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June 20, 2008

Mr. James F. Notter, Superintendent
Broward County School District
600 SE Third Avenue
Ft. Lauderdale, FL 33301-3125

Dear Mr. Notter:

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 Broward 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. Due to the nature and/or extent of student-specific noncompliance and the availability of staff and/or resources to correct the findings, Broward County School District requested and was granted an extension for completion of required activities; a final due-date was established as May 2, 2008. All individual incidents of noncompliance were timely corrected; the district's CAP was provided on April 15, 2008, and verifying documentation was provided to the Bureau on May 2, 2008.

Broward County was required to assess 146 standards. One or more incidents of noncompliance were identified on 54 of those standards (37%). The following is a summary of Broward County School District's correction of student-specific incidents of noncompliance:

Correction of Noncompliance by Student

	Number	Percentage
Records Reviewed/Protocols Completed	53	–
Total Items Assessed	1468	–
Noncompliant	142	9%
Timely Corrected	142	100%

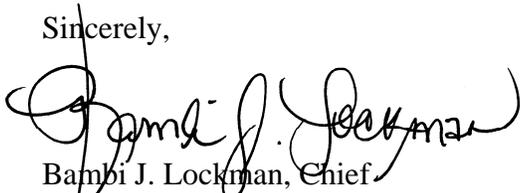
The *Broward District Summary Report: Findings of Noncompliance by Standard* (Attachment 1) contains a summary of the findings reported by the individual standard or regulation assessed. These data include revisions to the preliminary report that resulted from the validation review. Systemic findings 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. Broward 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. James F. Notter
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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: Denise Rusnak
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**

Broward 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: 18
 Number of standards per IE: 18
 Number of IEP protocols completed: 18
 Number of standards per IEP: 38
 Number of MD protocols completed: 9
 Number of standards per MD: 9
 Number of STA protocols completed: 3
 Number of standards per STA: 6
 Number of STB protocols completed: 5
 Number of standards per STB: 28

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: 1
 Number of standards per LI: 7
 Number of MH disabilities completed: 1
 Number of standards per MH: 9
 Number of SLD disabilities completed: 13
 Number of standards per SLD: 14

Total number of protocols: 53
 Total number of standards: 1468
 Total number of incidents of noncompliance (NC): 142
 Overall % incidents of noncompliance: 9%

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**

Broward 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"> • 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	1	33.3%	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	33.3%	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		1	33.3%	X
STA-5	<p>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</p>	X		1	33.3%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	special diploma. (Rule 6A-6.03028(7)(h), FAC.)					
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	33.3%	X
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	2	40.0%	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		1	20.0%	
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 	X		4	80.0%	X

