Review of Student Records	<p>Systemic findings of noncompliance (evident in 25% or more records) were noted in 11 IEP components; individual or non-systemic findings of noncompliance were noted in 32 additional elements.</p> <p>Systemic findings of noncompliance were noted in eight EP elements; individual or non-systemic findings were noted in two additional elements.</p> <p>Item- and student-specific information regarding these findings was provided to the district at the time of the monitoring visit.</p> <p>Prior written notice of change of placement is not consistently provided.</p> <p>More than 50% of the goals were not measurable for 8 IEPs.</p>	X		<p>The identified elements will be targeted through the district's existing IEP training and technical assistance procedures. Using protocols provided by the Bureau, district and/or school staff will conduct periodic self assessments of a random sampling of records (i.e., at least 20 IEPs and 10 EPs).</p> <p>Training and/or technical assistance regarding prior written change of placement requirements will be incorporated into the general staff development activities for ESE staff.</p> <p>Pre- and post-training surveys will be conducted to determine the perceived effectiveness of the training.</p> <p>The IEP teams for the eight identified students will reconvene to address measurable goals.</p>	<p>Documentation of the reconvened IEPs were submitted to the Bureau and identified as complete, effective September 16, 2005.</p> <p>District report of self assessment will reveal 100% compliance with all targeted elements for IEPs and EPs reviewed</p> <p>May 2006 May 2007</p>

Category	Findings	ESE	All	System Improvement Strategies	Evidence of Change and Reporting Date
Review of District Forms	<p>The following district forms require changes to meet compliance standards:</p> <ul style="list-style-type: none"> • <i>IEP forms</i> • <i>EP forms</i> • <i>Notice and Consent for Initial Placement</i> • <i>Notification of Change of Placement</i> • <i>Notification of Change of FAPE (Free Appropriate Public Education)</i> • <i>Informed Notice of Refusal</i> • <i>Documentation of Staffing/Eligibility Determination</i> • <i>Informed Notice of Dismissal</i> • <i>Notice: Not Eligible for Exceptional Student Placement</i> • <i>Services Plan</i> 	X		The district is required to correct the forms to meet compliance standards. Revised forms are required to be submitted to the Bureau by February 2006.	The district has provided documentation of completion of forms requirement, effective May 6, 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 Improvement Act (IDEIA 2004) is to assess and ensure the effectiveness of efforts to educate children with disabilities (Section 300.1(d) of Title 34, Code of Federal Regulations (CFR)), and districts are required to make a good faith effort to assist children with disabilities to achieve their stated goals and objectives in the least restrictive environment (34 CFR §300.350(a)(2) and §300.556). In accordance with the IDEIA 2004 the Department is responsible for ensuring that the requirements of the IDEIA 2004 are carried out and that each educational program for children with disabilities administered in the state meets the educational requirements of the state (34 CFR §300.600(a)(1) and (2)(i)).

The monitoring system reflects the Department's commitment to provide assistance, service, and accountability to school districts, and is designed to emphasize improved educational outcomes for students while continuing to conduct those activities necessary to ensure compliance with applicable federal laws and regulations and state statutes and rules. In addition, these activities serve to ensure implementation of corrective actions such as those required subsequent to monitoring by the U.S. Department of Education, Office of Special Education Programs, (OSEP) and by the Office for Civil Rights (OCR), as well as other quality assurance activities of the Department.

Focused Monitoring

The purpose of the focused monitoring process is to implement a methodology that targets the Bureau's monitoring intervention on key data indicators identified as significant for educational outcomes for students. Through this process, the Bureau uses data to inform the monitoring process, thereby implementing a strategic approach to intervention and commitment of resources that will improve student outcomes. A detailed description of the Bureau's monitoring processes is provided in *Focused Monitoring, Continuous Improvement Monitoring, Verification Monitoring: Work Papers and Source Book for Exceptional Student Education Programs (2005)*. The protocols used by Bureau staff when conducting procedural compliance reviews are available in *Compliance Manual: Work Papers and Source Book for Exceptional Student Education Programs (2005)*. These documents will be made available on the Bureau's website at www.firn.edu/doe/commhome/mon-home.htm.

Key Data Indicators

The four key data indicators utilized during 2005 and their sources of data are as follows:

- percentage of students with disabilities participating in regular classes (i.e., spending at least 80% of the school day with their nondisabled peers) (Survey 9)
- dropout rate for students with disabilities (Survey 5)
- percentage of students with disabilities exiting with a standard diploma (Survey 5)
- participation in statewide assessments by students with disabilities (performance data from the assessment files and Survey 3 enrollment data)

District Selection

In making the decision to include Martin County School District in this year's focused monitoring visits, the data reviewed was related to the placement data from Survey 9 reported to OSEP through the December 1 count for the 2003-04 school year. Regular class placement rate was used for district selection. The district's current 2005 LEA profile and the listing of districts rank ordered on data related to the key data indicator, which was used for district selection, are included as appendix A. The most current LEA profiles for all Florida school districts are available on the web at <http://www.firn.edu/doe/commhome/datapage.htm>.

Sources of Information

On-Site Monitoring Activities

The Bureau conducted the on-site focused monitoring visit from April 4-7, 2005. Specific schools were selected for visits based on a review of school-level data related to student placement. Schools with relatively low rates of regular class placement and/or relatively high rates of separate class placement for students with disabilities were identified, and at least one school was selected from each level (elementary, middle, and high school). Four Bureau staff members and 11 peer monitors conducted site-visits to the following seven schools and one Department of Juvenile Justice (DJJ) facility:

- Challenger School (CS)
- Hidden Oaks Middle School (HOMS)
- Hope Center (HC)
- J. D. Parker Elementary School (JDPES)
- Jensen Beach Elementary School (JBES)
- Juvenile Offender Facility (JOF)
- Martin County High School (MCHS)
- Murray Middle School (MMS)

Peer monitors are exceptional student education personnel from other school districts who are trained to assist with the DOE's monitoring activities. A listing of Bureau staff, peer monitors, and contracted staff who conducted the monitoring activities for this visit is included as appendix B.

Interviews

A total of 65 interviews, including 5 district-level staff, 24 school-level administrators or other student support staff (e.g., guidance counselors), 22 ESE teachers or other service providers, and 14 general education teachers were conducted.

Focus Group Interviews

In conjunction with the 2005 Martin County School District focused monitoring visit, two focus groups for students with disabilities were conducted. Nine students participated in the focus group for students pursuing a standard diploma and nine students participated in the focus group for students pursuing a special diploma.

Student Case Studies

Students may be randomly selected for case studies or the monitoring team may select students who appear able to participate in the general educational environment to a greater extent than a preliminary record review indicates. As part of this process, the student's records are reviewed, teachers are interviewed regarding the development and implementation of the student's IEP, and the student's classroom may be observed. Twenty-three in-depth case studies were conducted in Martin County.

Classroom Visits

Classroom visits are conducted in conjunction with individual student case studies as well as during general observations of classrooms that include exceptional students. In addition to implementation of a student's IEP, curriculum and instruction, classroom management and discipline, and classroom design and resources are observed during general classroom visits. Teachers of the classes visited are interviewed regarding practices related to students with disabilities. A total of 34 classrooms (22 ESE and 12 general education classes) were visited during the focused monitoring visit to Martin County School District.

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, ESE and general education teachers, and students with disabilities in grades 9-12. 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. Data from the surveys are incorporated into the body of this report. The results of the surveys are included as appendix C.

Parent Surveys

The parent survey was sent to parents of the 3,002 students with disabilities for whom complete addresses were provided by the district. A total of 349 parents (PK, n = 25; K-5, n = 171; 6-8, n = 79; 9 – 12, n = 74) representing 12% of the sample, returned the survey. Surveys were returned as undeliverable from 96 families, representing 3% of the sample. Parents represented the following students with disabilities: autistic, developmentally delayed, educable mentally handicapped, emotionally handicapped, hospital/homebound, language impaired, orthopedically impaired, other health impaired, profoundly mentally handicapped, severely emotionally

disturbed, specific learning disabled, speech impaired, trainable mentally handicapped, traumatic brain injured, and visually impaired.

Surveys were sent to parents of the 732 students identified as gifted for whom complete addresses were provided by the district. A total of 274 parents (KG-5, n = 149; 6-8, n = 125; 9 - 12, n = 0), representing 37% of the sample, returned the survey. Surveys were returned as undeliverable from 13 families, representing 2% of the sample.

Teacher Surveys

Surveys developed for teachers and other service providers were mailed to each school, with a memo explaining the key data indicator and the monitoring process. All teachers and other service providers, both general education and ESE, were provided an opportunity to respond. A total of 501 teachers, representing approximately 47% of ESE and general education teachers in the district returned the survey. Data are from 21 (78%) of the district's 27 schools.

Student Surveys

A sufficient number of surveys were provided to allow all students with disabilities, grades 9-12, to respond. Instructions for administration of the survey by classroom teachers, including a written script, were provided for each class or group of students. Since participation in this survey is not appropriate for some students whose disabilities might impair their understanding of the survey, professional judgment is used to determine appropriate participants. Surveys from 234 students, representing approximately 31% of students with disabilities in grades 9-12 in the district, were returned. Data are from 10 (77%) of the district's 13 schools with students in grades 9-12.

Reviews of Student Records and District Forms

Prior to the on-site monitoring visit, Bureau staff conducts a compliance review of student records that are randomly selected representing the population of exceptional students. In the Martin County School District, 28 IEPs for students with disabilities and 10 educational plans (EPs) for gifted students were reviewed for compliance. Fourteen of the IEPs represented transition IEPs. In addition, 8 matrix of services documents were reviewed during the on-site visit. An additional 229 records were reviewed on-site in conjunction with student case studies and to collect information related to additional compliance areas designated by the Bureau.

Bureau staff review selected district forms and notices to determine if the required components are included. The results of the reviews of student records and district forms are described in this report.

Reporting Process

Interim Reports

Daily debriefing sessions are conducted by the monitoring team members in order to review findings, as well as to determine if there is a need to address additional issues or visit additional sites. 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. In addition, the district ESE director is invited to attend the final team debriefing with Bureau staff

and peer monitors. 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 sent to the district ESE director. Data for the report are compiled from sources that have been previously discussed in this document. The director will have the opportunity to discuss and clarify with Bureau staff any concerns regarding the report before it becomes final.

Final Report

Upon final review and revision by Bureau staff, the final report is issued. The report is sent to the district, and is posted to the Bureau's website at www.firn.edu/doe/commhome/mon-home.htm.

Within 30 days of the district's receipt of the final report, the 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 for focused monitoring 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, EPs, 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, it is forwarded to the district and the plan is posted on the website noted above. Corrective actions are monitored through the submission of semiannual status reports of progress to be submitted to the Bureau on May 30th and November 30th of each year for the duration of the system improvement plan.

