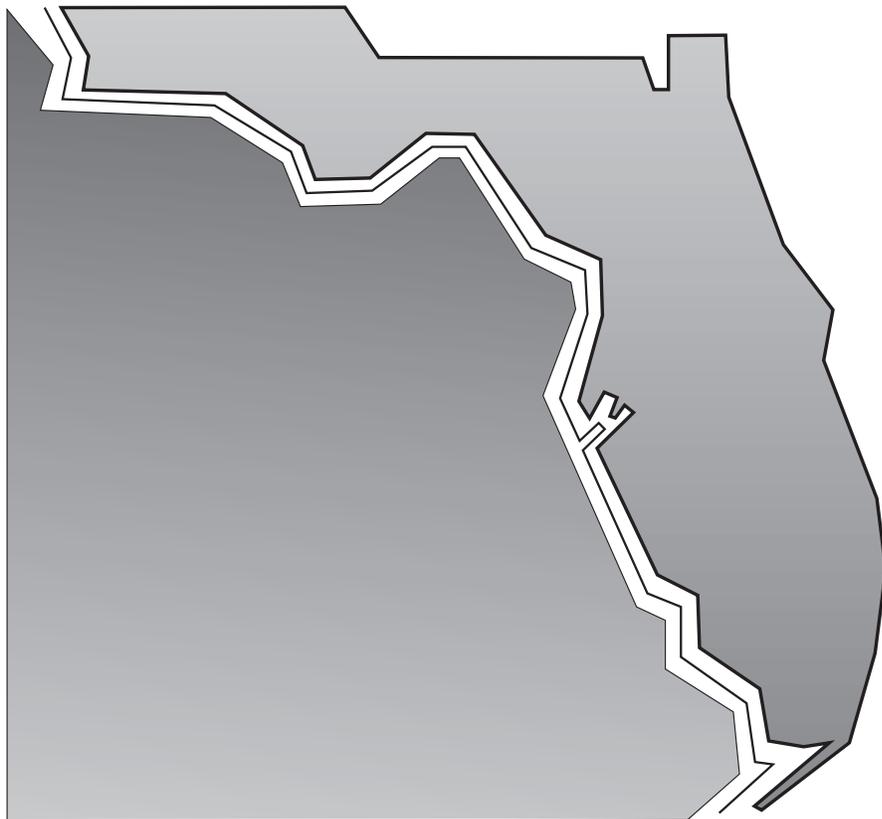


FINAL REPORT OF CONTINUOUS IMPROVEMENT MONITORING
OF EXCEPTIONAL STUDENT EDUCATION PROGRAMS IN

ST. JOHNS COUNTY

OCTOBER 28 - 29, 2004



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

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July 12, 2005

Dr. Joseph G. Joyner, Superintendent
St. Johns County School District
40 Orange Street
St. Augustine, Florida 32084-3693

Dear Superintendent Joyner:

We are pleased to provide you with the Final Report of Continuous Improvement Monitoring of Exceptional Student Education Programs in St. Johns County that was conducted on October 28-29, 2004. This report was developed by integrating multiple sources, including information from the district presentation, interviews with school and district staff, student record reviews, and surveys of parents of exceptional students in the district. The report includes a system improvement plan outlining the findings of the monitoring team. The final report will be placed on the Bureau of Exceptional Education and Student Services' website and may be viewed at www.firn.edu/doe/commhome/mon-home.htm.

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

BAMBI J. LOCKMAN

Chief

Bureau of Exceptional Education and Student Services

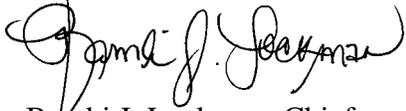
Superintendent Joyner
July 12, 2005
Page 2

An update of outcomes achieved and/or a summary of related activities, as identified in your district's plan, must be submitted by November 30 and May 31 of each school year for the next two years, unless otherwise noted on the plan.

If my staff can be of any assistance as you implement the system improvement plan, please contact Eileen L. Amy, ESE Program Administration and Quality Assurance Administrator. Mrs. Amy may be reached at 850/245-0476, or via electronic mail at Eileen.Amy@fldoe.org.

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

Sincerely,



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

Enclosure

cc: Thomas Allen, School Board Chair
Members of the School Board
Tracy Upchurch, School Board Attorney
School Principals
Christine Chancey, ESE Director
Eileen Amy
Evy Friend
Kim Komisar

**St. Johns County Final Monitoring Report
Continuous Improvement Plan Monitoring
October 28-29, 2004**

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St. Johns County School District
Continuous Improvement Plan Monitoring Visit
October 28-29, 2004

Executive Summary

The Florida Department of Education, Bureau of Exceptional Education and Student Services, in carrying out its roles of leadership, resource allocation, technical assistance, monitoring, and evaluation is required to oversee the performance of district school boards in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes (F.S.)). In fulfilling this requirement, the Bureau conducts monitoring activities of the exceptional student education (ESE) programs provided by district school boards in accordance with Sections 1001.42 and 1003.57, F.S. Through these monitoring activities, the Bureau examines and evaluates procedures, records, and programs of exceptional student education (ESE); provides information and assistance to school districts; and otherwise assists school districts in operating effectively and efficiently. One purpose of the Individuals with Disabilities Education Act (IDEA) is to assess and ensure the effectiveness of efforts to educate children with disabilities (Section 300.1(d) of the Title 34, Code of Federal Regulations (CFR)). Districts are required to make a good faith effort to assist children with disabilities to achieve their stated goals and objectives in the least restrictive environment (34 CFR Sections 300.350(a) (2) and 300.556). In accordance with the IDEA the Department is responsible for ensuring that the requirements of the IDEA are carried out and that each educational program for children with disabilities administered in the state meets the educational requirements of the state (34 CFR Section 300.600(a)(1) and (2)).

On October 28-29, 2004, the Florida Department of Education, Bureau of Exceptional Education and Student Services, conducted an on-site review of the exceptional student education programs in St. Johns County School District. Ms. Christine Chancey, Director, Exceptional Student Education, served as the coordinator and point of contact for the district during the monitoring visit. In its continuing efforts to focus the monitoring process on student educational outcomes, the Bureau has identified key data indicators for students with disabilities and students identified as gifted, and all districts in the state have developed continuous improvement plans (CIPs) to address self-selected indicators for these populations. St. Johns County was selected at random for a review of the strategies and interventions implemented thus far through its CIPs. The results of this review are reported here. In addition, this report includes information related to: the implementation of specific programs and related services for exceptional students, including students enrolled in charter schools; and, the results of records and forms reviews.

Summary of Findings

Continuous Improvement Plan: Students with Disabilities

The key data indicator for students with disabilities targeted for improvement by the St. Johns County School District to the disproportional representation of African American students in the program for students who are educable mentally handicapped (EMH). The district's primary emphasis has been to increase effective early intervention and instruction in order to decrease the number of students referred for evaluation as a student with a disability. Strategies include

implementation of the Care (Classrooms Accelerating Reading Excellence) program and community-wide screening of prekindergarten aged children.

Continuous Improvement Plan: Students Identified as Gifted

The key data indicator for gifted students targeted for improvement by the St. Johns County School District is disproportionate representation of African American students in the program for gifted students. The district's primary emphasis has been on increasing staff awareness of the range of gifted characteristics and increasing access to gifted programs through the students' home-zone schools. While referral rates have increased, there has not been a discernable increase in the number of African American students found eligible for the gifted program. The district is continuing to review its data to determine next-steps in the process.

Services to ESE Students in Charter Schools

The Love to Learn Academy was visited during the on-site visit. Six of the 16 students served in this K-12 charter school's two classrooms are students with disabilities. Because of the small class sizes, all students receive extensive individualized instruction. An ESE teacher at the school provides direct services as well as consultative services for general education teachers, and a staffing specialist assigned by the district serves as the LEA representative for the school. Staff at Love to Learn are included in training opportunities provided to all teachers in the district, and receive technical assistance through the staffing specialist.

Counseling as a Related Service

Counseling is available to all students, and usually is provided by guidance counselors. Staff reported that more intensive counseling needs generally are arranged by the student's family. There were no instances from the record reviews of evidence of a need for counseling that was not addressed; counseling was indicated as a related service on two of the IEPs reviewed (7%). While there were no findings of noncompliance related to individual students' receipt of counseling as a related service, it is unclear that psychological or mental health counseling beyond that available from the schools' guidance counselors is made available by the district to students who require it in order to receive FAPE. The district will be required to address this in its system improvement plan.

Provision of Speech/Language Services to Students with Communication Needs

The communication needs of students with disabilities who are not eligible for programs for students who are speech impaired or language impaired are addressed by ESE and general education teachers, as well as by speech/language pathologists. This was documented on the IEPs through communication goals or through language arts goals. At Hastings Elementary School staff reported that the speech/ language pathologist provides training once a week for teacher assistants and aids who work with ESE students. This training focuses on ways to incorporate language and communication into the school environment. There were no findings of noncompliance in this area.

