

CALHOUN COUNTY

Focused Monitoring

Exceptional Student Education Programs

August 23-25, 2006

Florida Department of Education
Bureau of Exceptional Education and Student Services
ESE Program Administration and Quality Assurance

FLORIDA DEPARTMENT OF EDUCATION



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April 4, 2007

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

Dear Superintendent Neves:

We are pleased to provide you with the Final Report of Focused Monitoring of Exceptional Student Education Programs in Calhoun County. This report was developed by integrating multiple sources of information, including: student record reviews; interviews with school and district staff; information from focus groups; and parent survey data from our visit on August 23-25, 2006. 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 report includes a system improvement plan outlining the findings of the monitoring team. Bureau staff have worked with Virginia Bietenholz, ESE Director, and her staff to develop a system improvement plan that includes strategies and activities to address the areas of concern and noncompliance identified in the report. We anticipate that some of the action steps that will be implemented will be long term in duration, and will require time to assess the measure of effectiveness. The system improvement plan has been approved and is included as a part of this final report.

The first scheduled update on the system improvement plan will be due on August 31, 2007. The Department of Education must ensure timely corrections on noncompliance within one year of reporting to the district. The successful completion of improvement plan activities and the submission of the annual report no later than March 7, 2008, will be required. A verification monitoring visit to your district may take place after review of the annual report.

BAMBI J. LOCKMAN
Chief

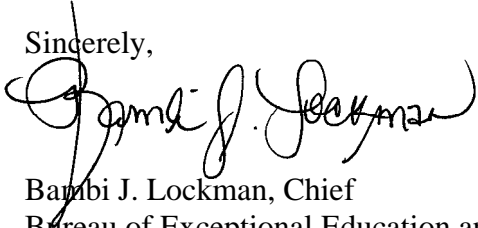
Bureau of Exceptional Education and Student Services

Superintendent Neves
April 4, 2007
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If my staff can be of any assistance as you implement the system improvement plan, please contact Eileen L. Amy, ESE Program Administration and Quality Assurance Administrator. Ms. 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 Calhoun County.

Sincerely,

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

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

Enclosure

cc: Willie A. Brown, School Board Chairman
Members of the School Board
David House, School Board Attorney
School Principals
Virginia Bietenholz, ESE Director
Eileen L. Amy
Ginny Chance

CALHOUN COUNTY

Focused Monitoring

Exceptional Student Education Programs

August 23-25, 2006

Florida Department of Education
Bureau of Exceptional Education and Student Services

Calhoun County Final Monitoring Report
Focused Monitoring
August 23-25, 2006

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Calhoun County Final Monitoring Report

Focused Monitoring

August 23-25, 2006

Monitoring Process

Authority

The Florida Department of Education, Bureau of Exceptional Education and Student Services, in carrying out its roles of leadership, resource allocation, technical assistance, monitoring, and evaluation is required to oversee the performance of district school boards in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes (F.S.)). In fulfilling this requirement, the Bureau conducts monitoring activities of the exceptional student education (ESE) programs provided by district school boards in accordance with Sections 1001.42 and 1003.57, F.S. Through these monitoring activities, the Bureau examines and evaluates procedures, records, and programs of exceptional student education (ESE); provides information and assistance to school districts; and otherwise assists school districts in operating effectively and efficiently. One purpose of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) is to assess and ensure the effectiveness of efforts to educate children with disabilities (Section 300.1(d) of Title 34, Code of Federal Regulations (CFR), and districts are required to make a good faith effort to assist children with disabilities to achieve their stated goals and objectives in the least restrictive environment (34 CFR §300.350(a)(2) and §300.556). In accordance with the IDEA 2004, 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 §300.600(a)(1) and (2)). Federal Regulations for IDEA 2004 were made public on August 14, 2006, and implementation required October 13, 2006.

