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June 20, 2008

Mr. Ed Pratt-Dannals, Superintendent
Duval County School District
1701 Prudential Drive, 6th Floor
Jacksonville, Florida 32207

Dear Mr. Pratt-Dannals:

The Bureau of Exceptional Education and Student Services is in receipt of your district's response to the preliminary findings of its Exceptional Student Education (ESE) Compliance Self-Assessment. This letter and the attached document(s) comprise the final report for Duval County School District's 2007-08 ESE monitoring.

The self-assessment system is designed to address the major areas of compliance related to the State Performance Plan (SPP). SPP Indicator 15, Timely Correction of Noncompliance, requires that the state identify and correct noncompliance **as soon as possible, but no later than one year from identification.**

As indicated in prior communication with district ESE staff, it was anticipated that there might be an increase in the number of findings of noncompliance over previous monitoring activities due to the design of the self-assessment protocols and sampling system. While any incident of noncompliance is of concern, it is important to note that, 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.

On February 22, 2008, the preliminary report of findings from the self-assessment process was released to the district. The preliminary report detailed student-specific incidents of noncompliance that required immediate correction, and identified any standards for which the noncompliance was considered systemic (i.e., evident in $\geq 25\%$ of the records reviewed). In the event that there were systemic findings, a corrective action plan (CAP) was required. In addition,

BAMBI J. LOCKMAN

Chief

Bureau of Exceptional Education and Student Services

the district participated in a validation review to ensure the accuracy of the self-assessment data. Your district's validation review revealed no inconsistencies in the original report of data.

In accordance with guidance from the Office of Special Education Programs (OSEP), U.S. Department of Education, a finding of noncompliance is identified by the standard (i.e., regulation or requirement) that is violated, not by the number of times the standard is violated. While each *incident* of noncompliance must be corrected for the individual student affected, multiple incidents of noncompliance regarding a given standard that occur within a school district are reported as a single *finding* of noncompliance for that district. These results are included in the Bureau's annual reporting to OSEP.

Districts were required to correct all student-specific noncompliance no later than April 25, 2008, and to provide evidence to the Bureau no later than April 30, 2008. We are pleased to report that Duval County School District completed the required corrective actions and submitted the verifying documentation and CAP within the established timeline.

Duval County was required to assess 191 standards. One or more incidents of noncompliance were identified on 81 of those standards (42%). The following is a summary of Duval County School District's correction of student-specific incidents of noncompliance:

Correction of Noncompliance by Student

	Number	Percentage
Records Reviewed/Protocols Completed	102	–
Total Items Assessed	2852	–
Noncompliant	663	23%
Timely Corrected	663	100%

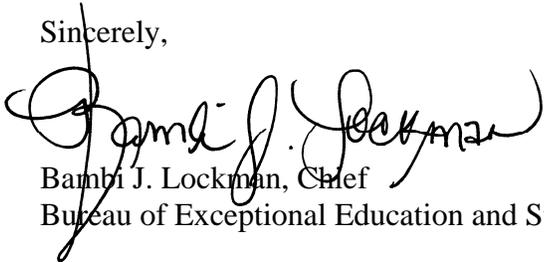
The *Duval District Summary Report: Findings of Noncompliance by Standard* (Attachment 1) contains a summary of the findings reported by the individual standard or regulation assessed. These data include revisions to the preliminary report that resulted from the validation review. Systemic findings are designated by shaded cells in the table. As noted in this attachment, one or more findings of noncompliance were determined to be systemic in nature and the district was required to develop a CAP to address the identified standards. Duval County School District's CAP was submitted to the Bureau for review and approval, and is provided in Attachment 2. Please note that a timeline for implementation, evaluation, and reporting of results on the part of the district is included in the CAP. 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.

Mr. Ed Pratt-Dannals
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The results of district self-assessments conducted during 2007-08 will be used to inform future monitoring activities, including the selection of districts for on-site monitoring, and in 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.”

