

FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

T. WILLARD FAIR, *Chairman*

Members

DONNA G. CALLAWAY

DR. AKSHAY DESAI

ROBERTO MARTÍNEZ

PHOEBE RAULERSON

KATHLEEN SHANAHAN

LINDA K. TAYLOR

Dr. Eric J. Smith
Commissioner of Education



June 20, 2008

Mr. Dennis Bennett, Superintendent
Dixie County School District
P.O. Box 890
Cross City, Florida 32628-0890

Dear Mr. Bennett:

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 Dixie 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. As a result of the validation review, additional incidents or findings of noncompliance requiring correction were identified.

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. All individual incidents of noncompliance were timely corrected with verifying documentation provided to the Bureau on May 6, 2008.

Dixie County was required to assess 129 standards. One or more incidents of noncompliance were identified on 20 of those standards (16%). The following is a summary of Dixie County School District's correction of student-specific incidents of noncompliance:

Correction of Noncompliance by Student

	Number	Percentage
Records Reviewed/Protocols Completed	20	—
Total Items Assessed	557	—
Noncompliant	34	6%
Timely Corrected	34	100%

The *Dixie 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. Dixie 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.

Mr. Dennis Bennett
June 20, 2008
Page 3

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,

A handwritten signature in black ink, appearing to read "Bambi J. Lockman". The signature is fluid and cursive, with the first name being the most prominent.

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

Attachments

cc: James Bray
Frances Haithcock
Kim C. Komisar
Laura Harrison
Sheila Gritz

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

**ESE Self-Assessment
2007 – 08**

Dixie 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 STB protocols completed: 2
 Number of standards per STB: 28

Number of DD disabilities completed: 1
 Number of standards per DD: 6
 Number of LI disabilities completed: 1
 Number of standards per LI: 7
 Number of MH disabilities completed: 2
 Number of standards per MH: 9
 Number of SLD disabilities completed: 3
 Number of standards per SLD: 14

Total number of protocols: 20
 Total number of standards: 557
 Total number of incidents of noncompliance (NC): 34
 Overall % incidents of noncompliance: 6%

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**

Dixie District Summary Report: Findings of Noncompliance by Standard

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
STB-1	<p>The notice to the IEP team meeting included:</p> <ul style="list-style-type: none"> • A statement that a purpose of the meeting was the development of a statement of the student's transition services needs (beginning at age 14) or the consideration of the postsecondary goals and transition services (beginning at age 16) • A statement that the student would be invited • Indication that any agency likely to provide or pay for services during the current year would be invited. <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>		X	2	100.0%	X
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	100.0%	X
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		1	50.0%	X
STB-10	<p>The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))</p>	X		2	100.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
STB-11	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))	X		2	100.0%	X
STB-12	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))	X		1	50.0%	X
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		1	50.0%	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	50.0%	X
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		2	100.0%	X
IEP-10	The parent agreed to an IEP team member's absence when that person's curriculum/related service area was not being discussed. (34 CFR 300.321(e)(1))		X	1	14.3%	
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		7	100.0%	X
IEP-14	The IEP includes measurable annual goals, including academic and functional goals, and short-term objectives or benchmarks, designed to meet the student's needs that result from the disability to enable the child to be involved in and make	X		2	28.6%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	progress in the general curriculum and meet the student's other needs that result from the disability. (34 CFR 300.320(a)(2))					
IEP-22	The parent provided consent for the student to receive instructional accommodations not permitted on statewide assessments and acknowledged the implications of such accommodations. (Section 1008.22(3)(c)6, F.S.; Rule 6A-6.03028(7)(e), FAC.)	X		3	42.9%	X
IE-1	Two or more parent conferences concerning the student's learning or behavioral areas of concern were held. (Rule 6A-6.0331(2)(a), FAC.)		X	1	14.3%	
IE-2	Anecdotal records or behavioral observations conducted by at least two individuals, one of whom is the student's teacher, were reviewed. (Rule 6A-6.0331(2)(b), FAC.)		X	1	14.3%	
IE-5	A minimum of two general education interventions or strategies were implemented. (Rule 6A-6.0331(2)(f), FAC.)		X	1	14.3%	
LI-6	The student did not meet initial eligibility criteria as language impaired, but is an eligible student with a disability under another program and the IEP team determined that the student is in need of language as a related service. (S. 1003.01(3)(b) F.S.)	X		1	100.0%	X
MH-6	The student's intellectual functioning is: <ul style="list-style-type: none"> • between two (2) and three (3) standard deviations below the mean for educable mentally handicapped, or • between three (3) and five (5) standard deviations below the mean for trainable mentally handicapped, or • more than five (5) standard deviations below the mean for profoundly mentally handicapped. (Rule 6A-6.03011(2)(a), FAC.)	X		1	50.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
MH-7	The student's adaptive behavior is below age and social-cultural group. (Rule 6A-6.03011(2)(b), FAC.)	X		1	50.0%	X
MH-9	The student meets eligibility criteria. (Rule 6A-6.03011, FAC.)	X		1	50.0%	X