Reporting of Information

The data generated through the surveys, focus group interviews, individual interviews, case studies, and classroom visits are summarized in this report. In addition, the results from the review of student records and district forms are presented in the report. This report provides conclusions with regard to the key data indicator and specifically addresses related areas that may contribute to or impact the indicator. For the percent of students with disabilities in general education classes ((i.e., spending at least 80% of the school day with their nondisabled peers):

- service delivery models/continuum of services
- decision-making process
- access to the general curriculum
- behavior and discipline
- staff development
- parental involvement
- stakeholder opinion related to the key data indicator

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

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

In addition, information related to services provided to ESE students in Department of Juvenile Justice (DJJ) facilities and charter schools, services for gifted students, the results of reviews of student records, and the results of forms reviews also are reported.

To the extent possible, this report focuses on systemic issues rather than on isolated instances of noncompliance or need for improvement. In accordance with established Bureau monitoring procedures, a finding of a systemic violation will be made if evidence of such a violation is found in 25% or more of the pertinent data sources. 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. Strategies that are identified as long-term approaches toward improving the district's issue related to the key data indicator are also addressed through the district's continuous improvement plan.

Results

General Information

This category provides demographic and background information specific to the district as well as information regarding the educational placement of students with disabilities.

Requirements

Section 300.556 of Title 34, Code of Federal Regulations, requires that the state carry out activities to ensure that the least restrictive environment requirements of the IDEIA 2004 are implemented by each public agency. If there is evidence that a public agency makes placements that are inconsistent with the requirements at 34 CFR 300.550 the state must “...(1) review the agency’s justification for its actions; and (2) assist in planning and implementing any necessary corrective action.”

Data

Based on the 2005 LEA profile, Martin County School District has a total school population (PK-12) of 17,853 with 16% of students being identified as students with disabilities (including 2% identified as eligible for the program for speech impaired only), and 4% identified as gifted. Martin County is considered a “small/medium size” district and is one of 15 districts in this enrollment group. Martin County School District is comprised of 11 elementary schools, four middle schools, three high schools, two alternative schools, two DJJ facilities and two charter schools.

Student placement data is reported in December through Survey 9, and is based on placement levels established by the U.S. Department of Education, Office of Special Education Programs. Regular class placement is defined as 80 percent or more of the school week spent with nondisabled peers. Resource placement is defined as between 40 and 80 percent of the school week spent with nondisabled peers. Separate class placement is defined as less than 40 percent of the school week spent with nondisabled peers. Placement rates for students with disabilities in Martin County for the three school years from 2002-03 through 2004-05 are provided in the table below.

	Regular*	Resource*	Separate*	Separate-EMH**
2002-03	42%	32%	18%	65
2003-04	44%	32%	16%	61
2004-05	48%	29%	16%	62

* % of total population of students with disabilities
** % of EMH population in separate class placement

Service Delivery Models/Continuum of Services

Requirements

Section 300.551(a) of Title 34, Code of Federal Regulations requires that a continuum of alternative placements be available to meet the needs of children with disabilities for special education and related services (34 CFR 300.551(a).

Rule 6A-6.0311(1)(a)-(h), Florida Administrative Code (FAC), *Eligible Special Programs for Exceptional Students*, describes the continuum of placements as follows: “...Special programs shall be organized so that an exceptional student shall receive instruction in one or more of the following ways: (a) Supplementary consultation or related services; (b) Resource room; (c) Special class; (d) Special Day School; (e) Residential school; (f) Special class in a hospital or facility operated by a noneducational agency; (g) Individual instruction in a hospital or home; (h)

supplementary instructional personnel to public or nonpublic preschool or day care programs for the instruction of pre-kindergarten exceptional students.” Rule 6A6.03411(3)(a)3, FAC, *Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students*, clarifies that regular class placement is included in the continuum of placements.

Data

Martin County provides a continuum of placements for ESE students ranging from general education to residential placement, and service delivery models include consultation, pullout services in an ESE classroom for part of the school day, support facilitation, co-teaching, and fulltime ESE instruction. Staff at all schools visited reported that every effort is made to provide students with access to instruction in the Sunshine State Standards in general education classrooms. Co-teaching was perceived by staff as the service delivery model that provides the most effective support to students with disabilities in general education classrooms. Staff at four of the schools visited reported that the number of co-taught classes has decreased and that support facilitation services are being used in its place (i.e., JBES; JDPES; HOMS; MCHS). These staff members expressed concern that this change in the level or intensity of support has resulted in a decrease in the number of students with disabilities who are able to be successfully included in general education classes.

Students with disabilities who are served at the separate class level (i.e., removed from the general education environment for 60% or more of the school day) were reported by staff to have numerous opportunities to have grade level interaction with their nondisabled peers, including lunch, specials/related arts/electives, PE/recess, field trips, assemblies, some general education classes, tutorials, before and after school activities, clubs/sports, vocational training, and participation in the D.A.R.E. (Drug Abuse Resistance Education) program.

Findings

- Finding(s) of Noncompliance
 - None noted.
- Area(s) of Concern
 - Decreasing the use of co-teaching as a service delivery model may negatively impact placement in the least restrictive environment for some students with disabilities.
- Corrective Action(s)
 - None required.
- Recommended Action(s)
 - Continue to explore ways to implement co-teaching as a service delivery model to support students with disabilities in general education classrooms.

- Positive Practice(s)
 - Staff at several schools visited report good collaboration between ESE and general education teachers and effective consultation and support facilitation by ESE teachers to support students with disabilities enrolled in general education classes.
 - Staff report extensive efforts devoted to ensuring that students with disabilities who receive academic instruction in ESE classes are afforded the opportunity to interact with their nondisabled peers to the maximum extent possible.

Access to the General Curriculum

This category refers to the types of settings and course content available to students with disabilities. It includes consideration of the manner in which students with disabilities are provided access to the general curriculum as well as the resources provided to promote this access.

Requirements

In accordance with 34 CFR §300.26(b)(3), “...specially-designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction (i) To address the unique needs of the child that result from the child’s disability; and (ii) to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.”

“General curriculum” is defined in *Appendix A to Part 300—Notice of Interpretation* to Title 34 (p. 12470) as the curriculum that is used with nondisabled children. In Florida, the curriculum used with nondisabled children is the general Sunshine State Standards (SSS).

In developing an IEP for a student with a disability, 34 CFR 300.347(a) states that the IEP must include, “... a statement of the child’s present levels of educational performance, including—(i) how the child’s disability affects the child’s involvement and progress in the general curriculum...” The IEP also must include “...a statement of measurable annual goals, including benchmarks or short-term objectives, related to—(i) meeting the child’s needs that result from the child’s disability to enable the child to be involved in and progress in the general curriculum...”

Regarding instructional and testing accommodations, 34 CFR 300.347 (a) requires that the IEP include “(3)...a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child— (i) to advance appropriately toward attaining the annual goals; (ii) to be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and (iii) to be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;... and (5)(i) a statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment...”

Related services are "... transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education" (34 CFR 300.24). Supplementary aids and services are "...aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate" (34 CFR §300.28).

Section 1008.22(3)(c)8, F.S., requires that district school boards provide instruction to prepare students to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

When determining the most appropriate setting or placement for a student to be provided access to the general curriculum, 34 CFR §300.550 requires that "Each public agency shall ensure (1) that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (2) That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

Data

District staff reported the development of effective procedures for self-monitoring and data collection. An LRE committee was formed, and a teacher survey was conducted to assess the need for additional resources, services, and aides in the classroom. In addition, the district has assembled an Assistive Technology Team that assists schools in identifying computer programs and equipment available to support students with disabilities in the general education setting. At Martin County High School there is an assistive technology lab that provides ongoing opportunities to educate teachers on the latest technology available including a state of the art augmentative communication program. District staff reported providing training opportunities in supplemental aides and augmentative communication. All of the general education teachers interviewed reported having access to and support from ESE teachers. Communication between ESE, general education teachers and related services providers usually is accomplished via electronic mail, monthly meetings, and common planning periods.

When asked about supplemental aides and services available to foster access to the general curriculum for students with disabilities, school level staff referred to additional classroom personnel, including behavior techs, nurses, mainstream consultants, support facilitators, paraprofessionals, guidance counselors, reading and writing teachers on special assignment, the itinerant vision teacher, and the use of functional behavior assessments (FBAs) and positive behavior intervention plans (PBIPs). Additional supplemental aides and accommodations reported to be effective included tape recorders, calculators, Alpha Smart, colored acetate sheets, large print materials, Braille books and writers, and FM audio systems. Staff at Jensen Beach ES also reported having a sensory lab that was funded by the community.

While a wide range of supplemental aides was reported across the district, not all supports were reported at all schools. Sixty-three percent of the district- and school-level staff interviewed

reported that students were being served appropriately, and 37% reported that more students could be served in general education classes if additional supports were available, including four of five teachers interviewed at J.D. Parker E.S. When asked about specific resources that would foster more inclusive environments, staff cited additional behavior management support, additional staff training in inclusion, school level administrative support, and changes to class scheduling to allow for more flexibility.

Students in the standard diploma and special diploma focus groups reported having access to note-takers, teacher's notes, and computer labs. Students in the standard diploma group reported that some teachers do not appear to be sensitive to their special needs and are not fully aware of their IEPs. While students reported that they receive assistance from the support facilitation teacher, they expressed concern about their ability to keep up in general education classes where teachers require that they multi-task (e.g., take notes, listen to lecture and follow the examples given simultaneously).

Findings

- Finding(s) of Noncompliance
 - None noted.

- Area(s) of Concern
 - Over a third of the teachers interviewed reported that there were students with disabilities who could spend more time with their nondisabled peers if additional supports were in place.

- Corrective Action(s)
 - None required.

- Recommended Action(s)
 - Incorporate the use of effective instructional accommodations and supplemental aides and services, including information on the range of supports currently being used across the district, into existing staff development activities.

- Promising Practice(s)
 - Most staff across the district report extensive school- and district-level support for including students with disabilities in general education classrooms to ensure that they are provided with instruction in grade level standards to the greatest extent possible.

Behavior and Discipline

This section provides information related to classroom and behavioral management in general as well as disciplinary procedures used with students with disabilities. Behavioral factors often are cited as affecting the IEP team's determination of the least restrictive environment appropriate for a given student.

Requirements

In accordance with 34 FR 300.346(a)(2)(i), the IEP team must "...In the case of a child with a disability whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior." In addition, regulatory requirements related to discipline are found at 34 CFR 300.519 through 300.529.

Data

School-level staff reported that Martin County has a district-wide behavioral management program for ESE students with challenging behaviors. ESE teachers implement a "level" system which allows students in more restrictive environments to transition to less restrictive settings as they are able to better control their behavior. Staff reported that when a student is able to maintain good behavior, trial placement with additional time with nondisabled peers is tried with the parent consent. If successful, the IEP team will reconvene to formally change the student's placement. In addition, some schools have school-wide level systems. As part of the school-wide system at J.D. Parker E.S., one teacher reported using additional time with nondisabled peers in recess as a reward for good behavior.

The majority of the teachers interviewed reported little to no behavioral problems in the classroom. General education teachers reported that ESE students are more likely to have problems in their ESE classes than in the mainstream classes, citing peer pressure as a motivator. Nine IEPs of students eligible for the program for students with emotional handicaps or who are severely emotionally disabled (EH/SED) did not address social-emotional needs. It is unclear whether the students have needs that are not being addressed or whether they no longer exhibit challenging behaviors that may interfere with their school performance.