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

State Performance Plan and Monitoring

In accordance with 34 CFR 300.600(a)(1), not later than one (1) year after the date of enactment of the Individuals with Disabilities Education Improvement Act of 2004, each state must have in place a performance plan that evaluates the state's efforts to implement the requirements and purposes of Part B and describe how the state will improve such implementation. The purpose of the monitoring process is to implement a methodology that targets the Bureau's monitoring

intervention on key data indicators identified as significant for educational outcomes for students. Through this process, the Bureau uses data to inform the monitoring process, thereby implementing a strategic approach to intervention and commitment of resources that will improve student outcomes. A detailed description of the Bureau's monitoring processes is provided in *Focused Monitoring and Verification Monitoring: Work Papers and Source Book for Exceptional Student Education Programs (2006-07)*. The protocols used by Bureau staff when conducting procedural compliance reviews are available in *Compliance Manual: Work Papers and Source Book for Exceptional Student Education Programs (2006-07)*. These documents are available on the Bureau's website at www.firn.edu/doe/commhome/mon-home.htm.

Indicator Selection

In its continuing effort to focus the monitoring process on student educational outcomes, there are three (3) specific monitoring priority areas which are identified in the IDEA 2004 at section 300.600(d)(1-3). The first priority is the provision of a free appropriate public education (FAPE) in the least restrictive environment (LRE) which includes standard diploma rate, dropout rate, participation and performance on statewide assessments, suspension and expulsion, LRE for both ages 6-21 and for ages 3-5, PK outcomes, and parent satisfaction. The second priority is general supervision by the state which includes child find, transition (Part C to Part B), secondary transition, and postsecondary outcomes. The third priority is disproportionate representation of racial and ethnic groups in special education and related services including all disabilities in general and specific disability categories. The IDEA 2004 can be viewed on the web at <http://www.ed.gov/policy/speced/guid/idea/idea2004.html>.

Data on all State Performance Plan (SPP) indicators used to determine the focus of this on-site visit was based on a review of data from the 2006 local educational agency (LEA) Profile that was submitted electronically to the Department of Education (DOE) Information Database for Surveys 2, 3, 5, 9, and from the assessment files for each school year. This data is compiled into an annual data profile for each district. The 2006 LEA Profiles for all Florida school districts are available on the web at <http://www.firn.edu/doe/commhome/datapage.htm>.

Background Information and Demographics

During the week of August 23, 2005 the Florida Department of Education, Bureau of Exceptional Education and Student Services, conducted an on-site review of the exceptional student education (ESE) programs in Calhoun County Public Schools. Virginia Bietenholz, Exceptional Student Education Director, served as the coordinator and point of contact for the district during the monitoring visit. Calhoun County was monitored on the following indicators: Standard Diploma Rate, Dropout Rate, LRE 6-21, and Transition. In addition, data on the under representation of students identified as gifted was also reviewed.

Based on the 2006 LEA profile, Calhoun County School District has a total school population (PK-12) of 2,274: 22% of students being identified as students with disabilities; 5% identified as speech impaired only; and 3% identified as gifted. Calhoun County is considered a "small size" district and is comprised of one elementary school, (Pre-K-5), one middle school (6-8), one high

school (9-12), and two combined schools (Pre-K 8, Pre-K – 12). The district has no DJJ centers or charter schools.

Calhoun County is a rural community, with 33% of students on free or reduced lunch and less than 1% of students identified as limited English proficient. Of the students with disabilities who exited from the district with their cohorts during the 2003-04 school year, 87% met the requirements for graduation as defined by No Child Left Behind (NCLB). Of all the students with disabilities who graduated in Calhoun County during 2004-05, 43% met all graduation requirements for a standard diploma. 26% met the requirements through a waiver of a passing score on the Florida Comprehensive Assessment Test (FCAT), and 0% graduated through the GED exit option (i.e., under-credited students who have passed the FCAT and who pass the GED examination).

Monitoring Activities

The Bureau conducted the on-site focused monitoring visit from August 23-25, 2006. Six Bureau staff members conducted site-visits to the following four schools:

- Altha Public School
- Blountstown Elementary School
- Blountstown Senior High School
- CARE

A listing of Bureau staff who conducted the monitoring activities for this visit is included as appendix A.

