

# FLORIDA DEPARTMENT OF EDUCATION



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June 20, 2008

Mr. Sam Markham, Superintendent  
Columbia County School District  
372 West Duval Street  
Lake City, FL 32055-3990

Dear Mr. Markham:

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 Columbia 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. Due to the nature and extent of student-specific noncompliance and the availability of staff or resources to correct the findings, Columbia School District requested and was granted an extension for completion of required activities. A final due-date for correction was established as April 30, 2008, with submission of verifying documentation as soon as possible thereafter. All individual incidents of noncompliance were timely corrected; verifying documentation and the district's CAP were provided to the Bureau on June 4, 2008.

Upon additional review it was determined that, due to a clerical error on the Bureau's behalf, the tracking sheet sent to Columbia County School District did not include all of the students for whom corrections were required. An additional extension was granted with all student-specific incidents of noncompliance to be submitted to the Bureau within thirty days of the start of the 2008-09 school year.

Columbia County School District was required to assess 142 compliance standards. One or more incidents of noncompliance were identified on 38 of those standards (27%). The following is a summary of your district's correction of student-specific incidents of noncompliance:

**Correction of Noncompliance by Student**

	<b>Number</b>	<b>Percentage</b>
Records Reviewed/Protocols Completed	29	-
Total Items Assessed	749	-
Noncompliant	125	16%
Timely Corrected	10	8%
Not Yet Corrected	115	92%

The *Columbia District Summary Report: Findings of Noncompliance by Standard* (Attachment 1) contains a summary of the findings reported by 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

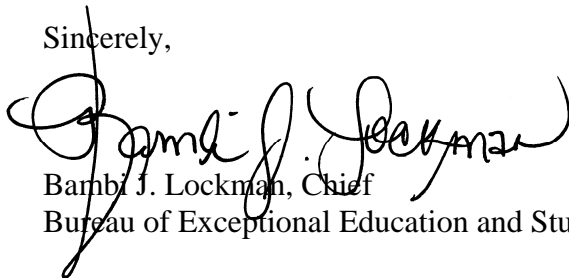
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more findings of noncompliance were determined to be systemic in nature and the district was required to develop a CAP to address the identified standards. Columbia County School District's CAP was submitted to the Bureau for review and approval, and 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 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 CAP, 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: Christine Bond  
Frances Haithcock  
Kim C. Komisar  
Brenda Fisher  
Sheila Gritz

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

**ESE Self-Assessment  
2007 – 08**

**Columbia 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: 8  
 Number of standards per IE: 18  
 Number of IEP protocols completed: 8  
 Number of standards per IEP: 38  
 Number of MD protocols completed: 5  
 Number of standards per MD: 9  
 Number of STA protocols completed: 2  
 Number of standards per STA: 6  
 Number of STB protocols completed: 6  
 Number of standards per STB: 28

Number of MH disabilities completed: 1  
 Number of standards per MH: 9  
 Number of OHI disabilities completed: 2  
 Number of standards per OHI: 5  
 Number of SI disabilities completed: 1  
 Number of standards per SI: 9  
 Number of SLD disabilities completed: 3  
 Number of standards per SLD: 14  
 Number of VI disabilities completed: 1  
 Number of standards per VI: 6

Total number of protocols: 29  
 Total number of standards: 749  
 Total number of incidents of noncompliance (NC): 125  
 Overall % incidents of noncompliance: 16%

