

# **COLLIER COUNTY**

## **Focused Monitoring**

### **Exceptional Student Education Programs**

**February 13-15, 2007**

Florida Department of Education  
Bureau of Exceptional Education and Student Services  
ESE Program Administration and Quality Assurance

This is one of many publications available through the Bureau of Exceptional Education and Student Services, Florida Department of Education, designed to assist school districts, state agencies which support educational programs, and parents in the provision of special programs. For additional information on this publication, or for a list of available publications, contact the Clearinghouse Information Center, Bureau of Exceptional Education and Student Services, Florida Department of Education, Room 628, Turlington Bldg., Tallahassee, Florida 32399-0400.

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May 15, 2007

Mr. Raymond J. Baker, Superintendent  
Collier County School District  
5775 Osceola Trail  
Naples, Florida 34109-0919

Dear Superintendent Baker:

We are pleased to provide you with the Final Report of Focused Monitoring of Exceptional Student Education Programs in Collier County. This report was developed by integrating multiple sources of information, including: student record reviews; interviews with school and district staff; information from focus groups; and parent survey data from our visit on February 13-15, 2007. The final report will be placed on the Bureau of Exceptional Education and Student Services' website and may be viewed at [www.firn.edu/doe/commhome/mon-home.htm](http://www.firn.edu/doe/commhome/mon-home.htm).

The report includes a system improvement plan outlining the findings of the monitoring team. Bureau staff have worked with Dr. Victoria Sartorio, ESE Director, and her staff to develop a system improvement plan that includes strategies and activities to address the areas of concern and noncompliance identified in the report. We anticipate that some of the action steps that will be implemented will be long term in duration, and will require time to assess the measure of effectiveness. The system improvement plan has been approved and is included as a part of this final report.

The first scheduled update on the system improvement plan will be due on November 30, 2007. The Department of Education must ensure timely corrections on noncompliance within one year of reporting to the district. The successful completion of improvement plan activities and the submission of the annual report no later than May 7, 2008, will be required. A verification monitoring visit to your district may take place after review of the annual report.

**BAMBI J. LOCKMAN**  
*Chief*

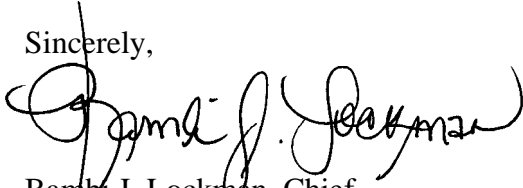
*Bureau of Exceptional Education and Student Services*

Superintendent Baker  
May 15, 2007  
Page 2

If my staff can be of any assistance as you implement the system improvement plan, please contact Eileen L. Amy, ESE Program Administration and Quality Assurance Administrator. Ms. Amy may be reached at 850-245-0476, or via electronic mail at [Eileen.Amy@fldoe.org](mailto:Eileen.Amy@fldoe.org).

Thank you for your continuing commitment to improve services for exceptional education students in Collier County.

Sincerely,



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

Enclosure

cc: Steven J. Donovan, School Board Chairman  
Members of the School Board  
Richard Withers, School Board Attorney  
School Principals  
Dr. Victoria Sartorio, ESE Director  
Eileen L. Amy  
Ginny Chance

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**Collier County Final Monitoring Report**  
**Focused Monitoring**  
**February 13-15, 2007**

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# **Collier County Final Monitoring Report**

## **Focused Monitoring**

### **February 13-15, 2007**

## **Monitoring Process**

### **Authority**

The Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEESS), 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 (Sections 1001.03(8) and 1008.32, Florida Statutes (F.S.)). In fulfilling this requirement, the Bureau conducts monitoring activities of the exceptional student education (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 programs; provides information and assistance to school districts; and otherwise assists school districts in operating effectively and efficiently. One purpose of the Individuals with Disabilities Education Act of 2004 (IDEA 2004) 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), and school districts are required to make a good faith effort to assist children with disabilities to achieve their stated goals and objectives in the least restrictive environment (34 CFR §300.350(a) (2) and §300.556). In accordance with the IDEA 2004, the Department is responsible for ensuring that the requirements of the IDEA are executed and that each educational program for children with disabilities administered in the state meets the educational requirements of the state (34 CFR §300.600(a)(1) and (2)). Federal Regulations for IDEA 2004 were made public on August 14, 2006, and implementation required on October 13, 2006.