	Noncompliance (NC)	*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	determination. (Rule 6A-6.03028(7)(i), FAC.)					
STB-6	If an agency likely to provide or pay for transition services is involved: <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. (34 CFR 300.324(c)(1); Rule 6A-6.03028(8)(d), FAC.)	X		2	40.0%	X
STB-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	2	40.0%	X
STB-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	100.0%	X
STB-10	The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))	X		5	100.0%	X
STB-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		5	100.0%	X
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))	X		5	100.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
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))	X		5	100.0%	X
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		1	20.0%	
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	40.0%	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		5	100.0%	X
IEP-4	The parents were invited to the IEP meeting. (34 CFR 300.501 (b))	X		1	5.6%	
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	4	22.2%	
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	5.6%	
IEP-7	The notice contained a listing of persons invited to the meeting, by title and position. (34 CFR 300.322(b))		X	1	5.6%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
IEP-8	The parents were provided a copy of the procedural safeguards. (Rule 6A-6.03311(2)(b)3, FAC.)		X	5	27.8%	X
IEP-9	The parents were members of any group making decisions about the educational placement of the student. If neither parent was able to attend the IEP meeting, there is documentation of attempts to ensure parent participation. (34 CFR 300.322 (c)-(d); 300.328; and 300.501(c))		X	1	5.6%	
IEP-12	The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))	X		1	5.6%	
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.)	X		14	77.8%	X
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		4	22.2%	
IEP-16	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		1	5.6%	
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		5	27.8%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
IEP-21	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		1	5.6%	
IEP-22	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		1	5.6%	
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		2	11.1%	
IEP-25	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		1	5.6%	
IEP-26	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		1	5.6%	
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	11.1%	
IEP-28	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,	X		1	5.6%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	and/or other strategies to address the behavior. (34 CFR 300.324(a)(2)(i))					
IEP-29	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		2	11.1%	
IEP-31	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		2	11.1%	
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	2	11.1%	
IEP-36	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		2	11.1%	
IEP-37	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		2	11.1%	
IEP-38	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		3	16.7%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
MD-1	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		9	100.0%	X
IE-1	Two or more parent conferences concerning the student's learning or behavioral areas of concern were held. (Rule 6A-6.0331(2)(a), FAC.)		X	9	50.0%	X
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	2	11.1%	
IE-5	A minimum of two general education interventions or strategies were implemented. (Rule 6A-6.0331(2)(f), FAC.)		X	3	16.7%	
IE-8	The parents were provided a copy of the procedural safeguards at the time prior written notice was provided. (Rule 6A-6.03311(2)(b)3, FAC.)		X	1	5.6%	
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	5.6%	
EBD-1	The functional behavioral assessment (FBA) previously completed to assist in the development of individual interventions was reviewed. (Section III.G., Policies and Procedures for the Provision of Specially Designed Instruction and Related Services (SP&P))	X		1	100.0%	X
EBD-8	The student manifests the behavior(s) for a minimum of six months in two or more settings. (Rule 6A-6.03016(4)(c), FAC.)	X		1	100.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
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	7.7%	
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	7.7%	
SLD-13	There is evidence of a single multi-disciplinary report that documents the teams' findings. (Rule 6A-6.03018(5)(c), FAC.)	X		3	23.1%	
SLD-14	The student meets eligibility criteria. (Rule 6A-6.03018(2), FAC.)	X		1	7.7%	