Findings

- Finding(s) of Noncompliance
 - IEPs for nine EH/SED students did not address social/emotional needs of the student in goals and short-term objectives or benchmarks.
- Area(s) of Concern
 - If, on a regular basis, a student is able to receive time with nondisabled peers during specific periods (e.g., recess) as a reward, it would seem that the least restrictive environment for the student would include that period in a GE setting, with supports to maintain the student in that setting.
- Corrective Action(s)
 - The IEPs of EH/SED students must be reviewed to determine if the behavioral needs of the students are addressed accurately and sufficiently, or whether reevaluation of the students are warranted.
- Recommended Action(s)
 - Review the practice of rewarding students with additional time in general education settings such as recess in order to determine if regularly scheduled periods of time with nondisabled peers, with removal only when supports are ineffective, would more

appropriately meet the needs of these students (i.e., an expectation of inclusion, with removal as needed, rather than an expectation of exclusion with inclusion as a reward).

- Promising Practice(s)
 - Administrative support for and implementation of classroom management and district-wide positive behavioral support systems were evident at several schools visited, including Hidden Oaks M.S., and Martin County H.S.

Decision-Making Process

This category refers to the process by which placement decisions are made, including the factors that are considered prior to removing a student with a disability from the general education environment.

Requirements

Section 300.550(b)(1)(2) of Title 34, Code of Federal Regulations, requires each public agency to ensure “...(1) that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (2) That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

Regarding nonacademic settings or activities, 34 CFR 300.306 and 300.553 require the district to ensure that children with disabilities participate with nondisabled children to the extent appropriate to the needs of the child. Specific settings or activities include, but are not limited to, meals, recess, athletics, recreational activities, and special interest groups or clubs sponsored by the district.

When determining the educational placement of a student with a disability, including preschool children, districts must ensure that the placement is determined at least annually, is based on the student’s IEP, and is as close as possible to the student’s home. Unless the IEP requires some other arrangement, the placement must be at the school the student would attend if nondisabled. Consideration must be given to any potentially harmful effects of a given placement on the student or on the quality of services he or she needs. Lastly, the student may not be removed from an age-appropriate general education classroom solely because of needed modifications in the general curriculum (34 CFR 300.552).

Data

Of the 33 teachers of students with disabilities interviewed, 29 (88%) indicated that placement was an IEP decision based on the individual needs of the students. Three staff members interviewed at Murray M.S. reported that while placement decisions are made by the IEP team, review by the principal is required prior to student placement. The most commonly cited factors considered when determining whether a student will be served in a GE classroom or in an ESE classroom were FCAT scores, discipline history and behavior, teacher recommendations, previous success in general education classes, student grades, supports needed, and results of

psychological evaluations when determining student placement. Some staff indicated the willingness of general education teachers to implement accommodations or other supports also is considered.

District staff reported that, prior to placement in a more restrictive environment as a result of behavioral issues, IEP teams review previous interventions, the nature or severity of the problem, whether a FBA has been conducted and a PBIP has been implemented, if counseling is needed as a related service. A schedule change or implementation of a behavior contract would be considered prior to movement to a more restrictive setting, and information from the parent would be solicited.

Findings

- Finding(s) of Noncompliance
 - At Murray M.S. staff report that IEP team decisions regarding student placement must be reviewed by the principal prior to implementation.
- Area(s) of Concern
 - At Murray M.S. some staff reported that general education teachers' willingness to implement accommodations or other supports is considered when determining student placement.
- Corrective Action(s)
 - District staff is required to review placement procedures at Murray M.S. to ensure that IEP team decisions are implemented with no undue delay and without requiring consent or approval by the administration.
- Recommended Action(s)
 - The district is encouraged to provide additional staff development training to general education teachers at Murray M.S. on the required use of accommodations and supports to ensure appropriate student placement in the least restrictive environment.
- Promising Practice(s)
 - The "Buddy Program" at Jensen Beach Elementary is reported by staff to be an effective tool in fostering an inclusive program by having nondisabled students read to and assist ESE students in self-contained classrooms and ESE students who are mainstreamed.

Staff Development

This category refers to in-service training or other staff development activities designed to: foster more inclusive environments; ensure that students with disabilities are provided instruction in the least restrictive environment; prepare general education teachers to address the learning and behavioral needs of students with disabilities in their classrooms; and, prepare ESE teachers to act as effective consultants for their general education colleagues and support facilitators for students with disabilities enrolled in general education classes. Actual or perceived levels of staff knowledge and training are factors that may influence IEP teams' placement decisions.

Requirements

In accordance with 34 CFR 300.347(a)(3), an IEP must include "...a statement of the program modifications or supports for school personnel that will be provided for the child." "Supports for school personnel" is described in the portion of *Attachment 1—Analysis of Comments and Changes* that applies to this section as including staff training for a child's teacher.

Section 1003.02, F.S., delineates the responsibilities of district school boards, which include "...staff development, public K-12 school student education including education for exceptional students and students in juvenile justice facilities, special programs, adult education programs, and career and technical education programs."

Data

Martin County has received a grant (i.e., Wilson Grant) that affords them the opportunity to provide joint training for ESE and general education teachers. Staff report using both the Florida Diagnostic and Learning Resources System (FDLRS) and Florida Inclusion Network (FIN) to assist during summer training sessions. The district creates a monthly training schedule and e-mails it to field staff to inform them of the staff development opportunities that are available. Training opportunities most frequently cited included differentiated instruction, support facilitation, compliance and ESE rules, educational accountability, and positive behavior support (PBS).

Of the 27 teachers who discussed training they had received, 11 (41 %) reported that they have either not received training or had not had training in the last several years on inclusion. Eleven (41%) reported that they have been provided in-service training by the mainstream consultant or support facilitator sharing information from training they had attended. Five teachers reported attending seminars or training by FIN or FDLRS. Field level staff reported receiving e-mails from the district on available training opportunities. Twenty-seven of 27 (100%) reported receiving FCAT training. Teachers noted that professional development days during the 2004-05 school year were limited due to the hurricanes. The need for additional training in inclusion, co-teaching, support facilitation and accommodations was reported at all schools visited.

Findings

- Finding(s) of Noncompliance
 - None noted.
- Area(s) of Concern
 - Staff at all schools visited reported a need for additional training in inclusion, co-teaching, support facilitation, and the use of effective instructional accommodations.
- Corrective Action(s)
 - None required.
- Recommended Action(s)
 - The district is encouraged to provide opportunities for expanding staff development to ensure access by staff who report specific areas of need.

- Area(s) of Strength/Commendation
 - All schools visited reported receiving benefits from the train-the-trainer staff development activities in which they have participated.

Parental Involvement

This category refers to parental involvement in the decision-making process regarding placement of students with disabilities in the least restrictive environment.

Requirements

In accordance with 34 CFR 300.501(c)(1),(3),(5), “... (1) Each public agency shall ensure that the parents of each child with a disability are members of any group that makes decisions on the educational placement of their child. (3) If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the public agency shall use other methods to ensure their participation, including individual or conference telephone calls or video conferencing. (5) The public agency shall make reasonable efforts to ensure that the parents understand, and are able to participate in, any group discussions relating to the educational placement of their child, including arranging for an interpreter for parents with deafness, or whose native language is other than English.”

Data

Twenty-eight IEPs were reviewed prior to the on-site visit. While there was evidence of the parents being invited to all IEP team meetings, in 13 of the 28 records (46%) reviewed, parents were not in attendance at the meeting. Of the 13 not in attendance, six (46%) gave permission to proceed and/or provided written input. When parents are not in attendance, it was not clearly evident that the concerns of the parent for enhancing the education of their child were considered by the team. For those IEPs the only evidence of parent input is a preprinted statement indicating that “parent input” is one source of information for the development of the present level of educational performance statement. Six of the IEPs reviewed represented a change of placement; written prior notice was not provided for three of the six students (50%).

Ten EPs for gifted students were reviewed. Parents were in attendance for seven of the ten EPs (70%). Of those who responded to the survey for parents of students with disabilities and students identified as gifted, 96% and 88% respectively, reported that they have attended an IEP or EP meeting during the 2004-05 school year.

District staff reported that parents are encouraged to participate in every step of the decision-making process and IEP meeting. Parents are offered the opportunity to participate in the IEP meeting via conference calls, to have the meeting rescheduled to accommodate them, and schools have held meetings as late as 7:00 p.m. to facilitate parent participation. When parents do not respond to the written notice of the meeting, staff attempt to make personal contact. If the parents are unable to attend, a survey is sent home to get their input and a call is made to inform them of the outcome of the meeting. The district reportedly has an active parent advisory committee and conducts its own parent survey every two years to gain input regarding services received.

Teachers reported using multiple means to keep the parents informed of their child's progress including, phone calls, weekly notes, e-mail, and regularly scheduled parent/teacher conferences. Staff interviews at the elementary schools reported that parents are very active in the decision-making process and are encouraged to visit and observe the recommended placement prior to the child being placed. At the Challenger School, teachers and staff have numerous interactions with the parents including sending home daily notes, weekly contact by the student's counselor, monthly home visits by the case manager, and weekly parent support groups facilitated by the social worker.

Findings

- Finding(s) of Noncompliance
 - No prior written notice of change of placement was provided for three of the six students whose records indicated that a change in placement had occurred.
- Area(s) of Concern
 - None noted.
- Corrective Action(s)
 - There will be a funding adjustment for the three students noted above; the district is required to address findings of noncompliance related to prior written notice of change of placement in its IEP training, and to report the results of periodic self-reviews in semi-annual status reports to the Bureau.
- Promising Practice(s)
 - IEPs reviewed consistently included documentation of efforts to facilitate parental participation in the meetings.
 - Staff reported extensive efforts towards self-monitoring and eliciting parent input.

Stakeholder Opinions Related to the Key Data Indicator

This section provides information related to the opinions of district staff as to why they believe the number of ESE students participating in general education classes ((i.e., spending at least 80% of the school day with their nondisabled peers) is low. When asked their opinion on the likely contributors to the relatively low rate of placement of students with disabilities in general education classes in Martin County, the following factors were cited by staff:

- Limited number of staff trained in support facilitation and co-teaching.
- Scheduling problems that result from the Reading First requirement that students have 90 minutes of uninterrupted instruction in reading.
- A perception that general education teachers lack the skills or training in inclusion and classroom management to support students with disabilities.
- At the high school level, limited vocational opportunities for students on special diploma cause them to take more ESE classes.
- At the high school level, staff reported that the lack of co-teaching has resulted in students enrolling in ESE classes due to lack of support in the general education setting.

Services to ESE Students in DJJ Facilities

This section provides information related to the services provided to ESE students placed in DJJ facilities. As public school students within the district, students with disabilities and gifted students must be provided a free appropriate public education.

Requirements

Rule 6A-6.05281(1)(c), FAC, *Educational Programs for Youth in Department of Juvenile Justice Detention, Commitment Day Treatment, or Early Delinquency Intervention Programs*, requires that all ESE students placed in a DJJ program be provided a free appropriate public education consistent with state board rules pertaining to special programs for exceptional students.