The monitoring system reflects the Department's commitment to provide assistance, service, and accountability to school districts, and is designed to emphasize improved educational outcomes for students while continuing to conduct those activities necessary to ensure compliance with applicable federal laws and regulations and state statutes and rules. In addition, these activities serve to ensure implementation of corrective actions, such as those required subsequent to monitoring by the U.S. Department of Education (USDOE), Office of Special Education Programs, and (OSEP) and by the Office for Civil Rights (OCR), as well as other quality assurance activities of the Department.

### **State Performance Plan and Monitoring**

In accordance with 34 CFR 300.600(a) (1), not later than one (1) year after the date of enactment of the Individuals with Disabilities Education Act of 2004, each state must have in place a performance plan that evaluates the state's efforts to implement the requirements and purposes of Part B and describe how the state will improve such implementation. The purpose of the monitoring process is to implement a methodology that targets the Bureau's monitoring

intervention on key data indicators identified as significant for educational outcomes for students. Through this process, the Bureau uses data to inform the monitoring process, thereby implementing a strategic approach to intervention and commitment of resources that will improve student outcomes. A detailed description of the Bureau's monitoring processes is provided in *Focused Monitoring and Verification Monitoring: Work Papers and Source Book for Exceptional Student Education Programs (2006-07)*. The protocols used by Bureau staff when conducting procedural compliance reviews are available in *Compliance Manual: Work Papers and Source Book for Exceptional Student Education Programs (2006-07)*. These documents are available on the Bureau's website at [www.firn.edu/doe/commhome/mon-home.htm](http://www.firn.edu/doe/commhome/mon-home.htm).

## **Indicator Selection**

In its continuing effort to focus the monitoring process on student educational outcomes, there are three (3) specific monitoring priority areas which are identified in the IDEA 2004, section 616(a)(3). The first priority is the provision of a free appropriate public education (FAPE) in the least restrictive environment (LRE) which includes standard diploma rate, dropout rate, participation and performance on statewide assessments, suspension and expulsion, LRE for both ages 6-21 and for ages 3-5, PK outcomes, and parent satisfaction. The second priority is general supervision by the state which includes child find, transition (Part C to Part B), secondary transition, and postsecondary outcomes. The third priority is disproportionate representation of racial and ethnic groups in special education and related services including all disabilities in general and specific disability categories. The IDEA 2004 can be viewed on website: <http://www.ed.gov/policy/speced/guid/idea/idea2004.html>.

Data on all State Performance Plan (SPP) indicators used to determine the focus for an on-site visit to the Collier County School District were based on a review of data from the 2006 Local Educational Agency (LEA) Profile that was submitted electronically to the Department of Education Information Database for Surveys 2, 3, 5, 9, and from the assessment files for each school year. This data is compiled into an annual data profile for each school district. The 2006 LEA Profiles for all Florida school districts are available on the Bureau's website at <http://www.firn.edu/doe/commhome/datapage.htm>. Data from parent calls, complaints, due process hearings, and mediations were also reviewed in the pre-staffing for this school district.

## **Background Information and Demographics**

During the week of February 12, 2007, the Florida Department of Education, Bureau of Exceptional Education and Student Services, conducted an on-site review of the exceptional student education (ESE) programs in the Collier County Public Schools. Dr. Victoria Sartorio, ESE Director, and Ms. Susan Ashbridge, Coordinator of Gifted Services, served as the coordinators and points of contact for the school district during the monitoring visit. Collier County was monitored on the following indicators: least restrictive environment (LRE) for ages 6-21, disproportionate representation of students with disabilities and gifted students, transition and discipline.