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

**ESE Self-Assessment
2007 – 08**

Broward 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"> • 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>The Parent Participation Form on EASYIEP will be revised to include the correct language.</p>	08/18/2008	District Staff	
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>Training on writing IEPs was provided for District, School, and Area Staff 12/13/2007. Monitoring will continue the remainder of this school year and through November 2008. Random records will be selected and reviewed from Broward High Schools and Middle Schools to ensure compliance from 08/2008-11/2008. Technical assistance will be provided if deemed necessary.</p>	12/13/2007-06/05/2008 and 08/2008-11/2008	District/Area Staff	
STA-4	<p>For students age 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 	<p>The Transition IEP on EASYIEP will be revised to include the correct language. Training on writing Transition IEPs will be provided to District, Area, and School Staff. Monitoring will continue the remainder of this school year and through November 2008. Random records will be</p>	12/13/2007-6/5/2008 and 08/18/2008-11/2008	District Staff	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/ Status
	<p>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>	<p>selected and reviewed from Broward High Schools and Middle Schools to ensure compliance from 08/2008-11/2008. Technical assistance will be provided if deemed necessary.</p>			
STA-5	<p>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.</p> <p>(Rule 6A-6.03028(7)(h), FAC.)</p>	<p>An error message will be posted on EASYIEP if this is not completed. Training on writing Transition IEPs will be provided to District, Area, and School Staff. Monitoring will continue the remainder of this school year and through November 2008. Random records will be selected and reviewed from Broward High Schools and Middle Schools to ensure compliance from 08/2008-11/2008. Technical assistance will be provided if deemed necessary.</p>	<p>12/13/2007-06/2008 and 08/18/2008-11/2008</p>	<p>District/Area Staff</p>	
STA-6	<p>If an agency that is 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>	<p>The Transition IEP on EASYIEP will be revised to include this component. Training on writing Transition IEPs will be provided to District, Area, and School Staff. Monitoring will continue the remainder of this school year and through November 2008. Random records will be selected and reviewed from Broward High Schools and Middle Schools to ensure compliance from 08/2008-11/2008. Technical assistance will be provided if deemed necessary.</p>	<p>12/13/2007-06/5/2008 and 08/18/08-11/2008</p>	<p>District/Area Staff</p>	
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 	<p>The Parent Participation Form on EASYIEP will be revised to include the correct language.</p>	<p>08/18/2008</p>	<p>District Staff</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/ Status
	<p>invited.</p> <ul style="list-style-type: none"> 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>				
STB-4	<p>For students age 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>	<p>The Transition IEP on EASYIEP will be revised to include the correct language. Training on writing Transition IEPs will be provided to District, Area, and School Staff. Monitoring will continue the remainder of this school year and through November 2008. Random records will be selected and reviewed from Broward High Schools and Middle Schools to ensure compliance from 08/2008-11/2008. Technical assistance will be provided if deemed necessary</p>	<p>12/13/2007-06/2008 and 08/18/08-11/2008</p>	<p>District/Area Staff</p>	
STB-6	<p>If an agency that is 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>	<p>The Transition IEP on EASYIEP will be revised to include the correct language. Training on writing Transition IEPs will be will be provided to District, Area, and School Staff. Monitoring will continue the remainder of this school year and through November 2008. Random records will be selected and reviewed from Broward High Schools and Middle Schools to ensure compliance from 08/2008-11/2008. Technical assistance will be provided if deemed necessary.</p>	<p>12/13/2007-06/2008 and 08/18/08-11/2008</p>	<p>District/Area Staff</p>	
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. (34 CFR 300.320(c), 300.520(a)(1))</p>	<p>This was corrected and training provided to all staff on 12/13/2007.</p>	<p>12/13/2007</p>	<p>District Staff</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/ Status
STB-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))	The Transition IEP on EASYIEP will be revised to include the correct language. Training on writing Transition IEPs will be will be provided to District, Area, and School Staff. Monitoring will continue the remainder of this school year and through November 2008. Random records will be selected and reviewed from Broward High Schools and Middle Schools to ensure compliance from 08/2008-11/2008. Technical assistance will be provided if deemed necessary.	12/13/2007-06/2008 and 08/18/08-11/2008	District/Area Staff	
STB-10	The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))	The Transition IEP on EASYIEP will be revised to include the correct language. Training on writing Transition IEPs will be will be provided to District, Area, and School Staff. Monitoring will continue the remainder of this school year and through November 2008. Random records will be selected and reviewed from Broward High Schools and Middle Schools to ensure compliance from 08/2008-11/2008. Technical assistance will be provided if deemed necessary.	12/13/2007-06/2008 and 08/18/08-11/2008	District/Area Staff	
