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June 20, 2008

Mr. Reginald James, Superintendent
Gadsden County School District
35 Martin Luther King Boulevard
Quincy, Florida 32351-4400

Dear Mr. James:

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 Gadsden 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

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the district participated in a validation review to ensure the accuracy of the self-assessment data. As a result of the validation review, additional incidents or findings of noncompliance requiring correction were identified.

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

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

Gadsden County was required to assess 112 standards. One or more incidents of noncompliance were identified on 54 of those standards (66%). The following is a summary of Gadsden County School District's correction of student-specific incidents of noncompliance:

Correction of Noncompliance by Student

	Number	Percentage
Records Reviewed/Protocols Completed	29	–
Total Items Assessed	812	–
Noncompliant	148	18%
Timely Corrected	148	100%

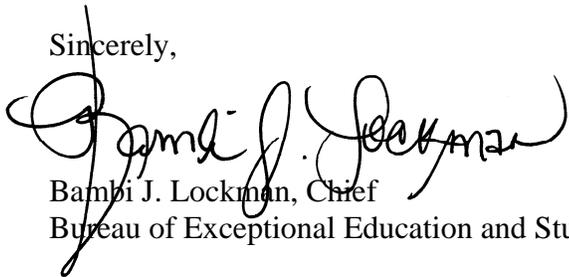
The *Gadsden District Summary Report: Findings of Noncompliance by Standard* (Attachment 1) contains a summary of the findings reported by the individual standard or regulation assessed. These data include revisions to the preliminary report that resulted from the validation review. Systemic findings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

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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: Wilma Jackson
Frances Haithcock
Kim C. Komisar
Laura Harrison
Heather Diamond
Elise Lynch
Sheila Gritz

Florida Department of Education
Bureau of Exceptional Education and Student Services

ESE Self-Assessment
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Gadsden 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 A protocols completed: 9
Number of standards per A: 23
Number of EX protocols completed: 9
Number of standards per EX: 33
Number of LRE protocols completed: 9
Number of standards per LRE: 28
Number of STB protocols completed: 2
Number of standards per STB: 28

Total number of protocols: 29
Total number of standards: 812
Total number of incidents of noncompliance (NC): 148
Overall % incidents of noncompliance: 18%