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. We look forward to receiving the district’s report on the results of its corrective action plan, due to the Bureau no later than **December 22, 2008**. If you have questions regarding this process, please contact your assigned district liaison for monitoring or Dr. Kim C. Komisar, Administrator, at kim.komisar@fldoe.org or via phone at (850) 245-0476.

Sincerely,



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

Attachments

cc: Ken Sutton
Jonathan Brice
Frances Haithcock
Kim C. Komisar
Ken Johnson
Sheila Gritz
Elise Lynch
Marilyn Hibbard

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

**ESE Self-Assessment
2007 – 08**

Duval 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 EX protocols completed: 30	Number of LI disabilities completed: 4
Number of standards per EX: 33	Number of standards per LI: 7
Number of IE protocols completed: 12	Number of MH disabilities completed: 1
Number of standards per IE: 18	Number of standards per MH: 9
Number of LRE protocols completed: 30	Number of SI disabilities completed: 4
Number of standards per LRE: 28	Number of standards per SI: 9
Number of STA protocols completed: 9	Number of SLD disabilities completed: 1
Number of standards per STA: 6	Number of standards per SLD: 14
Number of STB protocols completed: 21	Number of VI disabilities completed: 1
Number of standards per STB: 28	Number of standards per VI: 6
Number of ASD disabilities completed: 3	
Number of standards per ASD: 10	Total number of protocols: 102
Number of DD disabilities completed: 4	Total number of standards: 2852
Number of standards per DD: 6	Total number of incidents of noncompliance (NC): 663
Number of HBH disabilities completed: 1	Overall % incidents of noncompliance: 23%
Number of standards per HBH: 17	

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.

**ESE Self-Assessment
2007 – 08**

Duval District Summary Report: Findings of Noncompliance by Standard

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
EX-1	The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))	X		5	16.7%	
EX-2	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general curriculum, as well as a statement of the remediation needed to achieve a passing score on the general statewide assessment. For a prekindergarten student, the IEP contains a statement of how the disability affects the student's participation in the appropriate activities. (34 CFR 300.320(a)(1); Rule 6A-6.03028(7)(a), FAC.)	X		29	96.7%	X
EX-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		27	90.0%	X
EX-4	The IEP contains a statement of special education services/specially designed instruction, including location as well as initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7))	X		9	30.0%	X
EX-5	The IEP contains a statement of related services, including location and anticipated initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7))	X		2	6.7%	
EX-6	The IEP contains a statement of supplementary aids and services, including location and anticipated initiation, duration and frequency.	X		2	6.7%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(34 CFR 300.320(a)(4) and (7))					
EX-8	The IEP contains a statement of supports for school personnel. (34 CFR 300.320 (a)(4))	X		1	3.3%	
EX-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		22	73.3%	X
EX-10	The IEP contains a statement of appropriate accommodations necessary to measure academic achievement and functional performance on state or district-wide assessments. (34 CFR 300.320(a)(6)(i))	X		3	10.0%	
EX-11	The parent provided consent for the student to receive instructional accommodations not permitted on statewide assessments and acknowledged the implications of such accommodations. (Section 1008.22(3)(c)6, F.S.; Rule 6A-6.03028(7)(e), FAC.)	X		17	56.7%	X
EX-12	The IEP contains an explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class. (34 CFR 300.320(a)(5))	X		7	23.3%	
EX-13	The IEP 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); Rule 6A-6.03028(7)(g), FAC.)	X		17	56.7%	X
EX-14	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 state-or district-wide assessment. (34 CFR 300.324(a)(1))	X		17	56.7%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
EX-15	The concerns of the parents for enhancing the education of their child were considered in developing the IEP. (34 CFR 300.324(a)(1)(ii))	X		15	50.0%	X
EX-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		7	23.3%	
EX-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		29	96.7%	X
EX-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		23	76.7%	X
EX-23	The student's general education teachers, ESE teachers, and related service providers were provided access and information regarding specific responsibilities for IEP implementation. (34 CFR 300.323(d))	X		4	13.3%	
EX-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 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.)	X		17	56.7%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
EX-25	Within 10 school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, or prior to a long-term removal that may or may not represent a change of placement, the district conducted a manifestation determination. (34 CFR 300.530(e); Rule 6A-6.03312(3) and (4)(b), FAC.)	X		4	13.3%	
EX-26	The district notified the parent of the removal decision and provided the parent with a copy of the notice of the procedural safeguards on the same day as the date of the removal decision. (34 CFR 300.530(h); Rule 6A-6.03312(4)(a), FAC.)		X	3	10.0%	
EX-27	The IEP team considered all relevant evaluation and diagnostic information to determine whether the behavior was a manifestation of the student's disability. (34 CFR 300.530(e)(1); Rule 6A-6.03312(3)(a), FAC.)		X	1	3.3%	
EX-28	If the IEP team determined that the behavior was not a manifestation of the student's disability and the suspension/expulsion was applied, the student continued to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. (34 CFR 300.530(d))		X	1	3.3%	
EX-29	If the IEP team determined that the behavior was a manifestation of the student's disability, the student was returned to the current placement, unless the parent and the district agree to a change in placement as part of the behavior intervention plan or unless the behavior is related to weapons, drugs, or serious bodily injury. (34 CFR 300.530(f) and (g))		X	1	3.3%	
STA-1	The notice to the IEP team meeting included: <ul style="list-style-type: none"> A statement that a purpose of the meeting was the development of a statement of the student's transition services needs (beginning at age 14) or the consideration of the postsecondary goals and transition services (beginning at age 16) 		X	4	44.4%	X