According to the 2006 LEA Profile, the Collier County School District has a total school population (pre-kindergarten -12<sup>th</sup> grade) of 43,295. Fifteen percent (15%) of students were



identified as students with disabilities, and five percent (5%) identified as gifted. Collier County is considered a “large size” school district, and is in the enrollment group with these school districts: Brevard, Escambia, Lee, Manatee, Marion, Osceola, Pasco, Polk, Sarasota, Seminole and Volusia. Collier County School District has forty five (45) schools including two charter schools and the new Lorenzo Walker Technical High School. There are twenty five (25) elementary schools, ten (10) middle schools and eight (8) high schools plus a pre-kindergarten center (the Learning Center in Immokalee), and a pre-kindergarten – 12th grade school (Everglades City School). Additionally, the school district’s Alternative School Programs serve about 1,500 students in fifteen (15) different programs in Naples and Immokalee, and there are three (3) Department of Juvenile Justice (DJJ) centers.

Forty one percent (41%) of all students in the Collier County School District are on free/reduced lunches, and twenty percent (20%) are identified as limited English proficient (LEP). Of the students with disabilities who exited from the school district during the 2004-05 school year, forty six percent (46%) met all graduation requirements for a standard diploma, and ten percent (10%) met the requirements through a waiver of a passing score on the Florida Comprehensive Assessment Test (FCAT). The data indicated that zero percent graduated through the General Educational Development diploma (GED) exit option (i.e., under-credited students who have passed the FCAT and who pass the GED examination). The school district’s dropout rate is two percent (2%) for all students and three (3%) for students with disabilities. One percent (1%) of the population of students with disabilities received out-of-school suspensions or expulsions totaling more than ten (10) days, compared to less than one percent (<1%) for nondisabled students.

The Collier County School District’s racial/ethnic student demographics for all students with disabilities are: White (46%); Black (11%); Hispanic (40%); Asian/Pacific Islander (1%); American Indian/Alaskan Native (less than 2%); and Multiracial (2%). For students who are gifted, the racial/ethnic demographics are: White (67%); Black (6%); Hispanic (23%); Asian/Pacific Islander (2%); American Indian/Alaskan Native (less than 1%); and Multiracial (2%). According to the 2006 LEA Profile, the Collier County School District is providing a regular class environment to 67% of students with disabilities who spend 80 percent or more of their school week with non-disabled peers. This is above both the State’s and size alike school districts’ average of 55% of students with disabilities in regular class placement.

## **Parent Survey Report: Students with Disabilities**

FDOE has elected to use the 25-item scale from the National Center for Special Education Accountability Monitoring (NCSEAM) survey that addresses family involvement. Each family selected to be included in the annual sample received a mailed survey printed on an optical scan form accompanied by a cover letter explaining the importance of the survey and guaranteeing the confidentiality of the parent’s responses. The packet also included a pre-addressed, postage-prepaid envelope for return of the survey. The survey was provided in three languages: English, Spanish, and Haitian-Creole.

Data from the surveys was scanned into an electronic database and sent to Dr. William Fisher, NCSEAM's measurement consultant, who analyzed the data and produced reports at both the state and LEA levels.

During the 2005-06 school year, the parent survey was sent to parents of 4,459 students (PK-12) with disabilities in Collier County School District for whom complete addresses were provided by the school district. A total of 446 parents, representing 10% of the sample, returned the survey. When applying the standard of measure indicating their perception of schools' facilitation of parental involvement, 28% of parents of children ages 3-21 who responded to the survey (446) reported their perceived level of satisfaction at or above the standard.

## **Monitoring Activities**

The 2006 monitoring process for the Collier County School District included data review, interviews with administrators, teachers, and other service delivery providers, focus group interviews with students, case studies, classroom observations, record reviews, and a review of the parent surveys. Peer monitors, who are exceptional student educational personnel from other Florida school districts, are trained to assist with the DOE's monitoring activities.