The monitoring process includes interviews with administrators, teachers, and other service delivery providers, focus group interviews with students, case studies, classroom observations, record reviews, and surveys of parents. A summary of the monitoring activities conducted in Calhoun County is included in the table below.

Activity	Source	Number
Interviews	District staff	5
	School staff	
	▪ School administrators/non-instructional support	12
	▪ ESE teachers—disabilities	10
	▪ ESE teachers—gifted	1
	▪ General education teachers	<u>9</u>
	Total	37
Focus Groups	Blountstown Senior HS—grades 9-12	
	▪ Students pursuing special diploma	10
	▪ Students pursuing standard diploma	<u>12</u>
	Total	22
Case studies	Individual student case studies	5
Classroom Visits	ESE and general education classrooms	8

Activity	Source	Number
Record Reviews	IEPs	
	▪ Targeted on-site review	28
	▪ Matrix of services documents	5
	EPs	
	▪ Targeted on-site review	10
		Total 43
Surveys	Parents—students with disabilities	
	▪ Number sent	497
	▪ Number returned (%)	33 (7%)
	▪ School facilitates parent involvement	17 (51%)

The results of the surveys are included as appendix B.

Reporting of Information

Findings based on data generated through record reviews; focus group interviews; individual interviews; case studies; classroom visits; parent surveys; and the review of district forms are summarized in the reporting table that follows. This report provides conclusions with regard to the key data indicators and specifically addresses related areas that may contribute to or impact the indicators.

In addition, information related to services for gifted students is reported.

To the extent possible, this report focuses on systemic issues rather than on isolated instances of noncompliance or need for improvement. In accordance with established Bureau monitoring procedures, a finding will be considered systemic in nature if evidence of such a violation is found in 25% or more of the pertinent data sources.

During the course of conducting the focused monitoring activities, including daily debriefings with the monitoring team and district staff, it is often the case that suggestions and/or recommendations related to interventions or strategies are proposed, and promising practices are noted. Listings of these recommendations and promising practices, as well as DOE contacts available to provide technical assistance in the development and implementation of a system improvement plan, are included in the following reporting table.

In response to specific student related findings listed in the letter to the ESE Director, dated February 28, 2007, the district is required to correct the items as noted. This plan identifies the specific area(s) of a student's IEP for which an IEP Team meeting must be held to correct the finding and/or specifies an action the district must perform to correct data.

In response to the findings included in the reporting table, the district was required to develop a system improvement plan. This plan was developed in consultation with the Bureau, and includes activities and strategies intended to address specific findings, as well as measurable evidence of change.

**Calhoun County School District
Focused Monitoring**

Reporting Table

Standard/Citation	Findings	Supporting Evidence	Concerns
Indicator: Least Restrictive Environment - PK			
Related Factor: General			
6A-6.03026(4)(c)	No findings of noncompliance in this area.		
Indicator: Least Restrictive Environment (ages 6-21)			
Related Factor: Removal Standard/Placement			
34 CFR §300.114(a)(2)	That removal from the general education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily is not evident from students' IEPs.	<p><i>Records:</i></p> <p>For 10 of 13 IEPs the explanation of the extent to which the student will not participate with non-disabled peers was inadequate; explanations did not address the reason the student's IEP could not be implemented in the general education setting.</p> <p>For 6 of 6 IEPs (100%) the student was changed from resource or regular class placement to separate class placement, and there was no documentation of additional supplementary aids or additional services identified before placement change occurred.</p>	<p>Students in the 9th and some in 10th grades at Blountstown HS who require remediation in reading do not receive remediation with non-disabled peers.</p> <p>Current IEP form limits the amount of information that can be included on the IEP. ESE Students placed in an alternative setting have extremely limited interactions with their non-disabled peers.</p>