	Noncompliance (NC)	*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	<ul style="list-style-type: none"> • A statement that the student would be invited • Indication that any agency likely to provide or pay for services during the current year would be invited. <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>					
STA-2	<p>The student was invited to the IEP meeting. (34 CFR 300.321(b)(1); Rule 6A-6.03028(4)(h), FAC.)</p>	X		4	44.4%	X
STA-3	<p>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.)</p>	X		5	55.6%	X
STA-4	<p>For students aged 14 and older:</p> <ul style="list-style-type: none"> • The IEP contains a statement of the student's desired post-school outcome • A statement of the student's transition service needs is incorporated into applicable components of the IEP • The IEP team considered the need for instruction in the area of self determination. <p>(Rule 6A-6.03028(7)(i), FAC.)</p>	X		8	88.9%	X
STA-6	<p>If an agency likely to provide or pay for transition services is involved:</p> <ul style="list-style-type: none"> • A team member or designee was designated as responsible for follow-up with the agency • The IEP team was reconvened to identify alternative strategies if the agency failed to provide services as indicated on the IEP. <p>(34 CFR 300.324(c)(1); Rule 6A-6.03028(8)(d), FAC.)</p>	X		1	11.1%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
STB-1	<p>The notice to the IEP team meeting included:</p> <ul style="list-style-type: none"> • A statement that a purpose of the meeting was the development of a statement of the student's transition services needs (beginning at age 14) or the consideration of the postsecondary goals and transition services (beginning at age 16) • A statement that the student would be invited • Indication that any agency likely to provide or pay for services during the current year would be invited. <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>		X	16	76.2%	X
STB-2	<p>The student was invited to the IEP meeting. (34 CFR 300.321(b)(1); Rule 6A-6.03028(4)(h), FAC.)</p>	X		5	23.8%	
STB-3	<p>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.)</p>	X		8	38.1%	X
STB-4	<p>For students aged 14 and older:</p> <ul style="list-style-type: none"> • The IEP contains a statement of the student's desired post-school outcome • A statement of the student's transition service needs is incorporated into applicable components of the IEP • The IEP team considered the need for instruction in the area of self determination. <p>(Rule 6A-6.03028(7)(i), FAC.)</p>	X		10	47.6%	X
STB-6	<p>If an agency likely to provide or pay for transition services is involved:</p> <ul style="list-style-type: none"> • A team member or designee was designated as responsible for 	X		3	14.3%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	<p>follow-up with the agency</p> <ul style="list-style-type: none"> The IEP team was reconvened to identify alternative strategies if the agency failed to provide services as indicated on the IEP. <p>(34 CFR 300.324(c)(1); Rule 6A-6.03028(8)(d), FAC.)</p>					
STB-7	<p>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.</p> <p>(34 CFR 300.320(b); 34 CFR 300.520(a)(1))</p>		X	2	9.5%	
STB-8	<p>A separate and distinct notice of the transfer of rights was provided closer to the time of the student's 18th birthday.</p> <p>(34 CFR 300.320(c), 300.520(a)(1))</p>		X	1	4.8%	
STB-9	<p>There is a measurable postsecondary goal or goals in the designated areas (i.e., education/training and employment; where appropriate, independent living).</p> <p>(34 CFR 300.320(b)(1))</p>	X		21	100.0%	X
STB-10	<p>The measurable postsecondary goals were based on age-appropriate transition assessment(s).</p> <p>(34 CFR 300.320(b)(1))</p>	X		21	100.0%	X
STB-11	<p>There is/are annual goal(s) or short-term objectives or benchmarks that reasonably enable the student to meet the postsecondary goals.</p> <p>(34 CFR 300.320(a)(2))</p>	X		21	100.0%	X
STB-12	<p>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.</p> <p>(34 CFR 300.320(b)(2))</p>	X		21	100.0%	X
