

# FLORIDA DEPARTMENT OF EDUCATION



## STATE BOARD OF EDUCATION

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June 20, 2008

Dr. John L. Ruis, Superintendent  
Nassau County School District  
1201 Atlantic Avenue  
Fernandina Beach, Florida 32034-3499

Dear Dr. Ruis:

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

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

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

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

**BAMBI J. LOCKMAN**

*Chief*

*Bureau of Exceptional Education and Student Services*

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

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

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

Nassau County was required to assess 67 standards. One or more incidents of noncompliance were identified on 36 of those standards (54%). The following is a summary of Nassau County School District's correction of student-specific incidents of noncompliance:

**Correction of Noncompliance by Student**

	<b>Number</b>	<b>Percentage</b>
Records Reviewed/Protocols Completed	47	–
Total Items Assessed	1287	–
Noncompliant	155	12%
Timely Corrected	155	100%

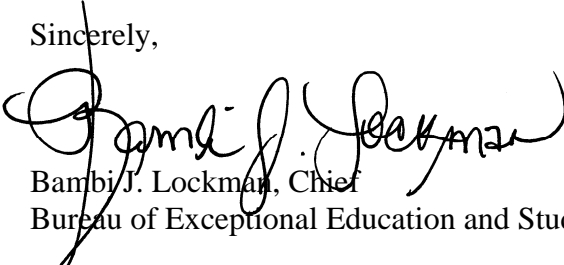
The *Nassau District Summary Report: Findings of Noncompliance by Standard* (Attachment 1) contains a summary of the findings reported by the individual standard or regulation assessed. These data include revisions to the preliminary report that resulted from the validation review. Systemic findings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

Dr. John L. Ruis  
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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](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: Pauline Gregory  
Kathleen Hardee  
Frances Haithcock  
Kim C. Komisar  
Jill Snelson  
Sheila Gritz  
Elise Lynch

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

**ESE Self-Assessment  
2007 – 08**

**Nassau 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 EX protocols completed: 25  
 Number of standards per EX: 33  
 Number of STA protocols completed: 7  
 Number of standards per STA: 6  
 Number of STB protocols completed: 15  
 Number of standards per STB: 28

Total number of protocols: 47  
 Total number of standards: 1287  
 Total number of incidents of noncompliance (NC): 155  
 Overall % incidents of noncompliance: 12%

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**

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

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
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		21	84.0%	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		21	84.0%	X
EX-4	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		2	8.0%	
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	4.0%	
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		1	4.0%	
EX-8	The IEP contains a statement of supports for school personnel. (34 CFR 300.320 (a)(4))	X		1	4.0%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
EX-9	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		10	40.0%	X
EX-11	The parent provided consent for the student to receive instructional accommodations not permitted on statewide assessments and acknowledged the implications of such accommodations. (Section 1008.22(3)(c)6, F.S.; Rule 6A-6.03028(7)(e), FAC.)	X		1	4.0%	
EX-12	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		5	20.0%	
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		10	40.0%	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		11	44.0%	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		3	12.0%	
EX-16	The IEP team considered, in the case of a student whose behavior impedes his or her learning, the use of positive behavior interventions and supports, and/or other strategies to address the behavior. (34 CFR 300.324(a)(2)(i))	X		1	4.0%	
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	X		4	16.0%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	goals by the end of the year. (34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)					
EX-22	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		4	16.0%	
EX-25	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		1	4.0%	
EX-26	The district notified the parent of the removal decision and provided the parent with a copy of the notice of the procedural safeguards on the same day as the date of the removal decision. (34 CFR 300.530(h); Rule 6A-6.03312(4)(a), FAC.)		X	1	4.0%	
EX-27	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	1	4.0%	
EX-28	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	2	8.0%	
EX-29	If the IEP team determined that the behavior was a manifestation of the student's disability, the student was returned to the current placement, unless the parent and the district agree to a change in placement as part of the behavior intervention plan or unless the behavior is related to weapons, drugs, or serious bodily injury. (34 CFR 300.530(f) and (g))		X	1	4.0%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
EX-31	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		2	8.0%	
EX-32	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	2	8.0%	
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	14.3%	
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		1	14.3%	
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 (beginning at age 16)</li> <li>A statement that the student would be invited</li> <li>Indication that any agency likely to provide or pay for services during the current year would be invited.</li> </ul>		X	4	26.7%	X



Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)					
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		1	6.7%	
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		3	20.0%	
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	2	13.3%	
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	6.7%	
STB-9	There is a measurable postsecondary goal or goals in the designated areas (i.e., education/training and employment; where appropriate, independent living). (34 CFR 300.320(b)(1))	X		7	46.7%	X
STB-10	The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))	X		4	26.7%	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	40.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
STB-12	There are transition services on the IEP that focus on improving the academic and functional achievement of the student to facilitate the student's articulation to post-school. (34 CFR 300.320(b)(2))	X		5	33.3%	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		3	20.0%	
STB-14	If transition services are likely to be provided or paid for by another agency, a representative of the agency <b>was invited</b> to participate in the IEP. (34 CFR 300.321(b)(3))	X		1	6.7%	
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		10	66.7%	X

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

**ESE Self-Assessment  
2007 – 08**

**Nassau 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.</p> <p>(34 CFR 300.320(a)(1); Rule 6A-6.03028(7)(a), FAC.)</p>	<p>Activity 1. Plan staff development activities for all ESE personnel on the quality and compliance components of IEPs, in the areas including but not limited to present levels of performance statement with consideration of the student's strengths, effects of disability, remediation needed for FCAT, measurable annual goals, short term objectives and benchmarks, alignment between present levels, goals and services, annual goal progress monitoring and procedures to inform parents. The IDEA transition requirements in the areas of measurable post secondary goals, transition assessments, annual goals, objectives, or benchmarks to meet post-secondary goals, transition services to improve student achievement, and coordinated goals and services to enable the student to meet post-secondary goals will be a primary focus as we plan the staff development activities.</p> <p>Activity 2. Conduct staff development on the elements of a quality IEP with special emphasis on the topics listed above. All ESE personnel will attend. All new ESE personnel will be trained on an on-going basis.</p>	<p>Timelines: May- June 2008</p> <p>Timelines: July – October 2008</p>	<p>Resources: FDLRS, Staff Development office, ISRD, District office ESE staff, DOE/BEESS Transition Specialist, Contracted Services, IDEA Part B funds, Transition 101 document, "What Everyone Needs to know about Implementing Transition Services."</p> <p>Resources: FDLRS, Staff Development Office, District Office ESE staff, DOE/BEESS</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>Activity 3. Staffing Specialist will provide on-going technical assistance to school based staff on quality IEP elements.</p> <p>Activity 4. Each school will develop a system where IEPs will be reviewed for compliance at the school level and any necessary corrections will be made prior to sending IEPs to District Office.</p> <p>Activity 5. To determine the effectiveness of our corrective action activities one IEP (written after the interventions) per teacher will be reviewed by District Office ESE staff using the BEESS Protocol from STB with the goal being 100% in compliance across standards.</p>	<p>Timelines: August-2008 On-going</p> <p>Timelines: July - October 2008.</p> <p>Timelines: August - December 2008</p>	<p>Transition Specialist, IDEA Part B funds</p> <p>Resources: District Office ESE staff, IDEA Part B funds</p> <p>Resources: District Office ESE staff, Director of Elementary and Secondary Education, Principals, School Based staff</p> <p>Resources: District Office ESE staff, IDEA Part B funds</p>	
EX-3	<p>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))</p>	<p>Activity 1. Plan staff development activities for all ESE personnel on the quality and compliance components of IEPs, in the areas including but not limited to present levels of performance statement with consideration of the student's strengths, effects of disability, remediation needed for FCAT, measurable annual goals, short term objectives and benchmarks, alignment between present levels, goals and services, annual goal progress monitoring and procedures to inform</p>	<p>Timelines: May- June 2008</p>	<p>Resources: FDLRS, Staff Development office, ISRD, District office ESE staff, DOE/BEESS Transition Specialist, Contracted Services, IDEA Part B funds, Transition 101</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>parents. The IDEA transition requirements in the areas of measurable post secondary goals, transition assessments, annual goals, objectives, or benchmarks to meet post-secondary goals, transition services to improve student achievement, and coordinated goals and services to enable the student to meet post-secondary goals will be a primary focus as we plan the staff development activities.</p> <p>Activity 2. Conduct staff development on the elements of a quality IEP with special emphasis on the topics listed above. All ESE personnel will attend. All new ESE personnel will be trained on an on-going basis.</p> <p>Activity 3. Staffing Specialist will provide on-going technical assistance to school based staff on quality IEP elements.</p> <p>Activity 4. Each school will develop a system where IEPs will be reviewed for compliance at the school level and any necessary corrections will be made prior to sending IEPs to District Office.</p> <p>Activity 5. To determine the effectiveness of our corrective action activities one IEP (written after the</p>	<p>Timelines: July – October 2008</p> <p>Timelines: August-2008 On-going</p> <p>Timelines: July - October 2008.</p> <p>Timelines: August - December 2008</p>	<p>document, “What Everyone Needs to know about Implementing Transition Services.”</p> <p>Resources: FDLRS, Staff Development Office, District Office ESE staff, DOE/BEES Specialist, IDEA Part B funds</p> <p>Resources: District Office ESE staff, IDEA Part B funds</p> <p>Resources: District Office ESE staff, Director of Elementary and Secondary Education, Principals, School Based staff</p> <p>Resources:</p>	