Standard/Citation	Findings	Supporting Evidence	Concerns
		<p>For 10 of 13 records reviewed, students received the same accommodations regardless of placement.</p> <p><i>Interviews:</i></p> <p>4 of 6 teachers reported that if a student could not function in inclusion classes then they are placed in separate class.</p> <p>3 of 6 teachers reported that placement in separate class is used to prevent students from dropping out of school.</p>	
Indicator: Performance on Statewide Assessment			
Related Factor: FCAT Waiver/Other Options			
S. 1003.43(11)(b)	No findings of noncompliance in this area.		<p>Students on standard diploma track indicated that they were not informed of the FCAT waiver.</p> <p>Administrative staff reported that students become extremely anxious about the FCAT but no supports to students were reported.</p>
Related Factor: IEP Requirements/Implementation			
6A-6.03028(7)(a)	As part of the present level of educational performance (PLEP), a statement of remediation needed to achieve	<i>Records:</i> 2 of 10 records reviewed of students in 10 th – 12 th grade at Blountstown HS who had not passed the statewide assessment, did not address	6 of 10 records reviewed of students in 10 th – 12 th grade at Blountstown HS who had not passed the statewide assessment, did not

Standard/Citation	Findings	Supporting Evidence	Concerns
	a passing score on the statewide assessment.	<p>remediation needs.</p> <p>4 of 6 records reviewed of students in 10th – 12th grade at Altha School who had not passed the statewide assessment, did not address remediation needs.</p> <p>4 of 13 records reviewed of students in 3rd – 4th grade who had not passed the statewide assessment, did not address remediation needs.</p>	<p>adequately address remediation needs.</p> <p>2 of 6 records reviewed of students in 10th – 12th grade at Altha School who had not passed the statewide assessment, did not adequately address remediation needs.</p> <p>6 of 13 records reviewed of students in 3rd – 4th grade who had not passed the statewide assessment, did not adequately address remediation needs.</p>
Indicator: Dropout Rate			
Related Factor: General			
§300.157 (a)(3) Sec. 612 (a)(15)(A)(iii) S. 1003.26(1) 6A-6.0521(2)(c)	No findings of noncompliance in this area.		Students in the focus group reported that not passing the FCAT was motivation to drop out of school. Teachers report that students are not informed about the FCAT waiver until the Spring of the 10 th grade of the FCAT waiver; however, students in the focus group who are working toward a standard diploma reported that they had not been informed of the FCAT waiver.

Standard/Citation	Findings	Supporting Evidence	Concerns
Indicator: Secondary Transition			
Related Factor: IEP Contents			
6A-6.03028(3)(b)	No findings of noncompliance in this area.		12 of 12 transition IEPs reviewed had similar goals regardless of student needs or desired post school outcome.
Gifted			
Related Factor: EP Requirements/Implementation			
Rule 6A-6.030191 (4)(b), FAC	EPs for student who are gifted must include a statement of goals, including benchmarks or short-term objectives.	<i>Records:</i> 10 of 10 EPs reviewed do not have benchmarks or short-term objectives.	
Matrix of Services			
S. 1011.62(1)(e), F.S. Funding model for exceptional student education programs.	Two matrix of service documents require review/revision after IEPs are reviewed.	<i>Records:</i> 2 of 5 IEPs reviewed did not support the level of service stated on the matrix. Present level was incomplete to support the services listed.	
Review of Student Records			
34 CFR §300.340-300.350 Rule 6A-6.03028, FAC	8 IEP teams must reconvene to address identified findings.	33 IEPs were reviewed, in part or in whole. A detailed description of the findings related to student records can be found in Appendix C.	
Review of District Forms			
34 CFR §300.503 34 CFR §300.320 Rule 6A-6.03028, FAC	6 forms require revisions to meet compliance.	A detailed description of the forms reviews was provided to the district in a letter dated September 26, 2006.	

System Improvement Plan

In response to these findings, the district is required to develop a system improvement plan for submission to the Bureau. This plan must include activities and strategies intended to address specific findings, as well as measurable evidence of change. In developing the system improvement plan, every effort should be made to link the system improvement activities resulting from this focused monitoring report to the district's targeted technical assistance needs identified through the State Performance Plan Indicator Teams. The promising practices, recommendations, and technical assistance resources included below should be considered when developing strategies and/or interventions targeting the critical issues identified by the Bureau as most significantly in need of improvement.