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**

**Columbia District Summary Report: Findings of Noncompliance by Standard**

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
STA-3	The student's strengths, preferences, and interests were taken into account. If the student was unable to attend the meeting, other steps were taken to ensure the student's preferences and interests were considered. (34 CFR 300.43 and 300.321(b)(2); Rule 6A-6.03028(4)(h), FAC.)	X		1	50.0%	X
STA-4	For students aged 14 and older: <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> (Rule 6A-6.03028(7)(i), FAC.)	X		2	100.0%	X
STA-6	If an agency likely to provide or pay for transition services is involved: <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> (34 CFR 300.324(c)(1); Rule 6A-6.03028(8)(d), FAC.)	X		1	50.0%	X
STB-1	The notice to the IEP team meeting included: <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</li> </ul>		X	6	100.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(beginning at age 16) <ul style="list-style-type: none"> <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> (34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)					
STB-2	The student was invited to the IEP meeting. (34 CFR 300.321(b)(1); Rule 6A-6.03028(4)(h), FAC.)	X		1	16.7%	
STB-3	The student's strengths, preferences, and interests were taken into account. If the student was unable to attend the meeting, other steps were taken to ensure the student's preferences and interests were considered. (34 CFR 300.43 and 300.321(b)(2); Rule 6A-6.03028(4)(h), FAC.)	X		5	83.3%	X
STB-4	For students aged 14 and older: <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> (Rule 6A-6.03028(7)(i), FAC.)	X		5	83.3%	X
STB-7	The transition IEP for a 17-year-old includes a statement that the student has been informed of the rights that will transfer at age 18. (34 CFR 300.320(b); 34 CFR 300.520(a)(1))		X	1	16.7%	
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	1	16.7%	
STB-9	There is a measurable postsecondary goal or goals in the designated areas (i.e., education/training and employment; where appropriate, independent living).	X		6	100.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(34 CFR 300.320(b)(1))					
STB-10	The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))	X		6	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		6	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		6	100.0%	X
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		6	100.0%	X
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	1	16.7%	
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		6	100.0%	X
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	12.5%	
IEP-7	The notice contained a listing of persons invited to the meeting, by title and position. (34 CFR 300.322(b))		X	1	12.5%	

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	4	50.0%	X
IEP-10	The parent <b>agreed</b> to an IEP team member's absence when that person's curriculum/related service area was not being discussed. (34 CFR 300.321(e)(1))		X	2	25.0%	X
IEP-11	The parent <b>consented</b> to the excusal of an IEP team member when that person's curriculum/related service area <b>was</b> being discussed. (34 CFR 300.321(e)(2))		X	3	37.5%	X
IEP-12	The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))	X		2	25.0%	X
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		8	100.0%	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		8	100.0%	X
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		2	25.0%	X
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	X		1	12.5%	



Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	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.)					
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		7	87.5%	X
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	25.0%	X
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		1	12.5%	
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	25.0%	X
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		8	100.0%	X
MD-4	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	20.0%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
MD-7	If the student did not have a functional behavioral assessment (FBA) developed and a behavior intervention plan (BIP) implemented prior to the removal, within 10 days the IEP team developed an assessment plan and completed the FBA and developed a BIP as soon as practicable. (34 CFR 300.530(d) and (f)(1)(i); Rule 6A-6.03312(4)(d), FAC.)	X		4	80.0%	X
IE-3	For a school-aged student, existing data in the student's educational record related to the following were reviewed: <ul style="list-style-type: none"> <li>• Social</li> <li>• Psychological</li> <li>• Medical</li> <li>• Achievement</li> <li>• Attendance</li> </ul> For a PreK student, existing data related to the following were reviewed: <ul style="list-style-type: none"> <li>• Social</li> <li>• Psychological</li> <li>• Medical</li> </ul> (Rule 6A-6.0331(1)(b)1 and (2)(c) and (d), FAC.)		X	1	12.5%	
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	50.0%	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	12.5%	
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.	X		1	33.3%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(34 CFR 300.309(b)(2))					
SLD-13	There is evidence of a single multi-disciplinary report that documents the teams' findings. ((Rule 6A-6.03018(5)(c), FAC.)	X		1	33.3%	X

