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June 20, 2008

Ms. Mary Sue Neves, Superintendent
Calhoun County School District
20859 East Central Avenue G-20
Blountstown, Florida 32424-2299

Dear Ms. Neves:

The Bureau of Exceptional Education and Student Services is in receipt of your district's response to the preliminary findings of its Exceptional Student Education (ESE) Compliance Self-Assessment. This letter and the attached document(s) comprise the final report for Calhoun County School District's 2007-08 ESE monitoring.

The self-assessment system is designed to address the major areas of compliance related to the State Performance Plan (SPP). SPP Indicator 15, Timely Correction of Noncompliance, requires that the state identify and correct noncompliance **as soon as possible, but no later than one year from identification.**

As indicated in prior communication with district ESE staff, it was anticipated that there might be an increase in the number of findings of noncompliance over previous monitoring activities due to the design of the self-assessment protocols and sampling system. While any incident of noncompliance is of concern, it is important to note that, in accordance with the language in SPP Indicator 15, the Bureau's current monitoring system considers the timeliness of correction of noncompliance to be of greatest significance.

On February 22, 2008, the preliminary report of findings from the self-assessment process was released to the district. The preliminary report detailed student-specific incidents of noncompliance that required immediate correction, and identified any standards for which the noncompliance was considered systemic (i.e., evident in $\geq 25\%$ of the records reviewed). In the event that there were systemic findings, a corrective action plan (CAP) was required. In addition,

BAMBI J. LOCKMAN

Chief

Bureau of Exceptional Education and Student Services

the district participated in a validation review to ensure the accuracy of the self-assessment data. Your district's validation review revealed no inconsistencies in the original report of data.

In accordance with guidance from the Office of Special Education Programs (OSEP), U.S. Department of Education, a finding of noncompliance is identified by the standard (i.e., regulation or requirement) that is violated, not by the number of times the standard is violated. While each *incident* of noncompliance must be corrected for the individual student affected, multiple incidents of noncompliance regarding a given standard that occur within a school district are reported as a single *finding* of noncompliance for that district. These results are included in the Bureau's annual reporting to OSEP.

Districts were required to correct all student-specific noncompliance no later than April 25, 2008, and to provide evidence to the Bureau no later than April 30, 2008. We are pleased to report that Calhoun County School District completed the required corrective actions and submitted the verifying documentation and CAP within the established timeline.

Calhoun County was required to assess 119 standards. One or more incidents of noncompliance were identified on 12 of those standards (10%). The following is a summary of Calhoun County School District's correction of student-specific incidents of noncompliance:

Correction of Noncompliance by Student

	Number	Percentage
Records Reviewed/Protocols Completed	25	—
Total Items Assessed	670	—
Noncompliant	25	3%
Timely Corrected	25	100%

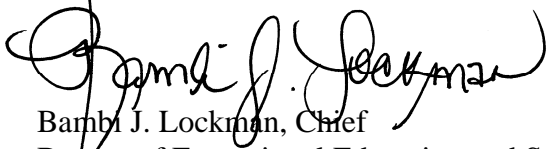
The *Calhoun District Summary Report: Findings of Noncompliance by Standard* (Attachment 1) contains a summary of the findings reported by the individual standard or regulation assessed. These data include revisions to the preliminary report that resulted from the validation review. Systemic findings are designated by shaded cells in the table. As noted in this attachment, one or more findings of noncompliance were determined to be systemic in nature and the district was required to develop a CAP to address the identified standards. Calhoun County School District's CAP was submitted to the Bureau for review and approval, and is provided in Attachment 2. Please note that a timeline for implementation, evaluation, and reporting of results on the part of the district is included in the CAP. Your district's adherence to this schedule is required in order to ensure correction of systemic noncompliance within a year as required by OSEP and Florida's SPP.

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The results of district self-assessments conducted during 2007-08 will be used to inform future monitoring activities, including the selection of districts for on-site monitoring, and in the local educational agency (LEA) determinations required under section 300.603, Title 34, Code of Federal Regulations, which result in districts being identified as “meets requirements,” “needs assistance,” “needs intervention,” or “needs substantial intervention.”