Promising Practices, Recommendations and Technical Assistance

Promising Practices

During the visit numerous promising practices were noted by district and school staff and by Bureau staff. Some of the reported promising practices were school specific, some were grade specific, and others were the results of district-wide initiatives. The District is encouraged to continue to promote an atmosphere where teachers and staff can share these practices. Some of the reported promising practices are listed below.

- Teachers reported that training with the Florida Inclusion Network (FIN) has facilitated collaboration between general education and ESE teachers.
- General education teachers reported that ESE teachers have been extremely supportive.
- Teachers reported that the recent implementation of credit recovery and the use of the drop-out prevention program at the alternative school have helped students who are at risk of dropping out.

Recommendations

Recommendations have been proposed 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 system improvement plan (SIP).

- Schedule ESE students to participate in remediation with non-disabled peers, as appropriate.
- Provide stress management training to students who take the FCAT.
- Modify forms to allow teachers to include additional information.
- Provide IEP training module to include appropriate use of supplemental aides and services.
- Conduct periodic self-assessments of ESE programs across schools to ensure that IEPs are being implemented and accommodations are individualized.

- Provide parent and teacher training modules to address options and decision-making for diploma selection. Include strategies for increasing district, school, and parent expectations for academic achievement for students with disabilities.
- Provide training module to address the appropriate use of the FCAT Waiver.
- Review data related to use of the FCAT waiver to determine if it is being reported accurately.
- Provide training modules that addresses the importance of general education and special education teacher collaboration in the development of IEPs in IEP training.
- Provide system-wide review of FCAT scores for students with disabilities taught in parallel curriculum classrooms versus general education classrooms.

Technical Assistance

Bureau staff are available for assistance on a variety of topics. Staff may be contacted for assistance in the development and/or implementation of the system improvement plan. Following is a partial list of contacts:

ESE Program Administration and Quality Assurance—Monitoring
(850) 245-0476

Eileen Amy, Administrator
Eileen.Amy@fldoe.org

Ginny Chance, Program Director
Ginny.Chance@fldoe.org

Angela Nathaniel, Program Specialist
Angela.Nathaniel@fldoe.org

Clearinghouse Information Center
cicbiscs@FLDOE.org
(850) 245-0477

Kathy Dejoie, Program Director
Kathy.Dejoie@fldoe.org

Special Programs Information, Clearinghouse, and Evaluation
(850) 245-0475

Karen Denbroeder, Administrator
Karen.Denbroeder@fldoe.org

ESE Program Development and Services
(850) 245-0478

Cathy Bishop, Program Director
Cathy.Bishop@fldoe.org

**Calhoun County School District
 Focused Monitoring
 System Improvement Strategies**

The district is required to provide system improvement strategies to address identified findings of noncompliance, 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. In addition to findings of noncompliance, the report includes areas of concern that the district is encouraged to address, either through this system improvement plan or through other avenues. Resources, suggestions and/or recommended actions are provided following this plan format.

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Findings of Noncompliance	Improvement Strategies/Interventions	Outcome Measures and Timeline
Indicator: Least Restrictive Environment (ages 6-21)		
Related Factor: Removal Standard/Placement		
<p>That removal from the general education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily is not evident from students' IEPs.</p> <p>Areas of concern are noted in the body of the report.</p>	<p>Training and/or technical assistance regarding requirements for placement decisions will be incorporated into the general staff development activities for ESE staff.</p> <p>District and/or school staff will conduct periodic reviews of a sampling of IEPs (≥ 20 records) of students who are removed from the general education setting for part of the day to evaluate:</p> <ul style="list-style-type: none"> • sufficiency of explanations justifying removal • extent to which the present level of educational performance addresses all the needs related to the disability • correspondence among identified needs, goals and short-term objectives or benchmarks, and 	<p>District report of self-assessment reveals compliance with targeted elements for 100% of IEPs reviewed.</p> <p>September 2007 March 2008</p>