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

**ESE Self-Assessment  
2007 – 08**

**Columbia County School District Corrective Action Plan**

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
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>	<p>Mandatory district-wide trainings regarding quality IEPs development with a focus on secondary IEP development :</p> <ul style="list-style-type: none"> <li>• one targeting new and out of field teachers</li> <li>• one for veteran teachers</li> </ul> <p>School based monthly training regarding quality IEP development</p> <p>Monthly review of student IEP's , minimum of five per month</p> <p>Promote online transition class developed at the state level for district ESE teachers and staffing specialists</p>	<p>June – December, 2008</p> <p>August-December, 2008</p> <p>June-December, 2008</p> <p>March-December, 2008</p>	<p>FDLRS Gateway staff ESE district level staff</p> <p>FDLRS Gateway staff ESE district level staff</p> <p>FDLRS Gateway staff ESE district level staff</p> <p>District level ESE staff/FDOE FDLRS Gateway</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</li> </ul>	<p>Mandatory district-wide training regarding I quality IEP's development with a focus on secondary IEP development :</p> <ul style="list-style-type: none"> <li>• one targeting new and out of field teachers; and</li> <li>• one for veteran teachers</li> </ul> <p>School based monthly training</p>	<p>June – December, 2008</p> <p>August-December, 2008</p>	<p>FDLRS Gateway staff ESE district level staff</p> <p>FDLRS Gateway staff/ ESE district level staff</p> <p>District ESE staff</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>instruction in the area of self determination.</p> <p>(Rule 6A-6.03028(7)(i), FAC.)</p>	<p>regarding quality IEP development</p> <p>Monthly review of student IEPs , minimum of five per month</p> <p>Promote online transition class developed by the state for district ESE teachers and staffing specialists</p>	<p>June-December, 2008</p> <p>March-Dec., 2008</p>	<p>District ESE staff/FDLRS</p>	
<p>STA-6</p>	<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 300.324(c)(1); Rule 6A-6.03028(8)(d), FAC.)</p>	<p>Development of IEP Review Protocol as part of the Secondary Transition IEP process which has a component for review of agency support; update current IEP forms on computer based IEP system and provide specific staff and teacher training</p>	<p>April-August, 2008</p>	<p>District level staff</p>	
<p>STB-1</p>	<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</li> </ul>	<p>Update IEP forms to provide compliance</p>	<p>April-August, 2008</p>	<p>District level staff</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>current year would be invited.</p> <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>				
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.</p> <p>(34 CFR 300.43 and 300.321(b)(2); Rule 6A-6.03028(4)(h), FAC.)</p>	<p>Development of IEP Review Protocol as part of the Secondary Transition IEP process which has a component for identification of student preferences and interests to be considered;</p> <p>Development of student information gathering page as part of the notification of meeting</p>	<p>April-August, 2008</p>	<p>District level ESE staff</p>	
STB-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>Mandatory district-wide training regarding quality IEP's development with a focus on secondary IEP development :</p> <ul style="list-style-type: none"> <li>• one targeting new and out of field teachers and</li> <li>• one for veteran teachers</li> </ul> <p>School based monthly training regarding quality IEP development</p> <p>Monthly review of student IEP's , minimum of five per month</p> <p>Promote online transition class for district ESE teachers and staffing specialists</p>	<p>June – December, 2008</p> <p>August-December, 2008</p> <p>June-December, 2008</p> <p>March-December, 2008</p>	<p>FDLRS Gateway staff ESE district level staff</p> <p>FDLRS Gateway staff ESE district level staff</p> <p>FDLRS Gateway staff ESE district level staff District level ESE staff/FDOE FDLRS Gateway</p>	