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**

Gadsden District Summary Report: Findings of Noncompliance by Standard

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
EX-1	The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))	X		1	11.1%	
EX-2	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general curriculum, as well as a statement of the remediation needed to achieve a passing score on the general statewide assessment. For a prekindergarten student, the IEP contains a statement of how the disability affects the student's participation in the appropriate activities. (34 CFR 300.320(a)(1); Rule 6A-6.03028(7)(a), FAC.)	X		6	66.7%	X
EX-3	The IEP includes measurable annual goals, including academic and functional goals, and short-term objectives or benchmarks, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general curriculum and meet the student's other needs that result from the disability. (34 CFR 300.320(a)(2))	X		2	22.2%	
EX-5	The IEP contains a statement of related services, including location and anticipated initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7))	X		1	11.1%	
EX-6	The IEP contains a statement of supplementary aids and services, including location and anticipated initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7))	X		2	22.2%	
EX-7	The IEP contains a statement of program modifications or classroom accommodations, including location and anticipated initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7) and Rule 6A-6.03028(7)(c), FAC.)	X		2	22.2%	
EX-9	There is alignment among the present level of academic and functional	X		3	33.3%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	performance statement, the annual goals and short term objectives/benchmarks, and the services identified on the IEP. (34 CFR 300.320(a))					
EX-13	The IEP contains descriptions of how progress toward annual goals will be measured including how often parents will be regularly informed of their child's progress. Parents of disabled students must be informed of this progress at least as often as parents of nondisabled students. (34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)	X		3	33.3%	X
EX-14	The IEP team considered the strengths of the student; the academic, developmental and functional needs of the student; the results of the initial evaluation or most recent evaluation; and the results of the student's performance on any state-or district-wide assessment. (34 CFR 300.324(a)(1))	X		5	55.6%	X
EX-15	The concerns of the parents for enhancing the education of their child were considered in developing the IEP. (34 CFR 300.324(a)(1)(ii))	X		1	11.1%	
EX-20	The IEP team considered whether the student needs assistive technology devices and/or services. (34 CFR 300.324(a)(2)(v))	X		1	11.1%	
EX-21	The report of progress was provided as often as progress was reported to the nondisabled population and described the progress towards annual goals and the extent to which that progress was sufficient to enable the student to achieve such goals by the end of the year. (34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)	X		5	55.6%	X
EX-23	The student's general education teachers, ESE teachers, and related service providers were provided access and information regarding specific responsibilities for IEP implementation. (34 CFR 300.323(d))	X		1	11.1%	
EX-24	If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences or absences for which the reason is unknown, within a 90-calendar-day period, the	X		3	33.3%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	student's primary teacher must report that the student may be exhibiting a pattern of nonattendance. Unless there is clear evidence otherwise, the student must be referred to the school's child study team. If an initial meeting does not resolve the problem, interventions must be implemented. (S. 1003.26(1), F.S.)					
STB-1	The notice to the IEP team meeting included: <ul style="list-style-type: none"> • A statement that a purpose of the meeting was the development of a statement of the student's transition services needs (beginning at age 14) or the consideration of the postsecondary goals and transition services (beginning at age 16) • 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. (34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)		X	1	50.0%	X
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		2	100.0%	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.	X		2	100.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(34 CFR 300.320(a)(2))					
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-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
A-2	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general curriculum, as well as a statement of the remediation needed to achieve a passing score on the general statewide assessment. For a prekindergarten student, the IEP contains a statement of how the disability affects the student's participation in the appropriate activities. (34 CFR 300.320(a)(1); Rule 6A-6.03028(7)(a), FAC.)	X		7	77.8%	X
A-3	The IEP includes measurable annual goals, including academic and functional goals, and short-term objectives or benchmarks, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general curriculum and meet the student's other needs that result from the disability. (34 CFR 300.320(a)(2))	X		2	22.2%	
A-6	The IEP contains a statement of supplementary aids and services, including location and anticipated initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7))	X		1	11.1%	
A-8	The IEP contains a statement of program modifications or classroom accommodations, including location and anticipated initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7) and Rule 6A-6.03028(7)(c), FAC.)	X		4	44.4%	X
A-10	The parent provided consent for the student to receive instructional accommodations not permitted on statewide assessments and acknowledged the	X		1	11.1%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	implications of such accommodations. (Section 1008.22(3)(c)6, F.S.; Rule 6A-6.03028(7)(e), FAC.)					
