

# FLORIDA DEPARTMENT OF EDUCATION



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June 20, 2008

Dr. Joseph Joyner, Superintendent  
St. Johns County School District  
40 Orange Street  
St. Augustine, FL 32084-3693

Dear Dr. Joyner:

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 St. Johns 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. As a result of the validation review, additional incidents or findings of noncompliance requiring correction were identified.

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 St. Johns County School District completed the required corrective actions and submitted the verifying documentation and CAP within the established timeline.

St. Johns County was required to assess 170 standards. One or more incidents of noncompliance were identified on 23 of those standards (14%). The following is a summary of St. Johns County School District's correction of student-specific incidents of noncompliance:

**Correction of Noncompliance by Student**

	<b>Number</b>	<b>Percentage</b>
Records Reviewed/Protocols Completed	30	—
Total Items Assessed	873	—
Noncompliant	44	5%
Timely Corrected	44	100%

The *St. Johns 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. St. Johns 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.

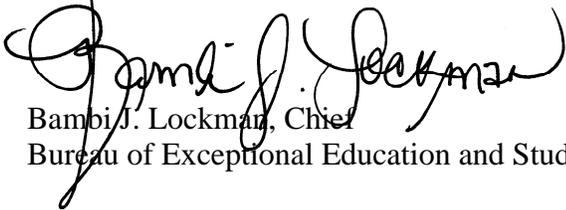
The results of district self-assessments conducted during 2007-08 will be used to inform future monitoring activities, including the selection of districts for on-site monitoring, and in the local

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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](mailto: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: Lisa Bell  
Frances Haithcock  
Kim C. Komisar  
Annette Oliver  
Sheila Gritz

Florida Department of Education  
Bureau of Exceptional Education and Student Services

**ESE Self-Assessment  
2007 – 08**

**St. Johns 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 IE protocols completed: 10  
 Number of standards per IE: 18  
 Number of IEP protocols completed: 20  
 Number of standards per IEP: 38  
 Number of MD protocols completed: 4  
 Number of standards per MD: 9  
 Number of STA protocols completed: 2  
 Number of standards per STA: 6  
 Number of STB protocols completed: 4  
 Number of standards per STB: 28  
 Number of ASD disabilities completed: 1  
 Number of standards per ASD: 10  
 Number of DD disabilities completed: 2

Number of standards per DD: 6  
 Number of EBD disabilities completed: 1  
 Number of standards per EBD: 11  
 Number of LI disabilities completed: 4  
 Number of standards per LI: 7  
 Number of MH disabilities completed: 2  
 Number of standards per MH: 9  
 Number of OHI disabilities completed: 1  
 Number of standards per OHI: 5  
 Number of SI disabilities completed: 3  
 Number of standards per SI: 9  
 Number of SLD disabilities completed: 3  
 Number of standards per SLD: 14

Total number of protocols: 30  
 Total number of standards: 873  
 Total number of incidents of noncompliance (NC): 44  
 Overall % incidents of noncompliance: 5%

Percent of noncompliance is calculated as the # of incidents of noncompliance for a given standard divided by the # of protocols reviewed for that standard, multiplied by 100.

\* Correctable for the student(s): A finding for which immediate action can be taken to correct the noncompliance.

\*\* Individual CAP: For a finding which cannot be corrected for an individual student, a corrective action plan (CAP) is required to address how the district will ensure future compliance; this plan will be limited in scope, based on the nature of the finding.

\*\*\* Systemic CAP: For a finding of noncompliance on a given standard that occurs in  $\geq 25\%$  of possible incidents, a corrective action plan (CAP) is required to ensure future compliance; this plan must address the systemic nature of the finding and will be broader in scope than an individual CAP.

Note: In the event that there is a systemic finding of noncompliance on a standard that requires an individual CAP, only a systemic CAP is required.