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		<p>interventions) per teacher will be reviewed by District Office ESE staff using the BEESS Protocol from STB with the goal being 100% in compliance across standards.</p>		<p>District Office ESE staff, IDEA Part B funds</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>Activity 1. Plan staff development activities for all ESE personnel on the quality and compliance components of IEPs, in the areas including but not limited to present levels of performance statement with consideration of the student’s strengths, effects of disability, remediation needed for FCAT, measurable annual goals, short term objectives and benchmarks, alignment between present levels, goals and services, annual goal progress monitoring and procedures to inform parents. The IDEA transition requirements in the areas of measurable post secondary goals, transition assessments, annual goals, objectives, or benchmarks to meet post-secondary goals, transition services to improve student achievement, and coordinated goals and services to enable the student to meet post-secondary goals will be a primary focus as we plan the staff development activities.</p> <p>Activity 2. Conduct staff development on the elements of a quality IEP with special emphasis on the topics listed above. All ESE personnel will attend. All new ESE personnel will be trained on an on-going basis.</p>	<p>Timelines: May- June 2008</p> <p>Timelines: July – October 2008</p> <p>Timelines:</p>	<p>Resources: FDLRS, Staff Development office, ISRD, District office ESE staff, DOE/BEESS Transition Specialist, Contracted Services, IDEA Part B funds, Transition 101 document, “What Everyone Needs to know about Implementing Transition Services.”</p> <p>Resources: FDLRS, Staff Development Office, District Office ESE staff, DOE/BEESS Transition Specialist, IDEA Part B</p>	

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		<p>Activity 3. Staffing Specialist will provide on-going technical assistance to school based staff on quality IEP elements.</p> <p>Activity 4. Each school will develop a system where IEPs will be reviewed for compliance at the school level and any necessary corrections will be made prior to sending IEPs to District Office.</p> <p>Activity 5. To determine the effectiveness of our corrective action activities one IEP (written after the interventions) per teacher will be reviewed by District Office ESE staff using the BEESS Protocol from STB with the goal being 100% in compliance across standards.</p>	<p>August-2008 On-going</p> <p>Timelines: July - October 2008.</p> <p>Timelines: August - December 2008</p>	<p>funds</p> <p>Resources: District Office ESE staff, IDEA Part B funds</p> <p>Resources: District Office ESE staff, Director of Elementary and Secondary Education, Principals, School Based staff</p> <p>Resources: District Office ESE staff, IDEA Part B funds</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 least as often as parents of nondisabled students. (34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)</p>	<p>Activity 1. Plan staff development activities for all ESE personnel on the quality and compliance components of IEPs, in the areas including but not limited to present levels of performance statement with consideration of the student's strengths, effects of disability, remediation needed for FCAT, measurable annual goals, short term objectives and benchmarks, alignment between present levels, goals and</p>	<p>Timelines: May- June 2008</p>	<p>Resources: FDLRS, Staff Development office, ISRD, District office ESE staff, DOE/BEESS Transition Specialist, Contracted Services, IDEA</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>services, annual goal progress monitoring and procedures to inform parents. The IDEA transition requirements in the areas of measurable post secondary goals, transition assessments, annual goals, objectives, or benchmarks to meet post-secondary goals, transition services to improve student achievement, and coordinated goals and services to enable the student to meet post-secondary goals will be a primary focus as we plan the staff development activities.</p> <p>Activity 2. Conduct staff development on the elements of a quality IEP with special emphasis on the topics listed above. All ESE personnel will attend. All new ESE personnel will be trained on an on-going basis.</p> <p>Activity 3. Staffing Specialist will provide on-going technical assistance to school based staff on quality IEP elements.</p> <p>Activity 4. Each school will develop a system where IEPs will be reviewed for compliance at the school level and any necessary corrections will be made prior to sending IEPs to District Office.</p>	<p>Timelines: July – October 2008</p> <p>Timelines: August-2008 On-going</p> <p>Timelines: July - October 2008.</p> <p>Timelines:</p>	<p>Part B funds, Transition 101 document, “What Everyone Needs to know about Implementing Transition Services.”</p> <p>Resources: FDLRS, Staff Development Office, District Office ESE staff, DOE/BEESS Transition Specialist, IDEA Part B funds</p> <p>Resources: District Office ESE staff, IDEA Part B funds</p> <p>Resources: District Office ESE staff, Director of Elementary and Secondary Education, Principals, School Based</p>	