STB-13	<p>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.</p>	X		20	95.2%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(34 CFR 300.320(b)(2))					
STB-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		4	19.0%	
STB-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	9.5%	
STB-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		21	100.0%	X
LRE-1	The parents were invited to the IEP meeting. (34 CFR 300.501 (b))	X		2	6.7%	
LRE-2	The parents were provided notice of the IEP 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. (34 CFR 300.322(a)(1))		X	6	20.0%	
LRE-3	The notice to the IEP team meeting contained the time, location and purpose of the meeting. (34 CFR 300.322(b))		X	8	26.7%	X
LRE-4	The notice contained a listing of persons invited to the meeting, by title and position. (34 CFR 300.322(b))		X	11	36.7%	X
LRE-5	The parents were members of any group making decisions about the educational placement of the student. If neither parent was able to attend the		X	5	16.7%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	IEP meeting, there is documentation of attempts to ensure parent participation. (34 CFR 300.322 (c)-(d); 300.328; and 300.501(c))					
LRE-6	The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))	X		9	30.0%	X
LRE-7	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general curriculum, as well as a statement of the remediation needed to achieve a passing score on the general statewide assessment. For a prekindergarten student, the IEP contains a statement of how the disability affects the student's participation in the appropriate activities. (34 CFR 300.320(a)(1); Rule 6A-6.03028(7)(a), FAC.)	X		18	60.0%	X
LRE-8	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		22	73.3%	X
LRE-9	The IEP contains a statement of special education services/specially designed instruction, including location as well as initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7))	X		10	33.3%	X
LRE-10	The IEP contains a statement of related services, including location and anticipated initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7))	X		3	10.0%	
LRE-11	The IEP contains a statement of supplementary aids and services, including location and anticipated initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7))	X		1	3.3%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
LRE-12	The IEP contains a statement of program modifications or classroom accommodations, including location and anticipated initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7) and Rule 6A-6.03028(7)(c), FAC.)	X		4	13.3%	
LRE-13	The IEP contains a statement of supports for school personnel. (34 CFR 300.320 (a)(4))	X		1	3.3%	
LRE-14	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		14	46.7%	X
LRE-15	The student participates in nonacademic and extracurricular services and activities with nondisabled students to the maximum extent appropriate. (34 CFR 300.107 and 300.117)	X		4	13.3%	
LRE-16	When determining the student's placement, the IEP team ensured that: the student's placement was as close as possible to the student's home and was in the school that the student would attend if nondisabled, to the extent possible; any potential harmful effects on the student or on the quality of services that are needed were considered; and, the student was not removed from the general education setting solely because of needed modifications to the curriculum. (34 CFR 300.116(b)-(e))	X		1	3.3%	
LRE-17	The IEP contains an explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class. (34 CFR 300.320(a)(5))	X		11	36.7%	X
LRE-18	The IEP 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); Rule 6A-6.03028(7)(g), FAC.)	X		9	30.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
LRE-19	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 state-or district-wide assessment. (34 CFR 300.324(a)(1))	X		4	13.3%	
LRE-20	The concerns of the parents for enhancing the education of their child were considered in developing the IEP. (34 CFR 300.324(a)(1)(ii))	X		7	23.3%	