Prior to the on-site visit to the Collier County School District, Bureau staff conducted partial reviews of records that were submitted to DOE by the school district. Additionally, telephone interviews were conducted with eleven (11) district and school personnel.

An on-site focused monitoring visit to the school district was conducted from February 13-15, 2007, by five (5) Bureau staff members and eight (8) peer monitors. A listing of these staff and peer monitors is included as appendix A. On-site visits were made to the following:

- Everglades City School (Grades PreK-12)
- Golden Gate Elementary School
- Pincrest Elementary School
- Immokalee Middle School
- Manatee Middle School
- Marco Island Middle School – Charter
- Barron Collier High School
- Lely High School
- Alternative Education Programs – Naples (Enhanced Assist (Grades 6-12); New Beginnings (Grades 4-8); and Phoenix (Grades 6-12))

A summary of the monitoring activities conducted in Collier County is included in the table below.

<b>Activity</b>	<b>Source</b>	<b>Number</b>
Interviews	District staff	11
	School staff	
	▪ School administrators/non-instructional support	27
	▪ ESE teachers—disabilities and gifted	34
	▪ General education teachers	<u>15</u>
	Total	87
Focus Groups	Barron Collier High School - grades 9-12	
	▪ Students pursuing special diploma	10
	▪ Students pursuing standard diploma	<u>10</u>
	Total	20
Case studies	Individual student case studies	35
Classroom Visits	ESE and general education classrooms	40
Record Reviews	IEPs	
	▪ Full desk and targeted on-site reviews	38
	▪ Matrix of services documents	11
	EPs	
	▪ Full desk and targeted on-site reviews	39
	Transition IEPs	<u>35</u>
	Total	123

Through a review of the school district’s Continuous Improvement/Self Improvement Plan (May 2006), and telephone interviews with the school district personnel, the following actions and improvements by the Collier County School District were noted in regards to separate class placement, Black students, K-12, who are identified as educable mentally handicapped (EMH), and the disproportionate representation of student membership in programs for the gifted:

- **EMH Separate Class Placement**
  - The 2006 LEA Profile Data evidenced a 6% decrease in the EMH separate class placement rate compared to the 2005 LEA Profile, and a 13% decrease from the 2003 LEA Profile. Separate class includes students who spend less than forty percent (40%) of their week with nondisabled peers.
  - The 2006 LEA Profile Data evidenced a 3% increase in the regular class rate for students with disabilities compared to the 2005 LEA Profile, and a 4% increase from the 2003 LEA Profile. Regular class includes students who spend eighty percent (80%) or more of their school week with nondisabled peers.
  - The adoption of Positive Behavior Supports (PBS) at the elementary level was expanded district wide. Five (5) elementary PBS schools have been designated as

“Model PBS Schools” for the state. All implementing schools evidenced a substantial decrease in behavioral referrals in 2005-06. Implementing schools have an average daily student attendance of 95% or greater. The school district’s PBS Support Team holds quarterly meetings to review data and make decisions based upon the outcome data.

- **Black Students, K-12, identified as educable mentally handicapped (EMH)**
  - The school district performed several activities to address this issue: conducted reviews of all pre-referral records of students for EMH eligibility by a Case Review Committee comprised of school district coordinators of ESE and Psychological Services; incorporated Child and Adolescent Support Team (CAST) at all levels which is working together to problem-solve and provide instructional staff with support and strategies designed to improve student achievement; reviewed records of rising 8<sup>th</sup> grade students who are Black and identified as EMH; and introduced a Response to Intervention (RtI) plan to district and school-based administrators in collaboration with Student Services and Curriculum and Instruction Administrators as an overall integrated problem solving model.
  - The OPPAGA’s January 2006 final status report showed a 2% decrease in Black students placed in EMH (from 37% to 35%) as per campus data reports.
  
