

# FLORIDA DEPARTMENT OF EDUCATION



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May 28, 2010

Mr. Jerry A. Scarborough, Superintendent  
Suwannee County School District  
702 2nd Street NW  
Live Oak, Florida 32064

Dear Superintendent Scarborough:

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 Suwannee 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 Scarborough  
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**Your district had systemic findings for which a corrective action plan (CAP) was required.** Suwannee 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, Suwannee County School District assessed 26 standards. One or more incidents of noncompliance were identified on 10 of those standards (38.5%). The following is a summary of the district's timely correction of student-specific incidents of noncompliance:*

**Correction of Noncompliance by Student**

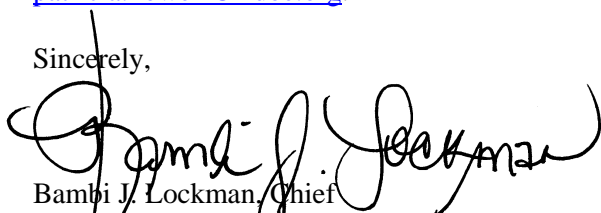
	<b>Number</b>	<b>Percentage</b>
Records Reviewed/Protocols Completed	5	-
Total Items Assessed	130	-
Noncompliant	15	11.5%
Timely Corrected	15	100%

The attached *Suwannee 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. Suwannee County School District reviewed four 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](mailto:patricia.howell@fldoe.org).

Sincerely,



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

Attachment

cc: Elizabeth Simpson  
Frances Haithcock  
Mary Jane Tappen  
Kim C. Komisar  
Patricia Howell  
Jill Snelson  
Sheila Gritz

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

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

**Suwannee 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 T16 protocols completed: 5  
Number of standards per T16: 26

Total number of protocols: 5  
Total number of standards: 130  
Total number of incidents of noncompliance (NC): 15  
Overall % incidents of noncompliance: 11.5%

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**

**Suwannee 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%	
T16-3	The student's strengths, preferences, and interests were taken into account. If the student was unable to attend the meeting, other steps were taken to ensure the student's preferences and interests were considered. (34 CFR 300.43(a)(2) and 300.321(b)(2); Rules 6A-6.03028(3)(c)7 and 6A-6.03411(nn)2, F.A.C.)	X		2	40.0%	X
T16-4	Beginning in eighth grade, or during the school year in which the student turns 14, whichever is sooner, the IEP must include a statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma. (Rule 6A-6.03028(3)(h)8, F.A.C.)	X		3	60.0%	X
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		3	60.0%	X
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%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
T16-10	The measurable postsecondary goal was based on age-appropriate transition assessment. (34 CFR 300.320(b)(1))	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%	
T16-12	There are transition services on the IEP 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		1	20.0%	
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		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%	