

# FLORIDA DEPARTMENT OF EDUCATION



## STATE BOARD OF EDUCATION

### Members

DR. AKSHAY DESAI

MARK KAPLAN

ROBERTO MARTÍNEZ

JOHN R. PADGET

KATHLEEN SHANAHAN

Dr. Eric J. Smith  
Commissioner of Education



April 1, 2011

Mrs. Lori White, Superintendent  
Sarasota County School District  
1960 Landings Boulevard  
Sarasota, Florida 34231

Dear Superintendent White:

The Bureau of Exceptional Education and Student Services is in receipt of your district's response to the preliminary findings of its 2010-11 Exceptional Student Education (ESE) Compliance Self-Assessment. This letter and the attached document comprise the final report for Sarasota County School District's 2010-11 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 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."

On January 5, 2011, the preliminary report of findings from the 2010-11 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 March 7, 2011. In addition, districts are required to demonstrate that they are now correctly implementing each of the standards identified as noncompliant (i.e., 100 percent compliance).

**BAMBI J. LOCKMAN**  
Chief

*Bureau of Exceptional Education and Student Services*

Superintendent White  
April 1, 2011  
Page 2

*In its 2010-11 Level 1 and Fall Cycle Level 2 self-assessment, Sarasota County School District assessed 112 standards. One or more incidents of noncompliance were identified on six of those standards (5.4 %). The following is a summary of the district's timely correction of student-specific incidents of noncompliance:*

**Correction of Noncompliance by Student**

	<b>Number</b>	<b>Percentage</b>
Records Reviewed/Protocols Completed	38	-
Total Items Assessed	1046	-
Noncompliant	10	1%
Timely Corrected	10	100%

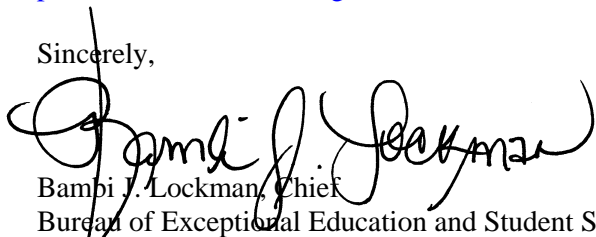
The attached *Sarasota County District Summary Report: Findings of Noncompliance by Standard* contains a summary of the findings reported by the individual standard or regulation assessed. In addition, a Matrix of Services review was required. Sarasota County School District reviewed 11 matrixes for students reported at the 254 or 255 cost factors for weighted funding through the Florida Education Finance Program. No cost factor discrepancies were identified.

In addition to the individual correction(s) reported above, the district was required to demonstrate 100 percent compliance for each standard that was identified as noncompliant through review of a random sample of student records. Your district has provided the required records to demonstrate 100 percent compliance on all of the targeted standards, and no further corrective actions are required.

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](mailto:patricia.howell@fldoe.org).

Sincerely,



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

Attachment

cc: Sonia Figaredo-Alberts                      Patricia Howell  
Kathy Devlin                                      Karen Denbroeder  
Frances Haithcock                              Jill Snelson  
Mary Jane Tappen                              Sheila Gritz  
Kim C. Komisar                                   Heather Diamond

Florida Department of Education  
Bureau of Exceptional Education and Student Services

2010 – 2011 Self-Assessment  
Level 1 and Fall Cycle Level 2  
Sarasota 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 corrective actions. See the *Student Report: Incidents of Noncompliance* for student-specific findings. Results are reported by standard, and are based on the following:

Number of DJJ protocols completed: 5  
Number of standards per DJJ: 31  
Number of IEP protocols completed: 11  
Number of standards per IEP: 37  
Number of LRE protocols completed: 11  
Number of standards per LRE: 28  
Number of T16 protocols completed: 11  
Number of standards per T16: 16

Total number of protocols: 38  
Total number of standards: 1046  
Total number of incidents of noncompliance (NC): 10  
Overall % incidents of noncompliance: 1%

Total number of different standards assessed: 112  
Total number of different standards for which noncompliance was identified: 6  
% of different standards for which noncompliance was identified: 5.4%  
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 which requires immediate action(s) to correct the noncompliance

\*\* **Ensure future compliance:** For findings which cannot be corrected for individual students, corrective actions are required to address how the district will ensure future compliance

Florida Department of Education  
Bureau of Exceptional Education and Student Services

**2010 – 2011 Self-Assessment  
Level 1 and Fall Cycle Level 2  
Sarasota County District Summary Report: Findings of Noncompliance by Standard**

Noncompliance (NC)		*Correctable for the Student(s)	**Ensure Future Compliance	# NC	% NC
T16-14	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 team meeting. (34 CFR §300.321(b)(3))	X		2	18.2%
T16-15	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	2	18.2%
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		2	18.2%
DJJ-6	The appropriate team members were present at the IEP team meeting. (34 CFR §300.321(a)-(b))	X		1	20.0%
DJJ-20	The services identified on the IEP are based on the present level of academic and functional performance statement(s) and the annual goals (and short-term objectives/benchmarks, if applicable). (34 CFR §300.320(a))	X		1	20.0%
DJJ-23	The IEP team considered the strengths of the student; the academic, developmental, and functional needs of the student; the results of the initial evaluation or most recent evaluation; and the results of the student's performance on any statewide or districtwide assessment. (34 CFR §300.324(a)(1); Rule 6A-6.03028(3)(g), F.A.C.)	X		2	40.0%