Data

Martin County Jail Boot Camp is a level six 90-bed facility that had 22 ESE students enrolled at the time of the on-site visit. The program has three phases: boot camp, academy, and day treatment. The average length of stay is approximately 16 months. Each phase is at least four months long, and additional privileges are earned with the completion of each phase. Students placed through a court order are served in a strict military/paramilitary environment. Students can voluntarily participate in vocational training where they are able to earn certification in building construction technology, including masonry, tile setting, carpentry, and plumbing. Vocational students who earn placement in the day treatment program participate in work projects in the community.

All ESE students are in regular class placement and are served through consultation. The ESE teacher is dually certified. Diploma options include standard diploma, option 1 and 2 special diploma, GED, and GED exit option

Students receive additional support from an assigned case manager and a designated Teacher Assistance Program (TAP) teacher. These staff members address student-specific problems as well as assisting in the process of transitioning back to the student's home school. The Boot Camp receives children from Marion, Palm Beach, St. Lucie, Okeechobee, and Indian River counties; staff report that this limits parental involvement. Staff interviewed reported that they are provided with grade level instructional materials as well as supplementary materials (e.g., Steck Vaughn; PASS-D) for students who need them. All but one of the students enrolled at the time of administration participated in the FCAT. Individual, group, and/or family counseling is provided to all students and is integrated into the rest of the program.

Five records were reviewed on site and two were submitted to the Bureau for desk review. All seven records had IEPs that were revised once the student was transferred to the Boot Camp; however, none of them provided prior written notice of change of placement. Three of the seven students transferred from separate day school and four were in self contained classes. Two of five IEPs of EH or SED students did not address the social-emotional needs of the students through annual goals or short-term objectives or benchmarks, although counseling was included as a related service on all IEPs reviewed.

Findings

- Finding(s) of Noncompliance
 - Prior written notice of change of placement is not provided when changes to the service delivery model at the facility results in a change in placement for a student.
 - The social/emotional needs of EH/SED students are not addressed through annual goals or short-term objectives or benchmarks, although the students are provided counseling as a related service.
- Area(s) of Concern
 - Consultation is the only service delivery model available at the facility, regardless of the students' individual needs.
- Corrective Action(s)
 - The district must provide targeted technical assistance regarding the provision of prior written notice of change of placement or change of FAPE.
 - The IEP teams of the identified EH/SED students must reconvene to address the social/emotional needs of the students.
- Recommended Action(s)
 - Review services available for students with disabilities at the facility to evaluate the manner in which students pursuing a special diploma are provided access to the appropriate curriculum. Based on the results of the review, assist the facility in developing a service delivery system to ensure the needs of all students with disabilities are met.
- Promising Practice(s)
 - Vocational programs that provide opportunity for hands-on experience
 - On-site counseling services which include individual, group, and family counseling

Services to ESE Students in Charter Schools

This section provides information related to the services provided to ESE students in charter schools. Students with disabilities and gifted students who are enrolled in the district must be provided a free appropriate public education, including special education and related services.

Requirements

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

Section 300.241, Title 34, CFR, requires that school districts “(a) Serve children with disabilities attending those schools [charter schools] in the same manner as it serves children with disabilities in its other schools; and (b) Provide funds under Part B of the Act to those schools in the same manner as it provides those funds to its other schools.”

Data

The Hope Center is a charter school for children with autism. Eight students were enrolled at the time of the visit. The students are served by one certified ESE teacher and four para-

professionals. The local education agency representative at IEP team meetings is a school district ESE specialist, and that person also is available for consultation to the school when needed. The ESE teacher and school administrator reported that Martin County school district has provided training in IEP development and in curriculum based assessment (CBA), as well as monthly consultation. Staff reported that they have not received recent training on inclusion, as this school serves only students with significant disabilities. In addition to the ESE teacher and school administrator, the services of an occupational therapist (OT), speech language pathologist, and a behavioral specialist are available.

Staff reported that specialized instruction and curricular modifications are determined by the IEP team based on the needs of the student, with the following noted as generally available to all students at the school: low student/teacher ratio; staff assistance to facilitate physical safety; communication aides, instruction in sign language, and picture boards; and, individualized behavior intervention plans. Numerous supplemental aides and supports were evident in the records reviewed and during observations.

Findings

- Finding(s) of Noncompliance
 - None noted.

- Area(s) of Concern
 - None noted.

- Corrective Action(s)
 - None required.

- Promising Practice(s)
 - Student/teacher ratio of fewer than 2:1 facilitates individualized instruction.
 - Classroom setting observed to be extremely conducive to learning.

Counseling as a Related Service

This section provides information related to the provision of counseling as a related service, including psychological counseling, to ESE students who need it in order to receive FAPE.

Requirements

Section 1003.01(3)(a), F.S., defines “exceptional student” as any student who has been determined eligible for a special program in accordance with the rules of the State Board of Education. ESE students include gifted students as well as students with disabilities. “Special education services” are defined as specially designed instruction and such related services as are necessary for an exceptional student to benefit from education. (S. 1003.01(3)(b), F.S.)

In accordance with 34 CFR 300.346(2)(i) the IEP team must “In the case of a child whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.”

Section 300.24, Title 34, CFR, defines related services as "...developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes...psychological services,...[and] counseling services..." "Counseling services" are services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel. (34 CFR 300.24(b)(2) "Psychological services" includes the planning and management of a program of psychological services, including psychological counseling for children and parents. (34 CFR 300.24(b)(9)

Rule 6A-6.03016, FAC, *Special Programs for Students Who Are Emotionally Handicapped*, requires that students may be eligible as severely emotionally disturbed if they meet the requirements as emotionally handicapped and, in addition, "...require a program which... (d) provides extensive support services specifically designed for severely emotionally disturbed students. These services include but are not limited to: 1. individual or group counseling, 2. parent counseling or education, and 3. consultation from mental health, medical, or other professionals..."

Data

Martin County school district has three licensed mental health counselors under contract in addition to contracting for services with the following agencies: Sun Coast, Tykes and Teens, Helping People Succeed, and Human Services Associates. Counseling services are funded through IDEIA 2004, Medicaid, and county funds. Individual, group, and family counseling are available, depending on the needs of the individual student.

It was reported that counseling services are available to all students who need it, with 17 of the 32 district and school level staff who were asked about it reporting that counseling would be documented as a related service on the IEP (53%). The IEPs for 43 students in the program for students who are severely emotionally disturbed (SED) and 38 students in the program for students who are emotionally handicapped (EH) were reviewed on-site. Counseling or psychiatric services were included as related services on 42 of the 43 SED records (98%) and 19 of 38 EH records (50%).

Findings

- Finding(s) of Noncompliance
 - One SED student did not have counseling as a related service documented on the IEP.
- Area(s) of Concern
 - None noted.
- Corrective Action(s)
 - Reconvene IEP team of SED student to provide counseling services as required or conduct a reevaluation to determine the student's eligibility for the program.
- Promising Practice(s)
 - The district has established an extensive network of service providers to ensure that students who need educationally relevant counseling receive counseling and that it is included on the IEP as a related service.

Speech and Language Services as Related Services

This section provides information related to the speech and language services provided to ESE students.

Requirements

Rule 6A-6.03411 (1)(f), FAC, *Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students*, requires that all ESE students be provided a free appropriate public education consistent with state board rules pertaining to special education, specially designed instruction, and related services.

Currently, in Florida speech and language therapy are available for students who meet eligibility criteria for programs for students who are speech impaired or language impaired. In addition, students eligible for the programs for autism, traumatic brain injury, developmental delay, and deaf or hard of hearing may be eligible under the speech and language programs. However, speech and language services are not included in the list of related services included under Section 1003.01, F.S.

In accordance with 34 CFR 300.24, related services are "...developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and include speech-language pathology and audiology services..." In addition, to the need for speech or language services as related services, the IEP team must "consider the communication needs of the child." during the development of the IEP (34 CFR 300.346(2)(iv)).

Data

When asked to describe the manner in which the communication needs of students who are not eligible as speech or language impaired are addressed, 22 of 31 school-level staff (71%) reported that the student needs would either be addressed on the IEP as a related service, in goals and objectives, or through specially designed instruction in the area of communication. The remaining reported that it would be on the IEP, but did not indicate how it would be addressed. Twenty-six of 31 (80%) reported that services would be provided by either the SLP, the classroom teacher or through consultation.

The IEPs of 67 students who are not eligible as speech or language impaired were reviewed. For 34 of the 67 records, there was no evidence of a need in the area of communication. For 32 of the remaining 33 records (97%) the students' communication needs were addressed on the IEP through goals and/or services.

Findings

- Finding(s) of Noncompliance
 - None noted.

- Area(s) of Concern
 - None noted.

- Corrective Action(s)
 - None noted.
- Promising Practice(s)
 - The majority of the records reviewed of students with disabilities that had an inherent communication need, were addressed.

Transition Services

This section provides information related to the process of planning for the school to post-school transition of students with disabilities. This includes the participation in the planning process of the student, the parents, and any outside agencies.

Requirements

In accordance with 34 CFR 300.347 (b)(1), beginning at age 14, and updated annually, IEP teams are required to provide "...a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study ..." and, at the age of 16, provide "...a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkage" (34 CFR 300.347 (b)(2)).

Data

School and district level staff reported experiencing difficulty in getting agency participation during IEP team meetings, although they have received a grant through Project Connect to assist in this area of concern and there is an inter-agency council that meets regularly to help identify specific student needs. As a result, several staff members reported that they rarely invite agencies to participate. There is a district-level transition specialist and a placement specialist who work with students who are transitioning from high school to postsecondary adult living. When outside agencies that are invited do not attend an IEP team meeting, a member of the team is assigned to follow-up.

Thirteen records for students 16 years of age or older were reviewed; in two of the 13 (85%) the parent notice of IEP meeting did not include transition as a purpose of the meeting. An agency representative was invited to one of the meetings, and attended.

The Challenger School is a school for students with severe emotional, cognitive, or physical disabilities, with the majority of the students eligible as SED. It has an extensive transition planning system in place that includes communication between sending and receiving counselors to ensure smooth transition, information for parents listing outside agencies, continuation of student support services if the student transitions to another school site, and maintaining a working relationship with ARC, the Department for Children and Families (DCF) and the Division of Vocational Rehabilitation.

Findings

- Finding(s) of Noncompliance
 - Transition is not indicated as a purpose of the IEP team meeting for students aged 14 and older.

- Staff reported not inviting agency representatives to participate in IEP team meetings due to the agencies' lack of participation in the past.
- Area(s) of Concern
 - None noted.
- Corrective Action(s)
 - The district will be required to target the areas noted above in its existing IEP training procedures, and to develop and implement a system of self-assessment to ensure compliance with required elements.
- Promising Practice(s)
 - Through Project Connect, the district is able to track job placement for students with moderate and severe disabilities.
 - Staff report that the district's job specialist is able to assist in placing many students in jobs within the community.
 - Staff at the Challenger School report an extensive program in place to help facilitate the transitioning of students to their home school or community.

Services to Gifted Students

This section provides information related to the manner in which gifted students are identified, evaluated, and provided with appropriate services in the district.