**ESE Self-Assessment  
2007 – 08**

**St. Johns District Summary Report: Findings of Noncompliance by Standard**

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
STA-1	<p>The notice to the IEP team meeting included:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• A statement that the student would be invited</li> <li>• Indication that any agency likely to provide or pay for services during the current year would be invited.</li> </ul> <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>		X	2	100.0%	X
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		1	50.0%	X
STA-4	<p>For students aged 14 and older:</p> <ul style="list-style-type: none"> <li>• The IEP contains a statement of the student's desired post-school outcome</li> <li>• A statement of the student's transition service needs is incorporated into applicable components of the IEP</li> <li>• The IEP team considered the need for instruction in the area of self determination.</li> </ul> <p>(Rule 6A-6.03028(7)(i), FAC.)</p>	X		2	100.0%	X
STB-6	<p>If an agency likely to provide or pay for transition services is involved:</p>	X		2	50.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	<ul style="list-style-type: none"> <li>A team member or designee was designated as responsible for follow-up with the agency</li> <li>The IEP team was reconvened to identify alternative strategies if the agency failed to provide services as indicated on the IEP.</li> </ul> <p>(34 CFR 300.324(c)(1); Rule 6A-6.03028(8)(d), FAC.)</p>					
STB-15	The district <b>obtained consent</b> 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	4	100.0%	X
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		4	100.0%	X
IEP-1	The IEP was current on the day of this review.	X		2	20.0%	
IEP-5	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	1	10.0%	
IEP-6	The notice to the IEP team meeting contained the time, location and purpose of the meeting. (34 CFR 300.322(b))		X	1	10.0%	
IEP-7	The notice contained a listing of persons invited to the meeting, by title and position. (34 CFR 300.322(b))		X	1	10.0%	
IEP-13	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	X		4	40.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	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.)					
IEP-14	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		3	30.0%	X
IEP-17	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	10.0%	
IEP-20	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	10.0%	
IEP-23	If the IEP team determined that the student will not participate in a particular state or district-wide assessment; the IEP contains a statement of why that assessment is not appropriate, why the particular alternate assessment is appropriate, and shows notification to the parent of the implications of nonparticipation. (34 CFR 300.320(a)(6)(ii); Section 1008.22(3)(c)6, F.S.; Rule 6A-6.03028(7)(e), FAC.)	X		1	10.0%	
IEP-27	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		2	20.0%	
IEP-35	If the current IEP represents a change of placement/change of FAPE from the previous IEP, or the district refused to make a change that the parent requested, the parent received appropriate prior written notice. (34 CFR 300.503)		X	1	10.0%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
IE-2	Anecdotal records or behavioral observations conducted by at least two individuals, one of whom is the student's teacher, were reviewed. (Rule 6A-6.0331(2)(b), FAC.)		X	1	10.0%	
IE-9	The school district obtained informed consent from the parent prior to conducting the initial evaluation to determine if the student qualifies as a student with a disability. (34 CFR 300.300(a)(1)(i))		X	1	10.0%	
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. (Section II.E of the Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students SP&P)		X	4	40.0%	X
IE-13	The evaluation was conducted within 60 school days of the receipt of referral for evaluation and parental consent for evaluation. (Rule 6A-6.0331(4)(b), FAC.)		X	1	10.0%	
SI-5	The student has a disorder in fluency. (Rules 6A-6.03012(2)(c), FAC.; Section III.C, SP&P)	X		2	66.7%	X
SI-6	The student has a disorder in voice. (Rules 6A-6.03012(2)(d), FAC.; Section III.C, SP&P)	X		2	66.7%	X

Florida Department of Education  
Bureau of Exceptional Education and Student Services