#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>Activity 5. To determine the effectiveness of our corrective action activities one IEP (written after the interventions) per teacher will be reviewed by District Office ESE staff using the BEESS Protocol from STB with the goal being 100% in compliance across standards.</p>	<p>August - December 2008</p>	<p>staff Resources: District Office ESE staff, IDEA Part B funds</p>	
EX-14	<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>Activity 1. Plan staff development activities for all ESE personnel on the quality and compliance components of IEPs, in the areas including but not limited to present levels of performance statement with consideration of the student's strengths, effects of disability, remediation needed for FCAT, measurable annual goals, short term objectives and benchmarks, alignment between present levels, goals and services, annual goal progress monitoring and procedures to inform parents. The IDEA transition requirements in the areas of measurable post secondary goals, transition assessments, annual goals, objectives, or benchmarks to meet post-secondary goals, transition services to improve student achievement, and coordinated goals and services to enable the student to meet post-secondary goals will be a primary focus as we plan the staff development activities.</p> <p>Activity 2. Conduct staff development on the elements of a quality IEP with special emphasis on the topics listed above. All ESE personnel will attend. All new ESE personnel will be trained on an on-going basis.</p>	<p>Timelines: May- June 2008</p> <p>Timelines: July – October 2008</p>	<p>Resources: FDLRS, Staff Development office, ISRD, District office ESE staff, DOE/BEESS Transition Specialist, Contracted Services, IDEA Part B funds, Transition 101 document, "What Everyone Needs to know about Implementing Transition Services."</p> <p>Resources: FDLRS, Staff Development Office, District Office ESE staff, DOE/BEESS Transition</p>	

