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July 27, 2009

Dr. Julie M. Janssen, Superintendent
Pinellas County School District
P. O. Box 2942
Largo, FL 33779

Dear Superintendent Janssen:

The Bureau of Exceptional Education and Student Services is in receipt of your district's response to the preliminary findings of its 2008-09 Exceptional Student Education (ESE) Compliance Self-Assessment. This letter and the attached document comprise the final report for Pinellas County School District's 2008-09 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 March 30, 2009, the preliminary report of findings from the 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 no later than May 26, 2009, and to provide evidence to the Bureau no later than June 2, 2009. 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 Janssen
July 27, 2009
Page 2

In the event that there were systemic findings, a corrective action plan (CAP) was required. Pinellas 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 **January 27, 2010**. Your district's adherence to this schedule is required in order to ensure correction of systemic noncompliance within a year as required by OSEP and Florida's SPP.

In its 2008-09 self-assessment, Pinellas County School District assessed 98 standards. One or more incidents of noncompliance were identified on 38 of those standards (38.8%). The following is a summary of the district's timely correction of student-specific incidents of noncompliance:

Correction of Noncompliance by Student

	Number	Percentage
Records Reviewed/Protocols Completed	46	–
Total Items Assessed	1211	–
Noncompliant	97	8%
Timely Corrected	97	100%

The attached *Pinellas 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. Pinellas County School District reviewed 15 matrixes for students reported at the 254 or 255 cost factors for weighted funding through the Florida Education Finance Program. Discrepancies were found in two (13.3%) of those records; verification of correction was 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.

Sincerely,



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

Attachment

cc: Cindy Bania
Evelyn Mowatt
Frances Haithcock
Mary Jane Tappen
Kim C. Komisar
Patricia Howell
Jill Snelson
Sheila Gritz
Donnajo Smith

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

Self-Assessment 2008 - 2009

Pinellas 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 D protocols completed: 15
 Number of standards per D: 33
 Number of EP protocols completed: 8
 Number of standards per EP: 16
 Number of SP protocols completed: 8
 Number of standards per SP: 21
 Number of T16 protocols completed: 15
 Number of standards per T16: 28

Total number of protocols: 46
 Total number of standards: 1211
 Total number of incidents of noncompliance (NC): 97
 Overall % incidents of noncompliance: 8%

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.

Self-Assessment 2008 - 2009
Pinellas District Summary Report: Findings of Noncompliance by Standard