**ESE Self-Assessment  
2007 – 08**

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Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
STA-1	<p>The notice to the IEP team meeting included:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• A statement that the student would be invited</li> <li>• Indication that any agency likely to provide or pay for services during the current year would be invited.</li> </ul> <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>		X	2	100.0%	X
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		1	50.0%	X
STA-4	<p>For students aged 14 and older:</p> <ul style="list-style-type: none"> <li>• The IEP contains a statement of the student's desired post-school outcome</li> <li>• A statement of the student's transition service needs is incorporated into applicable components of the IEP</li> <li>• The IEP team considered the need for instruction in the area of self determination.</li> </ul> <p>(Rule 6A-6.03028(7)(i), FAC.)</p>	X		2	100.0%	X
STB-6	<p>If an agency likely to provide or pay for transition services is involved:</p>	X		2	50.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	<ul style="list-style-type: none"> <li>A team member or designee was designated as responsible for follow-up with the agency</li> <li>The IEP team was reconvened to identify alternative strategies if the agency failed to provide services as indicated on the IEP.</li> </ul> <p>(34 CFR 300.324(c)(1); Rule 6A-6.03028(8)(d), FAC.)</p>					
STB-15	The district <b>obtained consent</b> 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	4	100.0%	X
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		4	100.0%	X
IEP-1	The IEP was current on the day of this review.	X		2	20.0%	
IEP-5	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	1	10.0%	
IEP-6	The notice to the IEP team meeting contained the time, location and purpose of the meeting. (34 CFR 300.322(b))		X	1	10.0%	
IEP-7	The notice contained a listing of persons invited to the meeting, by title and position. (34 CFR 300.322(b))		X	1	10.0%	
IEP-13	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	X		4	40.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	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.)					
IEP-14	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		3	30.0%	X
IEP-17	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	10.0%	
IEP-20	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	10.0%	
IEP-23	If the IEP team determined that the student will not participate in a particular state or district-wide assessment; the IEP contains a statement of why that assessment is not appropriate, why the particular alternate assessment is appropriate, and shows notification to the parent of the implications of nonparticipation. (34 CFR 300.320(a)(6)(ii); Section 1008.22(3)(c)6, F.S.; Rule 6A-6.03028(7)(e), FAC.)	X		1	10.0%	
IEP-27	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		2	20.0%	
IEP-35	If the current IEP represents a change of placement/change of FAPE from the previous IEP, or the district refused to make a change that the parent requested, the parent received appropriate prior written notice. (34 CFR 300.503)		X	1	10.0%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
IE-2	Anecdotal records or behavioral observations conducted by at least two individuals, one of whom is the student's teacher, were reviewed. (Rule 6A-6.0331(2)(b), FAC.)		X	1	10.0%	
IE-9	The school district obtained informed consent from the parent prior to conducting the initial evaluation to determine if the student qualifies as a student with a disability. (34 CFR 300.300(a)(1)(i))		X	1	10.0%	
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. (Section II.E of the Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students SP&P))		X	4	40.0%	X
IE-13	The evaluation was conducted within 60 school days of the receipt of referral for evaluation and parental consent for evaluation. (Rule 6A-6.0331(4)(b), FAC.)		X	1	10.0%	
SI-5	The student has a disorder in fluency. (Rules 6A-6.03012(2)(c), FAC.; Section III.C, SP&P)	X		2	66.7%	X
SI-6	The student has a disorder in voice. (Rules 6A-6.03012(2)(d), FAC.; Section III.C, SP&P)	X		2	66.7%	X

Florida Department of Education  
Bureau of Exceptional Education and Student Services

**ESE Self-Assessment  
2007 – 08**

**St. Johns County School District Corrective Action Plan**

#	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"> <li>• 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)</li> <li>• A statement that the student would be invited</li> <li>• Indication that any agency likely to provide or pay for services during the current year would be invited.</li> </ul> <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>	<ol style="list-style-type: none"> <li>1. Training provided to schools monitored as designated in the student specific corrections.</li> <li>2. Review of compliance monitoring results with all ESE district staff.</li> <li>3. Create compliance monitoring checklist for support specialists for initial and transfer IEPs to provide continuous monitoring of compliance issues.</li> <li>4. Training provided to all schools on all compliance issues uncovered during compliance monitoring.</li> <li>5. Use of compliance monitoring checklist by support specialists for a) every initial and transfer IEP and b) 10 TIEPs at each secondary school, to ensure 100% compliance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cunningham- 4/16/08; Murray- 4/2/08; SAHS- 4/1, 8, 15, 18/08; Webster-4/7/08</li> <li>2. 5/2/08</li> <li>3. Prior to end of school year (6/13/08)</li> <li>4. Prior to end of school year (6/13/08)</li> <li>5. 8/18/08 through 12/19/08</li> </ol>	<ol style="list-style-type: none"> <li>1. District developed agendas; support specialist led.</li> <li>2. ESE Director using compliance reports.</li> <li>3. ESE Director with support specialist input.</li> <li>4. Led by support specialists assigned at each school using district developed agenda</li> <li>5. Support specialists with review by program specialists and ESE Director.</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete</li> <li>2. Pending</li> <li>3. Pending</li> <li>4. Pending</li> <li>5. Pending</li> </ol>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
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>	<p>1. See STA-1</p>	<p>1. See STA-1</p>	<p>1. See STA-1</p>	<p>1. See STA-1</p>
STA-4	<p>For students aged 14 and older:</p> <ul style="list-style-type: none"> <li>• The IEP contains a statement of the student’s desired post-school outcome</li> <li>• A statement of the student’s transition service needs is incorporated into applicable components of the IEP</li> <li>• The IEP team considered the need for instruction in the area of self determination.</li> </ul> <p>(Rule 6A-6.03028(7)(i), FAC.)</p>	<p>1. See STA-1</p>	<p>1. See STA-1</p>	<p>1. See STA-1</p>	<p>1. See STA-1</p>
STB-6	<p>If an agency likely to provide or pay for transition services is involved:</p> <ul style="list-style-type: none"> <li>• A team member or designee was designated as responsible for follow-up with the agency</li> <li>• The IEP team was reconvened to identify alternative strategies if the agency failed to provide services as indicated on the IEP.</li> </ul> <p>(34 CFR 300.32(c)(1); Rule 6A-6.03028(8)(d), FAC.)</p>	<p>1. See STA-1</p> <p>2. Review and amend current Transition IEP checklist to include name of team member/designee responsible for follow-up and place to record outcome of the IEP reconvene meeting if the agency fails to provide services.</p>	<p>1. See STA-1</p> <p>2. Prior to 6/13/08</p>	<p>1. See STA-1</p> <p>2. Program specialist for transition working with DOE input.</p>	<p>1. See STA-1</p> <p>2. Pending</p>
STB-15	<p>The district <b>obtained consent</b> 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</p>	<p>1. See STA-1</p> <p>2. Review and amend current Transition Release of Information form to include parent consent to</p>	<p>1. See STA-1</p> <p>2. Prior to 6/13/08</p>	<p>1. See STA-1</p> <p>2. Program specialist for transition</p>	<p>1. See STA-1</p> <p>2. Pending</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	transition services. (34 CFR 300.321(b)(3))	invite agencies to the IEP meeting		working with DOE input.	
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))	1. See STA-1	1. See STA-1	1. See STA-1	1. See STA-1
IEP-13	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.)	1. See STA-1	1. See STA-1	1. See STA-1	1. See STA-1
IEP-14	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))	1. See STA-1	1. See STA-1	1. See STA-1	1. See STA-1
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. (Section II.E of the Policies and	1. See STA-1	1. See STA-1	1. See STA-1	1. See STA-1