STB-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))	The Transition IEP on EASYIEP will be revised to include the correct language. Training on writing Transition IEPs will be provided to District, Area, and School Staff. Monitoring will continue the remainder of this school year and through November 2008. Random records will be selected and reviewed from Broward High Schools and Middle Schools to ensure compliance from 08/2008-11/2008. Technical assistance will be provided if deemed necessary.	12/13/2007-06/2008 and 08/18/08-11/2008	District/Area Staff	
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))	The Transition IEP on EASYIEP will be revised to include the correct language. Training on writing Transition IEPs will be will be provided to District, Area, and School Staff. Monitoring will continue the remainder of this school year and through November 2008. Random records will be selected and reviewed from Broward High Schools and Middle Schools to ensure compliance from 08/2008-11/2008. Technical assistance will be provided if deemed necessary.	12/13/2007-06/2008 and 08/18/08-11/2008	District/Area Staff	
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 Transition IEP on EASYIEP will be revised to include the correct language. Training on writing Transition IEPs will be will be provided to District, Area and School Staff.	12/13/2007-06/2008 and	District/Area Staff	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/ Status
	the student's articulation from school to post-school. (34 CFR 300.320(b)(2))	Monitoring will continue the remainder of this school year and through November 2008. Random records will be selected and reviewed from Broward High Schools and Middle Schools to ensure compliance from 08/2008-11/2008. Technical assistance will be provided if deemed necessary.	08/18/08-11/2008		
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))	The Transition IEP on EASYIEP will be revised to include the correct language. Training on writing Transition IEPs will be will be provided to District, Area, and School Staff. Monitoring will continue the remainder of this school year and through November 2008. Random records will be selected and reviewed from Broward High Schools and Middle Schools to ensure compliance from 08/2008-11/2008. Technical assistance will be provided if deemed necessary.	12/13/2007-06/2008 and 08/18/08-11/2008	District/Area Staff	
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))	The Transition IEP on EASYIEP will be revised to include the correct language. Training on writing Transition IEPs will be provided to District, Area, and School Staff. Monitoring will continue the remainder of this school year and through November 2008. Random records will be selected and reviewed from Broward High Schools and Middle Schools to ensure compliance from 08/2008-11/2008. Technical assistance will be provided if deemed necessary.	12/13/2007-06/2008 and 08/18/08-11/2008	District/Area Staff	
IEP-8	The parents were provided a copy of the procedural safeguards. (Rule 6A-6.03311(2)(b)3, FAC.)	Parental signature is required upon receipt of Procedural Safeguards one time a year by Broward County. Random records will be selected and reviewed from 08/2008-11/2008. Technical assistance will be provided if deemed necessary.	08/18/2008-11/2008	District/Area Staff	
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	IEP training will be revised to address the wording of functional goals. Monitoring will continue the remainder of this school year and through November 2008. Training on writing IEPs will be will be provided to District, Area, and School Staff. Monitoring will continue the remainder of this school year and through November 2008. Random records will be selected and reviewed from Broward Schools to ensure compliance from 08/2008-11/2008. Technical assistance will be provided if deemed necessary.	03/2008-06/2008 and 08/18/2008-11/2008	District/Area Staff	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/ Status
	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-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))	IEP training will be revised to address the alignment. Training on writing IEPs will be provided to District, Area, and School Staff. Monitoring will continue the remainder of this school year and through November 2008. Random records will be selected and reviewed from Broward Schools to ensure compliance from 08/2008-11/2008. Technical assistance will be provided if deemed necessary.	03/2008-06/2008 08/18/2008-11/2008	District/Area Staff	
MD-1	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.)	District Memos and training have been provided to District and School Based Staff during the 2007-08 school year. Training on Discipline Procedures will be provided to District, Area, and School Staff. Monitoring will continue the remainder of this school year and through November 2008. Random records will be selected and reviewed from Broward Schools to ensure compliance from 08/2008-11/2008. Technical assistance will be provided if deemed necessary.	08/2007-06/2008 and 08/18/2008-11/2008	District/Area Staff	
IE-1	Two or more parent conferences concerning the student's learning or behavioral areas of concern were held. (Rule 6A-6.0331(2)(a), FAC.)	Training with Student Support Staff and Collaborative Problem Solving Teams from Schools will be provided during the 2008-09 school year. Random Referral packets will be selected and reviewed from 08/2008-11/2008.	08//2008-11/2008	District Staff	
EBD-1	The functional behavioral assessment (FBA) previously completed to assist in the development of individual interventions was reviewed. (Section III.G., Policies and Procedures for the Provision of Specially Designed Instruction and Related Services (SP&P))	This Initial Eligibility was established 03/01/2007 prior to the EBD Rule change effective 07/01/2007.	N/A		
EBD-8	The student manifests the behavior(s) for a minimum of six months in two or more settings. (Rule 6A-6.03016(4)(c), FAC.)	This Initial Eligibility was established 03/01/2007 prior to the EBD Rule change effective 07/01/2007.	N/A		