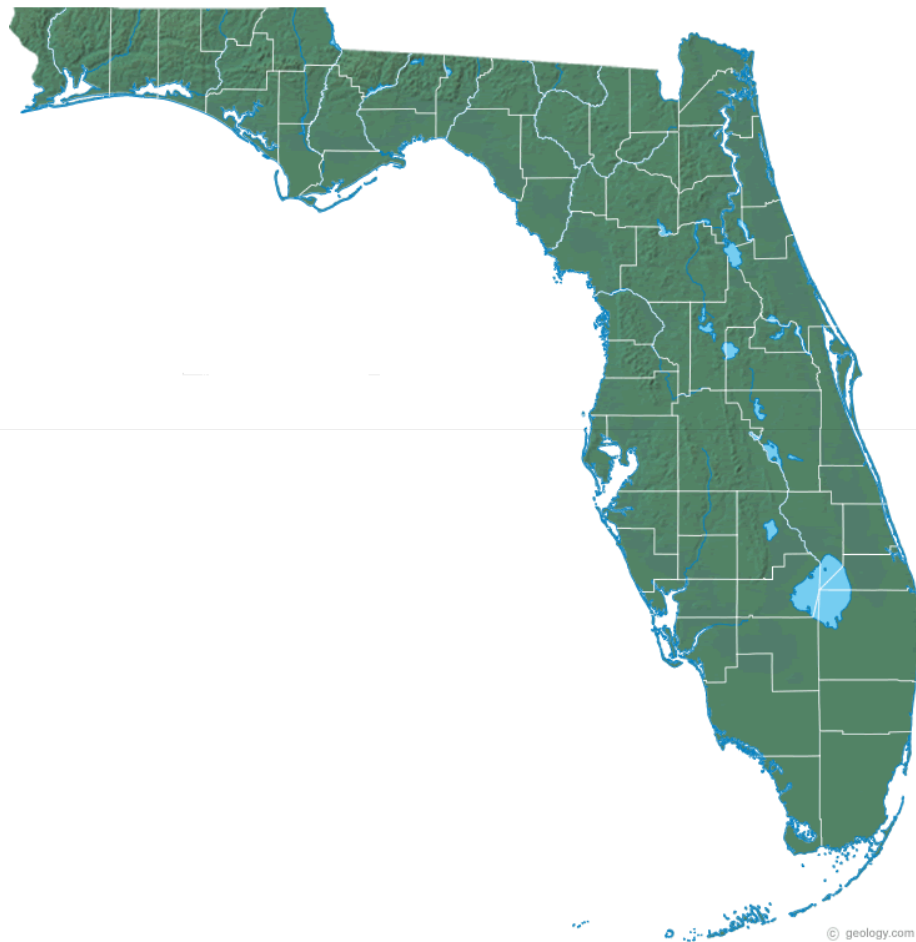


# Collier County School District

Final Report: On-Site Monitoring  
Exceptional Student Education Programs

January 25–27, 2011



Bureau of Exceptional Education and Student Services  
Florida Department of Education

This publication is produced through the Bureau of Exceptional Education and Student Services Resource and Information Center (BRIC) of the Florida Department of Education. For more information on available resources, contact BRIC.

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April 8, 2011

Dr. Dennis L. Thompson, Superintendent  
Collier County School District  
5775 Osceola Trail  
Naples, Florida 34109

Dear Superintendent Thompson:

We are pleased to provide you with the *Final Report: On-Site Monitoring of Exceptional Student Education Programs* for the Collier County School District. This report was developed by integrating multiple sources of information related to an on-site visit to your district January 25–27, 2011, which included student record reviews, interviews with school and district staff, and classroom observations. The final report will be posted on the Bureau of Exceptional Education and Student Services' website and may be accessed at <http://www.fldoe.org/ease/mon-home.asp>.