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students SP&P))				
SI-5	The student has a disorder in fluency. (Rules 6A-6.03012(2)(c), FAC.; Section III.C, SP&P)	1. <b>No activities planned; we believe the data was entered incorrectly into the database or compiled incorrectly by the program.</b>	1. n/a	1. n/a	1. n/a
SI-6	The student has a disorder in voice. (Rules 6A-6.03012(2)(d), FAC.; Section III.C, SP&P)	1. <b>No activities planned; we believe the data was entered incorrectly into the database or compiled incorrectly by the program.</b>	1. n/a	1. n/a	1. n/a
Matrix	<p>Special Considerations:</p> <ul style="list-style-type: none"> <li>• Add 3 points for prekindergarten students earning less than .5 FTE during an FTE survey period.</li> <li>• Add 1 point for students who have a score of 17 total points and who are rated level 5 in three of the five domains.</li> <li>• Add 1 point for students who have a score of 21 total points and who are rated level 5 in four of the five domains.</li> </ul>	<p>1. <b>Review of compliance monitoring results with all ESE district staff.</b></p> <p>2. <b>Training provided to all schools on all compliance issues uncovered during compliance monitoring.</b></p> <p>3. <b>Review of 10 matrices (level 254 or 255) randomly selected from a district list to ensure 100% compliance.</b></p>	<p>1. 5/2/08</p> <p>2. Prior to end of school year (6/13/08)</p> <p>3. Prior to 12/19/08.</p>	<p>1. ESE Director using compliance reports.</p> <p>2. Led by support specialists assigned at each school using district developed agenda.</p> <p>3. Compliance monitoring materials; ESE/FEFP Matrix of Services Handbook</p>	<p>1. Pending</p> <p>2. Pending</p> <p>3. Pending</p>

Florida Department of Education  
Bureau of Exceptional Education and Student Services