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

**ESE Self-Assessment
2007 – 08**

Dixie County School District Corrective Action Plan

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
STB-1	<p>The notice to the IEP team meeting included:</p> <ul style="list-style-type: none"> • A statement that a purpose of the meeting was the development of a statement of the student's transition services needs (beginning at age 14) or the consideration of the postsecondary goals and transition services (beginning at age 16) • A statement that the student would be invited • Indication that any agency likely to provide or pay for services during the current year would be invited. <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>	<p>Guidance at Dixie County's Middle School and High School will be trained on the proper way to complete the notice to the IEP team meeting for students that will be 14 or older</p> <p>A sampling of 10 records will be reviewed for compliance at Dixie County High School with the expectation of 100% compliance.</p>	<p>By May 1, 2008</p> <p>By October 24, 2008</p>	<p>District Staff</p> <p>District Staff</p>	<p>In planning stage</p> <p>In planning stage</p>
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 	<p>Training will be conducted on how to properly complete a transition IEP.</p> <p>A sampling of 10 records will be reviewed for compliance at Dixie County High School with the expectation of 100% compliance.</p>	<p>By September 1, 2008</p> <p>By October 24, 2008</p>	<p>FDLRS</p> <p>District Staff</p>	<p>In planning stage</p> <p>In planning stage</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>need for instruction in the area of self determination.</p> <p>(Rule 6A-6.03028(7)(i), FAC.)</p>				
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>Training will be conducted on how to properly complete a Transition IEP.</p> <p>A sampling of 10 records will be reviewed for compliance at Dixie County High School with the expectation of 100% compliance.</p>	<p>By September 1, 2008</p> <p>By October 28, 2008</p>	<p>FDLRS</p> <p>District Staff</p>	<p>In planning stage</p> <p>In planning stage</p>
STB-10	<p>The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))</p>	<p>Training will be conducted on how to properly complete a Transition IEP.</p> <p>A sampling of 10 records will be reviewed for compliance at Dixie County High School with the expectation of 100% compliance.</p>	<p>By September 1, 2008</p> <p>By October 28, 2008</p>	<p>FDLRS</p> <p>District Staff</p>	<p>In planning stage</p> <p>In planning stage</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>Training will be conducted on how to properly complete a Transition IEP.</p> <p>A sampling of 10 records will be reviewed for compliance at Dixie County High School with the expectation of 100% compliance.</p>	<p>By September 1, 2008</p> <p>By October 28, 2008</p>	<p>FDLRS</p> <p>District Staff</p>	<p>In planning stage</p> <p>In planning stage</p>
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>Training will be conducted on how to properly complete a Transition IEP.</p> <p>A sampling of 10 records will be reviewed for compliance at Dixie County High School with the expectation of 100% compliance.</p>	<p>By September 1, 2008</p> <p>By October 28, 2008</p>	<p>FDLRS</p> <p>District Staff</p>	<p>In planning stage</p> <p>In planning stage</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.</p>	<p>Training will be conducted on how to properly complete a Transition IEP.</p> <p>A sampling of 10 records will be reviewed for compliance at Dixie County High School</p>	<p>By September 1, 2008</p> <p>By October 28, 2008</p>	<p>FDLRS</p> <p>District Staff</p>	<p>In planning stage</p> <p>In planning stage</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	(34 CFR 300.320(b)(2))	with the expectation of 100% compliance.			
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))	Guidance staff will be trained on procedures for sending out IEP invitations A sampling of 10 records will be reviewed for compliance at Dixie County High School with the expectation of 100% compliance.	By September 1, 2008 By October 28, 2008	District Staff District Staff	In planning stage In planning stage
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))	Training will be conducted on how to properly complete a Transition IEP. A sampling of 10 records will be reviewed for compliance at Dixie County High School with the expectation of 100% compliance.	By September 1, 2008 By October 28, 2008	FDLRS District Staff	In planning stage In planning stage
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 pre-kindergarten 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.)	Training will be conducted on how to properly complete an IEP. A sampling of 10 records will be reviewed for compliance at Ruth Rains Middle School with the expectation of 100% compliance.	By September 1, 2008 By October 24, 2008	FDLRS District Staff	In planning stage In planning stage
IEP-14	The IEP includes measurable annual goals, including academic and functional goals, and short-term objectives or benchmarks, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general curriculum and meet the	Training will be conducted on how to properly complete an IEP. A sampling of 10 records will be reviewed for compliance at Ruth Rains Middle School with the expectation of 100% compliance.	By September 1, 2008 By October 24, 2008	FDLRS District Staff	In planning stage In planning stage