Transition Services for Students with Disabilities

The required transition planning components were present in the 11 transition IEPs reviewed, although some were inadequate (e.g., need for transitions services in specific areas indicated as

“N/A” with no additional explanation as required). The district will be required to address the issue of transition planning during IEP team meetings in its system improvement plan.

Review of Student Records

As part of the continuous improvement plan monitoring procedures, 26 IEPs were reviewed for compliance. Findings of noncompliance for three of the IEPs will result in fund adjustments. Eight of the IEPs required reconvening due to a lack of a majority of measurable annual goals. This corrective action was completed by the district in accordance with the designated timeline. Two of five matrix of services documents were reported inaccurately. The district will be required to address staff training in and self-assessment of the systemic findings in its system improvement plan. Ten EPs for gifted students were reviewed for compliance, and no systemic findings of noncompliance were noted.

Special Category Records and Procedures

Fourteen records representing specific actions or procedures other than the development of IEPs or EPs were reviewed for compliance. There were no findings of noncompliance in the special category records and procedures.

Review of District Forms

Forms representing fifteen procedures or actions, including the district’s annual notice of confidentiality, were submitted to Bureau staff for a review to determine compliance with federal and state laws. Seven forms required revisions in order to meet compliance standards. All forms, with the exception of the annual notice of confidentiality, have been revised as required.

Ms Christine Chancey, Director, Exceptional Student Education, served as the coordinator and point of contact for the district during the monitoring visit. In addition, district staff members Lisa Bell, Debbie Mangum, Elaine Edwards, Jim Langholz, Linda Bruce, Karen Holmes, Melissa Glendenning, and Carole Taylor participated in the presentation. These participants are to be commended for their individual presentations which were thorough, well prepared, and well executed.

System Improvement Plan

In response to these findings, the district is required to develop a system improvement plan for submission to the Bureau. This plan must include activities and strategies intended to address specific findings, as well as measurable evidence of change. 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 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.

St. Johns County School District Continuous Improvement Monitoring System Improvement Plan

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

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Continuous Improvement Plan: Students with Disabilities	The district is targeting disproportionate representation of African American students in the program for students identified as EMH.		X	The district will continue to address this issue through its continuous improvement monitoring plan (CIMP).	The district will continue to provide semiannual reports of progress.
Continuous Improvement Plan: Students Identified as Gifted	The district is targeting disproportionate representation of African American students in the program for students identified as gifted.		X	The district will continue to address this issue through its continuous improvement monitoring plan (CIMP).	The district will continue to provide semiannual reports of progress.
Services to Exceptional Students in Charter Schools	There were no findings of noncompliance in this area.				
Counseling as a Related Service	It is unclear that psychological or mental health counseling beyond that available from the schools’ guidance counselors is	X		District staff will review resources available to provide counseling as a related service, including psychological counseling, and	District report of self-assessment indicates 100% compliance with requirement that all

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Counseling as a Related Service (continued)	made available by the district to students who require it in order to receive FAPE.			<p>ensure that a system is in place for IEP teams to access this information as needed.</p> <p>Training on determining the need for counseling as a related service will be incorporated into the district's existing IEP training activities.</p> <p>District and school staff will conduct semi-annual reviews of at least 20 randomly selected IEPs of EH and SED students to assess the effectiveness of training activities.</p>	<p>students who need counseling as a related service, including psychological counseling, receive the service at no cost to the family.</p> <p>November 2005 May 2006 November 2006</p>
Provision of Speech and Language Services to Students with Communication Needs	There were no findings of noncompliance in this area.				
Transition Services for Students with Disabilities	Not all transition-related components were addressed adequately in transition IEPs (e.g., "N/A" for some elements with no additional explanation)	X		<p>Training in effective planning for the transition from school to post-school life will be provided to teachers in middle and high school, and will be incorporated into the district's existing IEP training activities.</p> <p>District and school staff will conduct semi-annual reviews of at least 20</p>	<p>District report of self-assessment indicates 100% compliance with all transition-related requirements.</p> <p>November 2005 May 2006 November 2006</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Transition Services for Students with Disabilities (continued)				randomly selected transition IEPs to assess the effectiveness of training activities.	
Record Reviews	<p>Fund adjustments will be required for three IEPs for lack of prior written notice of change of placement and/or not being current during FTE or federal count.</p> <p>Eight IEPs required reconvening due to a lack of a majority of measurable annual goals.</p> <p>Two matrix of services documents for students reported at the 254 or 255 levels were found to be inaccurately reported.</p> <p>Systemic findings of noncompliance were related to:</p> <ul style="list-style-type: none"> • *lack of a statement indicating that the parents had the right to bring someone with special knowledge and expertise about their child to the meeting 	X		<p>Documentation of reconvened IEPs was submitted to the Bureau within the required timeline.</p> <p>The district must provide an amendment to the data provided to the Department of Education (DOE) through the Automated Student Information System database. Student-specific information was provided to the district in the above-referenced letter. This corrective action has not been completed; the district must submit documentation of compliance within 30 days of receipt of this report.</p> <p>IEP findings identified by an asterisk (*) have been addressed through revisions to the district's forms.</p> <p>Training on the development of appropriate and compliant IEPs will address all other targeted areas, including development of accurate</p>	<p>District report of self-assessment indicates 100% compliance with all targeted components.</p> <p>November 2005 May 2006 November 2006</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Record Reviews (continued)	<ul style="list-style-type: none"> • *lack of evidence that a copy of the procedural safeguards was provided to families • *lack of interpreter of instructional implications of testing (may serve in another capacity) • inadequate of short term objectives or benchmarks • report of progress • measurable annual goals • lack of a statement that the student, beginning at age 14, will be invited to the meeting • lack of transition noted as a purpose of the meeting for students 14 and older 			<p>matrix of services documents.</p> <p>District and school staff will conduct semi-annual reviews of at least 20 randomly selected IEPs to assess the effectiveness of training activities.</p>	
Special Category Records and Procedures	There were no findings of noncompliance.				
Review of District Forms	Seven forms required revisions in order to meet compliance standards.	X		<p>All forms, with the exception of the annual notice of confidentiality, have been revised as required.</p> <p>The district's ESE and Student Services offices are collaborating to have the form appropriately revised for exceptional student education purposes.</p>	Revised annual notice of confidentiality will be submitted to the Bureau prior to the 2005-06 school year.

Monitoring Process

Authority

The Florida Department of Education, Bureau of Exceptional Education and Student Services, in carrying out its roles of leadership, resource allocation, technical assistance, monitoring, and evaluation is required to oversee the performance of district school boards in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes (F.S.)). In fulfilling this requirement, the Bureau conducts monitoring activities of the exceptional student education (ESE) programs provided by district school boards in accordance with Sections 1001.42 and 1003.57, F.S. Through these monitoring activities, the Bureau examines and evaluates procedures, records, and programs of exceptional student education (ESE); provides information and assistance to school districts; and otherwise assists school districts in operating effectively and efficiently. One purpose of the Individuals with Disabilities Education Act (IDEA) is to assess and ensure the effectiveness of efforts to educate children with disabilities (Section 300.1(d) of the Title 34, Code of Federal Regulations (CFR)). Districts are required to make a good faith effort to assist children with disabilities to achieve their stated goals and objectives in the least restrictive environment (34 CFR Sections 300.350(a) (2) and 300.556). In accordance with the IDEA the Department is responsible for ensuring that the requirements of the IDEA are carried out and that each educational program for children with disabilities administered in the state meets the educational requirements of the state (34 CFR Section 300.600(a)(1) and (2)).

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

Continuous Improvement Plan Monitoring

The purpose of the continuous improvement plan monitoring visits conducted by the Bureau is two-fold. The primary purpose is to afford an opportunity for school districts to provide validation of the activities they have undertaken through their continuous improvement plans for students with disabilities and students identified as gifted. In addition, these monitoring visits include a compliance review of selected student records and district policies and procedures related to the provision of services to exceptional education students. The latter includes reviews of: IEPs of students with disabilities; EPs of gifted students; documentation of a sampling of actions related to ESE (i.e., "special category records"); services provided to exceptional education students enrolled in charter schools and Department of Juvenile Justice (DJJ) facilities, if the district includes such programs; the provision of counseling as a related service, including psychological counseling; the provision of speech and language services to students with disabilities who have communication needs; transition from school to post-school living for students with disabilities; and, district forms.

Key Data Indicators

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

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

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

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

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

District Selection

St. Johns County School District was one of four districts selected at random for a continuous improvement plan monitoring visit in 2004. It was selected from the pool of districts that had not participated in a monitoring visit by the Bureau for the previous years. The district's indicator for students with disabilities is the disproportionate representation (over-representation) of African American students in the program for students who are educable mentally handicapped; the indicator for students identified as gifted is the disproportionate representation (under-representation) of African American students in the program for students who are gifted. The district's continuous improvement plans and most recent status report are included as appendix B.