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		<p>Activity 3. Staffing Specialist will provide on-going technical assistance to school based staff on quality IEP elements.</p> <p>Activity 4. Each school will develop a system where IEPs will be reviewed for compliance at the school level and any necessary corrections will be made prior to sending IEPs to District Office.</p> <p>Activity 5. To determine the effectiveness of our corrective action activities one IEP (written after the interventions) per teacher will be reviewed by District Office ESE staff using the BEESS Protocol from STB with the goal being 100% in compliance across standards.</p>	<p>Timelines: August-2008 On-going</p> <p>Timelines: July - October 2008.</p> <p>Timelines: August-December 2008</p>	<p>Specialist, IDEA Part B funds</p> <p>Resources: District Office ESE staff, IDEA Part B funds</p> <p>Resources: District Office ESE staff, Director of Elementary and Secondary Education, Principals, School Based staff</p> <p>Resources: District Office ESE staff, IDEA Part B funds</p>	
STB-1	<p>The notice to the IEP team meeting included:</p> <ul style="list-style-type: none"> <li>A statement that a purpose of the meeting was the development of a statement of the student's transition services needs (beginning at age 14) or the consideration of the postsecondary goals and</li> </ul>	<p>Activity 1. Plan staff development activities for all ESE personnel on the quality and compliance components of IEPs, in the areas including but not limited to present levels of performance, effects of disability, remediation needed for FCAT, measurable annual goals, short term objectives and benchmarks, alignment between present levels, goals and services, annual goal progress monitoring and procedures to inform</p>	<p>Timelines: May- June 2008</p>	<p>Resources: FDLRS, Staff Development office, ISRD, District office ESE staff, DOE/BEESS Transition Specialist, Contracted Services, IDEA</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>transition services (beginning at age 16)</p> <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> <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>	<p>parents, consideration of the student's strengths. The IDEA transition requirements in the areas of measurable post secondary goals, transition assessments, annual goals, objectives or benchmarks to meet post-secondary goals, transition services to improve student achievement, and coordinated goals and services to enable the student to meet post-secondary goals will be a primary focus as we plan the staff development activities.</p> <p>Activity 2. Conduct staff development on the elements of a quality IEP with special emphasis on the topics listed above. All ESE personnel will attend. All new ESE personnel will be trained on an on-going basis.</p> <p>Activity 3. Staffing Specialist will provide on-going technical assistance to school based staff on quality IEP elements.</p> <p>Activity 4. Each school will develop a system where IEPs will be reviewed for compliance at the school level and any necessary corrections will be made prior to sending IEPs to District Office.</p> <p>Activity 5. To determine the</p>	<p>Timelines: July– October 2008</p> <p>Timelines: August- 2008 On-going</p> <p>Timelines: July - October 2008.</p> <p>Timelines: August-</p>	<p>Part B funds, Transition 101 document, "What Everyone Needs to know about Implementing Transition Services."</p> <p>Resources: FDLRS, Staff Development Office, District Office ESE staff, DOE/BEESS Transition Specialist, IDEA Part B funds</p> <p>Resources: District Office ESE staff, IDEA Part B funds</p> <p>Resources: District Office ESE staff, Director of Elementary and Secondary Education, Principals, School Based staff</p>	

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		effectiveness of our corrective action activities one IEP (written after the interventions) per teacher will be reviewed by District Office ESE staff using the BEESS Protocol from STB with the goal being 100% in compliance across standards.	December 2008	Resources: District Office ESE staff, IDEA Part B funds	
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))	<p>Activity 1. Plan staff development activities for all ESE personnel on the quality and compliance components of IEPs, in the areas including but not limited to present levels of performance statement with consideration of the student's strengths, effects of disability, remediation needed for FCAT, measurable annual goals, short term objectives and benchmarks, alignment between present levels, goals and services, annual goal progress monitoring and procedures to inform parents. The IDEA transition requirements in the areas of measurable post secondary goals, transition assessments, annual goals, objectives, or benchmarks to meet post-secondary goals, transition services to improve student achievement, and coordinated goals and services to enable the student to meet post-secondary goals will be a primary focus as we plan the staff development activities.</p> <p>Activity 2. Conduct staff development on the elements of a quality IEP with special emphasis on the topics listed above. All ESE personnel will attend. All new ESE personnel will be trained on an on-going basis.</p>	<p>Timelines: May- June 2008</p> <p>Timelines: July – October 2008</p>	<p>Resources: FDLRS, Staff Development office, ISRD, District office ESE staff, DOE/BEESS Transition Specialist, Contracted Services, IDEA Part B funds, Transition 101 document, "What Everyone Needs to know about Implementing Transition Services."</p> <p>Resources: FDLRS, Staff Development Office, District Office ESE staff, DOE/BEESS Transition Specialist,</p>	