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
D-3	The IEP includes measurable annual goals, including academic and functional goals, and short-term objectives or benchmarks, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general curriculum and meet the student's other needs that result from the disability. (34 CFR 300.320(a)(2))	X		1	6.7%	
D-9	There is alignment among the present level of academic and functional performance statement, the annual goals and short term objectives/benchmarks, and the services identified on the IEP. (34 CFR 300.320(a))	X		1	6.7%	
D-16	The IEP team considered, in the case of a student whose behavior impedes his or her learning, the use of positive behavior interventions and supports, and/or other strategies to address the behavior. (34 CFR 300.324(a)(2)(i))	X		2	13.3%	
D-21	The report of progress was provided as often as progress was reported to the nondisabled population and described the progress towards annual goals and the extent to which that progress was sufficient to enable the student to achieve such goals by the end of the year. (34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)	X		1	6.7%	
D-22	The IEP had been reviewed at least annually, and revised as appropriate, to address: any lack of progress toward the annual goals; any lack of progress in the general curriculum, if appropriate; the results of reevaluation; information about the student provided by the parent; and/or, the student's anticipated needs. (34 CFR 300.324(b)(1))	X		3	20.0%	
D-24	If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences or absences for which the reason is unknown, within a 90-calendar-day period, the	X		2	13.3%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	student's primary teacher must report that the student may be exhibiting a pattern of nonattendance. Unless there is clear evidence otherwise, the student must be referred to the school's child study team. If an initial meeting does not resolve the problem, interventions must be implemented. (S. 1003.26(1), F.S.)					
D-31	If the student did not have a functional behavioral assessment (FBA) developed and a behavior intervention plan (BIP) implemented prior to the removal, within 10 days the IEP team developed an assessment plan and completed the FBA and developed a BIP as soon as practicable. (34 CFR 300.530(d) and (f)(1)(i); Rule 6A-6.03312(4)(d), FAC.)	X		1	6.7%	
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 indicated any agency likely to provide or pay for services during the current year that would be invited. (34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)		X	2	13.3%	
T16-2	The student was invited to the IEP meeting. (34 CFR 300.321(b)(1); Rule 6A-6.03028(4)(h), FAC.)	X		2	13.3%	
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 and 300.321(b)(2); Rule 6A-6.03028(4)(h), FAC.)	X		4	26.7%	X
T16-4	For students age 14 and older: the IEP contains a statement of the student's desired post-school outcome; a statement of the student's transition services needs that focuses on the student's course of study is incorporated into applicable components of the IEP; and the IEP team considered the need for instruction in the area of self determination. (Rule 6A-6.03028(7)(i), FAC.)	X		3	20.0%	
T16-5	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(7)(h), FAC.)	X		1	6.7%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
T16-6	If an agency likely to provide or pay for services during the current year is involved, a team member or designee was designated as responsible for follow-up with the agency and the IEP team was reconvened to identify alternative strategies if the agency failed to provide services as indicated on the IEP. (34 CFR 300.324(c)(1); Rule 6A-6.03028(8)(d), FAC.)	X		1	6.7%	
T16-7	The transition IEP for a 17-year-old includes a statement that the student has been informed of the rights that will transfer at age 18. (34 CFR 300.320(b); 34 CFR 300.520(a)(1))		X	1	6.7%	
T16-8	A separate and distinct notice of the transfer of rights was provided closer to the time of the student's 18th birthday. (34 CFR 300.320(c), 300.520(a)(1))		X	1	6.7%	
T16-9	There is a measurable postsecondary goal or goals in the designated areas (i.e., education/training and employment; where appropriate, independent living). (34 CFR 300.320(b)(1))	X		5	33.3%	X
T16-10	The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))	X		5	33.3%	X
T16-11	There is/are annual goal(s) or short-term objectives or benchmarks that reasonably enable the student to meet the postsecondary goals. (34 CFR 300.320(a)(2))	X		6	40.0%	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 student's articulation to post-school. (34 CFR 300.320(b)(2))	X		6	40.0%	X
T16-13	The transition services include course(s) of study 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		6	40.0%	X
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. (34 CFR 300.321(b)(3))	X		2	13.3%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
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	1	6.7%	
T16-16	The IEP includes coordinated, measurable, annual IEP goals and transition service that will reasonably enable the student to meet the postsecondary goals. (34 CFR 300.320(b))	X		6	40.0%	X
SP-5	The notice to the SP team meeting contained the time, location and purpose of the meeting. (34 CFR 300.322(b))		X	1	12.5%	
SP-6	The notice contained a listing of persons invited to the meeting, by title and position. (34 CFR 300.137(c); 300.321(a)-(b); 300.322(b))		X	1	12.5%	
SP-12	The SP for a school-age student includes a statement of present levels of academic achievement and functional performance related to the services to be provided, including how the student's disability affects involvement and progress in the general curriculum. For a prekindergarten student, the SP contains a statement of how the disability affects the student's participation in the appropriate activities. (34 CFR 300.320(a)(1))	X		3	37.5%	X
SP-17	The SP contains descriptions of how progress toward annual goals will be measured, including how often parents will be regularly informed of their child's progress. Parents of disabled students must be informed of this progress at least as often as parents of nondisabled students. (34 CFR 300.320(a)(3)(i)-(ii))	X		1	12.5%	
SP-18	To the extent appropriate and considering the services to be provided, the SP team considered the strengths of the student; the academic, developmental, and functional needs of the student; and the results of the initial evaluation or most recent evaluation or other assessment. (34 CFR 300.324(a)(i))	X		1	12.5%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
SP-21	The report of progress was provided as often as progress was reported to the nondisabled population and described the progress toward annual goals and the extent to which that progress was sufficient to enable the student to achieve such goals by the end of the year. (34 CFR 300.320(a)(3))	X		2	25.0%	X
EP-4	The parents were provided notice of the EP team meeting a reasonable amount of time prior to the meeting, at least one attempt to invite the parent was through a written notice, and a second attempt was made if no response was received from the first notice. (Rule 6A-6.030191(2), FAC.)		X	2	25.0%	X
EP-5	The notice to the EP team meeting contained the time, location and purpose of the meeting. (Rule 6A-6.030191(2)(b), FAC.)		X	1	12.5%	
EP-6	The notice contained a listing of persons invited to the meeting, by title and position. (Rule 6A-6.030191(2)(b), FAC.)		X	2	25.0%	X
EP-7	The parents were provided a copy of the procedural safeguards. (Rule 6A-6.03313(2)(b)3, FAC.)		X	1	12.5%	
EP-9	If neither parent was able to attend the EP meeting, there is evidence and documentation of attempts to ensure parent participation. (Rule 6A-6.030191(2)(c)-(d), FAC.)		X	1	12.5%	
EP-10	The EP for a school-age student includes a statement of present levels of strengths and interests. (Rule 6A-6.030191(4)(a), FAC.)	X		4	50.0%	X
EP-11	The EP includes a statement of goals, including benchmarks or short-term objectives. (Rule 6A-6.030191(4)(b), FAC.)	X		1	12.5%	
EP-12	The EP contains a statement of specially designed instruction to be provided to the student, including the initiation date and the projected frequency, location, and duration of the services. (Rule 6A-6.030191(4)(c) and (e), FAC.)	X		5	62.5%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
EP-14	In developing the EP, the team considered the strengths of the student and needs resulting from the student's giftedness, the results of recent evaluations, including class work and state or district assessments, and, in the case of a student with limited English proficiency, the language needs of the student as they relate to the EP. (Rule 6A-6.030191(5)(a)-(c), FAC.)	X		8	100.0%	X