LRE-21	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	6.7%	
LRE-22	The IEP team considered, in the case of a student with limited English proficiency, the language needs of the student as they relate to the IEP. (34 CFR 300.324(a)(2)(ii))	X		3	10.0%	
LRE-23	The IEP team considered, in the case of a student who is blind or visually impaired, that provision is made for instruction in Braille and other use of Braille. (34 CFR 300.324(a)(2)(iii))	X		1	3.3%	
LRE-24	The IEP team considered the communication needs of the child, including, for a student who is deaf/hard of hearing, consideration of the student's opportunities for direct communication with peers and professional personnel in the student's mode of communication and the need for instruction in the student's language and communication mode. (34 CFR 300.324(a)(2)(iv))	X		7	23.3%	
LRE-25	The IEP team considered whether the student needs assistive technology devices and/or services. (34 CFR 300.324(a)(2)(v))	X		1	3.3%	
LRE-26	The report of progress was provided as often as progress was reported to the	X		22	73.3%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	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.)					
LRE-27	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		6	20.0%	
LRE-28	The student's general education teachers, ESE teachers, and related service providers were provided access and information regarding specific responsibilities for IEP implementation. (34 CFR 300.323(d))	X		1	3.3%	
IE-4	The following screenings were conducted for a school-age student: <ul style="list-style-type: none"> • Speech • Language • Hearing • Vision <p>The following screenings were conducted for a PreK student:</p> <ul style="list-style-type: none"> • Vision • Hearing • Communication functioning <p>(Rule 6A-6.0331(1)(b)2 and (2)(e), FAC.)</p>		X	1	8.3%	
IE-10	The date of referral for a formal individual evaluation was no more than ten (10) working days after the date of receipt of parent consent.		X	1	8.3%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(Section II.E of the Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students SP&P))					
IE-14	A team of qualified professionals, including the parent, met as a staffing committee to determine whether the student is a student with a disability in need of special education and related services. (34 CFR 300.306(a)(1); Rule 6A-0331(5)(a), FAC.)		X	1	8.3%	
SLD-1	The multidisciplinary team reviewed data from general education interventions and other activities conducted prior to referral and there is evidence that the student was provided appropriate instruction in the general education setting delivered by qualified personnel. (34 CFR 300.309(b)(1); Rule 6A-6.03018(4)(a), FAC.)	X		1	100.0%	X
SLD-2	If the child is below school age or out of school, a team member must observe the child in an environment appropriate for a child of that age. (34 CFR 300.310(c))	X		1	100.0%	X
SLD-3	There is evidence that the student was provided repeated assessments at reasonable intervals during instruction and the parents were informed of the student's progress. (34 CFR 300.309(b)(2))	X		1	100.0%	X
SLD-8	There is evidence of at least one of the following: <ul style="list-style-type: none"> The student <i>does not make sufficient progress</i> meeting age or state-approved grade level standards in one or more of the designated areas when using a process based on the student's response to scientific, research-based interventions; or The student exhibits a pattern of strengths and weakness in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability. 	X		1	100.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(34 CFR 300.309(a)(2)(i)-(ii))					
SLD-10	Academic achievement is significantly below the student's level of intellectual functioning. (Rule 6A-6.03018(2)(c), FAC.)	X		1	100.0%	X
SLD-12	The multi-disciplinary team included the student's general education teacher as well as one person qualified to conduct individual diagnostic examination. (34 CFR 300.308; Rule 6A-6.03018(5), FAC.)	X		1	100.0%	X