- **Disproportionate Representation of student membership in programs for the gifted**
  - A revised policy for Plan B gifted students was approved by the Collier County School Board on May 20, 2004.
  - Technical assistance and training were provided district wide (including identification, nomination, screening, referral and evaluation process). A strategy was designed and disseminated to collect quarterly data on the number of students identified for the gifted program disaggregated by minority, low SES, and LEP. In addition, publications were designed, distributed and translated to inform parents and community members about current gifted programs and policies. Professional development to educate teachers and support staff in the characteristics of giftedness of Plan B students was developed and delivered to 100% of Collier County Public Schools.
  - A Plan B Tracking Form was developed to monitor the number of Plan B students referred and placed for each category (low SES, LEP and ethnicity). The Plan B tracking form continues to be utilized by schools.
  - In August of 2005, four (4) gifted resource teachers were reassigned to serve students in their home school setting, and in August 2006, seven and one half (7 ½) resource teachers (an increase of 3.5 teachers) began to serve students in their home school settings.
  - In January and February of 2006, all (more than 2,000) second grade students were screened using the NNAT. Results from the screening/referral process were reviewed to determine the need for universal screenings for the 2006-2007 school year.

- Demographics in the gifted program are closely monitored by the Assistant Superintendents and the Chief Academic Officer to ensure that these demographics align with school district demographics.
- Data from October 2005 to May 2006 reveal the following gifted membership: Total PreK – 12 – increase of 300 students (1,970 to 2,270); Black students – increase of 25 (110 to 135); Hispanic students – increase of 141 (458 to 599); Multiracial students – increase of 14 (42 to 56); Free and Reduced Lunch – increase of 187 students (485 to 652); and LEP – increase of 18 students (48 to 66).

## **Reporting of Information**

Findings based on data generated through: record reviews; focus group interviews; individual interviews; case studies; classroom visits; and, the review of school district's forms and documents are summarized in the reporting table that follows. This report provides conclusions with regard to the key data indicators and specifically addresses related areas that may contribute to or impact the indicators.

As part of the monitoring activities, district forms and documents representing nine areas of the ESE process were reviewed to determine compliance with federal and state requirements. As reported in a letter to the ESE Director on April 2, 2007, there were no items to be corrected.

To the extent possible, this report focuses on systemic issues, rather than on isolated instances of noncompliance or need for improvement. In accordance with established Bureau monitoring procedures, a finding of a systemic violation will be made if evidence of such a violation is found in 25% or more of the pertinent data sources. There were no systemic findings in the Collier County School District. There were no instances of noncompliance with federal requirements for programs for students with disabilities that will result in the adjustment of federal funds. Individual or non systemic findings are noted in the table below. In response to specific student related findings listed in the letter to the ESE Director on May 11, 2007, the school district is required to correct the items as noted. This letter identifies the specific area(s) of the student's IEP/EP/TIEP for which a team meeting must be held to correct the finding and/or specifies an action the school district must perform to correct data.

There was one (1) instance of noncompliance that has resulted in the requirement to reconvene the IEP team to correct identified deficiencies with both the IEP and matrix. A due date for these activities has been set for May 30, 2007.

During the course of conducting the focused monitoring activities, it is often the case that suggestions and/or recommendations related to interventions or strategies are proposed, and promising practices are noted. Listings of these recommendations and promising practices, as well as FDOE contacts available to provide technical assistance in the development and implementation of a system improvement plan, are included following the reporting table.

In response to the findings included in the reporting table, the school district is required to develop a system improvement plan. This plan is developed in consultation with the Bureau, and must include activities and strategies intended to address specific findings, as well as measurable evidence of change. A draft system improvement plan is included.