The Collier County School District was selected for an on-site visit due to matrix levels greater than 150 percent of the state rate for the 255 cost factor. Dr. Victoria Sartorio, Exceptional Student Education (ESE) Executive Director, and her staff were very helpful during the Bureau's preparation for the visit and during the on-site visit. In addition, the principals and other staff members at the schools visited welcomed and assisted Bureau staff members. *The Bureau's on-site monitoring activities did not identify any discrepancies; therefore, no corrective action is required as a result of this visit.*

Thank you for your commitment to improving services for exceptional education for students in Collier County. If there are any questions regarding this final report, please contact Patricia Howell, Program Director, Monitoring and Compliance, at (850) 245-0476 or via electronic mail at [Patricia.Howell@fldoe.org](mailto:Patricia.Howell@fldoe.org).

Sincerely,

A handwritten signature in black ink, appearing to read "Bambi J. Lockman".

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

Enclosure

cc: Victoria Sartorio  
Karen Stelmacki  
Kim C. Komisar

Patricia Howell  
Liz Conn  
Brenda Fisher

**BAMBI J. LOCKMAN**  
Chief

*Bureau of Exceptional Education and Student Services*



**Collier County School District**

**Final Report: On–Site Monitoring  
Exceptional Student Education Programs**

**January 25–27, 2011**

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



**Collier County School District**

**Final Report: On-Site Monitoring  
Matrix of Services  
January 25–27, 2011**

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# Collier County School District

## On-Site Monitoring Matrix of Services January 25–27, 2011

### Final Report

#### Authority

The Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (Bureau), 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 related to exceptional student education (ESE; sections 1001.03(8) and 1008.32, Florida Statutes [F.S.]). One purpose of the Individuals with Disabilities Education Act of 2004 (IDEA) 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]). In accordance with IDEA, the Bureau is responsible for ensuring that the requirements of the Act and the educational requirements of the state are implemented (34 CFR §300.149(a)(1) and (2)).

In fulfilling this requirement, the Bureau monitors 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 ESE services; provides information and assistance to school districts; and otherwise assists school districts in operating effectively and efficiently. The monitoring system is designed to emphasize improved educational outcomes for students while ensuring compliance with applicable federal laws and regulations and state statutes and rules.

#### Monitoring Process

##### District Selection

Districts were selected for on-site monitoring during the 2010–11 school year based on the following criteria:

- Matrix of services:
  - Districts that report students for weighted funding at > 150 percent of the state rate for **at least one** of the following:
    - 254 (> 7.38 percent)
    - 255 (> 3.15 percent)
    - 254/255 combined (> 10.53 percent)
  - Districts that report students for weighted funding at > 125 percent of the state rate for **two or more** of the following cost factors:
    - 254 (> 6.15 percent)
    - 255 (> 2.63 percent)
    - 254/255 combined (> 8.78 percent)

- Pattern of poor performance over time in one or more targeted State Performance Plan (SPP) indicators, as evidenced by demonstrated progress below that of other targeted districts, and at least one of the following:
  - Targeted for a given SPP indicator or cluster of indicators for three consecutive years
  - Targeted for two or more SPP indicators or clusters of indicators for two consecutive years
- Problem solving/response to intervention (PS/RtI)
  - Eligible for on-site monitoring based on matrix of services or a pattern of poor performance over time on SPP indicators
  - Status as a pilot district for PS/RtI implementation; extent of implementation thus far

In a letter dated August 17, 2010, the Collier County School District superintendent was informed that the district was selected for a Level 3 on-site visit due to matrix levels greater than 150 percent of the state rate for the 255 cost factor.