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

**ESE Self-Assessment
2007 – 2008**

Duval County School District Corrective Action Plan

Administrative Strand

Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
Administrative Strand will address all findings of noncompliance identified by the <i>Duval District Summary Report: Findings of Noncompliance by Standard</i> document.	With Superintendent, District, and Cluster Level administrative support and participation the following activities will be conducted:	On-going		
	Review compliance findings with Superintendent, Cabinet, District Administration, Cluster Administration	June - July 2008	<i>Duval District Summary Report: Findings of Noncompliance by Standard, IEP Monitoring Checklist, Compliance Self-Assessment: Processes and Procedures Manual</i> EE/SS District/Cluster Staff	
	Develop systemic process for multi-level monitoring and accountability outcomes (administrative and instructional)	June – August 2008	Cluster Level Administration, Duval Teachers United (DTU) Representatives, EE/SS District/Cluster Staff, HR Administration, School-Based Administration	
	Review of compliance findings with the following targeted school-based administration: #3086 Terry Parker High #3090 Englewood High #3241 Forrest High #3244 Highlands Middle #3246 Neptune Beach Elementary #3181 Homebound/Hospitalized #3026 Itinerant (Community based) #3245 Crown Point Elementary	April 2008	<i>Duval District Summary Report: Findings of Noncompliance by Standard, IEP Monitoring Checklist, Compliance Self-Assessment: Processes and Procedures Manual</i> EE/SS District/Cluster Staff	

Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>Assist targeted school-based administration with the establishment of school specific monitoring and accountability plan.</p> <p>Assist targeted school-based administration and instructional staff with development/ implementation of Individual Professional Development Plan (IPDP) incorporating all relevant compliance requirements.</p>	<p>April – October 2008</p> <p>August – December 2008</p>	<p>EE/SS District/Cluster Staff</p> <p><i>FLDOE Secondary Transition and compliance PowerPoint, IEP Compliance Checklist, IEP Compliance PowerPoint, Individual Educational Plan Make It Measurable (2006). Matrix of Services Handbook, FLDOE Matrix of Services Training, ENCORE! User's Guide, ENCORE! Student Management System software</i></p> <p>FDLRS, EE/SS District/Cluster Support Staff</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/ Status
SLD-1	<p>The multidisciplinary team reviewed data from general education interventions and other activities conducted prior to referral and there is evidence that the student was provided appropriate instruction in the general education setting delivered by qualified personnel. (34 CFR 300.309(b)(1); Rule 6A-6.03018(4)(a), FAC.)</p>	<p>Train multidisciplinary team members on the requirements specific to <i>Special Programs for Students with Specific Learning Disabilities</i></p> <p>Compliance review of a random selection of PK students' records determined eligible for SLD</p>	<p>June 2008</p> <p>September 2008</p>	<p>Special Programs and Procedures EE/SS District Staff, FDLRS</p> <p>Genesis Database, CHRIS database, Self-Assessment Protocol for SLD, EE/SS District Staff, FDLRS</p>	
SLD-2	<p>If the student is below school age or out of school, a team member must observe the student in an environment appropriate for a student of that age. (34 CFR 300.310(c))</p>	<p>Same as above</p>			
SLD-3	<p>There is evidence that the student was provided repeated assessments at reasonable intervals during instruction and the parents were informed of the student's progress. (34 CFR 300.309(b)(2))</p>	<p>Same as above</p>			