**Collier County School District  
Focused Monitoring**

**Reporting Table**

<b>Standard/Citation</b>	<b>Findings</b>	<b>Supporting Evidence</b>	<b>Concerns</b>
<b>Indicator #1: Curriculum/Instruction (Standard Diploma)</b>			
<b>Related Factor: General</b>			
	There are no findings of noncompliance with this indicator.		The IEP teams for 4 of 8 students who are specific learning disabled (SLD) have determined the special diploma exit option prior to age 14.
<b>Indicator #4: Behavior/Discipline</b>			
	There are no findings of noncompliance with this indicator.		
<b>Indicator #5: Least Restrictive Environment (ages 6-21)</b>			
<b>Related Factor: IEP Requirements/Implementation</b>			
	There are no findings of noncompliance with this indicator.		Incorrect dates on 2 IEPs reflected that the IEP copy was provided to the parents before it was written.
<b>Indicator #10: Child Find/Disproportionate Representation – Selected Disabilities - MH</b>			
	There are no findings of noncompliance with this indicator.		
<b>Indicator #13: Secondary Transition</b>			
<b>Related Factor: General</b>			
	There are no findings of noncompliance in this area.		The students in the standard diploma focus group at Barron

Standard/Citation	Findings	Supporting Evidence	Concerns
			Collier High School indicated difficulty in accessing guidance services to assist with postsecondary needs.
<b>Related Factor: IEP Notice</b>			
	There are no findings of noncompliance in this area.		All IEP/EP meeting notices did not identify by name, position, and/or title any other agency representative invited to the meeting.
<b>Related Factor: IEP Meeting</b>			
6A-6.03028(4)(b), (c), (e), FAC	The IEP team, with a reasonable number of participants, shall include: (b) At least one (1) regular education teacher of the student, if the student is or may be participating in the regular education environment; (c) At least one (1) special education teacher of the student; (e) An individual who can interpret the instructional implications of evaluation results.	Of the 35 transition IEPs reviewed, 5 did not include the required team participants.	
<b>Related Factor: IEP Contents</b>			
6A-6.03028(7)(b) SPP Indicator 13	The IEP for each student with a disability must include a statement of measurable annual goals, including benchmarks or short term objectives related to meeting the student's needs that result from the student's	Of the 35 transition IEPs reviewed, on 5 of them, more than 50% of the student's goals are not measurable.	



Standard/Citation	Findings	Supporting Evidence	Concerns
	disability.		
<b>Related Factors: Transfer of Rights; Summary of Performance</b>			
	There are no findings of noncompliance in this area.		
<b>Gifted</b>			
<b>Related Factors: Eligibility; Service Delivery; EP Requirements/Implementation</b>			
6A-6.030191 (3)(b), (e), FAC	The EP team shall include the following participants: (b) One regular education teacher of the student (e) An individual who can interpret the instructional implications of evaluation	Two (2) of 39 EP team meetings did not include the required team participants.	
<b>Matrix of Services</b>			
S. 1011.62(1)(e), F.S.	Services claimed on the matrix must be documented on the IEP and must be evidenced in the classroom.  One matrix of service funding level was not supported by the student's IEP.	The Bureau conducted reviews of eleven (11) matrix of services documents for students reported at the 254 or 255 funding level through the Florida Education Finance Program (FEFP). One (1) of eleven (11) Matrix of Services documents was not supported by information on the IEP.	



## **System Improvement Plan**

In response to these findings, the school district is required to develop a system improvement plan for submission to the Bureau. This plan must include activities and strategies intended to address specific findings, as well as measurable evidence of change. In developing the system improvement plan, every effort should be made to link the system improvement activities resulting from this focused monitoring report to the school district's targeted technical assistance needs identified through the State Performance Plan Indicator teams. The promising practices, recommendations, and technical assistance resources included below should be considered when developing strategies and/or interventions targeting the critical issues identified by the Bureau as most significantly in need of improvement.

## **Promising Practices, Recommendations and Technical Assistance**

### **Promising Practices**

During the on-site visit, and through the pre-visit interviews with the school district personnel, numerous promising practices were noted by district and school staff and by Bureau and peer monitors. Some of the reported promising practices were school specific, some were grade specific, and others were the results of district-wide initiatives. One of the monitoring team's overall impressions of the Collier County School District's exceptional student education services is that there is a collaborative effort among the district and school staff that demonstrates a unity of purpose to improve learning and teaching. There is evidence of data-driven decisions regarding instruction and supporting adjustments, where needed.