Requirements

In accordance with section 1003.57, F.S., districts are required to "...provide for an appropriate program of special instruction, facilities, and services to exceptional students...." An exceptional student is a student who has been determined eligible for a special program in accordance with State Board of Education rules, and includes students who are gifted as well as students with disabilities (Section 1003.01(3)(a), F.S.).

Data

In Martin County gifted students are served at cluster sites. At the elementary level, students in kindergarten through first grade are served through enrichment and consultation while students in second through fifth grade have the option of participating in full time gifted classes, enrichment, or consultation. At the middle school level, gifted students are offered gifted classes in reading, math, science, and language arts, or they can be served through consultation. District staff reported lack of interest at the high school level gifted classes due to the availability of other academic opportunities including honors classes, dual enrollment in the local community college, and the availability of Advanced Placement (AP) and International Baccalaureate (IB) classes. It was reported that, as a result of students' lack of interest, it is district policy to dismiss students from the gifted program at the end of eighth grade prior to attending high school, although if the student wants to continue to in the program, they can opt to receive consultative services. It was noted during the EP review that the forms used did not allow for student grade levels above the eighth grade to be indicated.

Staff reported that screening for placement into the gifted program generally results from teacher recommendation; however, parents can request a child study team meeting to initiate the screening process. The district implements a plan to increase participation in the program by students from underrepresented groups, and targets disproportionate representation in its continuous improvement plan for gifted students.

Parents of 274 of the district's 732 gifted students (37%) responded to the parent survey. Of those who responded, 88% reported that they attended one or more meetings about their child during the 2004-05 school year. Ninety-five percent reported satisfaction with their child's general education teacher's subject area knowledge; 76% reported satisfaction with the teacher's expertise in teaching gifted students. Satisfaction with the gifted services their child receives was reported by 84% of parents who responded.

Ten EPs were reviewed for compliance; there were nine systemic findings of noncompliance that are addressed below under *Review of Student Records*.

Findings

- Finding(s) of Noncompliance
 - Students are routinely dismissed from the program prior to entering high school.
- Area(s) of Concern
 - It is unclear that there is a system in place to provide services beyond the general curriculum to gifted high school students who may need them (e.g., counseling as a related service).
- Corrective Action(s)
 - Revise EP form to include grades 9-12.
 - Review and revise district policy of dismissing students prior to high school; develop and implement a plan to ensure the needs of high school gifted students are addressed (e.g., consultation).
- Promising Practice(s)
 - Staff report a wide range of opportunities to participate in academic classes for gifted students in elementary and middle school.
 - At the middle school level there is a gifted teacher for each of the major academic areas.

Review of Student Records

A total of 28 student records of students with disabilities and ten records of students identified as gifted, randomly selected from the population of ESE students, were reviewed. The records were from 17 schools in the district. Thirteen of the records represented transition IEPs for students aged 14 or older. In addition to desk reviews conducted prior to the visit, the Bureau conducted on-site reviews of eight matrix of services documents for students reported at the 254 or 255 funding level through the Florida Education Finance Program (FEFP). There were no findings of noncompliance regarding the reporting for these students.

To be determined systemic in nature, an item must be found noncompliant in at least 25% of the records reviewed. In Martin County, at least seven of the IEPs and three of the EPs must have been noncompliant on a given item to be considered a systemic finding.

- Finding(s) of Noncompliance
 - On IEPs, systemic findings of noncompliance were in the areas of:
 - inadequate short term objectives or benchmarks (18)
 - measurable annual goals (14)
 - an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class (14)
 - evidence that the IEP team considered the concerns of the parents for enhancing the education of the child (11)
 - evidence that the IEP team considered the results of student's performance on any state-or district-wide assessment (11)
 - the IEP identifies consent of parent for student to receive instructional accommodations not permitted on statewide assessments and understanding of the implications of such accommodations (9)
 - the notice of the IEP included a description of the purpose of the meeting (including transition services, if appropriate) (8)
 - there is documentation that the parent was provided a copy of the IEP (8)
 - present levels of educational performance included a statement indicating how the student's disabilities affects the student's involvement and progress in the general curriculum (7)
 - the IEP identifies special education services/specially designed instruction (7)
 - the development of employment domain area on transition IEP is inadequately addressed (7)
 - Individual or non-systemic findings of noncompliance were noted in 32 additional components of the IEPs
 - For eight IEPs more than 50% of the annual goals were not measurable.
 - For eight IEPs of students eligible as EH/SED there was no evidence that the students' social/emotional needs were being addressed.
 - There was a lack of correspondence between the annual goals and short-term objectives or benchmarks and the needs identified in the present level of educational performance statement for four IEPs
 - Prior written notice of change of placement was not provided for three students.
 - The IEP of one SED student did not include counseling as a related service.
 - On EPs, systemic findings of noncompliance were in the areas of:
 - location of services (10)
 - performance on district and statewide assessments (9)
 - interpreter of instructional implications of testing as a member of the EP team (7)
 - evidence that the EP team considered the results of recent evaluation, class work, and district and state assessments in developing the EP (6)
 - general education teacher as a member of EP team (5)
 - evidence that the EP team considered the strengths and needs of the student resulting from their giftedness in developing the EP (5)
 - present levels of performance with strengths and interests (3)

- identification of specially designed instruction (3)
- Individual or non-systemic findings were noted on three additional components of the EPs.
- Area(s) of Concern
 - No other areas of concern
- Corrective Action(s)
 - The IEP teams for 20 students must reconvene to address specified findings of noncompliance. The district was notified of the specific students requiring reconvened IEP meetings in a letter dated September 16, 2005.
 - An adjustment of federal funds will be made by the DOE for the lack of prior written notice of change of placement for three students.
 - The district will be required to target the areas noted above in its existing IEP training procedures, and to develop and implement a system of self-assessment to ensure compliance with required elements. This system must include the requirement that district and/or school staff periodically review at least 20 IEPs and five EPs to determine compliance with these requirements and report these results in May 2006 and 2007.
- Promising Practice(s)
 - The services reported on eight of eight matrix of services documents (100%) were found to be supported by the IEP and to be in evidence in the classrooms.

Review of District Forms

This section provides information related to district forms used to document specific procedures regarding the provision of specially designed instruction and related services to students with disabilities. Forms representing the 15 areas identified below were submitted to Bureau staff for a review to determine compliance with federal and state laws. The district was notified of the specific findings via a separate letter dated March 21, 2005. A detailed explanation of the specific findings is included as appendix D.

- *Parent Notification of Individual Education Plan (IEP) Meeting*+
- *IEP forms**+
- *EP forms** +
- *Notice and Consent for Initial Placement**+
- *Informed Notice and Consent for Evaluation*+
- *Informed Notice and Consent for Reevaluation*+
- *Notification of Change of Placement**+
- *Notification of Change of FAPE (Free Appropriate Public Education)**+
- *Informed Notice of Refusal**+
- *Documentation of Staffing/Eligibility Determination**
- *Informed Notice of Dismissal**+
- *Notice: Not Eligible for Exceptional Student Placement**+
- *Summary of Procedural Safeguards*
- *Annual Notice of Confidentiality*+
- *Service Plan (Draft)**+

- *indicates findings that require immediate attention
- + indicates recommended changes

Ten forms required changes to meet compliance standards and there were recommended changes to 13 of the forms. Eight of the 13 recommended changes to the forms included the same language. The district was notified via a separate letter dated March 22, 2005. At the printing of this report, Martin County had made the necessary revisions to their forms and they now contain all of the requirements needed to be in compliance.

System Improvement Plan

In response to these findings, the district has developed a system improvement plan that has been submitted to the Bureau. This plan includes activities and strategies intended to address specific findings, as well as measurable evidence of change. In developing the system improvement plan, an effort was made to link the system improvement activities resulting from this focused monitoring report to the district's continuous improvement plan. The system improvement plan, including a listing of the critical issues identified by the Bureau as most significantly in need of improvement, is provided in the executive summary.

During the course of conducting the focused monitoring activities, including daily debriefings with the monitoring team and district staff, it is often the case that suggestions and/or recommendations related to interventions or strategies are proposed. Within two weeks of the visit, Bureau administrative staff conducted a telephone conference with the ESE director to review major findings. 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.

Recommendations and Technical Assistance

As a result of the focused monitoring activities conducted in Martin County, the Bureau has identified specific findings related to the percentage of students with disabilities who participate in the FCAT. 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

- Continue to explore ways to implement co-teaching as a service delivery model to support students with disabilities in general education classrooms.
- Incorporate the use of effective instructional accommodations and supplemental aides and services, including information on the range of supports currently being used across the district, into existing staff development activities.
- Consider increasing the use of FDLRS and FIN to address staff's need for additional training on inclusion and instructional accommodations.
- Review the practice of rewarding students with additional time in general education settings such as recess in order to determine if regularly scheduled periods of time with nondisabled peers, with removal only when supports are ineffective, would more appropriately meet the needs of these students (i.e., an expectation of inclusion, with removal as needed, rather than an expectation of exclusion with inclusion as a reward).
- Review services available for students with disabilities at the facility to evaluate the manner in which students pursuing a special diploma are provided access to the appropriate curriculum. Based on the results of the review, assist the facility in developing a service delivery system to ensure the needs of all students with disabilities are met.

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. 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 is available.

Project CENTRAL

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

This comprehensive, statewide project is designed to identify and disseminate information about resources, training, and research related to current and emerging effective instructional practices.

The ultimate goals are to provide information leading to appropriate training, products, and other resources that provide benefits and appropriate outcomes for all students, including students with disabilities.

Student Support Services Project

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

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

Florida's Positive Behavioral Supports Project

<http://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).

