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May 28, 2010

Mr. Gary L. Galloway, Superintendent
Holmes County School District
701 East Pennsylvania Avenue
Bonifay, Florida 32425

Dear Superintendent Galloway:

The Bureau of Exceptional Education and Student Services is in receipt of your district's response to the preliminary findings of its 2009–10 Exceptional Student Education (ESE) Compliance Self-Assessment. This letter and the attached document comprise the final report for Holmes County School District's 2009–10 Level 1 and Fall Cycle Level 2 self-assessment monitoring process.

The self-assessment system is designed to address the major areas of compliance related to the State Performance Plan (SPP)/Annual Performance Report (APR) required under the Individuals with Disabilities Education Act (IDEA). SPP Indicator 15, Timely Correction of Noncompliance, requires that the state identify and correct noncompliance **as soon as possible, but in no case later than one year from identification**. While any incident of noncompliance is of concern, 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.

The results of district self-assessments are included in the State's APR and are used to inform oversight activities, including the selection of districts for on-site monitoring, and the local education 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."

On February 5, 2010, the preliminary report of findings from the 2009-10 Level 1 and Fall Cycle Level 2 self-assessment process was released to your district's ESE Director. The preliminary report detailed student-specific incidents of noncompliance that required immediate correction. Districts were required to correct all student-specific noncompliance and to provide evidence to the Bureau no later than April 5, 2010. In addition, the preliminary report identified any standards for which the noncompliance was considered systemic (i.e., evident in $\geq 25\%$ of the records reviewed).

BAMBI J. LOCKMAN
Chief

Bureau of Exceptional Education and Student Services

Superintendent Galloway
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Your district had systemic findings for which a corrective action plan (CAP) was required. Holmes County School District's CAP was submitted to the Bureau for review and approval. We look forward to receiving the district's report on their results no later than **December 6, 2010**. Your district's adherence to this schedule is required in order to ensure correction of systemic noncompliance within a year as required by Office of Special Education Programs (OSEP) and Florida's SPP.

In its 2009–10 Level 1 and Fall Cycle Level 2 self-assessment, Holmes County School District assessed 57 standards. One or more incidents of noncompliance were identified on six of those standards (10.5%). The following is a summary of the district's timely correction of student-specific incidents of noncompliance:

Correction of Noncompliance by Student

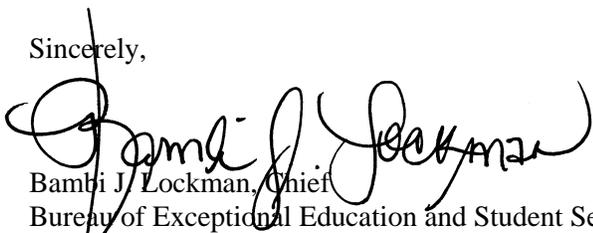
	Number	Percentage
Records Reviewed/Protocols Completed	10	-
Total Items Assessed	285	-
Noncompliant	13	4.6%
Timely Corrected	13	100%

The attached *Holmes County District Summary Report: Findings of Noncompliance by Standard* contains a summary of the findings reported by the individual standard or regulation assessed. In the event there were systemic findings of noncompliance on specific standards that required the development of a CAP, those items are designated by shaded cells. In addition, a Matrix of Services review was required. Holmes County School District reviewed five matrixes for students reported at the 254 or 255 cost factors for weighted funding through the Florida Education Finance Program. No discrepancies were identified.

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.

If you have questions regarding this process, please contact your assigned district liaison for monitoring or Patricia Howell, Program Director, at (850) 245-0476 or via electronic mail at patricia.howell@fldoe.org.

Sincerely,



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

Attachment

cc: Donnita Butorac Patricia Howell
Frances Haithcock Brenda Fisher
Mary Jane Tappen Sheila Gritz
Kim C. Komisar Karen Denbroeder

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

**2009 – 2010 Self-Assessment
Level 1 and Fall Cycle Level 2
Holmes County 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 DJJ protocols completed: 5
Number of standards per DJJ: 31
Number of T16 protocols completed: 5
Number of standards per T16: 26

Total number of protocols: 10
Total number of standards: 285
Total number of incidents of noncompliance (NC): 13
Overall % incidents of noncompliance: 4.6%

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.

Florida Department of Education
Bureau of Exceptional Education and Student Services

**2009 – 2010 Self-Assessment
Level 1 and Fall Cycle Level 2
Holmes County District Summary Report: Findings of Noncompliance by Standard**

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
T16-9	There is a measurable postsecondary goal or goals in the designated areas (i.e., education/training, employment, and, where appropriate, independent living skills). (34 CFR 300.320(b)(1); Rule 6A-6.03028(3)(h)9a, F.A.C.)	X		1	20.0%	
T16-11	The IEP includes annual goals (and short-term objectives/benchmarks, if applicable) related to the student's transition services needs. (34 CFR 300.320(b); Rule 6A-6.03028(3)(h)2-3, F.A.C.)	X		1	20.0%	
T16-16	The IEP includes appropriate measurable postsecondary goals that are annually updated and based upon: an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority. (34 CFR 300.320(b)-(c) and 300.321(b); Rule 6A-6.03028(3)(b)-(c) and (h), F.A.C.)	X		1	20.0%	
DJJ-7	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. (34 CFR 300.320(a)(1))	X		3	60.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
DJJ-8	The IEP includes measurable annual goals, including academic and functional goals, 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. Benchmarks or short-term objectives should be included for students with disabilities who take alternate assessments aligned to alternate achievement standards or any other student with a disability as determined by the IEP team. (34 CFR 300.320(a)(2))	X		4	80.0%	X
DJJ-20	There is alignment among the present level of academic and functional performance statement, the annual goals (and short-term objectives/benchmarks, if applicable), and the services identified on the IEP. (34 CFR 300.320(a))	X		3	60.0%	X