**ESE Self-Assessment  
2007 – 08**

**St. Johns County School District Corrective Action Plan**

#	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"> <li>• 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)</li> <li>• A statement that the student would be invited</li> <li>• Indication that any agency likely to provide or pay for services during the current year would be invited.</li> </ul> <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>	<ol style="list-style-type: none"> <li>1. Training provided to schools monitored as designated in the student specific corrections.</li> <li>2. Review of compliance monitoring results with all ESE district staff.</li> <li>3. Create compliance monitoring checklist for support specialists for initial and transfer IEPs to provide continuous monitoring of compliance issues.</li> <li>4. Training provided to all schools on all compliance issues uncovered during compliance monitoring.</li> <li>5. Use of compliance monitoring checklist by support specialists for a) every initial and transfer IEP and b) 10 TIEPs at each secondary school, to ensure 100% compliance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cunningham- 4/16/08; Murray- 4/2/08; SAHS- 4/1, 8, 15, 18/08; Webster-4/7/08</li> <li>2. 5/2/08</li> <li>3. Prior to end of school year (6/13/08)</li> <li>4. Prior to end of school year (6/13/08)</li> <li>5. 8/18/08 through 12/19/08</li> </ol>	<ol style="list-style-type: none"> <li>1. District developed agendas; support specialist led.</li> <li>2. ESE Director using compliance reports.</li> <li>3. ESE Director with support specialist input.</li> <li>4. Led by support specialists assigned at each school using district developed agenda</li> <li>5. Support specialists with review by program specialists and ESE Director.</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete</li> <li>2. Pending</li> <li>3. Pending</li> <li>4. Pending</li> <li>5. Pending</li> </ol>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
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>	<p>1. See STA-1</p>	<p>1. See STA-1</p>	<p>1. See STA-1</p>	<p>1. See STA-1</p>
STA-4	<p>For students aged 14 and older:</p> <ul style="list-style-type: none"> <li>• The IEP contains a statement of the student’s desired post-school outcome</li> <li>• A statement of the student’s transition service needs is incorporated into applicable components of the IEP</li> <li>• The IEP team considered the need for instruction in the area of self determination.</li> </ul> <p>(Rule 6A-6.03028(7)(i), FAC.)</p>	<p>1. See STA-1</p>	<p>1. See STA-1</p>	<p>1. See STA-1</p>	<p>1. See STA-1</p>
STB-6	<p>If an agency likely to provide or pay for transition services is involved:</p> <ul style="list-style-type: none"> <li>• A team member or designee was designated as responsible for follow-up with the agency</li> <li>• The IEP team was reconvened to identify alternative strategies if the agency failed to provide services as indicated on the IEP.</li> </ul> <p>(34 CFR 300.32(c)(1); Rule 6A-6.03028(8)(d), FAC.)</p>	<p>1. See STA-1</p> <p>2. Review and amend current Transition IEP checklist to include name of team member/designee responsible for follow-up and place to record outcome of the IEP reconvene meeting if the agency fails to provide services.</p>	<p>1. See STA-1</p> <p>2. Prior to 6/13/08</p>	<p>1. See STA-1</p> <p>2. Program specialist for transition working with DOE input.</p>	<p>1. See STA-1</p> <p>2. Pending</p>
STB-15	<p>The district <b>obtained consent</b> 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</p>	<p>1. See STA-1</p> <p>2. Review and amend current Transition Release of Information form to include parent consent to</p>	<p>1. See STA-1</p> <p>2. Prior to 6/13/08</p>	<p>1. See STA-1</p> <p>2. Program specialist for transition</p>	<p>1. See STA-1</p> <p>2. Pending</p>

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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. (Section II.E of the Policies and	1. See STA-1	1. See STA-1	1. See STA-1	1. See STA-1

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SI-6	The student has a disorder in voice. (Rules 6A-6.03012(2)(d), FAC.; Section III.C, SP&P)	1. <b>No activities planned; we believe the data was entered incorrectly into the database or compiled incorrectly by the program.</b>	1. n/a	1. n/a	1. n/a
Matrix	<p>Special Considerations:</p> <ul style="list-style-type: none"> <li>• Add 3 points for prekindergarten students earning less than .5 FTE during an FTE survey period.</li> <li>• Add 1 point for students who have a score of 17 total points and who are rated level 5 in three of the five domains.</li> <li>• Add 1 point for students who have a score of 21 total points and who are rated level 5 in four of the five domains.</li> </ul>	<p>1. <b>Review of compliance monitoring results with all ESE district staff.</b></p> <p>2. <b>Training provided to all schools on all compliance issues uncovered during compliance monitoring.</b></p> <p>3. <b>Review of 10 matrices (level 254 or 255) randomly selected from a district list to ensure 100% compliance.</b></p>	<p>1. <b>5/2/08</b></p> <p>2. <b>Prior to end of school year (6/13/08)</b></p> <p>3. <b>Prior to 12/19/08.</b></p>	<p>1. <b>ESE Director using compliance reports.</b></p> <p>2. <b>Led by support specialists assigned at each school using district developed agenda.</b></p> <p>3. <b>Compliance monitoring materials; ESE/FEFP Matrix of Services Handbook</b></p>	<p>1. <b>Pending</b></p> <p>2. <b>Pending</b></p> <p>3. <b>Pending</b></p>