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 Amy, Administrator

Eileen.Amy@fldoe.org

Kim Komisar, Program Director

Kim.Komisar@fldoe.org

April Katine, Program Specialist

April.Katine@fldoe.org

Barbara McAnelly, Program Specialist

Barbara.Mcanelly@fldoe.org

Angela Nathaniel, Program Specialist

Angela.Nathaniel@fldoe.org

Denise Taylor, Program Specialist

Denise.Taylor@fldoe.org

Special Programs Information, Clearinghouse, and Evaluation

(850) 245-0475

Karen Denbroeder, Administrator

Karen.Denbroeder@fldoe.org

Marie LaCap, Program Specialist

Marie.Lacap@fldoe.org

Virginia Sasser, Program Specialist

Virginia.Sasser@fldoe.org

Clearinghouse Information Center

cicbiscs@FLDOE.org

(850) 245-0477

Arlene Duncan, Program Director

Arlene.Duncan@fldoe.org

ESE Program Development and Services

(850) 245-0478

Evy Friend, Administrator

Evy.Friend@fldoe.org

Behavior/Discipline

EH/SED

Lee Clark, Program Specialist

Lee.Clark@fldoe.org

Mentally Handicapped/Autism

Sheryl Sandvoss, Program Specialist

Sheryl.Sandvoss@fldoe.org

Assistive Technology

Karen Morris, Program Specialist

Karen.Morris@fldoe.org

Gifted

Donnajo Smith, Program Specialist

Donnajo.Smith@fldoe.org

Speech/Language

Lezlie Cline, Program Director

Lezlie.Cline@fldoe.org

Appendix A:

District Data

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

DISTRICT:	MARTIN	PK-12 POPULATION:	17,853
ENROLLMENT GROUP:	7,000 TO 20,000	PERCENT DISABLED:	16%
		PERCENT GIFTED:	4%

INTRODUCTION

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

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

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

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

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

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

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

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

LEA PROFILE 2005

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

DATA SOURCES

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

DISTRICTS IN MARTIN'S ENROLLMENT GROUP:

CHARLOTTE, CITRUS, COLUMBIA, FLAGLER, HENDRY, HIGHLANDS, INDIAN RIVER, JACKSON, MARTIN, MONROE, NASSAU, OKEECHOBEE, PUTNAM, SUMTER



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
Martin	52%	47%	57%
Enrollment Group	52%	45%	47%
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
Martin	4%	4%	2%
Enrollment Group	3%	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
Martin	5%	8%
Enrollment Group	6%	11%
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
Martin	1%	2%	<1%	0%	0%	0%	<1%	<1%	<1%
Enrollment Group	5%	5%	5%	<1%	<1%	<1%	3%	3%	3%
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
Martin	4%	4%	1%	<1%	1%	<1%
Enrollment Group	7%	7%	6%	5%	5%	5%
State	7%	7%	7%	5%	4%	5%

POSTSCHOOL OUTCOME DATA:

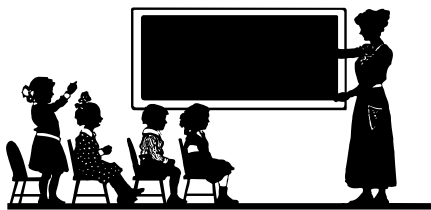
The Florida Education and Training Placement Information Program (FETPIP) is an interagency data collection system that obtains follow-up data on former students. The most recent FETPIP data available reports on students who exited Florida public schools during the **2002-03** school year. The table 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.
Martin	55%	23%	0%	0%
Enrollment Group	45%	17%	45%	70%
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
Martin	92%	17%	8%	97%	7%	3%
Enrollment Group	84%	28%	16%	91%	10%	9%
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
Martin	42%	44%	48%	32%	32%	29%	18%	16%	16%
Enrollment Group	46%	50%	51%	28%	26%	25%	21%	20%	20%
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
Martin	7%	8%	8%	68%	65%	69%	7%	16%	14%
Enrollment Group	5%	5%	4%	66%	66%	70%	23%	25%	21%
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
Martin	65%	61%	62%
Enrollment Group	60%	59%	56%
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	Students with Disabilities	Nondisabled Students	Students with Disabilities	Nondisabled Students	Students with Disabilities	Nondisabled Students
Martin		8%	5%	13%	6%	0%	<1%	0%	<1%
Enrollment Group		15%	11%	14%	7%	<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

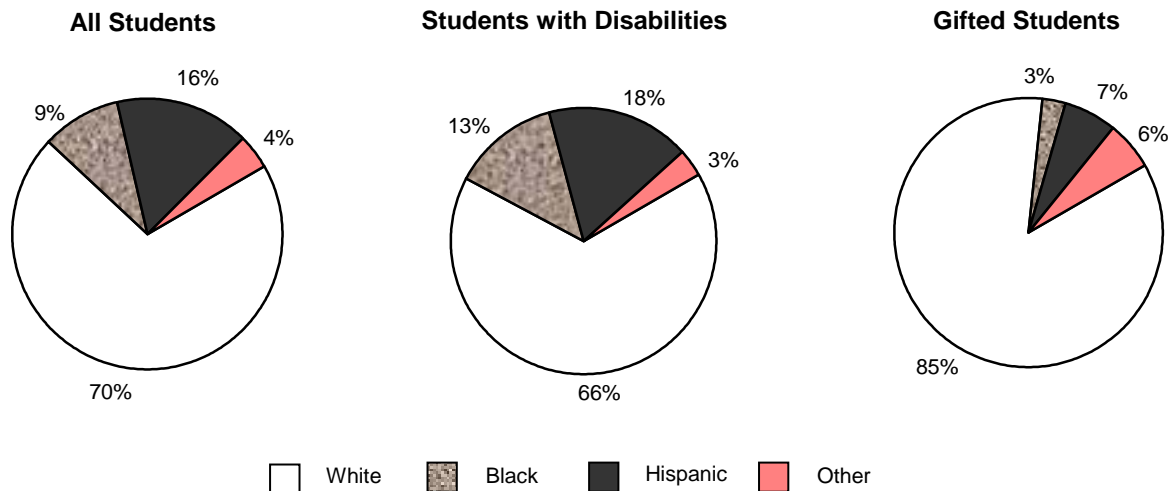
Prevalence refers to the proportion of the PK-12 population identified as exceptional at any given point in time. This section of the profile provides prevalence data by demographic characteristics.

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%	70%	66%	85%
Black	24%	28%	10%	9%	13%	3%
Hispanic	23%	19%	20%	16%	18%	7%
Asian/Pacific Islander	2%	<1%	4%	<1%	<1%	3%
Am Ind/Alaskan Native	<1%	<1%	<1%	<1%	<1%	<1%
Multiracial	3%	2%	3%	3%	2%	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%	34%	13%
LEP	11%	3%	11%	<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%	70%	51%	71%	47%	64%	32%	38%
Black	24%	9%	24%	10%	39%	26%	51%	32%
Hispanic	23%	16%	22%	17%	12%	7%	14%	28%
Asian/Pacific Islander	2%	<1%	<1%	<1%	<1%	0%	<1%	0%
Am Ind/Alaskan Native	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Multiracial	3%	3%	2%	1%	2%	4%	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%	8%	46%	55%
EH/SED	1%	2%	9%	10%
EMH	1%	<1%	7%	4%
SI	2%	2%	14%	10%



John Winn, Commissioner

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2005 Focused Monitoring
Martin County School District**

Districts Rank-Ordered on Regular Class Placement for Students with Disabilities

Based on data reported to the FDOE for Survey 9 (2003-04), regular class placement rates were used to rank-order the districts.

District	6-21 ESE Population	# served at regular level	%	Rank
Miami Dade	40,091	10,381	26%	1
Lafayette	127	37	29%	2
Charlotte	3,225	1,108	34%	3
Madison	699	273	39%	4
Nassau	1,467	586	40%	5
Escambia	6,934	2,829	41%	6
Citrus	2,598	1,070	41%	7
Hendry	1,278	532	42%	8
Volusia	10,977	4,642	42%	9
Polk	12,319	5,384	44%	10
Jackson	1,309	576	44%	11
Gadsden	1,052	467	44%	12
Martin	2,780	1,235	44%	13
Hillsborough	26,120	11,673	45%	14
St. Lucie	4,225	1,923	46%	15
Marion	6,341	2,898	46%	16
Osceola	5,993	2,789	47%	17
Holmes	467	218	47%	18
Highlands	1,903	889	47%	19
Union	319	150	47%	20
Bay	4,605	2,188	48%	21
Washington	469	224	48%	22
Dixie	407	195	48%	23
Palm Beach	22,454	10,759	48%	24
Wakulla	738	355	48%	25
Taylor	596	293	49%	26
Seminole	7,855	3,885	49%	27
Calhoun	420	210	50%	28
Lee	9,102	4,587	50%	29
Suwannee	692	350	51%	30
Columbia	1,558	789	51%	31
Orange	24,118	12,217	51%	32
Jefferson	326	166	51%	33
Indian River	2,215	1,136	51%	34
Lake	5,025	2,582	51%	35
Baker	467	246	53%	36
Gulf	370	201	54%	37
Alachua	5,261	2,883	55%	38
Clay	5,520	3,028	55%	39
Hardee	996	552	55%	40
Walton	908	511	56%	41
Bradford	862	486	56%	42
Pasco	10,154	5,780	57%	43
Levy	1,043	594	57%	44
Brevard	11,100	6,390	58%	45
Leon	5,350	3,080	58%	46
Pinellas	18,397	10,660	58%	47
Gilchrist	616	357	58%	48
Putnam	2,072	1,210	58%	49
St. Johns	3,161	1,851	59%	50
Santa Rosa	3,501	2,056	59%	51
Sarasota	6,361	3,790	60%	52
Franklin	199	121	61%	53
Glades	174	106	61%	54
Hamilton	289	178	62%	55
Collier	5,576	3,479	62%	56
Sumter	1,045	656	63%	57
Duval	18,554	11,654	63%	58
Okeechobee	1,389	891	64%	59
Monroe	1,484	957	64%	60
Flagler	1,247	807	65%	61
Broward	27,089	17,581	65%	62
Manatee	7,110	4,648	65%	63
Hernando	3,194	2,165	68%	64
Okaloosa	4,697	3,286	70%	65
Liberty	315	222	70%	66
DeSoto	933	802	86%	67
District Total	360,238	180,824	50%	

Note: Shaded districts have been monitored during the past four years or are currently being monitored.

Appendix B:
ESE Monitoring Team Members

**Florida Department of Education
Bureau of Exceptional Education and Student Services
Martin County School District
Focused Monitoring Visit
April 4-6, 2005**

ESE Monitoring Team Members

Department of Education Staff

Demetria Harvell, Program Specialist
Barbara McAnelly, Program Specialist
Anitra Moreland, Program Specialist
Angela Nathaniel, Program Specialist

Peer Reviewers

Cathy Brown, Volusia County Schools
Renee Ginn, Seminole County Schools
Maureen Guarino, Bay County Schools
Brenda Johnson, DeSoto County Schools
Pat Lawson, Lake County Schools
Marcia MacKenzie, Pinellas County Schools
Helen Nelson, Bay County Schools
Kathy Nelson, Highlands County Schools
Angela Spornraft, Hardee County Schools
Sandra Winkles, Hernando County Schools

Appendix C:
Survey Results

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2005 Focused Monitoring
Martin County School District**

Parent Survey Report: Students with Disabilities

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

The parent survey was sent to parents of the 3,002 students with disabilities for whom complete addresses were provided by the district. A total of 349 parents (PK, n = 77; K-5, n = 640; 6-8, n = 370; 9 – 12, n = 321) representing 12% of the sample, returned the survey. Surveys were returned as undeliverable from 96 families, representing 3% of the sample. Parents represented the following students with disabilities: educable mentally handicapped, trainable mentally handicapped, orthopedically impaired, speech impaired, language impaired, visually impaired, emotionally handicapped, specific learning disabled, hospital/homebound, profoundly mentally handicapped, autistic, severely emotionally disturbed, traumatic brain injured, developmentally delayed, and other health impaired.

