

FLORIDA DEPARTMENT OF EDUCATION



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June 20, 2008

Mr. Bill Delbrugge, Superintendent
Flagler County School District
1769 East Moody Blvd.
Bldg. 2, 2nd Floor
Bunnell, Florida 32110-0755

Dear Mr. Delbrugge:

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 Flagler County School District's 2007-08 ESE monitoring.

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

As indicated in prior communication with district ESE staff, it was anticipated that there might be an increase in the number of findings of noncompliance over previous monitoring activities due to the design of the self-assessment protocols and sampling system. While any incident of noncompliance is of concern, it is important to note that, in accordance with the language in SPP Indicator 15, the Bureau's current monitoring system considers the timeliness of correction of noncompliance to be of greatest significance.

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

BAMBI J. LOCKMAN

Chief

Bureau of Exceptional Education and Student Services

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

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

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

Flagler County was required to assess 149 standards. One or more incidents of noncompliance were identified on 40 of those standards (27%). The following is a summary of Flagler County School District's correction of student-specific incidents of noncompliance:

Correction of Noncompliance by Student

	Number	Percentage
Records Reviewed/Protocols Completed	26	—
Total Items Assessed	680	—
Noncompliant	75	11%
Timely Corrected	75	100%

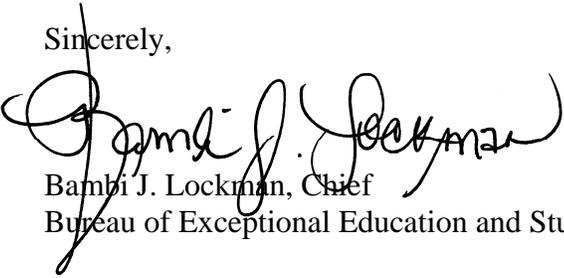
The *Flagler District Summary Report: Findings of Noncompliance by Standard* (Attachment 1) contains a summary of the findings reported by the individual standard or regulation assessed. These data include revisions to the preliminary report that resulted from the validation review. Systemic findings 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. Flagler 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. Bill Delbrugge
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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: Myra Middleton-Valentine
Frances Haithcock
Kim C. Komisar
Laura Harrison
Sheila Gritz

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

**ESE Self-Assessment
2007 – 08**

Flagler 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 LI: 7
Number of standards per IE: 18	Number of MH disabilities completed: 1
Number of IEP protocols completed: 8	Number of standards per MH: 9
Number of standards per IEP: 38	Number of SI disabilities completed: 3
Number of MD protocols completed: 6	Number of standards per SI: 9
Number of standards per MD: 9	Number of SLD disabilities completed: 3
Number of STA protocols completed: 2	Number of standards per SLD: 14
Number of standards per STA: 6	Total number of protocols: 26
Number of STB protocols completed: 2	Total number of standards: 680
Number of standards per STB: 28	Total number of incidents of noncompliance (NC): 75
Number of EBD disabilities completed: 1	Overall % incidents of noncompliance: 11%
Number of standards per EBD: 11	
Number of LI disabilities completed: 3	

