

FLORIDA DEPARTMENT OF EDUCATION



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June 20, 2008

Mr. Tim Wilder, Superintendent
Gulf County School District
150 Middle School Road
Port St. Joe, Florida 32456-2261

Dear Mr. Wilder:

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 Gulf 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. Due to the nature and/or extent of student-specific noncompliance and the availability of staff and/or resources to correct the findings, Gulf County School District requested and was granted an extension for completion of required activities; a final due date was established as May 30, 2008. The required corrective actions and verifying documentation have been submitted and completed.

Gulf County was required to assess 107 standards. One or more incidents of noncompliance were identified on 9 of those standards (8%). The following is a summary of Gulf County School District's correction of student-specific incidents of noncompliance:

Correction of Noncompliance by Student

	Number	Percentage
Records Reviewed/Protocols Completed	18	–
Total Items Assessed	564	–
Noncompliant	19	3%
Timely Corrected	19	100%

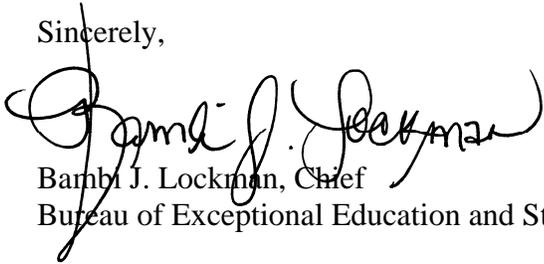
The *Gulf District Summary Report: Findings of Noncompliance by Standard* (Attachment 1) contains a summary of the findings reported by the individual standard or regulation assessed. These data include revisions to the preliminary report that resulted from the validation review. Systemic findings are 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. Gulf 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: Deborah Crosby
Frances Haithcock
Kim C. Komisar
Jill Snelson
Elise Lynch
Sheila Gritz

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

**ESE Self-Assessment
2007 – 08**

Gulf 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: 2
 Number of standards per MD: 9
 Number of STB protocols completed: 2
 Number of standards per STB: 28

Number of SLD disabilities completed: 7
 Number of standards per SLD: 14

Total number of protocols: 18
 Total number of standards: 564
 Total number of incidents of noncompliance (NC): 19
 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**

Gulf District Summary Report: Findings of Noncompliance by Standard

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
STB-9	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))	X		2	100.0%	X
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-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		2	100.0%	X
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	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		1	50.0%	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		5	71.4%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
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 student's other needs that result from the disability. (34 CFR 300.320(a)(2))	X		4	57.1%	X
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		1	14.3%	
MD-7	If the student did not have a functional behavioral assessment (FBA) developed and a behavior intervention plan (BIP) implemented prior to the removal, within 10 days the IEP team developed an assessment plan and completed the FBA and developed a BIP as soon as practicable. (34 CFR 300.530(d) and (f)(1)(i); Rule 6A-6.03312(4)(d), FAC.)	X		1	50.0%	X

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
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))	<p>ACTIVITY 1: Plan staff development for all ESE teachers, staffing/transition specialists, job coach, and on quality and compliance components of IEPs, in the areas including, but not limited to, requirements for courses of study, desired post-school outcome statements, transition needs, transition requirements in the areas of measurable post-secondary goals, transition services to improve student achievement, and coordinated goals and services to enable the student to meet post-secondary goals.</p> <p>ACTIVITY 2: Conduct staff development activities for all ESE teachers and staffing/transition specialists on all IEP areas listed above. On an ongoing basis, train new ESE staff (both school and district level). Access PDA online module on transition through the PDA project.</p> <p>ACTIVITY 3: Implement a set of procedures to review student records to determine the effectiveness of the intervention activities, with the goal being 100% compliance across standards. The staffing/transition specialists will be assigned responsibility for reviewing at least 7% of IEPs developed/reviewed after the staff development activities have been completed. BEESS protocols from IEP and STB will be used in the review.</p> <p>ACTIVITY 4: Convene IEP meeting to make corrections.</p>	<p>May – June 2008</p> <p>July – October 2008</p> <p>November – December 22, 2008</p> <p>May 22 – 23, 2008</p>	<p>FDLRS, ISRD, district office ESE staff, DOE/BEESS Transition Specialist, contracted services, IDEA Part B funds, Transition 101 document, “What Everyone Needs to Know about Implementing Transition Services.”</p> <p>FDLRS, ISRD, district office ESE staff, DOE/BEESS Transition Specialist, contracted services, IDEA Part B funds</p> <p>FDLRS, ISRD, district office ESE staff, DOE/BEESS Transition Specialist, contracted services, IDEA Part B funds</p> <p>IEP Team</p>	