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>Mandatory district-wide trainings regarding quality IEP's development with a focus on secondary IEP development :</p>	<p>June – December, 2008</p>	<p>FDLRS Gateway staff ESE district level staff</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	(34 CFR 300.320(b)(1))	<ul style="list-style-type: none"> <li>• one targeting new and out of field teachers and</li> <li>• one for veteran teachers</li> </ul> <p>School based monthly training regarding quality IEP development</p> <p>Monthly review of student IEP's , minimum of five per month</p>	<p>August-December, 2008</p> <p>June-Dec., 2008</p>	<p>FDLRS Gateway staff ESE district level staff</p> <p>FDLRS Gateway; ESE district staff</p>	
STB-10	<p>The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))</p>	<p>Development of IEP Review Protocol as part of the Secondary Transition IEP process which has a component for identification of student assessment tools utilized in the development of the IEP</p>	<p>April-August, 2008</p>	<p>District level ESE staff</p>	
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>	<p>Mandatory district-wide training regarding measurable annual goals, the development of benchmarks and quality IEP's development with a focus on secondary IEP development :</p> <ul style="list-style-type: none"> <li>• one targeting new and out of field teachers; and</li> <li>• one for veteran teachers</li> </ul> <p>School based monthly training regarding quality IEP development</p> <p>Monthly review of student IEP's , minimum of five per month</p> <p>Promote online transition class for district ESE teachers and staffing specialists</p>	<p>June – December, 2008</p> <p>August-December, 2008</p> <p>June-December, 2008</p> <p>March-December, 2008</p>	<p>FDLRS Gateway staff ESE district level staff</p> <p>FDLRS Gateway staff ESE district level staff</p> <p>FDLRS Gateway staff ESE district level staff District level ESE staff/FDOE FDLRS Gateway</p>	
STB-12	<p>There are transition services on the IEP that</p>	<p>Mandatory district-wide trainings</p>	<p>June –</p>	<p>FDLRS Gateway staff</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>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))</p>	<p>regarding IEP development and quality IEP's development with a focus on secondary IEP development : one targeting new and out of field teachers; and one for veteran teachers</p> <p>School based monthly training regarding quality IEP development</p> <p>Monthly review of student IEP's , minimum of five per month</p> <p>Promote online transition class for district ESE teachers and staffing specialists</p>	<p>December, 2008</p> <p>August-December, 2008</p> <p>June-December, 2008</p> <p>March-December, 2008</p>	<p>ESE district level staff</p> <p>FDLRS Gateway staff ESE district level staff</p> <p>FDLRS Gateway staff ESE district level staff</p> <p>District level ESE staff/FDOE FDLRS Gateway</p>	
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. (34 CFR 300.320(b)(2))</p>	<p>Mandatory district-wide training regarding quality IEP development with a focus on secondary IEP development : one targeting new and out of field teachers; and one for veteran teachers</p> <p>School based monthly training regarding quality IEP development</p> <p>Monthly review of student IEP's , minimum of five per month</p> <p>Promote online transition class for district ESE teachers and staffing specialists</p>	<p>June – December, 2008</p> <p>August-December, 2008</p> <p>June-December, 2008</p> <p>March-December, 2008</p>	<p>FDLRS Gateway staff ESE district level staff</p> <p>FDLRS Gateway staff ESE district level staff</p> <p>FDLRS Gateway staff ESE district level staff District level ESE staff/FDOE FDLRS Gateway</p>	
STB-16	<p>The IEP includes coordinated, measurable, annual IEP goals and transition service that will reasonably enable the student to meet the</p>	<p>Mandatory district-wide training regarding quality IEP's development with a focus on secondary IEP</p>	<p>June – December, 2008</p>	<p>FDLRS Gateway staff ESE district level staff</p>	