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	student's other needs that result from the disability. (34 CFR 300.320(a)(2))				
IEP-22	The parent provided consent for the student to receive instructional accommodations not permitted on statewide assessments and acknowledged the implications of such accommodations. (Section 1008.22(3)(c)6, F.S.; Rule 6A-6.03028(7)(e), FAC.)	This was an error in data entry. "NA" should have been marked			
LI-6	The student did not meet initial eligibility criteria as language impaired, but is an eligible student with a disability under another program and the IEP team determined that the student is in need of language as a related service. (S. 1003.01(3)(b) F.S.)	This was an error in data entry. "NA" should have been marked.			
MH-6	The student's intellectual functioning is: <ul style="list-style-type: none"> • between two (2) and three (3) standard deviations below the mean for educable mentally handicapped, or • between three (3) and five (5) standard deviations below the mean for trainable mentally handicapped, or • more than five (5) standard deviations below the mean for profoundly mentally handicapped. (Rule 6A-6.03011(2)(a), FAC.)	Training will be conducted for the district staffing specialist and school staff on the program requirements for mentally handicapped All EMH records at Old Town Elementary School will be reviewed for compliance with the expectation of 100% compliance.	By September 1, 2008 By October 24, 2008	District ESE Director District Staff	In planning stage In planning stage
MH-7	The student's adaptive behavior is below age and social-cultural group. (Rule 6A-6.03011(2)(b), FAC.)	Training will be conducted for the district staffing specialist and school staff on the program requirements for mentally	By September 1, 2008	District ESE Director	In planning stage

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>handicapped</p> <p>All EMH records at Old Town Elementary School will be reviewed for compliance with the expectation of 100% compliance.</p>	<p>By October 24, 2008</p>	<p>District Staff</p>	<p>In planning stage</p>
<p>MH-9</p>	<p>The student meets eligibility criteria. (Rule 6A-6.03011, FAC.)</p>	<p>Training will be conducted for the district staffing specialist and school staff on the requirements for the mentally handicapped program</p> <p>All EMH records at Old Town Elementary School will be reviewed for compliance with the expectation of 100% compliance.</p>	<p>By September 1, 2008</p> <p>By October 24, 2008</p>	<p>District ESE Director</p> <p>District Staff</p>	<p>In planning stage</p> <p>In planning stage</p>