Findings of Noncompliance	Improvement Strategies/Interventions	Outcome Measures and Timeline
	<p>services provided.</p> <p><i>The district is encouraged to include strategies to address concerns noted in the body of this report.</i></p>	
Indicator: Performance on Statewide Assessment		
Related Factor: FCAT Waiver/Other Options		
Areas of concern are noted in the body of the report.	<i>The district is encouraged to include strategies to address concerns noted in the body of this report.</i>	
Related Factor: IEP Requirements/Implementation		
<p>As part of the present level of educational performance (PLEP), a statement of remediation needed to achieve a passing score on the statewide assessment.</p> <p>Areas of concern are noted in the body of the report.</p>	<p>Training and/or technical assistance regarding PLEP requirements will be incorporated into the general staff development activities for ESE staff.</p> <p>The district will be required to conduct a self-assessment of student records who have not passed FCAT for remediation statements. The IEPs of 10% of the students' PLEP must be reviewed for compliance.</p> <p>Following an analysis of the record review results, district staff will determine if additional training is required or targeted meet compliance.</p> <p><i>The district is encouraged to include strategies to address concerns noted in the body of this report.</i></p>	<p>District reports of self-assessment reveals compliance in targeted areas of 100% of IEPs reviewed.</p> <p>March 2008</p>
Indicator: Dropout Rate		
Related Factor: General		
No findings of noncompliance in this area.	<i>The district is encouraged to include strategies to address concerns noted in the body of this report.</i>	

Findings of Noncompliance	Improvement Strategies/Interventions	Outcome Measures and Timeline
Areas of concern are noted in the body of the report.		
Indicator: Secondary Transition		
Related Factor: IEP Contents		
No findings of noncompliance in this area. Areas of concern are noted in the body of the report.	<i>The district is encouraged to include strategies to address concerns noted in the body of this report.</i>	
Indicator: Gifted		
Related Factor: EP Requirements/Implementation		
EPs for student who are gifted must include a statement of goals, including benchmarks or short-term objectives.	Using the revised EP form, reconvene and develop EPs for all students identified as gifted to include benchmarks or short-term objectives.	Provide documentation of the submitted changes to the Bureau. Documentation should include a copy of the notice of the meeting and, from each school that serves gifted students, a copy of the EP for the first and last student from an alphabetized list of gifted students. June 2007
Matrix of Services		
Two matrix of service documents require review following review/revision of the corresponding IEPs.	District will submit both new IEPs and new matrixes for identified students to the Bureau for review and if needed, an amendment to the Automated Student Information System database. The district will be required to conduct semi-annually, self-assessment of 10 matrix of service	Reviewed/revised IEP were submitted to the Bureau March 30, 2007. District report of self-assessment reveals compliance for 100% of

Findings of Noncompliance	Improvement Strategies/Interventions	Outcome Measures and Timeline
	records for students in the CARE program and report findings to DOE.	matrixes reviewed. June 2007 December 2007
Review of Student Records		
8 IEP teams must reconvene to address identified findings.	<p>The IEP teams for the identified students reconvened to address identified findings.</p> <p>The identified noncompliant elements will be targeted in the district's IEP and EP training.</p> <p>Using protocols developed by the Bureau, school and/or district staff will conduct semi-annual compliance reviews of a random sample of 15 IEPs.</p>	<p>Reviewed/revised IEP were submitted to the Bureau March 30, 2007.</p> <p>District report of self-assessment reveals compliance with targeted elements for 100% of IEPs reviewed.</p> <p>June 2007 December 2007</p>
Review of District Forms		
6 forms require revisions to meet compliance.	The district revised forms as required and submitted them to the Bureau for review in October 2006.	Revised forms were submitted to the Bureau and approved November 28, 2006

Appendix A:
ESE Monitoring Team Members

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2006-07 Focused Monitoring
Calhoun County School District**

ESE Monitoring Team Members

Department of Education Staff

Bambi J. Lockman, Chief, Bureau of Exceptional Education and Student Services
Eileen L. Amy, Administrator, ESE Program Administration and Quality Assurance
Ginny Chance, Program Director, ESE Program Administration and Quality Assurance

Angela Nathaniel, Program Specialist, Team Leader
Laura Harrison, Program Specialist
Marilyn Hibbard, Program Specialist
Barbara McAnelly, Program Specialist
Annette Oliver, Program Specialist