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/ Status
SLD-8	<p>There is evidence of at least one of the following:</p> <ul style="list-style-type: none"> • The student <i>does not make sufficient progress</i> meeting age or state-approved grade level standards in one or more of the designated areas when using a process based on the student's response to scientific, research-based interventions; or • The student exhibits a pattern of strengths and weakness in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability. <p>(34 CFR 300.309(a)(2)(i)-(ii))</p>	Same as above			
SLD-10	<p>Academic achievement is significantly below the student's level of intellectual functioning. (Rule 6A-6.03018(2)(c), FAC.)</p>	Same as above			
SLD-12	<p>The multi-disciplinary team included the student's general education teacher as well as one person qualified to conduct individual diagnostic examination. (34 CFR 300.308; Rule 6A-6.03018(5), FAC.)</p>	Same as above			

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/ Status
STA-1	<p>The notice to the IEP team meeting included:</p> <ul style="list-style-type: none"> • A statement that a purpose of the meeting was the development of a statement of the student's transition services needs (beginning at age 14) or the consideration of the postsecondary goals and transition services (beginning at age 16) • A statement that the student would be invited • Indication that any agency likely to provide or pay for services during the current year would be invited. <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>	<p>Development of IEP Compliance Checklist</p> <p>IEP Compliance Training</p> <ul style="list-style-type: none"> • EE/SS District/Cluster Support Staff/FDLRS • ESE teachers and Service Providers in targeted school sites • School based administrators or LEA designee <p>Development and Implementation of on-line IEP compliance tutorial</p>	<p>March 2008</p> <p>March – October 2008</p> <p>March – December 2008</p>	<p><i>ESE Compliance Self-Assessment: Processes and Procedures Manual and Protocols, State Board Rules, Code of Federal Regulations</i></p> <p>EE/SS District Staff BEESS Support Staff</p> <p><i>FLDOE Secondary Transition and compliance PowerPoint, IEP Compliance Checklist, IEP Compliance PowerPoint, Individual Educational Plan Make It Measurable (2006). Matrix of Services Handbook, FLDOE Matrix of Services Training, ENCORE! User's Guide, ENCORE! Student Management System software</i></p> <p>FDLRS, EE/SS District/Cluster Support Staff</p> <p><i>ESE Compliance Self-Assessment: Processes and Procedures Manual and Protocols, State Board Rules, Code of Federal Regulations</i> Captivate Software EE/SS District Staff, FDLRS</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/ Status
		<p>Updating and maintenance of on-line resources specific to IEP compliance Examples: IEP Compliance checklist, New Teacher Compliance Training PowerPoint, ENCORE! Users Guide</p> <p>Provide technical assistance to ESE teachers and Service providers in targeted school sites</p> <p>Monitoring for IEP Compliance at targeted school sites</p> <p>Review of randomly selected student records for 100% compliance utilizing FLDOE protocols for SSP 2 Dropout Rate at the following targeted school sites: #3086 Terry Parker High #3090 Englewood High #3241 Forrest High #3244 Highlands Middle</p> <p>Review of randomly selected student records for 100% compliance utilizing FLDOE protocols for SSP 6 Pre-K LRE at the following targeted school sites: #3246 Neptune Beach Elementary #3181 Homebound/Hospitalized #3026 Itinerant (Community based) #3245 Crown Point Elementary</p>	<p>March – December 2008</p> <p>March – December 2008</p> <p>April – December 2008</p> <p>September-December 2008</p> <p>September-December 2008</p>	<p>EE/SS District Staff</p> <p>EE/SS District/Cluster Support Staff, FDLRS</p> <p>EE/SS District/Cluster Support Staff</p> <p><i>ESE Compliance Self-Assessment: Processes and Procedures Manual and Protocols</i></p> <p>EE/SS District/Cluster Support Staff</p> <p><i>ESE Compliance Self-Assessment: Processes and Procedures Manual and Protocols</i></p> <p>EE/SS District/Cluster Support Staff</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/ Status
STB-1	<p>The notice to the IEP team meeting included:</p> <ul style="list-style-type: none"> • A statement that a purpose of the meeting was the development of a statement of the student's transition services needs (beginning at age 14) or the consideration of the postsecondary goals and transition services (beginning at age 16) • A statement that the student would be invited • Indication that any agency likely to provide or pay for services during the current year would be invited. <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>	Same as above			
STA-2	<p>The student was invited to the IEP meeting. (34 CFR 300.321(b)(1); Rule 6A-6.03028(4)(h), FAC.)</p>	Same as above			
LRE-3	<p>The notice to the IEP team meeting contained the time, location and purpose of the meeting. (34 CFR 300.322(b))</p>	Same as above			
LRE-4	<p>The notice contained a listing of persons invited to the meeting, by title and position. (34 CFR 300.322(b))</p>	Same as above			
LRE-6	<p>The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))</p>	Same as above			