Sources of Information

On-Site Monitoring Activities

The on-site continuous improvement plan monitoring visit was conducted by two Bureau staff members on October 28-29, 2004. A listing of all monitoring team members is included as appendix C. The primary on-site activity conducted as part of the visit was a demonstration by the district of the strategies implemented thus far through its continuous improvement plans (CIPs) for students with disabilities and gifted students. The components of the demonstration were determined by the district based on the areas targeted for improvement, and the types of activities conducted by the district.

Ms Christine Chancey, Director, Exceptional Student Education, served as the coordinator and point of contact for the district during the monitoring visit. District staff members Lisa Bell, Debbie Mangum, Elaine Edwards, Jim Langholz, Linda Bruce, Karen Holmes, Melissa Glendenning, and Carole Taylor participated in the presentation. These participants are to be commended for a presentation that was thorough and well prepared.

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

- Crookshank Elementary School
- Hastings Elementary School
- Love to Learn Academy
- The Webster School

Interviews

Interviews with selected district- and school-level personnel were conducted using interview protocols developed specifically to address the continuous improvement monitoring plans being implemented by the district. In addition, separate protocols were used to address the provision of services provided to students in charter schools; counseling as a related service, including psychological counseling; transition services; and, speech and language services. In the St. Johns County School District interviews were conducted with 13 staff members, including three district-level administrators or other staff, three school-level administrators or other non-instructional staff, four ESE teachers, and three general education teachers.

Classroom Visits

Classroom visits were conducted in four ESE and general education classrooms during the monitoring visit in St. Johns County.

Off-Site Monitoring Activities

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

Parent Surveys

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

In conjunction with the 2004 St. Johns County monitoring activities, the parent survey was sent to parents of the 3,555 students with disabilities for whom complete addresses were provided by the district. A total of 521 parents (PK, n = 59; K-5, n = 253; 6-8, n = 105; 9 - 12, n = 104), representing 15% of the sample, returned the survey. Surveys from 316 families were returned as undeliverable, representing 9% of the sample.

The parent survey was sent to parents of the 806 students identified as gifted for whom complete addresses were provided by the district. A total of 337 parents (KG-5, n = 191; 6-8, n = 132; 9 - 12, n = 14), representing 42% of the sample, returned the survey. Surveys from 15 families were returned as undeliverable, representing 2% of the sample.

Reviews of Student Records

Prior to the on-site monitoring visit, Bureau staff conducted a compliance review of records selected from a randomized list of ESE students in the district. In St. Johns County 28 IEPs for students with disabilities and ten EPs for students identified as gifted were reviewed.

Reviews of Special Category Records and Procedures

In addition to the IEPs and EPs noted above, Bureau staff reviewed 14 special category records and procedures for compliance. This review included the following targeted special categories:

- four initial eligibility determinations and placements in special programs
- two dismissals from exceptional student education
- three temporary assignments to exceptional student education
- one parentally-placed private school student
- one prekindergarten student who transitioned from Part C to Part B
- one limited English proficient student found eligible for services as a student with a disability
- one limited English proficient student found ineligible for gifted services
- one student assigned a surrogate parent

The matrix of services document for at least one student reported at the 254 or 255 level through the Florida Education Finance Program (FEFP) may be reviewed on-site at each school visited, if available. The IEP must support the services identified on the matrix, and the services must be in evidence in the classroom. During this visit five matrix of services documents were reviewed.

Review of District Forms

Bureau staff reviewed selected district forms and notices to determine if the required components were included. The results of the reviews of student records and district forms are described in this report. A detailed explanation of the findings is included as appendix E.

Reporting Process

Interim Reports

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

Preliminary Report

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

Final Report

Upon final review and revision by Bureau staff based on input from the ESE director, the final report is issued. Within 30 days of the district's receipt of the final report, a system improvement plan, including activities targeting specific findings, must be submitted to the Bureau for review. In developing this plan, every effort should be made to link the system improvement plan to the district's continuous improvement plan. The plan must provide for findings to be addressed in a timely manner, with compliance and procedural issues regarding IEPs and direct services to individual students to be resolved by a date designated by the Bureau, not to exceed 90 days. Other issues may be required to be resolved over a period of time not to exceed one year. All system improvement plans will be expected to extend for a period of at least two years, in order to provide an assurance of the ongoing effectiveness of the district's strategies for improvement. In collaboration with Bureau staff, the district is encouraged to develop methods that correlate activities in order to utilize resources, staff, and time in an efficient manner in order to improve outcomes for students with disabilities. Upon approval of the system improvement plan, the final report, including the plan, is posted on the Bureau's website at www.firn.edu/doe/commhome/mon-home.htm. 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 district presentation, surveys, individual interviews, and classroom visits are summarized in this report. Information regarding the district's progress in its continuous improvement plans for students with disabilities and gifted students is provided, as well as information related to services provided to ESE students in charter schools and the results of records and forms reviews. In accordance with the Department's agreement with the U.S. Department of Education, Office of Special Education Programs (OSEP), additional areas addressed during all monitoring visits include the following:

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

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

Results

Students with Disabilities

This section provides information regarding the district's development and implementation of its continuous improvement plan for students with disabilities. The district's goal in its continuous improvement plan for students with disabilities is to decrease the disproportionate representation of African American students in the program for students who are educable mentally handicapped (EMH) to more closely reflect the racial/ethnic distribution of the student population as a whole. During the 1999-2000 school year, African American students made up 10% of the overall student population, yet comprised 55% of the EMH population. This represented a baseline disparity measure of 45%. For the 2003-04 school year, the percentage of African American students in EMH programs was 46% compared to 9% in the total student population, representing an eight point decrease in the disparity to 37%.

The interventions implemented to address the issue of overrepresentation focused on decreasing the rate at which students are referred for evaluations as students with disabilities. An intensive intervention team process was implemented at Hastings Elementary School. The team includes a speech and language pathologist and a school psychologist in addition to other school staff. The purpose of the intensive intervention teams is to increase the instructional and behavioral support provided to students prior to considering a referral for ESE evaluation; members of the team recommend and support interventions and methods of remediation that can be implemented in the general education setting.

In an effort to ensure early detection of, and intervention for, students with speech and language delays or other developmental delays, mass screenings have been coordinated with the Florida Diagnostic and Learning Resource System (FDLRS). The district advertised the screenings on the radio and on television via the public school station to let families know that this service was available. Churches with predominantly African American membership were contacted and meetings were held with ministers in order to disseminate information regarding the mass screenings. The screening program was conducted at the district's Title I elementary schools (i.e., Hastings Elementary; Crookshank Elementary; Webster School). The purpose was to provide early intervention information to families. Despite these efforts, district staff reported that the strategy was not as successful as the district had hoped that it would be, with turnout from the community smaller than they had expected.

For the 2004-2005 school year, St. Johns County School District has implemented the CARE (Classrooms Accelerating Reading Excellence) program in an effort to provide more effective instruction, and in turn leading to a decrease in referral rates. CARE classrooms have been placed at Hastings Elementary, Crookshank Elementary and the Webster School. Literacy coaches have been placed at all three schools to provide support to the CARE classroom teachers. The CARE classroom teachers are general education teachers. One third of the students in the CARE classrooms are students with disabilities and two thirds are nondisabled students. The district's goal within the CARE classrooms is to accelerate the reading levels of the students who may have some delays, and in turn, reduce the number of referrals of students for evaluation for ESE programs. Data is being collected to determine the impact on the number of referrals that the CARE classrooms are having.

In summary, the key data indicator St. Johns County School District has targeted through its continuous improvement plan for students with disabilities is the disproportionate representation of African American students in EMH programs. The main emphasis of the district was to implement new strategies to reduce the number of African American students referred for evaluation for ESE programs, and in turn reduce the disproportionate representation of African American students in the EMH programs. Title I elementary schools with the highest numbers of minority students were targeted for implementation of the CARE program, and the effect on referral rate is being evaluated.

Students Identified as Gifted

This section provides information regarding the district's development and implementation of its continuous improvement plan for students with disabilities. The district's goal in its continuous improvement plan for gifted students is to increase the number of African American students in the program for gifted students. African American students currently make up 9% of the total student population, while they make up 2% of the gifted population. In order to address this issue, the district implemented the following:

- During the 2003-2004 school year gifted services were expanded to provide more opportunities for students to receive gifted support services at their home-zoned school. This intervention has increased the number of overall referrals to the gifted program; however, it has not had an impact on the number of referrals of African American students into the gifted programs.

- The district plans to provide follow-up training on gifted characteristics at schools that have low referral rates and a higher African American population. The district is continuing to evaluate its service delivery options for gifted programs to find additional methods of meeting the needs of gifted students.
- The district has a Plan B for students from underrepresented populations (i.e., low socioeconomic status (SES); limited English proficient (LEP)). Under this eligibility option students who exhibit characteristics of giftedness may be found eligible for the program with an IQ score of 115 or above, instead of the standard score of 130 that is otherwise required. The Plan B has not had a significant impact on the number of African American students being referred for the gifted program.