A-11	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		5	55.6%	X
A-12	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	33.3%	X
A-13	The IEP contains descriptions of how progress toward annual goals will be measured including how often parents will be regularly informed of their child's progress. Parents of disabled students must be informed of this progress at least as often as parents of nondisabled students. (34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)	X		7	77.8%	X
A-14	The IEP team considered the strengths of the student; the academic, developmental and functional needs of the student; the results of the initial evaluation or most recent evaluation; and the results of the student's performance on any state-or district-wide assessment. (34 CFR 300.324(a)(1))	X		3	33.3%	X
A-15	The concerns of the parents for enhancing the education of their child were considered in developing the IEP. (34 CFR 300.324(a)(1)(ii))	X		2	22.2%	
A-21	The report of progress was provided as often as progress was reported to the nondisabled population and described the progress towards annual goals and the extent to which that progress was sufficient to enable the student to achieve such goals by the end of the year. (34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)	X		2	22.2%	
LRE-1	The parents were invited to the IEP meeting.	X		1	11.1%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(34 CFR 300.501 (b))					
LRE-2	The parents were provided notice of the IEP team meeting a reasonable amount of time prior to the meeting, at least one attempt to invite the parent was through a written notice, and a second attempt was made if no response was received from the first notice. (34 CFR 300.322(a)(1))		X	3	33.3%	X
LRE-3	The notice to the IEP team meeting contained the time, location and purpose of the meeting. (34 CFR 300.322(b))		X	2	22.2%	
LRE-4	The notice contained a listing of persons invited to the meeting, by title and position. (34 CFR 300.322(b))		X	3	33.3%	X
LRE-5	The parents were members of any group making decisions about the educational placement of the student. If neither parent was able to attend the IEP meeting, there is documentation of attempts to ensure parent participation. (34 CFR 300.322 (c)-(d); 300.328; and 300.501(c))		X	3	33.3%	X
LRE-6	The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))	X		2	22.2%	
LRE-7	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general curriculum, as well as a statement of the remediation needed to achieve a passing score on the general statewide assessment. For a prekindergarten student, the IEP contains a statement of how the disability affects the student's participation in the appropriate activities. (34 CFR 300.320(a)(1); Rule 6A-6.03028(7)(a), FAC.)	X		5	55.6%	X
LRE-8	The IEP includes measurable annual goals, including academic and functional goals, and short-term objectives or benchmarks, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general curriculum and meet the student's other needs that result from the disability.	X		5	55.6%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(34 CFR 300.320(a)(2))					
LRE-9	The IEP contains a statement of special education services/specially designed instruction, including location as well as initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7))	X		1	11.1%	
LRE-10	The IEP contains a statement of related services, including location and anticipated initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7))	X		1	11.1%	
LRE-12	The IEP contains a statement of program modifications or classroom accommodations, including location and anticipated initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7) and Rule 6A-6.03028(7)(c), FAC.)	X		3	33.3%	X
LRE-13	The IEP contains a statement of supports for school personnel. (34 CFR 300.320 (a)(4))	X		2	22.2%	
LRE-14	There is alignment among the present level of academic and functional performance statement, the annual goals and short term objectives/benchmarks, and the services identified on the IEP. (34 CFR 300.320(a))	X		3	33.3%	X
LRE-15	The student participates in nonacademic and extracurricular services and activities with nondisabled students to the maximum extent appropriate. (34 CFR 300.107 and 300.117)	X		2	22.2%	
LRE-17	The IEP contains an explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class. (34 CFR 300.320(a)(5))	X		3	33.3%	X
LRE-18	The IEP contains descriptions of how progress toward annual goals will be measured including how often parents will be regularly informed of their child's progress. Parents of disabled students must be informed of this progress at least as often as parents of nondisabled students. (34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)	X		8	88.9%	X
LRE-19	The IEP team considered the strengths of the student; the academic,	X		2	22.2%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	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))					
LRE-20	The concerns of the parents for enhancing the education of their child were considered in developing the IEP. (34 CFR 300.324(a)(1)(ii))	X		2	22.2%	
LRE-24	The IEP team considered the communication needs of the child, including, for a student who is deaf/hard of hearing, consideration of the student's opportunities for direct communication with peers and professional personnel in the student's mode of communication and the need for instruction in the student's language and communication mode. (34 CFR 300.324(a)(2)(iv))	X		1	11.1%	
LRE-26	The report of progress was provided as often as progress was reported to the nondisabled population and described the progress towards annual goals and the extent to which that progress was sufficient to enable the student to achieve such goals by the end of the year. (34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)	X		7	77.8%	X
LRE-28	The student's general education teachers, ESE teachers, and related service providers were provided access and information regarding specific responsibilities for IEP implementation. (34 CFR 300.323(d))	X		2	22.2%	