The school district is encouraged to continue to promote an atmosphere where teachers and staff can share positive practices. Some of the reported promising practices are listed below.

- The school district has implemented the "Serve your own initiative," whereas the schools serve their own students with mild and moderate disabilities and students who are gifted. District and school personnel interviewed overwhelmingly support this initiative.
- Students are rarely expelled in this school district. Students are given options through the Alternative Education Programs to continue in school, in programs such as Phoenix, Enhanced Assist and New Beginnings. There are fifteen (15) different programs through Alternative Education.
- Parents work closely with the district's ESE and gifted services, and have several initiatives in place, such as "Sharing the Commitment," and Parent Education Exception Resource (PEER). Parents pair with educators to provide training to other parents of students with disabilities. They meet bimonthly, provide Saturday workshops and have provided library materials to many of the schools.
- Great efforts have been made to increase the membership of minority, LEP and Free/Reduced Lunch students into the gifted program. Staff at one high school reported that the Gifted Coordinator has lunch meetings with students to deal with issues, such as drugs and alcohol, as well as schedules and working with the students on completing college applications and financial aid.

- Over the past three (3) years, the school district has continued to increase the percentage of students with disabilities in regular class placement more than eighty percent (80%) of their week. From 2003-04 to 2005-06, the school district increased the regular class placement for students with disabilities from sixty two to sixty five percent (62% - 65%). Another ten percent (10%) spend between forty and eighty percent (40% -80%) of their school week with non-disabled peers.
- The school district's policy is that every EMH student should receive a full evaluation at the three year interval (re-evaluation). This includes psychological evaluation, adaptive behavior, achievement and social update.
- In collaboration with the Assistive Technology Educational Network (ATEN), the school district has opened a satellite AT lab at Poinciana Elementary that is available to all schools and the community partners.
- The school district has partnered with the Talia Seidman Foundation to provide state-of-the-art video-conferencing equipment to link up homebound and hospitalized children directly into their classrooms so that they can enjoy not only a full-time education, but they also reap the benefits of being able to maintain social contact with their friends.

## **Recommendations**

Recommendations have been proposed for the school district to consider when developing the system improvement plan and determining strategies that are most likely to effect change. The list is not all-inclusive, and is intended only as a starting point for discussion among the parties responsible for the development of the system improvement plan (SIP).

- Continue training in writing measurable goals on IEPs.
- Continue training/monitoring to ensure that all areas of the IEPs/EPs/TIEPs are completed accurately.
- Continue training/monitoring in the completion of Matrix of Services to ensure accurate ratings.
- Continue to monitor specific learning disabled (SLD) students who are identified on special diploma tract prior to age 14 (middle school).
- Continue to provide access to guidance services for transitioning and postsecondary needs.

## **Technical Assistance**

Bureau staff are available for assistance on a variety of topics. Staff may be contacted for assistance in the development and/or implementation of the system improvement plan. Following is a partial list of contacts:

### **ESE Program Administration and Quality Assurance—Monitoring**

(850) 245-0476

Eileen L. Amy, Administrator

[Eileen.Amy@fldoe.org](mailto:Eileen.Amy@fldoe.org)

Ginny Chance, Program Director

[Ginny.Chance@fldoe.org](mailto:Ginny.Chance@fldoe.org)

Annette Oliver, Program Specialist

[Annette.Oliver@fldoe.org](mailto:Annette.Oliver@fldoe.org)

### **ESE Program Development and Services**

(850) 245-0478

Cathy Bishop, Administrator

[Cathy.Bishop@fldoe.org](mailto:Cathy.Bishop@fldoe.org)

### **Clearinghouse Information Center**

[cicbiscs@FLDOE.org](mailto:cicbiscs@FLDOE.org)