In addition to these steps, the district's school psychologists reviewed the assessment instruments used for gifted eligibility to ensure cultural sensitivity, and identified the most appropriate use with different racial/ethnic groups. Workshops related to gifted characteristics and cultural diversity are planned.

In summary, the key data indicator St. Johns County School District has targeted through its continuous improvement plan for gifted students is disproportionate representation of African American students. Although referral rates have increased, there has not been a discernable increase in the number of African American students found eligible for the gifted program. The district is continuing to review its data to determine the next steps in the process.

Services to ESE Students in Charter Schools

The monitoring team visited Love to Learn Academy as part of the continuous monitoring process. This is an elementary charter school that, at the time of the visit, served 16 students in two classrooms. There were six students in the K-2 classroom and ten students in the 3-5 grade classroom. Six of the sixteen students are students with disabilities. The exceptionalities represented were: speech impaired (SI), language impaired (LI), specific learning disabled (SLD), and EMH. The school's ESE teacher serves the students on-site, with speech and language therapy provided at a neighboring elementary school. The district staffing specialist serves as the LEA representative at IEP team meetings, and is available to provide technical assistance or other support to school staff as needed. Resources provided by the district include books on effective behavioral and instructional interventions. Teachers at Love to Learn Academy are invited to participate in workshops provided by the district.

During classroom observations by monitors, all students were actively engaged and one-on-one attention was provided for students who indicated a need. Staff reported that the small class sizes allow for intensive and individualized instruction. It was reported that the ESE students have made significant improvement in their performance on the FCAT.

Provision of Counseling to Students with Disabilities

As part of the continuous improvement plan monitoring activities, the Bureau also conducted interviews and record reviews related to the provision of counseling as a related service for students with disabilities. St. Johns County School District reported that counseling is available to all students, regardless of their exceptionality, and that most counseling is provided by guidance counselors. There were no instances from the record reviews of evidence of a need for

counseling that was not addressed; counseling was indicated as a related service on two of the IEPs reviewed (7%). It was reported that, if the IEP team determined that a student required counseling, it may or may not be documented on the IEP. Staff reported that outside agencies typically do not come into the schools to provide counseling for students, as more intensive counseling needs generally are arranged by the student's family. While there were no findings of noncompliance related to individual students' receipt of counseling as a related service, it is unclear that psychological or mental health counseling beyond that available from the schools' guidance counselors is available to students who require it in order to receive FAPE. The district will be required to address this in its system improvement plan.

Provision of Speech/Language Services to Students with Communication Needs

Through record reviews and interviews there was evidence that the communication needs of students with disabilities who are not eligible for programs for students who are speech impaired or language impaired are being addressed. Communication goals may be written, or the language instruction is incorporated into a curriculum goal (e.g., language arts). Instruction and support for students with communication needs is provided by ESE and general education teachers, as well as by speech/language pathologists. At Hastings Elementary School staff reported that the speech/ language pathologist goes into the classroom to assist ESE students who have communication needs but do not qualify for speech and language services. In addition, the speech and language pathologist provides training once a week for teacher assistants and aids who work with ESE students. This training focuses on incorporating communication and language into the school environment. There were no findings of noncompliance in this area.

Provision of Transition Services to Students with Disabilities

Eleven of the IEPs reviewed were for students 14 years of age or older. While the required transition planning components were present in the 11 transition IEPs, for at least four of the students (36%) some transition elements were inadequate (e.g., need for transitions services in specific areas indicated as "student is currently in a correctional facility" or "N/A" with no explanation as required). For six of the 11 transition IEPs (55%) the notice of meeting did not include transition planning as a purpose of the meeting. The district will be required to address the issue of transition planning during IEP team meetings in its system improvement plan.

Review of Student Records

Twenty-six IEPs and ten EPs, randomly selected from the population of exceptional students, were reviewed prior to the on-site visit. In order to be considered a systemic finding, a specific component of the IEP or EP must be found to be noncompliant in 25% or more of the records reviewed. For St. Johns County that represents at least seven IEPs and at least three EPs. Student specific corrective actions (e.g., funding adjustments; reconvening of the IEP teams) are required for some types of noncompliance, while others may require planning and implementation of targeted staff training and/or oversight of identified procedures. There were findings of noncompliance on three records that will result in an adjustment of federal funds for those students. The district was notified of student-specific information regarding these findings in a letter dated November 30, 2004. For the 26 IEPs reviewed, the following eight areas of noncompliance were systemic in nature:

- *lack of a statement indicating that the parents had the right to bring someone with special knowledge and expertise about their child to the meeting. (26)

- *lack of evidence that a copy of the procedural safeguards was provided to families (23)
- *lack of evidence that an interpreter of instructional implications of testing participated in the meeting (may serve in another capacity) (19)
- inadequate short term objectives or benchmarks (15)
- report of progress describes the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (11)
- inadequate report of progress describes progress towards annual goals (9)
- lack of a statement that the student, beginning at age 14, will be invited to the meeting, and that a purpose of the meeting is transition (9)
- majority of annual goals not measurable (8)

Items marked with an asterisk (*) are those that may not reflect actual noncompliance, but rather are elements for which the IEP form does not provide documentation (compliance was not able to be determined). In addition to the above, individual or non-systemic findings were evident in one or more records for 24 additional areas or components of the IEPs.

For eight of the IEPs more than 50% of the annual goals were not measurable, and IEP teams were to reconvene to address this finding. In addition, three records were found to be out of compliance for lack of prior written notice of change of placement and/or not being current at the most recent FTE report or federal count. The district was notified of student-specific information in a letter dated November 30, 2004. Documentation of completion of the IEP team meetings was submitted to the Bureau prior to the designated date of January 31, 2005.

In addition to the general IEP reviews the Bureau conducted reviews of five matrix of services documents for students reported at the 254 or 255 funding level. Of those reviews, two were found to be inaccurately reported (40%). Any services claimed on the matrix must be documented on the IEP and in evidence in the classroom. The district is required to provide an amendment to the data provided to the Department of Education (DOE) through the Automated Student Information System database. Student-specific information was provided to the district in the above-referenced letter. This corrective action has not been completed; the district must submit documentation of compliance within 30 days of receipt of this report.

Of the ten EPs reviewed, there were no systemic findings of noncompliance and four individual or non-systemic findings of noncompliance. The findings included:

- time and location of EP meeting not included on the notice (2)
- gifted teacher only team member invited to the meeting (1)
- gifted teacher not present at the meeting (1)
- interpreter of instructional implications is not clearly identified (1)

In summary, as part of the continuous improvement plan monitoring procedures, 26 IEPs were reviewed for compliance. Findings of noncompliance for three of the IEPs will result in adjustments to federal funds. Eight of the IEPs required reconvening due to a lack of a majority of measurable annual goals. Two matrix of services documents for students reported for funding at the 254 or 255 levels were found to be inaccurate. The district will be required to address staff training in and self-assessment of the systemic findings in its system improvement plan. Ten EPs

for gifted students were reviewed for compliance, and no systemic findings of noncompliance were noted.

Review of Special Category Records and Procedures

In addition to the IEP and EP reviews described above, Bureau staff reviewed a total of 14 special category records and procedures, representing the following actions:

- four staffings for initial eligibility and placement in a special program
- two dismissals from exceptional student education
- three temporary assignments to exceptional student education
- one parentally-placed private school students
- one prekindergarten student who have transitioned from Part C to Part B
- one student record limited English proficient: student found eligible for services as a student with a disability
- one student record limited English proficient: student found ineligible for gifted services
- one student who has been assigned a surrogate parent

There were no findings of noncompliance during the review of special category records.

District Forms Review

Forms representing the fourteen areas identified below were submitted to the Bureau for review to determine compliance with federal and state laws. Findings were noted on seven of the forms, and changes were required on those forms. By the time of the dissemination of this report, revisions to all forms, with the exception of the Annual Notice of Confidentiality, had been submitted to the Bureau. A detailed explanation of the specific findings is included as appendix D.

- Parent Notification of Individual Education Plan (IEP) Meeting
- IEP form*
- EP form*
- Notice and Consent for Initial Placement
- Notification of Change of Placement
- Notification of Change of FAPE (Free Appropriate Public Education)*
- Informed Notice of Ineligibility*
- Informed Notice of Dismissal*
- Informed Notice and Consent for Evaluation
- Informed Notice and Consent for Reevaluation
- Informed Notice of Refusal
- Documentation of Staffing/Eligibility Determination*
- Annual Notice of Confidentiality*

*indicates findings that require immediate attention

District Response

In response to these findings, the district is required to develop a system improvement plan for submission to the Bureau. This plan must include activities and strategies intended to address specific findings, as well as measurable evidence of change. To the extent appropriate, the

system improvement activities resulting from this monitoring visit should be incorporated into the district's existing continuous improvement plans. Following is the format for the system improvement plan, including a listing of the critical issues identified by the Bureau as most significantly in need of improvement.