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**

Flagler District Summary Report: Findings of Noncompliance by Standard

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
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	50.0%	X
STB-4	<p>For students aged 14 and older:</p> <ul style="list-style-type: none"> • The IEP contains a statement of the student's desired post-school outcome • A statement of the student's transition service needs is incorporated into applicable components of the IEP • The IEP team considered the need for instruction in the area of self determination. <p>(Rule 6A-6.03028(7)(i), FAC.)</p>	X		2	100.0%	X
STB-6	<p>If an agency likely to provide or pay for transition services is involved:</p> <ul style="list-style-type: none"> • A team member or designee was designated as responsible for 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	50.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
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	50.0%	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	1	50.0%	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		2	100.0%	X
STB-10	The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))	X		2	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		2	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		2	100.0%	X
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	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		2	100.0%	X
IEP-10	The parent agreed 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 consented to the excusal of an IEP team member when that person's		X	2	25.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	curriculum/related service area was being discussed. (34 CFR 300.321(e)(2))					
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		3	37.5%	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		5	62.5%	X
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		3	37.5%	X
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		2	25.0%	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		3	37.5%	X
IEP-23	If the IEP team determined that the student will not participate in a particular state	X		1	12.5%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	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.)					
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		3	37.5%	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		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		4	50.0%	X
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	25.0%	X
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		2	33.3%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
MD-3	The IEP team considered all relevant evaluation and diagnostic information to determine whether the behavior was a manifestation of the student's disability. (34 CFR 300.530(e)(1); Rule 6A-6.03312(3)(a), FAC.)		X	4	66.7%	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	16.7%	
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		3	50.0%	X
MD-8	If the student had a BIP, the IEP team reviewed the plan as part of the manifestation determination process and revised it as needed. (34 CFR 300.530(f)(1)(ii))		X	1	16.7%	
MD-9	For subsequent removals that do not constitute a change in placement, the IEP team met to review the BIP and revise it as needed. (Rule 6A-6.03312(4)(e), FAC.)		X	1	16.7%	
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"> • Social • Psychological • Medical • Achievement • Attendance For a PreK student, existing data related to the following were reviewed: <ul style="list-style-type: none"> • Social 		X	2	25.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	<ul style="list-style-type: none"> Psychological Medical <p>(Rule 6A-6.0331(1)(b)1 and (2)(c) and (d), FAC.)</p>					
IE-4	<p>The following screenings were conducted for a school-age student:</p> <ul style="list-style-type: none"> Speech Language Hearing Vision <p>The following screenings were conducted for a PreK student:</p> <ul style="list-style-type: none"> Vision Hearing Communication functioning <p>(Rule 6A-6.0331(1)(b)2 and (2)(e), FAC.)</p>		X	1	12.5%	
IE-6	<p>The school district provided prior written notice of its proposal to evaluate a student to determine if the student qualifies as a student with a disability. (34 CFR 300.503(a))</p>		X	1	12.5%	
IE-7	<p>The prior written notice was written in language understandable to the general public and provided in the native language of the parent or other mode of communication used by the parent. If the written notice could not be provided in the native language of the parent, steps were taken to ensure the parent understood the content of the notice. (34 CFR 300.503(c))</p>		X	1	12.5%	
IE-8	<p>The parents were provided a copy of the procedural safeguards at the time prior written notice was provided. (Rule 6A-6.0331(2)(b)3, FAC.)</p>		X	1	12.5%	
IE-9	<p>The school district obtained informed consent from the parent prior to conducting</p>		X	1	12.5%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	the initial evaluation to determine if the student qualifies as a student with a disability. (34 CFR 300.300(a)(1)(i))					
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	1	12.5%	
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%	
MH-7	The student's adaptive behavior is below age and social-cultural group. (Rule 6A-6.03011(2)(b), FAC.)	X		1	100.0%	X