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

Overall, I am satisfied with:

- | | |
|---|----|
| • the way I am treated by school personnel. | 87 |
| • the level of knowledge and experience of school personnel. | 85 |
| • the amount of time my child spends with general education students. | 82 |
| • how quickly services are implemented following an IEP (Individual Educational Plan) decision. | 82 |
| • the exceptional education services my child receives. | 81 |
| • the way special education teachers and general education teachers work together. | 80 |
| • my child's academic progress. | 79 |
| • the effect of exceptional student education on my child’s self-esteem. | 79 |

My child:

- | | |
|---|----|
| • has friends at school. | 88 |
| • is learning skills that will be useful later in life. | 85 |
| • spends most of the school day involved in productive activities. | 84 |
| • is happy at school. | 84 |
| • receives all the special education and related services on his/her IEP. | 82 |

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

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

- all of my child's needs. 89
- whether my child should get accommodations (special testing conditions), for example, extra time. 80
- whether my child needed speech/language services. 79
- ways that my child could spend time with students in general education classes. 78
- whether my child would take the FCAT (Florida Comprehensive Assessment Test). 76
- whether my child needed services beyond the regular school year. 76
- * which diploma my child may receive. 68
- whether my child needed physical and/or occupational therapy. 66
- the specific skills my child needs to work on in preparation for the FCAT. 66
- whether my child needed psychological counseling services. 65
- * the transition services my child needs to achieve his/her goals. 64
- whether my child needed transportation. 63
- * the requirements for different diplomas. 63
- * my child's goals after high school. 60

My child's special education teachers:

- expect my child to succeed. 91
- encourage students to ask for help if they need it. 90
- set appropriate goals for my child. 89
- are available to speak with me. 89
- give students with disabilities extra time or different assignments, if needed. 87
- individualized instruction for my child. 85
- give homework that meets my child's needs. 79
- call me or send me notes about my child. 79

My child's general education teachers:

- expect my child to succeed. 86
- are available to speak with me. 85
- set appropriate goals for my child. 82
- give homework that meets my child's needs. 79
- encourage students to ask for help if they need it. 77
- give students with disabilities extra time or different assignments, if needed. 69
- call me or send me notes about my child. 65
- individualized instruction for my child. 63

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

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

My child's school:

- makes sure I understand my child's IEP and the services my child will receive. 87
- encourages me to participate in my child's education. 85
- sends me information written in a way I understand. 85
- encourages acceptance of students with disabilities. 85
- offers students with disabilities the classes they need to graduate with a standard diploma. 83
- handles discipline problems appropriately. 81
- addresses my child's individual needs. 79
- does all it can to keep students from dropping out of school. 79
- wants to hear my ideas. 78
- explains what I can do if I want to make changes to my child's IEP. 78
- provides students with disabilities updated books and materials. 76
- * offers a variety of vocational courses, such as computers and business technology. 76
- informs me about all of the services available to my child. 75
- sends me information about activities and workshops for parents. 75
- involves students with disabilities in clubs, sports, or other activities. 73
- * provides information to students about education and jobs after high school. 68
- * 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. 61

Parent Participation

- I have attended my child's IEP meetings. 96
- I meet with my child's teachers to discuss my child's needs and progress. 93
- I am comfortable talking about my child with school staff. 92
- My input is considered in the development of my child's IEP. 84
- I participate in school activities with my child. 80
- I have heard about the Florida Diagnostic and Learning Resources System ("FDLRS") and the services they provide to families of children with disabilities. 49
- I attend meetings of the PTA/PTO. 43
- I attend meetings of organizations for parents of students with disabilities. 38
- I have used parent support services in my area. 36
- I attend School Advisory Committee meetings concerning school improvement. 31

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

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2005 Focused Monitoring
Martin County School District**

Teacher Survey Report: Students with Disabilities

In order to obtain the perspective of teachers who provide services to students with disabilities, the Florida Department of Education, Bureau of Exceptional Education and Student Services, contracted with the University of Miami to develop and administer a teacher survey in conjunction with the Bureau's focused monitoring activities.

A sufficient number of surveys were sent to each school in the district for all teachers and other service providers to participate. A total of 501 teachers, representing approximately 47% of ESE and general education teachers in the district returned the survey. Data are from 21 (78%) of the district's 27 schools.

**% Always, Almost Always,
Frequently combined**

To provide students with disabilities access to the general curriculum, my school:

- places students with disabilities into general education classes whenever possible. 93
- modifies and adapts curriculum for students as needed. 93
- ensures that students with disabilities feel comfortable when taking classes with general education students. 92
- ensures that the general education curriculum is taught in ESE classes to the maximum extent possible. 90
- addresses each students' individual needs. 90
- gives ESE teachers access to adequate instructional materials, including technology. 80
- implements support facilitation and/or consultation by ESE teachers for students in general education classes. 79
- encourages collaboration among ESE teachers, GE teachers and service providers. 79
- provides adequate support for GE teachers who teach students with disabilities. 75
- offers teachers professional development opportunities regarding curriculum and support for students with disabilities. 73
- implements co-teaching for some or all classes. 53

To help students with disabilities who take the FCAT, my school:

- provides students with appropriate testing accommodations. 95
- aligns curriculum for students with the standards that are tested on the FCAT. 93
- provides ESE teachers with FCAT test preparation materials. 92
- gives students in ESE classes updated textbooks. 85
- provides extra help or remediation before or after school. 79

**% Always, Almost Always,
Frequently combined**

To keep students with disabilities from dropping out, my school:

- | | |
|--|-----|
| • conducts ongoing assessments of individual students' performance. | n/a |
| • provides positive behavioral supports. | n/a |
| • develops IEPs according to student needs. | 95 |
| • makes an effort to involve parents in their child's education. | 95 |
| • allows students to make up credits lost due to disability-related absences. | 93 |
| • ensures that classroom material is culturally appropriate. | 92 |
| • ensures that classroom material is grade- and age- appropriate. | 91 |
| • tracks student attendance to identify students with attendance problems. | 89 |
| • encourages participation of students with disabilities in extracurricular activities. | 88 |
| • ensures that students are taught strategies to manage their behavior as needed. | 87 |
| • provides social skills training to students as needed. | 84 |
| • uses a child study team to develop strategies for students identified as having an attendance problem. | 84 |
| • provides adequate counseling services for students who need it. | 84 |
| • implements dropout prevention activities. | 71 |

The items in the following section relate primarily to middle and high schools. If any items did not apply, respondents marked N/A.

My school:

- | | |
|---|----|
| • implements an IEP transition plan for each student. | 94 |
| • encourages students to aim for a standard diploma when appropriate. | 93 |
| • provides extra help to students who need to retake the FCAT. | 92 |
| • informs students through the IEP process of the different diploma options and their requirements. | 89 |
| • provides students with information about options after graduation. | 85 |
| • teaches transition skills for future employment and independent living. | 79 |
| • provides students with job training. | 77 |
| • coordinates on-the-job training with outside agencies. | 75 |

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2005 Focused Monitoring
Martin County School District**

Student Survey Report: Students with Disabilities

In order to obtain the perspective of students with disabilities who receive services from public school districts, the Florida Department of Education, Bureau of Exceptional Education and Student Services, contracts with the University of Miami to develop and administer a student survey as a component of the Bureau's focused monitoring activities.

In conjunction with the 2005 Martin County School District monitoring activities, a sufficient number of surveys were provided to allow all students with disabilities, grades 9-12, to respond. Instructions for administration of the survey by classroom teachers, including a written script, were provided for each class or group of students. Since participation in this survey is not appropriate for some students whose disabilities might impair their understanding of the survey, professional judgment is to be used to determine appropriate participation.

Surveys from 234 students, representing approximately 31% of students with disabilities in grades 9-12 in the district, were returned. Data are from 10 (77%) of the district's 13 schools with students in grades 9-12.

	% YES
I am taking the following ESE classes:	
• English	44
• Math	42
• Learning Strategies or Unique Skills	33
• Social Studies	29
• Science	27
• Electives (physical education, art, music)	19
• Vocational (woodshop, computers)	16
At my school:	
• ESE teachers give students extra help, if needed.	92
• ESE teachers believe that ESE students can learn.	92
• ESE teachers encourage students to ask for help if they need it.	91
• ESE teachers give students extra time or different assignments, if needed.	89
• ESE teachers teach students in ways that help them learn.	88
• ESE teachers understand ESE students' needs.	85
• ESE teachers teach students things that will be useful later on in life.	84
• ESE teachers provide students with updated books and materials.	76

	% YES
I am taking the following general education/mainstream classes:	
• Math	58
• English	57
• Electives (physical education, art, music)	57
• Science	55
• Social Studies	52
• Vocational (woodshop, computers)	38
At my school:	
• general education teachers believe that ESE students can learn.	84
• general education teachers encourage students to ask for help if they need it.	79
• general education teachers teach students things that will be useful later on in life.	75
• general education teachers give students extra help, if needed.	72
• general education teachers provide students with updated books and materials.	71
• general education teachers understand ESE students' needs.	68
• general education teachers teach ESE students in ways that help them that help them learn.	68
• general education teachers give students extra time or different assignments, if needed.	66
At my school, ESE students:	
• are encouraged to stay in school.	90
• get the help they need to do well in school.	87
• fit in at school.	83
• can take vocational classes such as computers and business technology.	81
• participate in clubs, sports, and other activities.	80
• are treated fairly by teachers and staff.	76
• spend enough time with general education students.	76
• get information about education after high school.	75
• get work experience (on-the-job training) if they are interested.	73
Diploma Option	
• I know what courses I have to take to get my diploma.	82
• I agree with the type of diploma I am going to receive.	81
• I know the difference between a standard and a special diploma.	80
• I will probably graduate with a standard diploma.	74
• I had a say in the decision about which diploma I would get.	66
IEP	
• I was invited to attend my IEP meeting this year.	70
• I attended my IEP meeting this year.	62
• I had a say in the decision about which classes I would take.	59
• I had a say in the decision about special testing conditions I might get for the FCAT or other tests.	47
• I had a say in the decision about whether I need to take the FCAT or a different test.	41

	% YES
FCAT	
• Teachers help ESE students prepare for the FCAT.	77
• I took the FCAT this year.	71
• In my English/reading classes, we work on the kinds of skills that are tested on the reading part of the FCAT.	69
• In my math classes, we work on the kinds of problems that are tested on the math part of the FCAT.	66
• I received accommodations (special testing conditions) for the FCAT.	56

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2005 Focused Monitoring
Martin County School District**

Parent Survey Report: Gifted Students

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

The parent survey was sent to parents of the 732 students identified as gifted for whom complete addresses were provided by the district. A total of 274 parents (KG-5, n = 382; 6-8, n = 283; 9 - 12, n = 126), representing 37% of the sample, returned the survey. Surveys were returned as undeliverable from 13 families, representing 2% of the sample.