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

St. Johns County School District Continuous Improvement Monitoring System Improvement Plan

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

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Continuous Improvement Plan: Students with Disabilities	The district is targeting disproportionate representation of African American students in the program for students identified as EMH.		X	The district will continue to address this issue through its continuous improvement monitoring plan (CIMP).	The district will continue to provide semiannual reports of progress.
Continuous Improvement Plan: Students Identified as Gifted	The district is targeting disproportionate representation of African American students in the program for students identified as gifted.		X	The district will continue to address this issue through its continuous improvement monitoring plan (CIMP).	The district will continue to provide semiannual reports of progress.
Services to Exceptional Students in Charter Schools	There were no findings of noncompliance in this area.				
Counseling as a Related Service	It is unclear that psychological or mental health counseling beyond that available from the schools’ guidance counselors is	X		District staff will review resources available to provide counseling as a related service, including psychological counseling, and	District report of self-assessment indicates 100% compliance with requirement that all

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Counseling as a Related Service (continued)	made available by the district to students who require it in order to receive FAPE.			<p>ensure that a system is in place for IEP teams to access this information as needed.</p> <p>Training on determining the need for counseling as a related service will be incorporated into the district's existing IEP training activities.</p> <p>District and school staff will conduct semi-annual reviews of at least 20 randomly selected IEPs of EH and SED students to assess the effectiveness of training activities.</p>	<p>students who need counseling as a related service, including psychological counseling, receive the service at no cost to the family.</p> <p>November 2005 May 2006 November 2006</p>
Provision of Speech and Language Services to Students with Communication Needs	There were no findings of noncompliance in this area.				
Transition Services for Students with Disabilities	Not all transition-related components were addressed adequately in transition IEPs (e.g., "N/A" for some elements with no additional explanation)	X		<p>Training in effective planning for the transition from school to post-school life will be provided to teachers in middle and high school, and will be incorporated into the district's existing IEP training activities.</p> <p>District and school staff will conduct semi-annual reviews of at least 20</p>	<p>District report of self-assessment indicates 100% compliance with all transition-related requirements.</p> <p>November 2005 May 2006 November 2006</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Transition Services for Students with Disabilities (continued)				randomly selected transition IEPs to assess the effectiveness of training activities.	
Record Reviews	<p>Fund adjustments will be required for three IEPs for lack of prior written notice of change of placement and/or not being current during FTE or federal count.</p> <p>Eight IEPs required reconvening due to a lack of a majority of measurable annual goals.</p> <p>Two matrix of services documents for students reported at the 254 or 255 levels were found to be inaccurately reported.</p> <p>Systemic findings of noncompliance were related to:</p> <ul style="list-style-type: none"> • *lack of a statement indicating that the parents had the right to bring someone with special knowledge and expertise about their child to the meeting 	X		<p>Documentation of reconvened IEPs was submitted to the Bureau within the required timeline.</p> <p>The district must provide an amendment to the data provided to the Department of Education (DOE) through the Automated Student Information System database. Student-specific information was provided to the district in the above-referenced letter. This corrective action has not been completed; the district must submit documentation of compliance within 30 days of receipt of this report.</p> <p>IEP findings identified by an asterisk (*) have been addressed through revisions to the district's forms.</p> <p>Training on the development of appropriate and compliant IEPs will address all other targeted areas, including development of accurate</p>	<p>District report of self-assessment indicates 100% compliance with all targeted components.</p> <p>November 2005 May 2006 November 2006</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Record Reviews (continued)	<ul style="list-style-type: none"> • *lack of evidence that a copy of the procedural safeguards was provided to families • *lack of interpreter of instructional implications of testing (may serve in another capacity) • inadequate of short term objectives or benchmarks • report of progress • measurable annual goals • lack of a statement that the student, beginning at age 14, will be invited to the meeting • lack of transition noted as a purpose of the meeting for students 14 and older 			<p>matrix of services documents.</p> <p>District and school staff will conduct semi-annual reviews of at least 20 randomly selected IEPs to assess the effectiveness of training activities.</p>	
Special Category Records and Procedures	There were no findings of noncompliance.				
Review of District Forms	Seven forms required revisions in order to meet compliance standards.	X		<p>All forms, with the exception of the annual notice of confidentiality, have been revised as required.</p> <p>The district's ESE and Student Services offices are collaborating to have the form appropriately revised for exceptional student education purposes.</p>	Revised annual notice of confidentiality will be submitted to the Bureau prior to the 2005-06 school year.

Recommendations and Technical Assistance

As a result of the continuous monitoring activities conducted in St. Johns County during October 28-29, 2004, the Bureau has identified specific findings. Requirements for specific corrective actions or improvement strategies have been included in the SIP. In addition, the following are recommendations for the district to consider when developing the system improvement plan and determining strategies that are most likely to effect change. The list is not all-inclusive, and is intended only as a starting point for discussion among the parties responsible for the development of the plan. A partial listing of technical assistance resources is also provided. These resources may be of assistance in the development and/or implementation of the system improvement plan.

Recommendations

- Expand staff training on gifted characteristics to include teachers at all schools and to incorporate cultural and linguistic differences.
- Continue to ensure that charter school staff are included in all staff development opportunities available in the district. .
- Analyze data used to determine initial eligibility for students in the EMH program, both of students from within the county and transfer students, to determine trends in those populations.
- Report data from the CARE classrooms as it relates to all of the goals that have been set by the district with the implementation of the programs; revise or extend the program based on results.
- Continue to review all activities conducted prior to referral and evaluation data for students referred for evaluation as students with disabilities.

Technical Assistance

Student Support Services Project

(850) 922-3727

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

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

Project CENTRAL – Coordinating Existing Networks to Reach All Learners

(386) 274-0175

Fax: (386) 274-0179

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

Teaching Resources for Florida, ESE

Marty Beech, Project Director

(850) 921-9268

<http://www.cpt.fsu.edu/ese/>

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

ESE Special Programs Information, Clearinghouse, and Evaluation

(850) 245-0475

Karen Denbroeder, Administrator

Karen.Denbroeder@fldoe.org

Clearinghouse Information Center

cicbiscs@FLDOE.org

(850) 245-0477

ESE Program Development and Services

(850) 245-0478

Evy Friend, Administrator

Evy.Friend@fldoe.org

Speech/Language Impaired

Lezlie Cline, Program Director

Lezlie.Cline@fldoe.org

Mentally Handicapped/Autism/Disproportionate Representation

Sheryl Brainard, Program Specialist

Sheryl.Brainard@fldoe.org

Elise Lynch, Program Specialist

Elise.Lynch@fldoe.org

Specific Learning Disabled/ IEPs

Heather Diamond, Program Specialist

Heather.Diamond@fldoe.org

Behavior/Discipline

EH/SED

Lee Clark, Program Specialist

Lee.Clark@fldoe.org

Assistive Technology

Karen Morris, Program Specialist

Karen.Morris@fldoe.org

Transition Services

Janet Adams, Program Specialist

Janet.Adams@fldoe.org

Parent Services

Kathy Burton, Program Specialist

Kathy.Burton@fldoe.org

Appendix A:

LEA Profile



FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES

2005 LEA PROFILE

JOHN WINN, COMMISSIONER

DISTRICT:	ST. JOHNS	PK-12 POPULATION:	24,304
ENROLLMENT GROUP:	20,000 TO 40,000	PERCENT DISABLED:	15%
		PERCENT GIFTED:	3%

INTRODUCTION

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

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

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

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

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

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

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

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

LEA PROFILE 2005

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

DATA SOURCES

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

DISTRICTS IN ST. JOHNS' ENROLLMENT GROUP:

ALACHUA, BAY, CLAY, HERNANDO, LAKE, LEON, OKALOOSA, SANTA ROSA, ST. JOHNS, ST. LUCIE



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
St. Johns	72%	62%	63%
Enrollment Group	55%	58%	52%
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
St. Johns	0%	0%	0%
Enrollment Group	<1%	<1%	1%
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
St. Johns	0%	0%
Enrollment Group	5%	8%
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
St. Johns	4%	4%	5%	4%	0%	0%	2%	2%	2%
Enrollment Group	4%	4%	4%	<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
St. Johns	1%	6%	7%	4%	4%	5%
Enrollment Group	6%	7%	6%	4%	4%	4%
State	7%	7%	7%	5%	4%	5%

POSTSCHOOL OUTCOME DATA:

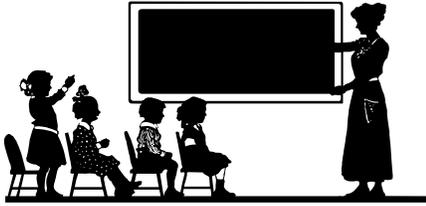
The Florida Education and Training Placement Information Program (FETPIP) is an interagency data collection system that obtains follow-up data on former students. The most recent FETPIP data available reports on students who exited Florida public schools during the **2002-03** school year. The table 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.
St. Johns	54%	33%	0%	100%
Enrollment Group	51%	24%	40%	73%
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
St. Johns	92%	7%	8%	96%	2%	4%
Enrollment Group	86%	21%	14%	92%	8%	8%
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
St. Johns	57%	59%	58%	25%	22%	20%	15%	15%	12%
Enrollment Group	55%	56%	58%	23%	22%	21%	18%	18%	16%
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
St. Johns	3%	8%	6%	63%	51%	61%	28%	37%	31%
Enrollment Group	9%	8%	6%	64%	60%	59%	25%	29%	32%
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
St. Johns	67%	56%	43%
Enrollment Group	62%	64%	62%
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						
St. Johns		7%	4%	12%	6%	0%	0%	0%	0%
Enrollment Group		10%	7%	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