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

**ESE Self-Assessment
2007 – 08**

Gadsden County School District Corrective Action Plan

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
EX-2	<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>	<p>IEP training for all ESE teachers will be completed during pre-planning for the next school year.</p> <p>Entire IEPS will be sampled for five students, each semester, from the elementary, middle, and high school levels to monitor progress toward annual goals as well as attendance and academic progress.</p>	<p>August 2008</p> <p>Ongoing</p>	<p>FDLRS District ESE Staff</p> <p>ESE District Staff</p>	
EX-9	<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>	<p>Annual goals and short term objectives and their alignment with present levels and functional performance statements will be addressed during the IEP training.</p> <p>Entire IEPS will be sampled for five students, each semester, from the elementary, middle, and high school levels to monitor progress toward annual goals as well as attendance and academic progress</p>	<p>August 2008</p> <p>Ongoing</p>	<p>FDLRS District ESE Staff</p> <p>ESE District Staff</p>	
EX-13	<p>The IEP contains descriptions of how progress toward annual goals will be measured including how often parents will be regularly informed of their child's progress. Parents of disabled students must be informed of this progress at</p>	<p>The IEP form has been revised to reflect progress reporting to parents as often as regular students. Mid-nine weeks and nine weeks reporting periods will be addressed with the new form. Teachers will be required to always have a</p>	<p>April 2008 2008-2009 School year</p>	<p>ESE District Staff ESE Teachers and Support Staff</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>least as often as parents of nondisabled students. (34 CFR 300.320(a)(3))</p>	<p>copy on hand of the progress reports.</p> <p>Entire IEPS will be sampled for five students, each semester, from the elementary, middle, and high school levels to monitor progress toward annual goals as well as attendance and academic progress</p>	<p>Ongoing</p>	<p>ESE District Staff</p>	
<p>EX-14</p>	<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>Training for data retrieval on the district approved systems (i.e. Snapshot, PMRN and the district data base) will be conducted for teachers. Hard copies of data will be filed for reference.</p> <p>Forms have been updated to reflect assessment data to be considered when completing the IEP.</p> <p>Entire IEPS will be sampled for five students, each semester, from the elementary, middle, and high school levels to monitor progress toward annual goals as well as attendance and academic progress</p>	<p>August 2008</p> <p>April 2008</p> <p>Ongoing</p>	<p>District Personnel</p> <p>IEP Teams</p> <p>Contracted IEP forms provider</p> <p>ESE District Staff</p>	
<p>EX-21</p>	<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>Forms have been changed to reflect progress at the mid-nine weeks and nine weeks as regular students. Teachers must maintain copies at the school level for annual review of progress reporting.</p> <p>Entire IEPS will be sampled for five students, each semester, from the elementary, middle, and high school levels to monitor progress toward annual goals as well as attendance and academic progress</p>	<p>2008-2009 School Year</p> <p>Ongoing</p>	<p>District Personnel</p> <p>Forms Provider</p> <p>ESE Teachers</p> <p>ESE District Staff</p>	
<p>EX-24</p>	<p>If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences or absences for which the reason is unknown, within a 90-calendar-day period, the student's primary teacher</p>	<p>School level administrators will be asked to provide a copy of the district policy, and procedures regarding absenteeism to all teachers. Teachers will monitor attendance and follow the district policy for social worker involvement with absenteeism. Documentation of social worker assistance</p>	<p>August 2008</p>	<p>District Personnel</p> <p>Social Worker</p> <p>School Level Administrators</p> <p>Guidance Counselors</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>must report that the student may be exhibiting a pattern of nonattendance. Unless there is clear evidence otherwise, the student must be referred to the school's child study team. If an initial meeting does not resolve the problem, interventions must be implemented. (S. 1003.26(1), F.S.)</p>	<p>will be forwarded to the ESE district staff monthly and a second copy will be maintained at the school level.</p> <p>Attendance will be addressed at each IEP meeting and on report cards.</p> <p>Entire IEPS will be sampled for five students, each semester, from the elementary, middle, and high school levels to monitor progress toward annual goals as well as attendance and academic progress</p>	<p>Ongoing</p>	<p>ESE District Staff</p>	
<p>STB-1</p>	<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>A memo was sent to teachers encouraging them to complete the PDA-FDLRS course, Transition 101 on line</p> <p>Teachers will be provided examples of parent participation forms that include the correct meeting purpose and a reminder to include the student name on the invitation.</p> <p>IEP training for all ESE teachers will be completed during pre-planning for the next school year.</p> <p>Teachers will be provided with a list of potential agencies for ESE students (Spectrum Guide). Teachers will contact parents for agency involvement.</p>	<p>April 2008</p> <p>August 2008</p>	<p>ESE District Staff</p> <p>IEP Teams</p> <p>FDLRS District ESE Staff</p> <p>Transition Council of the Big Bend</p>	
<p>STB-3</p>	<p>The student's strengths, preferences, and interests were taken into account. If the student was unable to attend the</p>	<p>As a part of the IEP and Transition training, teachers will be shown examples of goals that include strengths, preferences, and</p>	<p>December 2008</p>	<p>FDLRS District ESE Staff</p>	

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	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>interests.</p> <p>The IEP checklist will serve as reminder to include the transition portions of the IEP.</p> <p>IEPs at the secondary level will be reviewed each nine weeks for all the transition components. Each grading period, 5 records will be selected from the middle and high schools to check for all the transition components and to review the progress reports for timeliness and accuracy of alignment to goals. STB-9-13 will be reviewed in the same manner.</p>	Grading periods on the school calendar 2008-2009		
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))	The IEP form was revised to include a signature acknowledgement line for student/parent notification.	April 2008	ESE District Staff	
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))	ESE teachers will be provided training in developing appropriate, measurable postsecondary goals.	August 2008	FDLRS DOE Powerpoint from BEES Chief ESE District Staff	
STB-10	The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34CFR 300.320(b)(1))	Training will include transition assessments for employment to support postsecondary goals.	August 2008	ESE District Staff	
STB-11	There is/are annual goal(s) or short term objectives or benchmarks that reasonable enable the student to meet postsecondary goals. (34 CFR 300.320(a)(2))	Postsecondary goals for employment will be included in training. The IEP checklist for transition will be used to ensure the goals are included.	August 2008	ESE District Staff	
STB-12	There are transition services on the IEP that focus E/T on improving the academic and functional achievement of the student to facilitate the student's	Transition services that are focused on employment will be offered to Gadsden students. Vocational Rehabilitation and the Employment Specialists will be included in the meetings to address post-	August 2008	ESE District Staff VR Employment Specialists	