We understand that the implementation of this self-assessment required a significant commitment of resources, and appreciate the time and attention your staff has devoted to the process thus far. We look forward to receiving the district’s report on the results of its corrective action plan, due to the Bureau no later than **December 22, 2008**. If you have questions regarding this process, please contact your assigned district liaison for monitoring or Dr. Kim C. Komisar, Administrator, at kim.komisar@fldoe.org or via phone at (850) 245-0476.

Sincerely,



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

Attachments

cc: Staci Williams
Frances Haithcock
Kim C. Komisar
Ken Johnson
Sheila Gritz

**Florida Department of Education
Bureau of Exceptional Education and Student Services**

**ESE Self-Assessment
2007 – 08**

Calhoun District Summary Report: Findings of Noncompliance by Standard

This report provides a summary of the district's results and must be used when developing a corrective action plan. Results are reported by standard, with systemic noncompliance (occurrence in $\geq 25\%$ of possible incidents) indicated as appropriate. See the *Student Report: Incidents of Noncompliance* for student-specific findings. Results are based on the following:

Number of IE protocols completed: 7
 Number of standards per IE: 18
 Number of IEP protocols completed: 7
 Number of standards per IEP: 38
 Number of MD protocols completed: 4
 Number of standards per MD: 9
 Number of STA protocols completed: 2

Number of standards per STA: 6
 Number of STB protocols completed: 5
 Number of standards per STB: 28
 Number of DD disabilities completed: 1
 Number of standards per DD: 6
 Number of SLD disabilities completed: 6
 Number of standards per SLD: 14

Total number of protocols: 25
 Total number of standards: 670
 Total number of incidents of noncompliance (NC): 25
 Overall % incidents of noncompliance: 3%

Percent of noncompliance is calculated as the # of incidents of noncompliance for a given standard divided by the # of protocols reviewed for that standard, multiplied by 100.

* Correctable for the student(s): A finding for which immediate action can be taken to correct the noncompliance.

** Individual CAP: For a finding which cannot be corrected for an individual student, a corrective action plan (CAP) is required to address how the district will ensure future compliance; this plan will be limited in scope, based on the nature of the finding.

*** Systemic CAP: For a finding of noncompliance on a given standard that occurs in $\geq 25\%$ of possible incidents, a corrective action plan (CAP) is required to ensure future compliance; this plan must address the systemic nature of the finding and will be broader in scope than an individual CAP.

Note: In the event that there is a systemic finding of noncompliance on a standard that requires an individual CAP, only a systemic CAP is required.

**ESE Self-Assessment
2007 – 08**

Calhoun District Summary Report: Findings of Noncompliance by Standard

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
STB-4	<p>For students aged 14 and older:</p> <ul style="list-style-type: none"> • The IEP contains a statement of the student's desired post-school outcome • A statement of the student's transition service needs is incorporated into applicable components of the IEP • The IEP team considered the need for instruction in the area of self determination. <p>(Rule 6A-6.03028(7)(i), FAC.)</p>	X		2	40.0%	X
STB-8	<p>A separate and distinct notice of the transfer of rights was provided closer to the time of the student's 18th birthday. (34 CFR 300.320(c), 300.520(a)(1))</p>		X	1	20.0%	
STB-9	<p>There is a measurable postsecondary goal or goals in the designated areas (i.e., education/training and employment; where appropriate, independent living). (34 CFR 300.320(b)(1))</p>	X		3	60.0%	X
STB-10	<p>The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))</p>	X		3	60.0%	X
STB-11	<p>There is/are annual goal(s) or short-term objectives or benchmarks that reasonably enable the student to meet the postsecondary goals. (34 CFR 300.320(a)(2))</p>	X		3	60.0%	X
STB-12	<p>There are transition services on the IEP that focus on improving the academic and functional achievement of the student to facilitate the student's articulation to post-school.</p>	X		3	60.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(34 CFR 300.320(b)(2))					
STB-13	The transition services include course(s) of study that focus on improving the academic and functional achievement of the student to facilitate the student's articulation from school to post-school. (34 CFR 300.320(b)(2))	X		3	60.0%	X
STB-14	If transition services are likely to be provided or paid for by another agency, a representative of the agency was invited to participate in the IEP. (34 CFR 300.321(b)(3))	X		1	20.0%	
STB-15	The district obtained consent from the parent or from the student whose rights have transferred prior to inviting to the IEP team meeting a representative of an agency likely to provide or pay for transition services. (34 CFR 300.321(b)(3))		X	1	20.0%	
STB-16	The IEP includes coordinated, measurable, annual IEP goals and transition service that will reasonably enable the student to meet the postsecondary goals. (34 CFR 300.320(b))	X		3	60.0%	X
IEP-13	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general curriculum, as well as a statement of the remediation needed to achieve a passing score on the general statewide assessment. For a prekindergarten student, the IEP contains a statement of how the disability affects the student's participation in the appropriate activities. (34 CFR 300.320(a)(1); Rule 6A-6.03028(7)(a), FAC.)	X		1	14.3%	
IEP-15	The IEP contains a statement of special education services/specially designed instruction, including location as well as initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7))	X		1	14.3%	