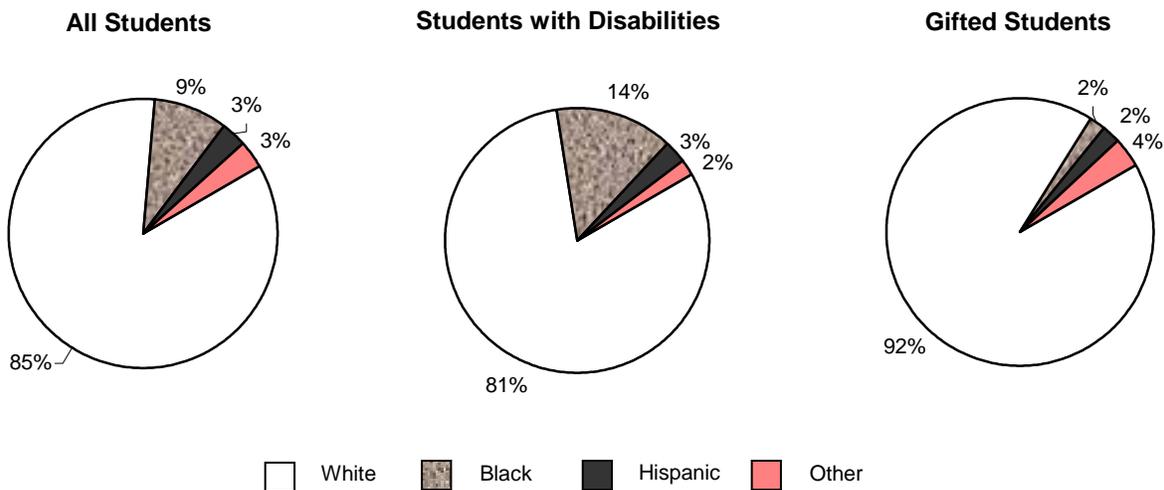
Prevalence refers to the proportion of the PK-12 population identified as exceptional at any given point in time. This section of the profile provides prevalence data by demographic characteristics.

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%	85%	81%	92%
Black	24%	28%	10%	9%	14%	2%
Hispanic	23%	19%	20%	3%	3%	2%
Asian/Pacific Islander	2%	<1%	4%	2%	<1%	3%
Am Ind/Alaskan Native	<1%	<1%	<1%	<1%	<1%	0%
Multiracial	3%	2%	3%	2%	1%	<1%

District Membership by Race/Ethnicity



FREE/REDUCED LUNCH AND LEP:

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

	State		District	
	All Students	Gifted Students	All Students	Gifted Students
Free/Reduced Lunch	46%	22%	19%	3%
LEP	11%	3%	<1%	0%

SELECTED DISABILITIES BY RACIAL/ETHNIC CATEGORY:

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

	All Students		SLD		EH/SED		EMH	
	State	District	State	District	State	District	State	District
White	49%	85%	51%	83%	47%	63%	32%	56%
Black	24%	9%	24%	13%	39%	33%	51%	41%
Hispanic	23%	3%	22%	2%	12%	2%	14%	2%
Asian/Pacific Islander	2%	2%	<1%	<1%	<1%	<1%	<1%	1%
Am Ind/Alaskan Native	<1%	<1%	<1%	0%	<1%	0%	<1%	0%
Multiracial	3%	2%	2%	1%	2%	1%	1%	0%

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

Appendix B:

Continuous Improvement Plans and Status Reports

**ST JOHNS COUNTY SCHOOL DISTRICT ESE DEPARTMENT
CONTINUOUS IMPROVEMENT MONITORING PROGRESS
2002-03**

In the previous Continuous Improvement Monitoring Plans we addressed the disproportionate number of Black students identified and placed in EMH programs. As a district we have addressed this through our Pre-K programs by not labeling students EMH but Developmentally Delayed and completing a full test battery prior to entering kindergarten. Many of the students have made significant progress and are able to enter kindergarten. Many of the students have made significant progress and are able to enter into a regular class placement with the early intervention services they receive in the Pre-K programs. As a district we have also began to gather additional information from the school and family regarding the need for services to assist in determining eligibility for EMH. Some ESE students have received full test batteries based on academic progress at the middle school level and have actually tested out of EMH.

The following is a synopsis of the statistics reflecting a change of 9% over a four-year period (information gathered from District LEA Profile):

SCHOOL YEAR	PERCENTAGE OF BLACK EMH STUDENTS
1999-2000	55%
2000-2001	52.2%
2001-2002	49%
2002-2003	46%

We have also worked to increase the opportunities for students with disabilities to be included in the mainstream. Training has been provided throughout the district on topics such as Differentiating Instruction, Accommodations and Modifications, 4MAT, Quality Instructional Design, etc.

The following is a synopsis of statistics indicating the number of ESE students included in regular classroom placements for 80% or more of their school week, this indicates an increase of 10% (information gathered from District LEA Profile):

SCHOOL YEAR	REGULAR CLASS PLACEMENT FOR ESE
1999-2000	47%
2000-2001	48%
2001-2002	48%
2002-2003	57%

Submitted February 9, 2004

In the previous Continuous Improvement Monitoring Plans we also addressed the issue of Gifted services for minority students. Training on “Characteristics of Gifted Students and the Referral Process” has been provided at all schools and with Guidance Counselors. A brochure describing the gifted referral and eligibility process as well as the program is provided to schools and families. FCAT scores have been reviewed in Title I schools and additional screenings conducted.

This year we also implemented an additional option for services in many of the schools so that children who were eligible would have the option to remain in their home-zoned school and receive services. Students were previously only served in cluster programs so many families did not agree to have their child removed from their community school. We have seen an increase in over all services for gifted with these additional options but will not know if this has an impact on minority students until the end of the 2003-04 school year.

Despite the efforts of the district to increase the number of minority students identified for gifted it still has remained at 2% for Black and Hispanic populations. However, it should be noted that the percentage of Black and Hispanic remains much lower than that of the state average in the school district.

**CONTINUOUS IMPROVEMENT, FOCUSED AND VERIFICATION
MONITORING
SEMI-ANNUAL REPORT OF PROGRESS
ST. JOHNS COUNTY SCHOOL DISTRICT
JUNE 30, 2004**

St. Johns County continues to work on the targeted areas of over representation of black minority students identified for Educable Mentally Handicapped and under representation of black minority students identified as Gifted.

Over Representation of Black Minority Students Identified as Educable Mentally Handicapped:

In the spring, 2004 an Intensive Intervention Team was developed for Hastings Elementary School. Hastings has a higher percentage of minority students than many of the other schools in the district due to the geographical location. This team includes school psychologist assigned to the school as well as other individuals with expertise in the provision of appropriate interventions. This is an attempt to provide the maximum support to a student prior to a referral for a special education evaluation.

In the spring, 2004 mass screenings were also scheduled in coordination with FDLRS in three (Hastings, Webster and Crookshank) of the Title I school communities to assist in early detection of students with speech and language delays or other developmental delays. This was not as successful as we had hoped as evidence by the number of students actually screened. It is our intention to make available to families more early intervention services for children to assist with prevention of further delays.

In coordination with the Curriculum Department a project called CARE Classrooms (Classrooms Accelerating Reading Excellence) has been established to assist the three (Hastings, Webster and Crookshank) Title I schools with intensive services for students in reading for the 2004-2005 school year. Literacy Coaches have been placed in each of these schools to assist the CARE Classroom teachers with the support of the expected instruction that is to occur in the CARE Classrooms. One-third of the students in the classrooms are already identified as ESE, it is the hope through the intensive approach using the three tiered model that all of the students will accelerate in reading preventing further delays and possible referrals for special education services. On-going assessments, follow-up and monitoring of program effectiveness for student achievement will be monitored throughout the 2004-2005 school year. (A copy of the CARE Classroom Goals is attached for review).

District data on proportion of disabled students by ethnicity and disability category is attached for review.

Under Representation of Black Minority Students Identified as Gifted:

During the 2003-2004 school year gifted services were expanded to provide more opportunities for students to receive gifted support services at their home zoned school. It was the belief that many schools were not referring for gifted because they did not want to lose their brightest to another school where full-time gifted services are provided. It does not appear to have had an impact on the evaluation of black students for services but has increased the number of overall referrals. We will continue to work on this area with follow-up training with schools that have low referrals and higher minority students on Gifted Characteristics. We are currently in the process of evaluating our gifted service delivery system and hope to find additional solutions to meet the individual needs of identified and potential gifted students.