(850) 245-0477

Kathy Dejoie, Program Director

[Kathy.Dejoie@fldoe.org](mailto:Kathy.Dejoie@fldoe.org)

### **Special Programs Information, Clearinghouse and Evaluation**

(850) 245-0475

Karen Denbroeder, Administrator

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**Collier County School District  
 Focused Monitoring  
 System Improvement Strategies**

The school district is required to provide system improvement strategies to address identified findings of noncompliance, which may include an explanation of specific activities the school district has committed to implementing, or it may consist of a broader statement describing planned strategies. For each issue, the plan also must define the measurable evidence of whether or not the desired outcome has been achieved. In addition to findings of noncompliance, the report includes areas of concern that the school district is encouraged to address, either through this system improvement plan or through other avenues. Resources, suggestions and/or recommended actions are provided following this plan format.

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<b>Findings of Noncompliance</b>	<b>Improvement Strategies/Interventions</b>	<b>Outcome Measures and Timeline</b>
<b>Indicator #1: Curriculum/Instruction (Standard Diploma)</b>		
<b>Related Factor: General</b>		
There are no findings of noncompliance in this area.	<i>The school district is encouraged to include strategies to address the concerns noted in the body of this report.</i>	
<b>Indicator #5: Least Restrictive Environment (ages 6-21)</b>		
<b>Related Factor: IEP Requirements/Implementation</b>		
There are no findings of noncompliance in this area.	<i>The school district is encouraged to include strategies to address the concerns noted in the body of this report.</i>	
<b>Indicator #13: Secondary Transition</b>		
<b>Related Factor: IEP Notice</b>		
There are findings of noncompliance in this area.	<i>The school district is encouraged to include strategies to address the concerns noted in the body of this report.</i>	

Findings of Noncompliance	Improvement Strategies/Interventions	Outcome Measures and Timeline
<b>Related Factor: IEP Contents</b>		
Eight (8) IEP teams must reconvene to address identified findings. (IEP participation and writing measurable goals on IEPs)	<p><i>The IEP teams for the identified students will reconvene to address identified findings.</i></p> <p><i>The identified noncompliant elements will be targeted in the school district's IEP training.</i></p> <p><i>Using protocols developed by the Bureau, school and/or school district staff will conduct semi-annual compliance reviews of a random sample of a minimum of 10 IEPs, and submit these to the Bureau for review.</i></p>	<p>May 30, 2007</p> <p>August 2007</p> <p>February 1, 2008</p> <p>May 1, 2008</p>
<b>Matrix of Services</b>		
One matrix of service document requires review following review/revision of the corresponding IEPs.	<p><i>The school district will present a new IEP and new matrix for the identified student to the Bureau for review and if needed, an amendment to the Automated Student Information System database.</i></p>	<p>May 30, 2007</p>



**Appendix A:**  
**ESE Monitoring Team Members**



**Florida Department of Education  
Bureau of Exceptional Education and Student Services  
2006-07 Focused Monitoring  
Collier County School District**

**Department of Education Staff**

Bambi J. Lockman, Chief, Bureau of Exceptional Education and Student Services  
Eileen L. Amy, Administrator, ESE Program Administration and Quality Assurance  
Ginny Chance, Program Director, ESE Program Administration and Quality Assurance

**ESE Monitoring Team Members**

Annette Oliver, Program Specialist, District Lead  
Ginny Chance, Program Director  
Laura Harrison, Program Specialist  
Marilyn Hibbard, Program Specialist  
Kenneth Johnson, Program Specialist

**Peer Reviewers**

Cheryl Brindsue, Citrus County School District  
Dwanette Dilworth, Marion County School District  
Toni Greenberg, Suwannee County School District  
Pam Harshbarger, Pinellas County School District  
Deborah Johns, Polk County School District  
Helen Nelson, Bay County School District  
Nancy Nielsen, Suwannee County School District  
Ramona Patrick, Taylor County School District