#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>postsecondary goals. (34 CFR 300.320(b))</p>	<p>development :</p> <ul style="list-style-type: none"> <li>• one targeting new and out of field teachers and</li> <li>• one for veteran teachers</li> </ul> <p>School based monthly training regarding quality IEP development</p> <p>Monthly review of student IEP's , minimum of five per month</p> <p>Promote online transition class for district ESE teachers and staffing specialists</p>	<p>August-December, 2008</p> <p>June-December, 2008</p> <p>March-Dec., 2008</p>	<p>FDLRS Gateway staff ESE district level staff FDLRS Gateway staff ESE district level staff District level ESE staff/FDOE FDLRS Gateway</p>	
IEP-8	<p>The parents were provided a copy of the procedural safeguards. (Rule 6A-6.03311(2)(b)3, FAC.)</p>	<p>Mandatory district-wide training regarding IEP required procedures including procedural safeguards</p>	<p>June – December, 2008</p>	<p>FDLRS Gateway staff ESE district level staff</p>	
IEP-10	<p>The parent <b>agreed</b> to an IEP team member's absence when that person's curriculum/related service area was not being discussed. (34 CFR 300.321(e)(1))</p>	<p>Mandatory district-wide training regarding IEP required procedures including parent excusal rights</p> <p>Updated district forms</p> <p>Monthly review of IEP's at the school level by district staff</p>	<p>June – December, 2008</p> <p>March-June, 2006</p> <p>August-December, 2008</p>	<p>FDLRS Gateway staff ESE district level staff</p> <p>ESE District staff</p> <p>ESE district level staff</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
IEP-11	The parent <b>consented</b> to the excusal of an IEP team member when that person's curriculum/related service area <b>was</b> being discussed. (34 CFR 300.321(e)(2))	Mandatory district-wide training regarding IEP required procedures including parent rights regarding excusal of team members  Updated district forms	June – December, 2008  March-June, 2008	FDLRS Gateway staff ESE district level staff ESE district level staff	
IEP-12	The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))	Mandatory district-wide training which includes IEP legal requirements regarding attendance  Monthly review of IEP's at the school level by district staff, minimum 5 per month	June – December, 2008  August-December, 2008	FDLRS Gateway staff ESE district level staff  ESE district level 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 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.)	Mandatory district-wide training regarding IEP legal requirements statement of present levels and how the disability affects the student's participation in appropriate activities  Monthly review of IEP's at the school level by district staff	June – December, 2008  August-December, 2008	FDLRS Gateway staff ESE district level staff  District level ESE staff	
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.	Mandatory district-wide training regarding IEP development and quality IEP's with a focus on secondary IEP development : one targeting new and out of field teachers; and one for veteran teachers	June – December, 2008  August-	FDLRS Gateway staff ESE district level staff  FDLRS Gateway staff ESE district level staff	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	(34 CFR 300.320(a)(2))	<p>School based monthly training regarding quality IEP development</p> <p>Monthly review of student IEP's , minimum of five per month</p> <p>Promote online transition class for district ESE teachers and staffing specialists</p>	<p>December, 2008</p> <p>June-December, 2008</p> <p>March-December, 2008</p>	<p>FDLRS Gateway staff ESE district level staff District level ESE staff/FDOE FDLRS Gateway</p>	
IEP-22	<p>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.)</p>	<p>Mandatory district-wide training regarding IEP legal requirements</p> <p>Monthly review of IEP's at the school level by district staff</p>	<p>June – December, 2008</p> <p>June – December, 2008</p>	<p>FDLRS Gateway staff ESE district level staff District level ESE staff</p>	
IEP-26	<p>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))</p>	<p>Mandatory district-wide training regarding quality IEP development with a focus on secondary IEP development :</p> <ul style="list-style-type: none"> <li>• one targeting new and out of field teachers and</li> <li>• one for veteran teachers</li> </ul> <p>School based monthly training regarding quality IEP development</p> <p>Monthly review of student IEP's , minimum of five per month</p> <p>Promote online transition class for district ESE teachers and staffing specialists</p>	<p>June – December, 2008</p> <p>August-December, 2008</p> <p>June-December, 2008</p> <p>March-December, 2008</p>	<p>FDLRS Gateway staff ESE district level staff</p> <p>FDLRS Gateway staff ESE district level staff</p> <p>FDLRS Gateway staff ESE district level staff District level ESE staff/FDOE FDLRS Gateway</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