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/ Status
EX-15	The concerns of the parents for enhancing the education of their child were considered in developing the IEP. (34 CFR 300.324(a)(1)(ii))	Same as above			
EX-2	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student’s disability affects involvement and progress in the general curriculum, as well as a statement of the remediation needed to achieve a passing score on the general statewide assessment. For a prekindergarten student, the IEP contains a statement of how the disability affects the student’s participation in the appropriate activities. (34 CFR 300.320(a)(1); Rule 6A-6.03028(7)(a), FAC.)	Same as above			
EX-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))	Same as above			
EX-4	The IEP contains a statement of special education services/specially designed instruction, including location as well as initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7))	Same as above			

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/ Status
EX-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))	Same as above			
EX-14	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 state-or district-wide assessment. (34 CFR 300.324(a)(1))	Same as above			
EX-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))	Same as above			
EX-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 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.)	Same as above			

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/ Status
LRE-7	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general curriculum, as well as a statement of the remediation needed to achieve a passing score on the general statewide assessment. For a prekindergarten student, the IEP contains a statement of how the disability affects the student's participation in the appropriate activities. (34 CFR 300.320(a)(1); Rule 6A-6.03028(7)(a), FAC.)	Same as above			
LRE-8	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))	Same as above			
LRE-9	The IEP contains a statement of special education services/specially designed instruction, including location as well as initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7))	Same as above			
LRE-14	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))	Same as above			

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/ Status
EX-13	<p>The IEP 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); Rule 6A-6.03028(7)(g), FAC.)</p>	Same as above			
EX-21	<p>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.)</p>	Same as above			
LRE-18	<p>The IEP 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); Rule 6A-6.03028(7)(g), FAC.)</p>	Same as above			

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/ Status
LRE-26	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.)	Same as above			
EX-11	The parent provided consent for the student to receive instructional accommodations not permitted on statewide assessments and acknowledged the implications of such accommodations. (Section 1008.22(3)(c)6, F.S.; Rule 6A-6.03028(7)(e), FAC.)	Same as above			
LRE-17	The IEP contains an explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class. (34 CFR 300.320(a)(5))	Same as above			

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/ Status
	<p>transition service needs is incorporated into applicable components of the IEP</p> <ul style="list-style-type: none"> The IEP team considered the need for instruction in the area of self determination. <p>(Rule 6A-6.03028(7)(i), FAC.)</p>				
STB-4	<p>For students aged 14 and older:</p> <ul style="list-style-type: none"> The IEP contains a statement of the student's desired post-school outcome A statement of the student's transition service needs is incorporated into applicable components of the IEP The IEP team considered the need for instruction in the area of self determination. <p>(Rule 6A-6.03028(7)(i), FAC.)</p>	Same as above			
STB-9	<p>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))</p>	Same as above			
STB-10	<p>The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))</p>	Same as above			
STB-11	<p>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))</p>	Same as above			

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/ Status
STB-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))	Same as above			
STB-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))	Same as above			
STB-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))	Same as above			