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

**ESE Self-Assessment
2007 – 08**

Flagler County School District Corrective Action Plan

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
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>	<ul style="list-style-type: none"> • Meet with all Staffing Specialists to review criteria in Compliance Manual: 1/18/08 • Contact parents and amend IEP deficiencies/reconvene meetings; as appropriate <ol style="list-style-type: none"> 1. Transition: IDEA Conference Radisson World Gate Resort; Kissimmee 2. Professional Dev’t: ESE 101 Series: Self-Determination 3. <i>What Everyone Needs to Know About Addressing Transition</i> Training for targeted personnel. 4. Transition Survey for training purposes provided to targeted personnel 5. Further professional dev’t planned in the areas of transition 	<p>1/18/08</p> <p>12/07-present</p> <p>2/13/08</p> <p>3/13/08</p> <p>5/30/08</p> <p>3/18/08</p> <p>Aug/Sept 2008</p>	<p>District and FDLRS Staff</p>	
STB-4	<p>For students aged 14 and older:</p> <ul style="list-style-type: none"> • The IEP contains a statement of the student’s desired post-school outcome • A statement of the student’s transition service needs is incorporated into applicable components of the IEP • The IEP team considered the need for instruction in the area 	<ul style="list-style-type: none"> • Meet with all Staffing Specialists to review criteria in Compliance Manual • Contact parents and amend IEP deficiencies/reconvene meetings; as appropriate • Training for Transition Planning and Goal Development: Transition: IDEA Conference Radisson World Gate Resort; Kissimmee FDLRS Transition Goal Training • Spot check review of district records; notify parent(s)/amend 	<p>1/18/08</p> <p>12/07-present</p> <p>2/13/08</p> <p>1x/wk</p>	<p>District and FDLRS Staff</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>of self determination. (Rule 6A-6.03028(7)(i), FAC.)</p>	<p>documents or reconvene meetings, as needed.</p> <ul style="list-style-type: none"> • <i>What Everyone Needs to Know About Addressing Transition</i> Training for targeted personnel. • Transition Survey for training purposes provided to targeted personnel 	<p>5/30/08 3/18/08</p>		
STB-6	<p>If an agency likely to provide or pay for transition services is involved:</p> <ul style="list-style-type: none"> • A team member or designee was designated as responsible for 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>	<ul style="list-style-type: none"> • Meet with all Staffing Specialists to review criteria in Compliance Manual • Training for Transition Planning and Goal Development: Transition: IDEA Conference Radisson World Gate Resort; Kissimmee FDLRS Transition Goal Training • Spot check review of district records; notify parent(s)/amend documents or reconvene meetings, as needed. • <i>What Everyone Needs to Know About Addressing Transition</i> Training for targeted personnel. • Transition Survey for training purposes provided to targeted personnel • Contact with VR 	<p>1/18/08 2/13/08 1x/wk 5/30/08 3/18/08 4/12/2008</p>	District and FDLRS Staff	
STB-7	<p>The transition IEP for a 17-year-old includes a statement that the student has been informed of the rights that will transfer at age 18. (34 CFR 300.320(b); 34 CFR 300.520(a)(1))</p>	<ul style="list-style-type: none"> • Meet with all Staffing Specialists to review criteria in Compliance Manual • Contact parents and amend IEP deficiencies/reconvene meetings; as appropriate • Training for Transition Planning and Goal Development: Transition: IDEA Conference Radisson World Gate Resort; Kissimmee FDLRS Transition Goal Training • Spot check review of records; notify parent(s)/amend documents 	<p>1/18/08 12/07-present 2/13/08 1x/wk</p>	District and FDLRS Staff	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<ul style="list-style-type: none"> or reconvene meetings, as needed. • Transition Survey for training purposes provided to targeted personnel 	3/18/08		
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>	<ul style="list-style-type: none"> • Meet with all Staffing Specialists to review criteria in Compliance Manual • Training for Transition Planning and Goal Development: Transition: IDEA Conference Radisson World Gate Resort; Kissimmee FDLRS Transition Goal Training • Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. • <i>What Everyone Needs to Know About Addressing Transition</i> Training for targeted personnel. • Transition Survey for training purposes provided to targeted personnel 	<p>1/18/08</p> <p>2/13/08</p> <p>1x/wk</p> <p>5/30/08</p> <p>3/18/08</p>	District and FDLRS Staff	