IEP-27	<p>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))</p>	<p>Mandatory district-wide training regarding quality IEP development with a focus on secondary IEP development :</p> <ul style="list-style-type: none"> <li>• one targeting new and out of field teachers and</li> <li>• one for veteran teachers</li> </ul> <p>School based monthly training regarding quality IEP development</p> <p>Monthly review of student IEP's , minimum of five per month</p> <p>Promote online transition class for district ESE teachers and staffing specialists</p>	<p>June – December, 2008</p> <p>August-December, 2008</p> <p>June-December, 2008</p> <p>March-December, 2008</p>	<p>FDLRS Gateway staff ESE district level staff</p> <p>FDLRS Gateway staff ESE district level staff</p> <p>FDLRS Gateway staff ESE district level staff</p> <p>District level ESE staff/FDOE FDLRS Gateway</p>	
IEP-35	<p>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)</p>	<p>Mandatory district-wide training regarding quality IEP development with a focus on secondary IEP development :</p> <ul style="list-style-type: none"> <li>• one targeting new and out of field teachers and</li> <li>• one for veteran teachers</li> </ul> <p>School based monthly training regarding quality IEP development</p> <p>Monthly review of student IEP's , minimum of five per month</p> <p>Promote online transition class for district ESE teachers and staffing specialists</p>	<p>June – December, 2008</p> <p>August-December, 2008</p> <p>June-December, 2008</p> <p>March-December, 2008</p>	<p>FDLRS Gateway staff ESE district level staff</p> <p>FDLRS Gateway staff ESE district level staff</p> <p>FDLRS Gateway staff ESE district level staff District level ESE staff/FDOE FDLRS Gateway</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
IEP-36	<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>	<p>Mandatory district-wide training regarding IEP development and quality IEP's with a focus on secondary IEP development :                      one targeting new and out of field teachers; and one for veteran teachers</p> <p>School based monthly training regarding quality IEP development</p> <p>Monthly review of student IEP's , minimum of five per month</p> <p>Promote online transition class for district ESE teachers and staffing specialists</p>	<p>June – December, 2008</p> <p>August-December, 2008</p> <p>June-December, 2008</p> <p>March-December, 2008</p>	<p>FDLRS Gateway staff ESE district level staff</p> <p>FDLRS Gateway staff ESE district level staff</p> <p>FDLRS Gateway staff ESE district level staff</p> <p>District level ESE staff/FDOE FDLRS Gateway</p>	
MD-7	<p>If the student did not have a functional behavioral assessment (FBA) developed and a behavior intervention plan (BIP) implemented prior to the removal, within 10 days the IEP team developed an assessment plan and completed the FBA and developed a BIP as soon as practicable. (34 CFR 300.530(d) and (f)(1)(i); Rule 6A-6.03312(4)(d), FAC.)</p>	<p>Update FBA forms at the district level; provide teacher training</p> <p>Develop a district-wide tracking system in collaboration with school based staff to monitor suspensions of ESE students</p> <p>Mandatory district-wide training regarding quality IEP development with a focus on IEP development following a suspension of a student :</p> <ul style="list-style-type: none"> <li>• one targeting new and out of field teachers;</li> <li>• one for veteran teachers;</li> <li>• one targeting deans,</li> </ul>	<p>April-August, 2008</p> <p>May-July, 2008</p> <p>June – December, 2008</p>	<p>District ESE leadership staff and school based deans, AP's and principals; contracted behavioral specialists; SEDNET</p> <p>District level ESE staff/FDOE FDLRS Gateway/ISRD</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		assistant principals and principals			
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))	District wide training of child study teams and retraining of district level staff  Monthly review of referrals received with feedback to schools as necessary	April-August, 2008  April-December, 2008	District level ESE staff/FDLRS Gateway/ISRD	
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))	Mandatory district-wide training regarding quality IEP's including information regarding the reporting of progress to parents at reasonable intervals of instruction: <ul style="list-style-type: none"> <li>• one targeting new and out of field teachers; and</li> <li>• one for veteran teachers</li> </ul> Monthly review of IEP's at the school level regarding progress reporting, a minimum of 10 per grading period	June – December, 2008	District level ESE staff/FDOE FDLRS Gateway	
SLD-13	There is evidence of a single multi-disciplinary report that documents the teams' findings. ((Rule 6A-6.03018(5)(c), FAC.)	District wide training of child study teams and retraining of district level staff  Monthly review of referrals received with feedback to schools as necessary	April-August, 2008  April-December, 2008	District level ESE staff/FDLRS Gateway/ISRD  District level ESE staff	