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May 28, 2010

Mr. Adrian H. Cline, Superintendent
DeSoto County School District
P.O. Drawer 2000
Arcadia, Florida 34266

Dear Superintendent Cline:

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 DeSoto 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

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

**2009 – 2010 Self-Assessment
Level 1 and Fall Cycle Level 2
DeSoto 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: 7

Number of standards per DJJ: 31

Number of T16 protocols completed: 5

Number of standards per T16: 26

Total number of protocols: 12

Total number of standards: 347

Total number of incidents of noncompliance (NC): 37

Overall % incidents of noncompliance: 10.7%

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
DeSoto County District Summary Report: Findings of Noncompliance by Standard**

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
T16-1	The notice to the IEP team meeting included a statement that a purpose of the meeting was the consideration of postsecondary goals and transition services, that the student would be invited, and identified any other agency that would be invited to send a representative. (34 CFR 300.322(b)(2))		X	1	20.0%	
T16-5	For students age 16, or younger if determined appropriate by the IEP team, the IEP contains the consideration of instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP team meetings and to self-advocate, if appropriate. (Rule 6A-6.03028(3)(h)9b, F.A.C.)	X		1	20.0%	
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		5	100.0%	X
T16-10	The measurable postsecondary goal was based on age-appropriate transition assessment. (34 CFR 300.320(b)(1))	X		5	100.0%	X
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		5	100.0%	X
T16-12	There are transition services on the IEP that focus on improving the academic and functional achievement of the student to facilitate the	X		5	100.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	student's articulation from school to post-school. (34 CFR 300.320(b)(2))					
T16-13	The transition services include course(s) of study needed to assist the student to reach the postsecondary goal(s). (34 CFR 300.320(b)(2))	X		5	100.0%	X
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		5	100.0%	X
DJJ-9	There is evidence of the implementation of the annual goals as specified on the IEP: lesson plans, log(s), interview(s), other. (Rule 6A-6.05281(1)(c), F.A.C.)	X		1	14.3%	
DJJ-11	There is evidence of the provision of special education services/specially designed instruction as specified on the IEP: lesson plans, log(s), interview(s), other. (Rule 6A-6.05281(1)(c), F.A.C.)	X		1	14.3%	
DJJ-13	There is evidence of the provision of related services as specified on the IEP: lesson plans, log(s), interview(s), other. (Rule 6A-6.05281(1)(c), F.A.C.)	X		1	14.3%	
DJJ-17	There is evidence of the provision of program modifications or classroom accommodations as specified on the IEP: lesson plans, log(s), interview(s), other. (Rule 6A-6.05281(1)(c), F.A.C.)	X		1	14.3%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
DJJ-29	The student's progress toward meeting the annual goals was measured, and the report of progress was provided as often as progress was reported to the nondisabled population. (34 CFR 300.320(a)(3))	X		1	14.3%	