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		<p>Activity 3. Staffing Specialist will provide on-going technical assistance to school based staff on quality IEP elements.</p> <p>Activity 4. Each school will develop a system where IEPs will be reviewed for compliance at the school level and any necessary corrections will be made prior to sending IEPs to District Office.</p> <p>Activity 5. To determine the effectiveness of our corrective action activities one IEP (written after the interventions) per teacher will be reviewed by District Office ESE staff using the BEESS Protocol from STB with the goal being 100% in compliance across standards.</p>	<p>Timelines: August-2008 On-going</p> <p>Timelines: July - October 2008.</p> <p>Timelines: August - December 2008</p>	<p>IDEA Part B funds</p> <p>Resources: District Office ESE staff, IDEA Part B funds</p> <p>Resources: District Office ESE staff, Director of Elementary and Secondary Education, Principals, School Based staff</p> <p>Resources: District Office ESE staff, IDEA Part B funds</p>	
STB-10	The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))	Activity 1. Plan staff development activities for all ESE personnel on the quality and compliance components of IEPs, in the areas including but not limited to present levels of performance statement with consideration of the student's strengths, effects of disability, remediation needed for FCAT, measurable annual goals, short term objectives and benchmarks, alignment between present levels, goals and services, annual goal progress monitoring and procedures to inform parents. The IDEA transition	Timelines: May- June 2008	Resources: FDLRS, Staff Development office, ISRD, District office ESE staff, DOE/BEESS Transition Specialist, Contracted Services, IDEA Part B funds, Transition 101 document,	

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		<p>requirements in the areas of measurable post secondary goals, transition assessments, annual goals, objectives, or benchmarks to meet post-secondary goals, transition services to improve student achievement, and coordinated goals and services to enable the student to meet post-secondary goals will be a primary focus as we plan the staff development activities.</p> <p>Activity 2. Conduct staff development on the elements of a quality IEP with special emphasis on the topics listed above. All ESE personnel will attend. All new ESE personnel will be trained on an on-going basis.</p> <p>Activity 3. Staffing Specialist will provide on-going technical assistance to school based staff on quality IEP elements.</p> <p>Activity 4. Each school will develop a system where IEPs will be reviewed for compliance at the school level and any necessary corrections will be made prior to sending IEPs to District Office.</p> <p>Activity 5. To determine the effectiveness of our corrective action activities one IEP (written after the interventions) per teacher will be</p>	<p>Timelines: July – October 2008</p> <p>Timelines: August-2008 On-going</p> <p>Timelines: July - October 2008.</p> <p>Timelines: August-December 2008</p>	<p>“What Everyone Needs to know about Implementing Transition Services.”</p> <p>Resources: FDLRS, Staff Development Office, District Office ESE staff, DOE/BEES Transition Specialist, IDEA Part B funds</p> <p>Resources: District Office ESE staff, IDEA Part B funds</p> <p>Resources: District Office ESE staff, Director of Elementary and Secondary Education, Principals, School Based staff</p> <p>Resources: District Office</p>	

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		<p>reviewed by District Office ESE staff using the BEESS Protocol from STB with the goal being 100% in compliance across standards.</p>		<p>ESE staff, IDEA Part B funds</p>	
<p>STB-11</p>	<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>Activity 1. Plan staff development activities for all ESE personnel on the quality and compliance components of IEPs, in the areas including but not limited to present levels of performance statement with consideration of the student's strengths, effects of disability, remediation needed for FCAT, measurable annual goals, short term objectives and benchmarks, alignment between present levels, goals and services, annual goal progress monitoring and procedures to inform parents. The IDEA transition requirements in the areas of measurable post secondary goals, transition assessments, annual goals, objectives, or benchmarks to meet post-secondary goals, transition services to improve student achievement, and coordinated goals and services to enable the student to meet post-secondary goals will be a primary focus as we plan the staff development activities.</p> <p>Activity 2. Conduct staff development on the elements of a quality IEP with special emphasis on the topics listed above. All ESE personnel will attend. All new ESE personnel will be trained on an on-going basis.</p>	<p>Timelines: May- June 2008</p> <p>Timelines: July – October 2008</p> <p>Timelines: August- 2008</p>	<p>Resources: FDLRS, Staff Development office, ISRD, District office ESE staff, DOE/BEESS Transition Specialist, Contracted Services, IDEA Part B funds, Transition 101 document, "What Everyone Needs to know about Implementing Transition Services."</p> <p>Resources: FDLRS, Staff Development Office, District Office ESE staff, DOE/BEESS Transition Specialist, IDEA Part B funds</p>	