CARE Classroom Goals

To use the combined expertise of a regular education teacher, a special education teacher a highly qualified paraprofessional, a literacy coach, school administrators and district office personnel to create a dynamic classroom environment where instructional time is devoted to best practice methodologies.

To accelerate student achievement in reading for each member of each class to at least 1.5-2.0 times the expected growth. The ultimate goal is to have each student reach mastery: Level 3 or above on FCAT Reading and Math and 3.5 and above on FCAT Writes!

To provide differentiated instruction to students in order to help each reach mastery.

To effect a positive change in student attitudes about learning and testing.

To have students actively involved in their educational program by setting goals and celebrating their accomplishments.

To have student-led conferences by the end of the year where students demonstrate their mastery of grade level – or above grade level – expectations to their parents/guardians using data folders and victory portfolios.

To create a support group of educators who work together to improve student achievement.

To monitor student achievement on a regular basis and adjust instructional programming and materials as necessary to meet individual student needs.

To have fun and enjoy each day with students as we “care” for CARE students!

Appendix C:

ESE Monitoring Team Members

**St. Johns County
Continuous Improvement Monitoring Visit
October 28-29, 2004**

ESE Monitoring Team Members

Department of Education Staff

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

Contracted Staff

Batya Elbaum, Project Director, University of Miami

Appendix D:

Survey Results

**2004 Parent Survey Report
Students with Disabilities
St. Johns County**

Responding to the need to increase the involvement of parents and families of students with disabilities 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 district monitoring activities.

The parent survey was sent to parents of the 3,555 students with disabilities for whom complete addresses were provided by the district. A total of 521 parents (PK, n = 59; K-5, n = 253; 6-8, n = 105; 9 - 12, n = 104), representing 15% of the sample, returned the survey. Surveys from 316 families were returned as undeliverable, representing 9% of the sample. Parents represented the following students with disabilities: educable mentally handicapped, trainable mentally handicapped, orthopedically impaired, speech impaired, language impaired, deaf or hard of hearing, visually impaired, emotionally handicapped, specific learning disabled, hospital/homebound, profoundly mentally handicapped, autistic, severely emotionally disturbed, developmentally delayed, and other health impaired.

**% Always, Almost
Always, Frequently**

Overall, I am satisfied with:

- the way I am treated by school personnel. 85
- the amount of time my child spends with regular education students. 82
- the exceptional education services my child receives. 78
- how quickly services are implemented following an IEP (Individualized Educational Plan) decision. 78
- the way special education teachers and regular education teachers work together. 77
- the level of knowledge and experience of school personnel. 77
- the effect of exceptional student education on my child's self-esteem. 76
- my child's academic progress. 76

My child:

- has friends at school. 85
- spends most of the school day involved in productive activities. 84
- is learning skills that will be useful later on in life. 82
- is happy at school. 82
- receives all the special education and related services on his/her IEP. 79

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

- all of my child's needs. 90
- ways that my child could spend time with students in regular classes. 72
- whether my child should get accommodations (special testing conditions), for example, extra time. 64

**% Always, Almost
Always, Frequently**

- whether my child would take the FCAT (Florida Comprehensive Assessment Test). 58
- whether my child needed speech/language services. 56
- whether my child needed services beyond the regular school year. 50
- whether my child needed transportation. 35
- whether my child needed physical and/or occupational therapy. 35
- * which diploma my child may receive. 33
- whether my child needed psychological counseling services. 32
- * the requirements for different diplomas. 29

My child's teachers:

- expect my child to succeed. 87
- are available to speak with me. 83
- set appropriate goals for my child. 81
- give students with disabilities extra time or different assignments, if needed. 73
- give homework that meets my child's needs. 72
- call me or send me notes about my child. 70

My child's school:

- makes sure I understand my child's IEP. 83
- sends me information written in a way I understand. 83
- encourages me to participate in my child's education. 81
- encourages acceptance of students with disabilities. 79
- addresses my child's individual needs. 74
- offers students with disabilities the classes they need to graduate with a standard diploma. 73
- wants to hear my ideas. 73
- provides students with disabilities updated books and materials. 69
- explains what I can do if I want to make changes to my child's IEP. 68
- informs me about all of the services available to my child. 68
- involves students with disabilities in clubs, sports, or other activities. 67
- does all it can to keep students from dropping out of school. 63
- sends me information about activities and workshops for parents. 61
- * offers a variety of vocational courses, such as computers and business technology. 59
- * provides information to students about education and jobs after high school. 43
- 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. 41

Parent Participation

- I have attended my child's IEP meetings. 97
- I am comfortable talking about my child with school staff. 90

*Questions were answered by parents of students with disabilities in grades 8 and above

**% Always, Almost
Always, Frequently**

- I meet with my child’s teachers to discuss my child’s needs and progress. 90
- I participate in school activities with my child. 72
- I attend meetings of the PTA/PTO. 30
- I have heard about the Florida Diagnostic and Learning Resources System
- (“FDLRS”) and the services they provide to families of children with 30
disabilities.
- I attend School Advisory Committee meetings concerning school improvement. 17
- I have used parent support services in my area. 16
- I attend meetings of organizations for parents of students with disabilities. 16

**2004 Parent Survey Report
Students Identified as Gifted
St. Johns County**

Responding to the need to increase the involvement of parents and families of students identified as gifted 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 in conjunction with the Bureau's district monitoring activities.

The parent survey was sent to parents of the 806 students identified as gifted for whom complete addresses were provided by the district. A total of 337 parents (KG-5, n = 191; 6-8, n = 132; 9 - 12, n = 14), representing 42% of the sample, returned the survey. Surveys were returned as undeliverable from 15 families, representing 2% of the sample.

	% Yes
Overall, I am satisfied with:	
• my child's academic progress.	94
• gifted teachers' subject area knowledge.	91
• the effect of gifted services on my child's self-esteem.	87
• regular teachers' subject area knowledge.	87
• gifted teachers' expertise in teaching students identified as gifted.	87
• the gifted services my child receives.	86
• regular teachers' expertise in teaching students identified as gifted.	67
• how quickly services were implemented following an initial request for evaluation.	67
 In regular classes, my child:	
• has friends at school.	96
• is learning skills that will be useful later on in life.	91
• is usually happy at school.	86
• has his/her social and emotional needs met at school.	86
• has creative outlets at school.	84
• is academically challenged at school.	63
 In gifted classes, my child:	
• has friends at school.	98
• is academically challenged at school.	95
• is learning skills that will be useful later on in life.	95
• has creative outlets at school.	93
• is usually happy at school.	93
• has his/her social and emotional needs met at school.	91
 My child's regular teachers:	
• expect appropriate behavior.	96
• are available to speak with me.	89

	% Yes
• provide coursework that includes representation of diverse ethnic, racial, and other groups.	86
• have access to the latest information and technology.	80
• set appropriate goals for my child.	79
• give homework that meets my child's needs.	71
• relate coursework to students' future educational and professional pursuits.	66
• call me or send me notes about my child.	53
 My child's gifted teachers:	
• expect appropriate behavior.	97
• provide coursework that includes representation of diverse ethnic, racial, and other groups.	94
• are available to speak with me.	93
• set appropriate goals for my child.	90
• give homework that meets my child's needs.	85
• have access to the latest information and technology.	85
• relate coursework to students' future educational and professional pursuits.	81
• call me or send me notes about my child.	62
 My child's home school:	
• treats me with respect.	95
• sends me information written in a way I understand.	93
• encourages me to participate in my child's education.	84
• provides students identified as gifted with appropriate books and materials.	83
• makes sure I understand my child's EP or IEP.	80
• involves me in developing my child's Educational Plan (EP or IEP).	79
• wants to hear my ideas.	79
• addresses my child's individual needs.	74
• informs me about all of the services available to my child.	72
• sends me information about activities and workshops for parents.	68
• explains what I can do if I want to make changes to my child's EP or IEP.	68
• implements my ideas.	62
 My child's 2nd school:	
• treats me with respect.	98
• provides students identified as gifted with appropriate books and materials.	96
• sends me information written in a way I understand.	95
• encourages me to participate in my child's education.	91
• involves me in developing my child's Educational Plan (EP or IEP).	87
• sends me information about activities and workshops for parents.	86
• makes sure I understand my child's EP or IEP.	85
• addresses my child's individual needs.	84
• wants to hear my ideas.	83
• informs me about all of the services available to my child.	80

% Yes

- implements my ideas. 74
- explains what I can do if I want to make changes to my child's EP or IEP. 74

The following questions relate primarily to high school students.