Appendix B:
Survey Results

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2006-07 Focused Monitoring
Calhoun County School District**

Parent Survey Report: Students with Disabilities

FDOE has elected to use the 25-item scale from the National Center for Special Education Accountability Monitoring (NCSEAM) survey that addresses family involvement. Each family selected to be included in the annual sample received a mailed survey printed on an optical scan form accompanied by a cover letter explaining the importance of the survey and guaranteeing the confidentiality of the parent's responses. The packet also included a pre-addressed, postage-prepaid envelope for return of the survey. The survey was provided in three languages: English, Spanish, and Haitian-Creole.

Data from the surveys was scanned into an electronic database and sent to Dr. William Fisher, NCSEAM's measurement consultant, who analyzed the data and produced reports at both the state and LEA levels.

The parent survey was sent to parents of 497 students (PK-12) with disabilities in Calhoun County School District for whom complete addresses were provided by the district. A total of 33 parents, representing 7% of the sample, returned the survey. When applying the standard of measure indicating their perception of schools' facilitation of parental involvement, 52% of parents of children ages 3-21 reported their perceived level of satisfaction at or above the standard.

Appendix C
Student Record Reviews

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2006-07 Focused Monitoring
Calhoun County School District**

Student Record Reviews

Targeted or partial reviews of 28 records of students with disabilities and ten records of students identified as gifted randomly selected from the population of ESE students and reviewed. The records were from four schools in the district. Ten of the records represented transition IEPs for students aged 14 or older. In addition to IEP reviews, the Bureau conducted reviews of five matrix of services documents for students reported at the 254 or 255 funding level through the Florida Education Finance Program (FEFP). Any services claimed on the matrix must be documented on the IEP and must be in evidence in the classroom.

To be determined systemic in nature, an item must be found noncompliant in at least 25% of the records reviewed. In Calhoun County, at least seven of the IEPs and three of the EPs must have been noncompliant on a given item to be considered a systemic finding. For eight of the 28 IEPs there was lack of support of services in the present level of performance and annual goals and short term objectives or benchmarks, and IEP teams must be reconvened to address this finding. The district was notified of the specific students requiring reconvened IEP meetings in a letter dated February 28, 2007.

Systemic findings were made in the following areas:

- Lack of statement of remediation skills needed to pass the general statewide assessment.
- Lack of support of services in the present level of performance and annual goals and short term objectives or benchmarks

Individual or non-systemic findings were noted in 10 additional areas.

Of the ten EPs reviewed, there were no systemic, individual or non-systemic findings of noncompliance.

Appendix D:
Glossary of Acronyms

**Florida Department of Education
Bureau of Exceptional Education and Student Services
2006-07 Focused Monitoring
Calhoun County School District**

Glossary of Acronyms

Bureau	Bureau of Exceptional Education and Student Services
CARE	Character Attitude Responsibility Education
CFR	Code of Federal Regulations
CIP	Continuous Improvement Plan
DJJ	Department of Juvenile Justice
DOE	Department of Education
EP	Educational Plan (for gifted students)
ESE	Exceptional Student Education
F.S.	Florida Statutes
FAC	Florida Administrative Code
FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
FCAT	Florida Comprehensive Assessment Test
FDLRS	Florida Diagnostic and Learning Resource System
GED	General Educational Development diploma
IDEA	Individuals with Disabilities Education Act
IEP	Individual Educational Plan (for students with disabilities)
LEA	Local Educational Agency
LRE	Least Restrictive Environment
NCLB	No Child Left Behind
NCSEAM	National Center for Special Education Accountability Monitoring
OCR	Office for Civil Rights
OSEP	Office of Special Education Programs (USDOE)
OSS	Out-of-School Suspension
PBIP	Positive Behavior Intervention Plan
PLEP	Present Level of Educational Performance
PreK (PK)	Pre-kindergarten
SIP	System Improvement Plan
SLD	Specific Learning Disability
SPP	State Performance Plan
SP&P	Special Programs & Procedures for the Provision of Specially Designed Instruction
USC	United States Code
USDOE	United States Department of Education