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		<p>Activity 3. Staffing Specialist will provide on-going technical assistance to school based staff on quality IEP elements.</p> <p>Activity 4. Each school will develop a system where IEPs will be reviewed for compliance at the school level and any necessary corrections will be made prior to sending IEPs to District Office.</p> <p>Activity 5. To determine the effectiveness of our corrective action activities one IEP (written after the interventions) per teacher will be reviewed by District Office ESE staff using the BEESS Protocol from STB with the goal being 100% in compliance across standards.</p>	<p>On-going</p> <p>Timelines: July - October 2008.</p> <p>Timelines: August - December 2008</p>	<p>Resources: District Office ESE staff, IDEA Part B funds</p> <p>Resources: District Office ESE staff, Director of Elementary and Secondary Education, Principals, School Based staff</p> <p>Resources: District Office ESE staff, IDEA Part B funds</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>	<p>Activity 1. Plan staff development activities for all ESE personnel on the quality and compliance components of IEPs, in the areas including but not limited to present levels of performance statement with consideration of the student's strengths, effects of disability, remediation needed for FCAT, measurable annual goals, short term objectives and benchmarks, alignment between present levels, goals and services, annual goal progress monitoring and procedures to inform parents. The IDEA transition requirements in the areas of measurable post secondary goals, transition</p>	<p>Timelines: May- June 2008</p>	<p>Resources: FDLRS, Staff Development office, ISRD, District office ESE staff, DOE/BEESS Transition Specialist, Contracted Services, IDEA Part B funds, Transition 101 document, "What Everyone</p>	



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		<p>assessments, annual goals, objectives, or benchmarks to meet post-secondary goals, transition services to improve student achievement, and coordinated goals and services to enable the student to meet post-secondary goals will be a primary focus as we plan the staff development activities.</p> <p>Activity 2. Conduct staff development on the elements of a quality IEP with special emphasis on the topics listed above. All ESE personnel will attend. All new ESE personnel will be trained on an on-going basis.</p> <p>Activity 3. Staffing Specialist will provide on-going technical assistance to school based staff on quality IEP elements.</p> <p>Activity 4. Each school will develop a system where IEPs will be reviewed for compliance at the school level and any necessary corrections will be made prior to sending IEPs to District Office.</p> <p>Activity 5. To determine the effectiveness of our corrective action activities one IEP (written after the interventions) per teacher will be reviewed by District Office ESE staff using the BEESS Protocol from STB with the goal being 100% in compliance</p>	<p>Timelines: July – October 2008</p> <p>Timelines: May- June 2008</p> <p>Timelines: July - October 2008.</p> <p>Timelines: August-- December 2008</p>	<p>Needs to know about Implementing Transition Services.”</p> <p>Resources: FDLRS, Staff Development Office, District Office ESE staff, DOE/BEES Transition Specialist, IDEA Part B funds</p> <p>Resources: District Office ESE staff, IDEA Part B funds</p> <p>Resources: District Office ESE staff, Director of Elementary and Secondary Education, Principals, School Based staff</p> <p>Resources: District Office ESE staff, IDEA Part B funds</p>	

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		across standards.			
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))	<p>Activity 1. Plan staff development activities for all ESE personnel on the quality and compliance components of IEPs, in the areas including but not limited to present levels of performance statement with consideration of the student's strengths, effects of disability, remediation needed for FCAT, measurable annual goals, short term objectives and benchmarks, alignment between present levels, goals and services, annual goal progress monitoring and procedures to inform parents. The IDEA transition requirements in the areas of measurable post secondary goals, transition assessments, annual goals, objectives, or benchmarks to meet post-secondary goals, transition services to improve student achievement, and coordinated goals and services to enable the student to meet post-secondary goals will be a primary focus as we plan the staff development activities.</p> <p>Activity 2. Conduct staff development on the elements of a quality IEP with special emphasis on the topics listed above. All ESE personnel will attend. All new ESE personnel will be trained on an on-going basis.</p> <p>Activity 3. Staffing Specialist will provide on-going technical assistance to school based staff on quality IEP elements.</p>	<p>Timelines: May- June 2008</p> <p>Timelines: July – October 2008</p> <p>Timelines: August 2008 – On-going</p>	<p>Resources: FDLRS, Staff Development office, ISRD, District office ESE staff, DOE/BEESS Transition Specialist, Contracted Services, IDEA Part B funds, Transition 101 document, "What Everyone Needs to know about Implementing Transition Services."</p> <p>Resources: FDLRS, Staff Development Office, District Office ESE staff, DOE/BEESS Transition Specialist, IDEA Part B funds</p> <p>Resources: District Office ESE staff,</p>	

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