**Florida Department of Education
Bureau of Exceptional Education and Student Services**

**ESE Self-Assessment
2007 – 08**

Calhoun County School District Corrective Action Plan

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
STB-4	<p>For students aged 14 and older:</p> <ul style="list-style-type: none"> • The IEP contains a statement of the student’s desired post-school outcome • A statement of the student's transition service needs is incorporated into applicable components of the IEP • The IEP team considered the need for instruction in the area of self determination. <p>(Rule 6A-6.03028(7)(i), FAC.)</p>	<p>Activity 1:</p> <p>A. Plan staff development for all middle and high school ESE teachers, staffing specialists, transition specialist, and job coach on quality and compliant IEPs in the areas including, but not limited to:</p> <ul style="list-style-type: none"> • transition requirements for ages 14 or 15 and/or in the eighth grade. • transition requirements for ages 16 or older. • courses of study. • desired post-school outcome. • self determination. • IDEA transition requirements in the areas of measurable post secondary goals. • transition assessments. • annual goals and objectives to meet post secondary goals. • transition services to improve student achievement. • coordinated goals and services to enable the student to meet post-secondary goals. <p>B. Contact the BEESS Transition Program Specialist to clarify concerns, ask questions, and secure resources in order to make improvements in transition IEPs.</p>	March – June, 2008	PAEC/FDLRS, ISRD, District ESE Staff, DOE/BEESS Transition Program Specialist, IDEA Part B Funds, Transition 101 document, "What Everyone Needs to Know About Implementing Transition Services."	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>C. Purchase resource materials to develop a transition library in Calhoun County, including but not limited to, "Get a Job Curriculum," "Community Based Vocational Training," "Implementing Ongoing Transition Plans for the IEP."</p> <p>Activity 2:</p> <p>A. Conduct staff development activities for all middle and high school ESE teachers, staffing specialists, transition specialist, and job coach on all IEP components identified above.</p> <p>B. On an ongoing basis, train all new ESE staff and both the school and district level.</p> <p>C. District personnel will participate in the Professional Development Alternatives (PDA) for Exceptional Student Educators online Transition Module through FDLRS.</p> <p>Activity 3:</p> <p>Implement procedures for reviewing student records in order to determine the effectiveness of the Corrective Action Plan (CAP) activities with an outcome of 100% compliance across transition standards. The ESE Director will review at least 5% of transition IEPs developed and/or reviewed after the staff development activities have been completed. BEESS Transition A and B protocols will be used in the review process.</p>	<p>April – October, 2008</p> <p>November – December, 2008</p>	<p>PAEC/FDLRS, ISRD, District ESE Staff, DOE/BEESS Transition Program Specialist, Contracted Services, IDEA Part B Funds</p> <p>District Office ESE Staff, IDEA Part B Funds</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
STB-9	<p>There is a measurable postsecondary goal or goals in the designated areas (i.e., education/training and employment; where appropriate, independent living). (34 CFR 300.320(b)(1))</p>	<p>Activity 1:</p> <p>A. Plan staff development for all middle and high school ESE teachers, staffing specialists, transition specialist, and job coach on quality and compliant IEPs in the areas including, but not limited to:</p> <ul style="list-style-type: none"> • transition requirements for ages 14 or 15 and/or in the eighth grade. • transition requirements for ages 16 or older. • courses of study. • desired post-school outcome. • self determination. • IDEA transition requirements in the areas of measurable post secondary goals. • transition assessments. • annual goals and objectives to meet post secondary goals. • transition services to improve student achievement. • coordinated goals and services to enable the student to meet post-secondary goals. <p>B. Contact the BEESS Transition Program Specialist to clarify concerns, ask questions, and secure resources in order to make improvements in transition IEPs.</p> <p>C. Purchase resource materials to develop a transition library in Calhoun County, including but not limited to, "Get a Job Curriculum," "Community Based Vocational Training," "Implementing Ongoing Transition Plans for the IEP."</p>	<p>March – June, 2008</p>	<p>PAEC/FDLRS, ISRD, District ESE Staff, DOE/BEES Transition Program Specialist, IDEA Part B Funds, Transition 101 document, "What Everyone Needs to Know About Implementing Transition Services."