### **On-Site Activities**

#### ***Monitoring Team***

During January 25–27, 2011, Bureau staff members conducted an on-site visit related to matrix levels for students with disabilities. The following Bureau staff members participated in the on-site visit:

- Brenda Fisher, Program Specialist, Monitoring and Compliance (Team Leader)
- Liz Conn, Program Specialist, Monitoring and Compliance
- Patricia Howell, Program Director, Monitoring and Compliance

#### ***Schools***

The following schools were selected for on-site visits based on the number of students with matrix of services cost factors of 254 and 255:

- Naples High School
- Poinciana Elementary School
- Mike Davis Elementary School

#### ***Data Collection***

On-site activities included the following:

- District-level interviews – 6 participants
- School-level interviews – 20 participants
- Record reviews (matrix of services) – 16 students
- Case studies – 13 students

#### ***Review of Records***

The district was asked to provide the following documents for each of the 16 student records selected for the matrix review:

- Current IEP
- Previous IEP
- Functional behavioral assessment (FBA)/behavioral intervention plan (BIP), if any
- Therapy logs

- Discipline record, including documentation of manifestation determination meetings, if applicable
- Attendance record
- Report cards
- Student schedule

Records were reviewed to verify that the services indicated on the matrix of services document were supported by the IEP and provided to the student as required. Additional documentation was requested during the on-site visit to verify matrix services levels.

## Results

Section 1011.62(1)(e), F.S., describes the Florida Education Finance Program (FEFP) funding model for exceptional student education programs, including basic, at-risk, support levels IV and V for exceptional students, career cost factors, and a guaranteed allocation for ESE programs. Exceptional education cost factors are determined by using a matrix of services to document the services that each exceptional student will receive. This model is designed to provide funds to a school district for the services that the district pays for or provides. If the district has a cost-sharing arrangement for services, the district may not report them for weighted funding. In addition, the nature and intensity of the services indicated on the matrix are to be consistent with the services described in the exceptional student's IEP. If a student with a disability is enrolled in a special program (e.g., dropout prevention program) and requires a service that is routinely provided to all students in that program, including nondisabled students, the district cannot claim weighted funding for that service via the matrix.

The IEPs reviewed supported the services reported on the matrix of services documents and no discrepancies were identified between the services on the IEPs and the services provided. Therefore, no corrective action is required.

As part of the on-site activities, the monitoring team had an opportunity to conduct student case studies, observe classrooms, and interview staff regarding the services provided to students with disabilities in the schools visited. The team noted that each of the schools was orderly and well-organized. Professionalism of school staff and their commitment to students was evident. There was collaboration among staff members from different areas and school programs, and school administrators provided strong leadership and support to staff.

In addition, the on-site team identified the following commendable programs and services in the individual schools visited:

- Naples High School:
  - Positive Behavior Support (PBS) store run by ESE students; creative funding for PBS resources, including parking enforcement administered by ESE students
  - Additional graduation ceremony option for students who age out second semester to accommodate the needs and preferences of individual students
  - Music, selected by students, played during transition periods between classes
- Poinciana Elementary School:
  - Positive mentoring of new teachers

- Regular provision of reverse mainstreaming
- Strong parent support
- Excellent organization and consistency in data collection
- Mike Davis Elementary School:
  - Staff involvement with students outside of the school day
  - Strong parent support, including parenting classes
  - Computers for each student

## Technical Assistance

### Bureau Contacts

The following is a partial list of Bureau staff available for technical assistance:

**ESE Program Administration and Quality Assurance (PAQA)**  
(850) 245-0476

Kim Komisar, Ph.D., Administrator  
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**Florida Department of Education  
Bureau of Exceptional Education and Student Services**

**Glossary of Acronyms and Abbreviations**

Bureau	Bureau of Exceptional Education and Student Services
BIP	Behavioral intervention plan
CFR	Code of Federal Regulations
ESE	Exceptional student education
FBA	Functional behavioral assessment
FDOE	Florida Department of Education
FEFP	Florida Education Finance Program
F.S.	Florida Statutes
IDEA	Individuals with Disabilities Education Act
IEP	Individual educational plan
PBS	Positive behavior support
PS/RtI	Problem solving/response to intervention
SPP	State Performance Plan



**Florida Department of Education**  
*Dr. Eric J. Smith, Commissioner*

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