	% YES
Overall, I am satisfied with:	
• general education teachers' subject area knowledge.	95
• gifted teachers' subject area knowledge.	93
• my child's academic progress.	89
• the effect of gifted services on my child's self-esteem.	88
• gifted teachers' expertise in teaching students identified as gifted.	87
• the gifted services my child receives.	84
• how quickly services were implemented following an initial request for evaluation.	82
• general education teachers' expertise in teaching students identified as gifted.	76
In general education classes, my child:	
• has friends at school.	96
• is usually happy at school.	95
• is learning skills that will be useful later on in life.	90
• has his/her social and emotional needs met at school.	88
• has creative outlets at school.	84
• is academically challenged at school.	65
In gifted classes, my child:	
• has friends at school	98
• is learning skills that will be useful later on in life.	94
• is usually happy at school.	94
• has creative outlets at school.	92
• has his/her social and emotional needs met at school.	89
• is academically challenged at school.	89

	% YES
My child's general education teachers:	
• expect appropriate behavior.	98
• are available to speak with me.	94
• provide coursework that includes representation of diverse ethnic, racial, and other groups.	90
• have access to adequate instructional materials, including technology.	86
• set appropriate goals for my child.	77
• give homework that meets my child's needs.	77
• relate coursework to students' future educational and professional pursuits.	68
• call me or send me notes about my child.	53
My child's gifted teachers:	
• expect appropriate behavior.	99
• are available to speak with me.	93
• provide coursework that includes representation of diverse ethnic, racial, and other groups.	89
• set appropriate goals for my child.	87
• have access to adequate instructional materials, including technology.	86
• give homework that meets my child's needs.	77
• relate coursework to students' future educational and professional pursuits.	77
• call me or send me notes about my child.	55
My child's home school:	
• treats me with respect.	94
• handles discipline problems appropriately.	91
• sends me information written in a way I understand.	89
• encourages me to participate in my child's education.	84
• provides students identified as gifted with appropriate books and materials.	83
• wants to hear my ideas.	71
• addresses my child's individual needs.	71
• makes sure I understand my child's EP or IEP.	71
• informs me about all of the services available to my child.	65
• involves me in developing my child's Educational Plan (EP or IEP).	64
• explains what I can do if I want to make changes to my child's EP or IEP.	58
• implements my ideas.	55
• sends me information about activities and workshops for parents.	52
My child's 2nd school:	
• treats me with respect.	93
• provides students identified as gifted with appropriate books and materials.	88
• handles discipline problems appropriately.	88
• encourages me to participate in my child's education.	87
• sends me information written in a way I understand.	86

	% YES
My child's 2nd school: (continued)	
• addresses my child's individual needs.	82
• involves me in developing my child's Educational Plan (EP or IEP).	81
• wants to hear my ideas.	80
• makes sure I understand my child's EP or IEP.	78
• informs me about all of the services available to my child.	74
• explains what I can do if I want to make changes to my child's EP or IEP.	74
• implements my ideas.	67
• sends me information about activities and workshops for parents.	63
Students identified as gifted:	
• are provided with information about options for education after high school.	90
• are provided with career counseling.	43
• have the option of taking a variety of vocational courses.	40
• are provided with the opportunity to participate in externships or mentorships.	25
Parent Participation	
• I participate in school activities with my child.	90
• I have attended one or more meetings about my child during this school year.	88
• I am a member of the PTA/PTO.	65
• I attend School Advisory Committee meetings concerning school improvement.	24
• I have used parent support services in my area.	9
• I belong to an organization for parents of students identified as gifted.	3

Appendix D:
Review of District Forms

**Martin County School District
Focused Monitoring Report
Review of District Forms**

This forms review was completed as a component of the focused monitoring visit conducted the week of April 4, 2005. The following district forms were compared to the requirements of applicable State Board of Education rules, the Individuals with Disabilities Education Improvement Act (IDEIA 2004), and applicable sections of Part 300, Title 34 Code of Federal Regulations (34 CFR 300). The review includes required 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.

The following are forms submitted by the district:

Individual Educational Plan (IEP) Meeting (non-computerized) <i>Form Individual Education Plan (IEP) Form 183</i> 34 CFR 300.347
--

The following must be addressed:

- Initiation and duration dates for program modifications should be included.
- While not required to be included in the IEP, the skills to be remediated in order to obtain a passing score on the Florida Comprehensive Assessment Test (FCAT) should be considered in the development of the IEP. Documentation of the consideration of skills to be remediated should be included.

Recommendations:

- The provided list for frequency of services is not sufficiently clear to indicate the amount of services or resources dedicated to the child. Daily, weekly (1-4), and monthly (1-3) should be removed or more clearly defined to indicate a specified period of time for the services.
- It is recommended that “other” be added to modifications and accommodations to provide something that may not be provided in the preprinted options.

Educational Plan <i>Form Gifted Program Educational Plan (EP) Form 252</i> State Board of Education Rule 6A-6.030191
--

The following must be addressed:

- The present level of performance statement needs to include strengths, interests, and needs beyond the general curriculum.
- A location and the duration date should be included for the provision of specially designed instruction.
- The consideration of strengths and needs resulting from giftedness should be documented in the development of the EP.
- The consideration of results of recent evaluations should be documented in the development of the EP.

- The consideration of language needs for a student with limited English proficiency should be documented in the development of the EP.

Recommendations:

- It is recommended that the word “results” be added to the present level of performance section (i.e., Standardized Normed Tests, CAT, FACT, Florida Writes).
- It is recommended that “models of support” be changed to “specially designed instruction.”
- The provided list for frequency of services is not sufficient clear to indicate the amount of services or resources dedicated to the child. Daily, weekly, and monthly should be removed or more clearly defined to indicate a specified period of time for the services.

Parent Notification of Individual Educational Plan (IEP) Meeting
 Form *Notice of Conference Form 120*
 34 CFR 300.345

Recommendation:

- It is recommended that an area be added for the parent to identify any individual with expertise attending an IEP meeting.

Notice and Consent for Initial Placement
 Form *Informed Notice and Consent for Initial Placement Form 184a*
 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 should be included.

Recommendation:

- It is recommended that the protections statement include “of the Individuals with Disabilities Improvement Act (IDEIA 2004),” following “Procedural Safeguards.”

Informed Notice and Consent for Evaluation
 Form *Informed Notice and Consent for an Individual Evaluation Form 119*
 34 CFR 300.503 and 300.505

This form contains all required components.

Recommendation:

- It is recommended that the protections statement include “of the Individuals with Disabilities Improvement Act (IDEIA 2004),” following “Procedural Safeguards.”

Informed Notice and Consent for Reevaluation
 Form *Informed Notice and Consent for Re-Evaluation Form 119a*
 34 CFR 300.503 and 300.505

This form contains all required components.

Recommendation:

- It is recommended that the protections statement include “of the Individuals with Disabilities Improvement Act (IDEIA 2004),” following “Procedural Safeguards.”

Notice of Change in Placement Form

Form *Informed Notice of Change of Placement Form 184c*
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 should be included.

Recommendation:

- It is recommended that the protections statement include “of the Individuals with Disabilities Improvement Act (IDEIA 2004),” following “Procedural Safeguards.”

Notice of Change in FAPE

Form *Informed Notice of Change of Free Appropriate Educational Placement Form no number*
34 CFR 300.503 and 300.505

The following must be addressed:

- The proposed action only allows for a removal of services and does not permit the addition of services.
- A statement of where a copy of the procedural safeguards may be obtained should be included.

Recommendation:

- It is recommended that the protections statement include “of the Individuals with Disabilities Improvement Act (IDEIA 2004),” following “Procedural Safeguards.”

Informed Notice of Refusal

Form *Informed Notice of Refusal Form 297*
34 CFR 300.503

The following must be addressed:

- A statement of where a copy of the procedural safeguards may be obtained should be included.

Recommendation:

- It is recommended that the protections statement include “of the Individuals with Disabilities Improvement Act (IDEIA 2004),” following “Procedural Safeguards.”

Documentation of Staffing Form

Form *Staffing Committee Process Documentation Form 184*
34 CFR 300.534 and 300.503

The following must be addressed:

- “Is approved” and “Is not approved” should be removed and replaced with “reviewed” by the ESE Director/Designee.

Notice of Dismissal

Form *Informed Notice of Dismissal Form 184 d*
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 should be included.
- Documentation that the dismissal occurred following a reevaluation should be included.

Recommendation:

- It is recommended that the protections statement include “of the Individuals with Disabilities Improvement Act (IDEIA 2004),” following “Procedural Safeguards”.

Notice of Ineligibility

Form *Informed Notice of Ineligibility Form 184c*
34 CFR 300.503 and 300.505

The following must be addressed:

- An explanation of why the district proposed or refused to take action should be included.
- A statement of where a copy of the procedural safeguards may be obtained should be included.

Recommendations:

- It is recommended that the protections statement include “of the Individuals with Disabilities Improvement Act (IDEIA 2004),” following “Procedural Safeguards”.
- It is recommended that the word “approved” be removed from the sentence “The committee’s eligibility proposal ...”

Procedural Safeguards

Form *Department of Education Procedural Safeguard*
Section 1415, Title 20, USC and 34 CFR 300.503 – 529 and 300.560 - 577

It is noted that the district uses the Department of Education produced Procedural Safeguards. It is recommended that the district begin use of the new procedural safeguards as soon as they are distributed.

Confidentiality of Information

Form *Public Notice in Newspaper (English and Spanish)*
Family Educational Rights and Privacy Act, Part 99 34 CFR 300.503

Recommendation:

- It is recommended that the district indicate within the annual written notice it is to inform eligible student or the parent or guardian of their rights as defined in Section 1002.22(3), Florida Statutes (FS), and 34 CFR 99.7.

Services Plan

Form *Services Plan DRAFT*

34 CFR 300.455

The following must be addressed:

- A date of development should be included.
- A statement of program modifications to include beginning date, frequency, location and duration should be included.
- Beginning at age 14, a statement of the transition service needs of a student related to applicable components of the services plan that focus on the student’s course of study should be included.
- Beginning at age 16, a statement of needed transition services including, when appropriate a statement of the interagency responsibilities or any needed linkages should be included.
- While not required as a part of the services plan, the committee should consider the strengths of the student, concerns of the parents for enhancing education, the results of initial or the most recent evaluation, and the results of recent state and district assessments. Documentation should be provided to support these considerations in the development of the services plan.

Recommendation:

- Preprinted signatures on the services plan should include a representative from the private school.

Appendix E:
Glossary of Acronyms

Glossary of Acronyms

Bureau	Bureau of Exceptional Education and Student Services
CBI	Community-Based Instruction
CFR	Code of Federal Regulations
CRISS	Creating Independence through Student-owned Strategies
D.A.R.E.	Drug Abuse Resistance Education
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
E-SEAL	Martin Special Education Agricultural Laboratory
FAC	Florida Administrative Code
FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
FCAT	Florida Comprehensive Assessment Test
FDLRS	Florida Diagnostic and Learning Resources System
FERPA	The Family Educational Rights and Privacy Act
FIN	Florida Inclusion Network
F.S.	Florida Statutes
FUSE	Florida Uniting Students in Education
GE	General Education
GED	General Educational Development diploma
IDEA 2004	Individuals with Disabilities Education Improvement Act, 2004
IEP	Individual Educational Plan (for students with disabilities)
JJEEP	Juvenile Justice Educational Enhancement Project
K-BIT	Kaufman Brief Intelligence Test
KG	Kindergarten
LEA	Local Educational Agency
LI	Language Impaired
LRE	Least Restrictive Environment
OJT	On-the-Job Training
OLSAT	Otis-Lennon School Ability Test
PATS	Program for Academically Talented Students
PBS	Florida's Positive Behavioral Support Project
PMH	Profoundly Mentally Handicapped
PreK (PK)	Pre-kindergarten
QAR	Quality Assurance Report
SED	Severely Emotionally Disturbed
SI	Speech Impaired
SIP	System Improvement Plan
SLD	Specific Learning Disability
SRA	Science Research Associates
SSS	Sunshine State Standards
TMH	Trainable Mentally Handicapped