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STB-15	<p>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))</p>	<p>ACTIVITY 1: Plan staff development for all ESE teachers, staffing/transition specialists, job coach, and on quality and compliance components of IEPs, in the areas including, but not limited to, requirements for courses of study, desired post-school outcome statements, transition needs, transition requirements in the areas of measurable post-secondary goals, transition services to improve student achievement, and coordinated goals and services to enable the student to meet post-secondary goals.</p> <p>ACTIVITY 2: Conduct staff development activities for all ESE teachers and staffing/transition specialists on all IEP areas listed above. On an ongoing basis, train new ESE staff (both school and district level). Access PDA online module on transition through the PDA project.</p> <p>ACTIVITY 3: Implement a set of procedures to review student records to determine the effectiveness of the intervention activities, with the goal being 100% compliance across standards. The staffing/transition specialists will be assigned responsibility for reviewing at least 7% of IEPs developed/reviewed after the staff development activities have been completed. BEESS protocols from IEP and STB will be used in the review.</p> <p>ACTIVITY 4: Convene IEP meeting to make corrections.</p>	<p>May – June 2008</p> <p>July – October 2008</p> <p>November – December 22, 2008</p> <p>May 22 – 23, 2008</p>	<p>FDLRS, ISRD, district office ESE staff, DOE/BEESS Transition Specialist, contracted services, IDEA Part B funds, Transition 101 document, “What Everyone Needs to Know about Implementing Transition Services.”</p> <p>FDLRS, ISRD, district office ESE staff, DOE/BEESS Transition Specialist, contracted services, IDEA Part B funds</p> <p>FDLRS, ISRD, district office ESE staff, DOE/BEESS Transition Specialist, contracted services, IDEA Part B funds</p> <p>IEP Team</p>	

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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))	<p>ACTIVITY 1: Plan staff development for all ESE teachers, staffing/transition specialists, job coach, and on quality and compliance components of IEPs, in the areas including, but not limited to, requirements for courses of study, desired post-school outcome statements, transition needs, transition requirements in the areas of measurable post-secondary goals, transition services to improve student achievement, and coordinated goals and services to enable the student to meet post-secondary goals.</p> <p>ACTIVITY 2: Conduct staff development activities for all ESE teachers and staffing/transition specialists on all IEP areas listed above. On an ongoing basis, train new ESE staff (both school and district level). Access PDA online module on transition through the PDA project.</p> <p>ACTIVITY 3: Implement a set of procedures to review student records to determine the effectiveness of the intervention activities, with the goal being 100% compliance across standards. The staffing/transition specialists will be assigned responsibility for reviewing at least 7% of IEPs developed/reviewed after the staff development activities have been completed. BEESS protocols from IEP and STB will be used in the review.</p> <p>ACTIVITY 4: Convene IEP meeting to make corrections.</p>	<p>May – June 2008</p> <p>July – October 2008</p> <p>November – December 22, 2008</p> <p>May 22 – 23, 2008</p>	<p>FDLRS, ISRD, district office ESE staff, DOE/BEESS Transition Specialist, contracted services, IDEA Part B funds, Transition 101 document, “What Everyone Needs to Know about Implementing Transition Services.”</p> <p>FDLRS, ISRD, district office ESE staff, DOE/BEESS Transition Specialist, contracted services, IDEA Part B funds</p> <p>FDLRS, ISRD, district office ESE staff, DOE/BEESS Transition Specialist, contracted services, IDEA Part B funds</p> <p>IEP Team</p>	

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IEP-13	<p>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.)</p>	<p>ACTIVITY 1: Plan staff development for all ESE teachers, staffing/transition specialists, job coach, and on quality and compliance components of IEPs, in the areas including, but not limited to, requirements for courses of study, desired post-school outcome statements, transition needs, transition requirements in the areas of measurable post-secondary goals, transition services to improve student achievement, and coordinated goals and services to enable the student to meet post-secondary goals.</p> <p>ACTIVITY 2: Conduct staff development activities for all ESE teachers and staffing/transition specialists on all IEP areas listed above. On an ongoing basis, train new ESE staff (both school and district level). Access PDA online module on transition through the PDA project.</p> <p>ACTIVITY 3: Implement a set of procedures to review student records to determine the effectiveness of the intervention activities, with the goal being 100% compliance across standards. The staffing/transition specialists will be assigned responsibility for reviewing at least 7% of IEPs developed/reviewed after the staff development activities have been completed. BEESS protocols from IEP and STB will be used in the review.</p> <p>ACTIVITY 4: Convene IEP meeting to make corrections.</p>	<p>November – December 22, 2008</p> <p>November – December 22, 2008</p> <p>November – December 22, 2008</p> <p>April – May, 2008</p>	<p>FDLRS, ISRD, district office ESE staff, DOE/BEESS Transition Specialist, contracted services, IDEA Part B funds, Transition 101 document, "What Everyone Needs to Know about Implementing Transition Services."</p> <p>FDLRS, ISRD, district office ESE staff, DOE/BEESS Transition Specialist, contracted services, IDEA Part B funds</p> <p>FDLRS, ISRD, district office ESE staff, DOE/BEESS Transition Specialist, contracted services, IDEA Part B funds</p> <p>IEP Team</p>	

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MD-7	<p>If the student did not have a functional behavioral assessment (FBA) developed and a behavior intervention plan (BIP) implemented prior to the removal, within 10 days the IEP team developed an assessment plan and completed the FBA and developed a BIP as soon as practicable.</p> <p>(34 CFR 300.530(d) and (f)(1)(i); Rule 6A-6.03312(4)(d), FAC.)</p>	<p>ACTIVITY 5: Adopt/adapt a standard FBA format and train behavior specialists and psychologists on its use, to address requirement that FBAs are developed after manifestation determinations determine that they need to be developed or reviewed.</p>	<p>July – October 2008</p> <p>November – December 22, 2008</p>	<p>District office ESE staff, PAEC staff, IDEA Part B funds.</p>	