</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>14 or 15 and/or in the eighth grade.</p> <ul style="list-style-type: none"> • transition requirements for ages 16 or older. • courses of study. • desired post-school outcome. • self determination. • IDEA transition requirements in the areas of measurable post secondary goals. • transition assessments. • annual goals and objectives to meet post secondary goals. • transition services to improve student achievement. • coordinated goals and services to enable the student to meet post-secondary goals. <p>B. Contact the BEESS Transition Program Specialist to clarify concerns, ask questions, and secure resources in order to make improvements in transition IEPs.</p> <p>C. Purchase resource materials to develop a transition library in Calhoun County, including but not limited to, "Get a Job Curriculum," "Community Based Vocational Training," "Implementing Ongoing Transition Plans for the IEP."</p> <p>Activity 2:</p> <p>A. Conduct staff development activities for all middle and high school ESE teachers, staffing specialists, transition specialist, and job coach on all IEP components identified above.</p>	<p>April – October, 2008</p>	<p>Transition 101 document, "What Everyone Needs to Know About Implementing Transition Services."</p> <p>PAEC/FDLRS, ISR, District ESE Staff, DOE/BEESS Transition Program Specialist, Contracted Services, IDEA</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>B. On an ongoing basis, train all new ESE staff and both the school and district level.</p> <p>C. District personnel will participate in the Professional Development Alternatives (PDA) for Exceptional Student Educators online Transition Module through FDLRS.</p> <p>Activity 3: Implement procedures for reviewing student records in order to determine the effectiveness of the Corrective Action Plan (CAP) activities with an outcome of 100% compliance across transition standards. The ESE Director will review at least 5% of transition IEPs developed and/or reviewed after the staff development activities have been completed. BEESS Transition A and B protocols will be used in the review process.</p>	<p>November – December, 2008</p>	<p>Part B Funds District Office ESE Staff, IDEA Part B Fund</p>	
STB-11	<p>There is/are annual goal(s) or short-term objectives or benchmarks that reasonably enable the student to meet the postsecondary goals. (34 CFR 300.320(a)(2))</p>	<p>Activity 1: A. Plan staff development for all middle and high school ESE teachers, staffing specialists, transition specialist, and job coach on quality and compliant IEPs in the areas including, but not limited to:</p> <ul style="list-style-type: none"> • transition requirements for ages 14 or 15 and/or in the eighth grade. • transition requirements for ages 16 or older. • courses of study. • desired post-school outcome. • self determination. • IDEA transition requirements in 	<p>March – June, 2008</p>	<p>PAEC/FDLRS, ISRD, District ESE Staff, DOE/BEESS Transition Program Specialist, IDEA Part B Funds, Transition 101 document, "What Everyone Needs to Know About Implementing Transition Services."</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>the areas of measurable post secondary goals.</p> <ul style="list-style-type: none"> • transition assessments. • annual goals and objectives to meet post secondary goals. • transition services to improve student achievement. • coordinated goals and services to enable the student to meet post-secondary goals. <p>B. Contact the BEESS Transition Program Specialist to clarify concerns, ask questions, and secure resources in order to make improvements in transition IEPs.</p> <p>C. Purchase resource materials to develop a transition library in Calhoun County, including but not limited to, "Get a Job Curriculum," "Community Based Vocational Training," "Implementing Ongoing Transition Plans for the IEP."</p> <p>Activity 2:</p> <p>A. Conduct staff development activities for all middle and high school ESE teachers, staffing specialists, transition specialist, and job coach on all IEP components identified above.</p> <p>B. On an ongoing basis, train all new ESE staff and both the school and district level.</p> <p>C. District personnel will participate in the Professional Development Alternatives (PDA) for Exceptional Student Educators online Transition Module through FDLRS.</p>	<p>April – October, 2008</p>	<p>PAEC/FDLRS, ISRD, District ESE Staff, DOE/BEESS Transition Program Specialist, Contracted Services, IDEA Part B Funds</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>Activity 3:</p> <p>Implement procedures for reviewing student records in order to determine the effectiveness of the Corrective Action Plan (CAP) activities with an outcome of 100% compliance across transition standards. The ESE Director will review at least 5% of transition IEPs developed and/or reviewed after the staff development activities have been completed. BEESS Transition A and B protocols will be used in the review process.</p>	November – December, 2008	District Office ESE Staff, IDEA Part B Fund	