STB-9	<p>There is a measurable postsecondary goal or goals in the designated areas (i.e., education/training and employment; where appropriate, independent living). (34 CFR 300.320(b)(1))</p>	<ul style="list-style-type: none"> • Meet with all Staffing Specialists to review criteria in Compliance Manual • Contact parents and amend IEP deficiencies/reconvene meetings; as appropriate • Training for Transition Planning and Goal Development: Transition: IDEA Conference Radisson World Gate Resort; Kissimmee FDLRS Transition Goal Training • Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. • <i>What Everyone Needs to Know About Addressing Transition</i> 	<p>1/18/08</p> <p>12/07-present</p> <p>2/13/08</p> <p>1x/wk</p> <p>5/30/08</p>	District and FDLRS Staff	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<ul style="list-style-type: none"> Training for targeted personnel. Transition Survey for training purposes provided to targeted personnel 	3/18/08		
STB-10	<p>The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))</p>	<ul style="list-style-type: none"> Meet with all Staffing Specialists to review criteria in Compliance Manual Contact parents and amend IEP deficiencies/reconvene meetings; as appropriate Training for Transition Planning and Goal Development: Transition: IDEA Conference Radisson World Gate Resort; Kissimmee FDLRS Transition Goal Training Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. <i>What Everyone Needs to Know About Addressing Transition</i> Training for targeted personnel. Transition Survey for training purposes provided to targeted personnel 	<p>1/18/08</p> <p>12/07-present</p> <p>2/13/08</p> <p>1x/wk</p> <p>5/30/08</p> <p>3/18/08</p>	District and FDLRS Staff	
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>	<ul style="list-style-type: none"> Meet with all Staffing Specialists to review criteria in Compliance Manual Contact parents and amend IEP deficiencies/reconvene meetings; as appropriate Training for Transition Planning and Goal Development: Transition: IDEA Conference Radisson World Gate Resort; Kissimmee FDLRS Transition Goal Training Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as 	<p>1/18/08</p> <p>12/07-present</p> <p>2/13/08</p> <p>1x/wk</p>	District and FDLRS Staff	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<ul style="list-style-type: none"> needed. • <i>What Everyone Needs to Know About Addressing Transition</i> Training for targeted personnel. • Transition Survey for training purposes provided to targeted personnel 	<p>5/30/08</p> <p>3/18/08</p>		
STB-12	<p>There are transition services on the IEP that focus on improving the academic and functional achievement of the student to facilitate the student's articulation to post-school. (34 CFR 300.320(b)(2))</p>	<ul style="list-style-type: none"> • Meet with all Staffing Specialists to review criteria in Compliance Manual • Contact parents and amend IEP deficiencies/reconvene meetings; as appropriate • Training for Transition Planning and Goal Development: Transition: IDEA Conference Radisson World Gate Resort; Kissimmee FDLRS Transition Goal Training • Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. • <i>What Everyone Needs to Know About Addressing Transition</i> Training for targeted personnel. • Transition Survey for training purposes provided to targeted personnel 	<p>1/18/08</p> <p>12/07-present</p> <p>2/13/08</p> <p>1x/wk</p> <p>5/30/08</p> <p>3/13/08</p>	District and FDLRS Staff	
STB-15	<p>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))</p>	<ul style="list-style-type: none"> • Meet with all Staffing Specialists to review criteria in Compliance Manual • Training for Transition Planning and Goal Development: Transition: IDEA Conference Radisson World Gate Resort • Contact parents and amend IEP deficiencies/reconvene meetings; as appropriate • Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as 	<p>1/18/08</p> <p>2/13/08</p> <p>12/07-present</p> <p>1x/wk</p>	District and FDLRS Staff	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<ul style="list-style-type: none"> needed. <i>What Everyone Needs to Know About Addressing Transition</i> Training for targeted personnel. Transition Survey for training purposes provided to targeted personnel 	<p>5/30/08</p> <p>3/13/08</p>		
STB-16	<p>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))</p>	<ul style="list-style-type: none"> Meet with all Staffing Specialists to review criteria in Compliance Manual Contact parents and amend IEP deficiencies/reconvene meetings; as appropriate Training for Transition Planning and Goal Development: Transition: IDEA Conference Radisson World Gate Resort; Kissimmee Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. <i>What Everyone Needs to Know About Addressing Transition</i> Training for targeted personnel. Transition Survey for training purposes provided to targeted personnel 	<p>1/18/08</p> <p>12/07-present</p> <p>2/13/08</p> <p>1x/wk</p> <p>5/30/08</p> <p>3/13/08</p>	District and FDLRS Staff	
IEP-10	<p>The parent agreed 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>	<ul style="list-style-type: none"> Meet with all Staffing Specialists to review criteria in Compliance Manual Training for Transition Planning and Goal Development: Transition: IDEA Conference Radisson World Gate Resort Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. 	<p>1/18/08</p> <p>2/13/08</p> <p>1x/wk</p>	District and FDLRS Staff	
IEP-11	<p>The parent consented to the excusal of</p>	<ul style="list-style-type: none"> Meet with all Staffing Specialists 	1/18/08	District and	