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	articulation to post-school (34 CFR 300.320(b)(2))	school employment issues.			
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 IEP training and the nine week reviews will emphasize the service and goal coordination for transition students.	December 2008	ESE District Staff	
A-2	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general curriculum, as well as a statement of the remediation needed to achieve a passing score on the general statewide assessment. For a prekindergarten student, the IEP contains a statement of how the disability affects the student's participation in the appropriate activities. (34 CFR 300.320(a)(1); Rule 6A-6.03028(7)(a), FAC.)	See EX-2			
A-8	The IEP contains a statement of program modifications or classroom accommodations, including location and anticipated initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7) and Rule 6A-6.03028(7)(c), FAC.)	The current IEP form has been updated to fulfill this requirement. Pre-planning training should address this issue.	August 2008	ESE District Staff	
A-11	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	The current IEP form has been updated to fulfill this requirement. A signature line acknowledging notification has been added to the form. An alternate assessment checklist is completed for each student.	May 2008	District Staff IEP forms provider	

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	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.)				
A-12	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))	See EX-9			
A-13	The IEP contains descriptions of how progress toward annual goals will be measured including how often parents will be regularly informed of their child's progress. Parents of disabled students must be informed of this progress at least as often as parents of nondisabled students. (34 CFR 300.320(a)(3))	See EX-13			
A-14	The IEP team considered the strengths of the student; the academic, developmental and functional needs of the student; the results of the initial evaluation or most recent evaluation; and the results of the student's performance on any state-or district-wide assessment. (34 CFR 300.324(a)(1))	See EX-14			
LRE-4	The notice contained a listing of persons invited to the meeting, by title and position. (34 CFR 300.322(b))	Training on maintaining IEP file information; especially parent participation forms will be conducted for teachers. The new IEP checklist includes a section for this information	August 2008	ESE District Staff	
LRE-5	The parents were members of any group making decisions about the educational placement of the student. If neither	Documentation of the attempts to ensure participation will be a part of IEP training.	August 2008	FDLRS ESE District Staff	

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	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))	The new IEP checklist includes parent documentation for the meetings.. The IEP has been revised to include PARENT CONCERNS.			
LRE-7	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general curriculum, as well as a statement of the remediation needed to achieve a passing score on the general statewide assessment. For a prekindergarten student, the IEP contains a statement of how the disability affects the student's participation in the appropriate activities. (34 CFR 300.320(a)(1); Rule 6A-6.03028(7)(a), FAC.)	See A-2			
LRE-8	The IEP includes measurable annual goals, including academic and functional goals, and short-term objectives or benchmarks, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general curriculum and meet the student's other needs that result from the disability. (34 CFR 300.320(a)(2))	Training for measurable annual goals will be provided to all ESE teachers. Aligning the goals to the specific needs of the child, especially the inclusion student, will be emphasized during the training. Teachers will receive training to use access points for curriculum decisions for students who take the alternate assessment.	August 2008	FDLRS District Staff	
LRE-12	The IEP contains a statement of program modifications or classroom accommodations, including location and anticipated initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7) and Rule 6A-6.03028(7)(c), FAC.)	Training/Targeted assistance will be provided for teachers who experience difficulty completing the form. The form has been corrected to reflect correct information regarding the location for accommodations..	August 2008 April 2008	District Staff Contracted form provider	

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LRE-14	There is alignment among the present level of academic and functional performance statement, the annual goals and short term objectives/benchmarks, and the services identified on the IEP. (34 CFR 300.320(a))	See EX-9			
LRE-17	The IEP contains an explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class. (34 CFR 300.320(a)(5))	The IEP form has been modified for an explanation of nonparticipation on page 2. Teachers will be trained on the entire IEP during pre-planning.	August 2008	FDLRS District Staff	
LRE-18	The IEP contains descriptions of how progress toward annual goals will be measured including how often parents will be regularly informed of their child's progress. Parents of disabled students must be informed of this progress at least as often as parents of nondisabled students. (34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)	See A-13			
LRE-26	The report of progress was provided as often as progress was reported to the nondisabled population and described the progress towards annual goals and the extent to which that progress was sufficient to enable the student to achieve such goals by the end of the year. (34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)	See EX-21			