Students identified as gifted:

- are provided with information about options for education after high school. 67
- have the option of taking a variety of vocational courses. 61
- are provided with the opportunity to participate in externships or mentorships. 53
- are provided with career counseling. 47

Parent Participation

- I participate in school activities with my child. 95
- I have attended one or more meetings about my child during this school year. 87
- I am a member of the PTA/PTO. 83
- I attend School Advisory Committee meetings concerning school improvement. 28
- I belong to an organization for parents of students identified as gifted. 24
- I have used parent support services in my area. 13

Appendix E:
Forms Review

**St. Johns County
Continuous Improvement Plan Monitoring Report
Forms Review**

This forms review was completed as a component of the continuous improvement plan monitoring visit scheduled for October 28-29, 2004. The following district forms were compared to the requirements of applicable State Board of Education rules, the Individuals with Disabilities Education Act (IDEA), and applicable sections of Part 300, Code of Federal Regulations. The review includes required revisions and recommended revisions based on programmatic or procedural issues and concerns. The results of the review are detailed below and list the applicable sources used for the review.

The following are the **computerized** forms utilized by the district at the current time:

<p>Parent Notification of Individual Educational Plan (IEP) Meeting <i>Form Parent Invitation (computerized)</i> 34 CFR 300.345</p>

The following must be addressed:

- The parent invitation must indicate that the student will be invited starting at age 14 or in the 8th grade.
- A statement that a copy of the procedural safeguards is being provided upon notification of the IEP meeting must be included.
- The parent invitation must inform the parent that they may invite other individuals who have special expertise regarding their child.
- The contact statement regarding procedural safeguards requires two sources.

<p>Individual Educational Plan (IEP) Meeting <i>Form Individual Educational Plan Form 55 EXCH 122(computerized)</i> 34 CFR 300.347</p>
--

The following must be addressed:

- The transition IEP must address related services specific to transition and indicate that transition services must be addressed beginning at age 16.
- The IEP must indicate that the results of state and district-wide assessments have been considered.
- The IEP must include a way to indicate who acted as the interpreter of instructional implications.
- The statement for report of progress must include how the progress toward the annual goal will be measured, not short-term objectives or benchmarks.

Recommendation:

- Area designated for course of study should have a line to indicate information is required.

The following are the **non-computerized** forms used by the district if the computer system is down or in combination with the computerized forms:

Parent Notification of Individual Educational Plan (IEP) Meeting
Form *Parent Invitation Form 55 EXCH 58*
34 CFR 300.345

The following must be addressed:

- The parent invitation must inform the parent that they may invite other individuals who have special expertise regarding their child.
- The parent invitation must indicate that the student will be invited starting at age 14 or in the 8th grade.

Recommendations:

- In the statement “Both federal and state regulations require...” it is recommended that you change it to read a statement that the parents of a child with a disability have protections under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA).
- If a source is going to be provided for questions regarding procedural safeguards, two should be provided.

Individual Educational Plan (IEP) Meeting
Form *Individual Education Plan Form 55 EXCH 122*
34 CFR 300.347

The following must be addressed:

- This form must indicate whether the results of the state and district-wide assessments were considered.

Informed Notice and Consent for Evaluation
Form *Consent for Formal Evaluation Form 55 EXCH 12*
34 CFR 300.503 and 300.505

The following must be addressed:

- At least two sources for a parent to contact to obtain assistance in understanding the provisions of IDEA must be included.

Recommendation:

- In the statement “Both federal and state regulations require...” it is recommended that you change it to read a statement that the parents of a child with a disability have protections under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA).

Informed Notice and Consent for Reevaluation
Form *Informed Notice and Consent For Reevaluation Form 55 EXCH 25*
34 CFR 300.503 and 300.505

The following must be addressed:

- At least two sources for a parent to contact to obtain assistance in understanding the provisions of IDEA must be included.

Recommendation:

- In the statement “Both federal and state regulations require...” it is recommended that you change it to read a statement that the parents of a child with a disability have protections under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA).

Notice and Consent for Initial Placement

Form Notice and Consent for Placement Form 55 EXCH 44

34 CFR 300.503 and 300.505

The following must be addressed:

- A description of each evaluation procedure, test, record, or report the district used as a basis for the proposal or refusal must be indicated.
- At least two sources for a parent to contact to obtain assistance in understanding the provisions of IDEA must be included.

Recommendations:

- In the statement “Both federal and state regulations require...” it is recommended that you change it to read a statement that the parents of a child with a disability have protections under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA).
- “Juvenile Justice or corrections facility” and “Gifted” should be removed from the placement options of this form. An IEP team does not place a student in a juvenile justice facility and gifted is a program not a placement.

Notice of Change in Placement Form

Form Informed Notice of Change in Educational Placement

34 CFR 300.503 and 300.505

The following must be addressed:

- The statement providing contacts for questions regarding procedural safeguards provides two sources, but only provides one area for contact information, both sources require contact information.

Recommendations:

- The statement “Both federal and state regulations require...” it is recommended that you change it to read a statement that the parents of a child with a disability have protections under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA).
- In the statement “Further explanation of rights and copies may be obtained from the ESE Director of school counselor” needs to be changed to “**or** school counselor.”

Notice of Change in FAPE

Form Informed Notice of Change in Educational Placement

34 CFR 300.503 and 300.505

The following must be addressed:

- This form must be revised to reflect prior written notice of change of FAPE. At this time this form only addresses placement.

Informed Notice of Refusal

Form *Informed Notice of Refusal To Take A Specific Action Form 55 EXCH 234*

34 CFR 300.503

The following must be addressed:

- At least two sources for a parent to contact to obtain assistance in understanding the provisions of IDEA must be included.
- A statement that the parents of a child with a disability have protections under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA) must be included.

Notice of Dismissal

Form *Documentation of Staffing/Notice of Eligibility Form 55 EXCH 59*

34 CFR 300.503 and 300.505

The following must be addressed:

- A statement of where a copy of the procedural safeguards may be obtained must be included.
- The boxes to “approve” or “disapprove” must be changed to “reviewed”. An IEP team dismisses a student from exceptional education services. The boxes make it appear that the ESE director approves or disapproved the committee’s recommendations.
- A description of any other factors relevant to the district’s proposal or refusal must be included.
- A statement of at least two sources for a parent to contact to obtain assistance in understanding the provisions of IDEA must be included.
- A statement that the parents of a child with a disability have protections under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA) must be included.

Notice of Ineligibility

Form *Documentation of Staffing/Notice of Eligibility Form 55 EXCH 59*

34 CFR 300.503 and 300.505

The following must be addressed:

- A statement of where a copy of the procedural safeguards may be obtained must be included.
- The boxes to Approve or Disapprove must be removed. A staffing committee finds a student eligible or ineligible. The boxes make it appear that the ESE director approves or disapproved the committee’s recommendations.
- A description of any other factors relevant to the district’s proposal or refusal must be included.

- A statement of at least two sources for a parent to contact to obtain assistance in understanding the provisions of IDEA must be included.

Recommendation:

- It is recommended that you include a statement that the parents of a child with a disability have protections under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA).

Documentation of Staffing Form

Form *Documentation of Staffing/Notice of Eligibility Form 55 EXCH 59*
34 of CFR 300.534, 300.503

The following must be addressed:

- The boxes to “approve” or “disapprove” must be changed to “reviewed”. A staffing committee finds a student eligible or ineligible. The boxes make it appear that the ESE director approves or disapproved the committee’s recommendations.

Confidentiality of Information

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

The following must be addressed:

- The notice must include the parent’s right to seek amendment of the student’s education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student’s privacy rights, including the procedures to request an amendment.
- The notice must include the right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA.
- If the educational agency has a policy of disclosing education records to school officials determined to have a legitimate educational interest, the specification for determining who constitutes a school official and what constitutes a legitimate educational interest is specified must be included.

Recommendation:

- In the list of exceptionalities included in this notice it is recommended to add autism as an exceptionality.

Educational Plan

Form *Gifted Program Educational Plan (EP)*

This form contains the components for compliance.

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

Appendix F:
Glossary of Acronyms

Glossary of Acronyms

Bureau	Bureau of Exceptional Education and Student Services
CARE	Classrooms Accelerating Reading Excellence
CFR	Code of Federal Regulations
CIP	Continuous Improvement Plan
DJJ	Department of Juvenile Justice
DOE	Department of Education
EH	Emotionally Handicapped
EMH	Educable Mentally Handicapped
EP	Educational Plan for gifted students
ESE	Exceptional Student Education
FAC	Florida Administrative Code
FAPE	Free Appropriate Public Education
FCAT	Florida Comprehensive Assessment Test
FDLRS	Florida Diagnostic and Learning Resources System
FIN	Florida Inclusion Network
F.S.	Florida Statute
IDEA	Individuals with Disabilities Education Act
IEP	Individual Educational Plan
LEA	Local education agency
LEP	Limited English proficient
LI	Language Impaired
OCR	Office for Civil Rights
OLSAT	Otis-Lennon School Ability Test
OSEP	Office of Special Education Programs
Pre-K (PK)	Pre-kindergarten
SED	Severely Emotionally Disturbed
SEDNET	Multiagency Network for Students with Severe Emotional Disturbance
SI	Speech Impaired
SLD	Specific Learning Disabled