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	<p>an IEP team member when that person's curriculum/related service area was being discussed. (34 CFR 300.321(e)(2))</p>	<p>to review criteria in Compliance Manual</p> <ul style="list-style-type: none"> • Staffing Specialists will share this information with Staffing Secretaries and teachers • Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. 	<p>1/18/08</p> <p>1x/wk</p>	<p>FDLRS Staff</p>	
IEP-12	<p>The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))</p>	<ul style="list-style-type: none"> • Meet with all Staffing Specialists to review criteria in Compliance Manual • Training for targeted teachers at each school site • Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. 	<p>1/18/08</p> <p>8/24/07 and 10/19/07; 1/31/08 AND 2/1/08</p> <p>1x/wk</p>	<p>District and FDLRS Staff</p>	
IEP-13	<p>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.)</p>	<ul style="list-style-type: none"> • Meet with all Staffing Specialists to review criteria in Compliance Manual: • Training for targeted teachers at each school site: • Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. 	<p>1/18/08</p> <p>1/31/08-2/1/08; 8/24/07 and 10/19/07</p> <p>1x/wk</p>	<p>District and FDLRS Staff</p>	
IEP-14	<p>The IEP includes measurable annual goals, including academic and functional goals, and short-term objectives or</p>	<ul style="list-style-type: none"> • Meet with all Staffing Specialists to review criteria in Compliance Manual: 	<p>1/18/08</p>	<p>District Staff</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>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))</p>	<ul style="list-style-type: none"> • Training for targeted teachers at each school site: • Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. 	<p>8/24/07 and 10/19/07; 1/31/08 AND 2/1/08 1x/wk</p>		
IEP-20	<p>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))</p>	<ul style="list-style-type: none"> • Meet with all Staffing Specialists to review criteria in Compliance Manual: • Training for targeted teachers at each school site: • Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. 	<p>1/18/08 8/24/07 and 10/19/07; 1/31/08 AND 2/1/08 1x/wk</p>	District Staff	
IEP-21	<p>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))</p>	<ul style="list-style-type: none"> • Meet with all Staffing Specialists to review criteria in Compliance Manual: • Training for targeted teachers at each school site • Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. 	<p>1/18/08 8/24/07 and 10/19/07 1/31/08;2/1/08 1x/wk</p>	District Staff	
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>	<ul style="list-style-type: none"> • Meet with all Staffing Specialists to review criteria in Compliance Manual: • Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. 	<p>1/18/08 1x/wk</p>	District Staff	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
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>	<ul style="list-style-type: none"> • Meet with all Staffing Specialists to review criteria in Compliance Manual: • Training for targeted teachers at each school site: • Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. 	<p>1/18/08</p> <p>8/24/07 and 10/19/07; 1/31/08 AND 2/1/08</p> <p>1x/wk</p>	District Staff	
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>	<ul style="list-style-type: none"> • Meet with all Staffing Specialists to review criteria in Compliance Manual: • Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. 	<p>1/18/08</p> <p>1x/wk</p>	District Staff	
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>	<ul style="list-style-type: none"> • Meet with all Staffing Specialists to review criteria in Compliance Manual • Training for targeted teachers at each school site • Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. 	<p>1/18/08</p> <p>8/24/07 and 10/19/07; 1/31/08 AND 2/1/08</p> <p>1x/wk</p>	District Staff	
IEP-37	<p>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.</p>	<ul style="list-style-type: none"> • Meet with all Staffing Specialists to review criteria in Compliance Manual • Training for targeted teachers at each school site • Spot check review of records; 	<p>1/18/08</p> <p>8/24/07 and 10/19/07; 1/31/08 AND 2/1/08</p>	District Staff	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	(34 CFR 300.324(b)(1))	notify parent(s)/amend documents or reconvene meetings, as needed.	1x/wk		
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.)	<ul style="list-style-type: none"> Meet with all Staffing Specialists to review criteria in Compliance Manual Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. 	1/18/08 1x/wk	District Staff	
MD-3	The IEP team considered all relevant evaluation and diagnostic information to determine whether the behavior was a manifestation of the student's disability. (34 CFR 300.530(e)(1); Rule 6A-6.03312(3)(a), FAC.)	<ul style="list-style-type: none"> Meet with all Staffing Specialists to review criteria in Compliance Manual Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. 	1/18/08 1x/wk	District Staff	
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.)	<ul style="list-style-type: none"> Meet with all Staffing Specialists to review criteria in Compliance Manual Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. 	1/18/08 1x/wk	District Staff	
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"> Social Psychological 	<ul style="list-style-type: none"> Meet with all Staffing Specialists to review criteria in Compliance Manual Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. 	1/18/08 1x/wk	District Staff	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<ul style="list-style-type: none"> • Medical • Achievement • Attendance <p>For a PreK student, existing data related to the following were reviewed:</p> <ul style="list-style-type: none"> • Social • Psychological • Medical <p>(Rule 6A-6.0331(1)(b)1 and (2)(c) and (d), FAC.)</p>	<ul style="list-style-type: none"> • Request data from staff files (i.e. SLPs, school psychologist, etc.); compile this information in student's files (IE_Flagler_1 and IE_Flagler_8) 	2/25/08		
MH-7	<p>The student's adaptive behavior is below age and social-cultural group. (Rule 6A-6.03011(2)(b), FAC.)</p>	<ul style="list-style-type: none"> • Meet with all Staffing Specialists to review criteria in Compliance Manual • Spot check review of records; notify parent(s)/amend documents or reconvene meetings, as needed. • Request Addendum for Adaptive Behavior findings; received from school psychologist and placed in student's ESE file (IE_Flagler_1) 	<p>1/18/08</p> <p>1x/wk</p> <p>2/25/08</p>	District Staff	

of Matrix Reviewed: 4
 # Compliant: 1
 # Non-Compliant: 3

Corrective Action: Matrix Training to targeted staff 1/31/08 and 2/1/08; spot check matrices; amend IEPs/Matrices, as appropriate