STB-12	<p>There are transition services on the IEP that focus on improving the academic and functional achievement of the student to facilitate the student's articulation to post-school. (34 CFR 300.320(b)(2))</p>	<p>Activity 1:</p> <p>A. Plan staff development for all middle and high school ESE teachers, staffing specialists, transition specialist, and job coach on quality and compliant IEPs in the areas including, but not limited to:</p> <ul style="list-style-type: none"> • transition requirements for ages 14 or 15 and/or in the eighth grade. • transition requirements for ages 16 or older. • courses of study. • desired post-school outcome. • self determination. • IDEA transition requirements in the areas of measurable post secondary goals. • transition assessments. • annual goals and objectives to meet post secondary goals. • transition services to improve student achievement. • coordinated goals and services to 	March – June, 2008	PAEC/FDLRS, ISR, District ESE Staff, DOE/BEESS Transition Program Specialist, IDEA Part B Funds, Transition 101 document, "What Everyone Needs to Know About Implementing Transition Services."	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>transition IEPs developed and/or reviewed after the staff development activities have been completed. BEESS Transition A and B protocols will be used in the review process.</p>			
STB-13	<p>The transition services include course(s) of study that focus on improving the academic and functional achievement of the student to facilitate the student's articulation from school to post-school. (34 CFR 300.320(b)(2))</p>	<p>Activity 1: A. Plan staff development for all middle and high school ESE teachers, staffing specialists, transition specialist, and job coach on quality and compliant IEPs in the areas including, but not limited to:</p> <ul style="list-style-type: none"> • transition requirements for ages 14 or 15 and/or in the eighth grade. • transition requirements for ages 16 or older. • courses of study. • desired post-school outcome. • self determination. • IDEA transition requirements in the areas of measurable post secondary goals. • transition assessments. • annual goals and objectives to meet post secondary goals. • transition services to improve student achievement. • coordinated goals and services to enable the student to meet post-secondary goals. <p>B. Contact the BEESS Transition Program Specialist to clarify concerns, ask questions, and secure resources in order to make improvements in transition IEPs.</p>	<p>March – June, 2008</p>	<p>PAEC/FDLRS, ISRD, District ESE Staff, DOE/BEESS Transition Program Specialist, IDEA Part B Funds, Transition 101 document, "What Everyone Needs to Know About Implementing Transition Services."</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
STB-16	<p>The IEP includes coordinated, measurable, annual IEP goals and transition service that will reasonably enable the student to meet the postsecondary goals. (34 CFR 300.320(b))</p>	<p>Activity 1:</p> <p>A. Plan staff development for all middle and high school ESE teachers, staffing specialists, transition specialist, and job coach on quality and compliant IEPs in the areas including, but not limited to:</p> <ul style="list-style-type: none"> • transition requirements for ages 14 or 15 and/or in the eighth grade. • transition requirements for ages 16 or older. • courses of study. • desired post-school outcome. • self determination. • IDEA transition requirements in the areas of measurable post secondary goals. • transition assessments. • annual goals and objectives to meet post secondary goals. • transition services to improve student achievement. • coordinated goals and services to enable the student to meet post-secondary goals. <p>B. Contact the BEESS Transition Program Specialist to clarify concerns, ask questions, and secure resources in order to make improvements in transition IEPs.</p> <p>C. Purchase resource materials to develop a transition library in Calhoun County, including but not limited to, "Get a Job Curriculum," "Community Based Vocational Training," "Implementing Ongoing Transition Plans for the IEP."</p>	<p>March – June, 2008</p>	<p>PAEC/FDLRS, ISRD, District ESE Staff, DOE/BEES Transition Program Specialist, IDEA Part B Funds, Transition 101 document, "What Everyone Needs to Know About Implementing Transition Services."</p>	

