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June 20, 2008

Mr. Oscar M. Howard, Jr., Superintendent
Taylor County School District
318 North Clark Street
Perry, Florida 32347-2930

Dear Mr. Howard:

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

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

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

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

BAMBI J. LOCKMAN

Chief

Bureau of Exceptional Education and Student Services

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

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

Districts were required to correct all student-specific noncompliance no later than April 25, 2008, and to provide evidence to the Bureau no later than April 30, 2008. Due to the nature and/or extent of student-specific noncompliance and the availability of staff and/or resources to correct the findings, Taylor County School District requested and was granted an extension for completion of required activities; a final due-date was established as May 23, 2008. The required corrective actions and verifying documentation have been submitted and completed.

Taylor County was required to assess 146 standards. One or more incidents of noncompliance were identified on 52 of those standards (36%). The following is a summary of Taylor County School District's correction of student-specific incidents of noncompliance:

Correction of Noncompliance by Student

	Number	Percentage
Records Reviewed/Protocols Completed	28	–
Total Items Assessed	868	–
Noncompliant	159	18%
Timely Corrected	159	100%

The *Taylor 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. Taylor 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: Shona Murphy
Frances Haithcock
Kim C. Komisar
Jill Snelson
Elise Lynch
Sheila Gritz

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

**ESE Self-Assessment
2007 – 08**

Taylor 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: 7	Number of standards per LI: 7
Number of standards per IE: 18	Number of OHI disabilities completed: 1
Number of IEP protocols completed: 13	Number of standards per OHI: 5
Number of standards per IEP: 38	Number of OI disabilities completed: 1
Number of MD protocols completed: 4	Number of standards per OI: 5
Number of standards per MD: 9	Number of SI disabilities completed: 2
Number of STB protocols completed: 4	Number of standards per SI: 9
Number of standards per STB: 28	
Number of ASD disabilities completed: 2	
Number of standards per ASD: 10	Total number of protocols: 28
Number of HBH disabilities completed: 1	Total number of standards: 868
Number of standards per HBH: 17	Total number of incidents of noncompliance (NC): 159
Number of LI disabilities completed: 5	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**

Taylor District Summary Report: Findings of Noncompliance by Standard

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
STB-1	<p>The notice to the IEP team meeting included:</p> <ul style="list-style-type: none"> • A statement that a purpose of the meeting was the development of a statement of the student's transition services needs (beginning at age 14) or the consideration of the postsecondary goals and transition services (beginning at age 16) • A statement that the student would be invited • Indication that any agency likely to provide or pay for services during the current year would be invited. <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>		X	1	25.0%	X
STB-3	<p>The student's strengths, preferences, and interests were taken into account. If the student was unable to attend the meeting, other steps were taken to ensure the student's preferences and interests were considered.</p> <p>(34 CFR 300.43 and 300.321(b)(2); Rule 6A-6.03028(4)(h), FAC.)</p>	X		1	25.0%	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		1	25.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
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		4	100.0%	X
STB-10	The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))	X		4	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		4	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	50.0%	X
STB-13	The transition services include course(s) of study that focus on improving the academic and functional achievement of the student to facilitate the student's articulation from school to post-school. (34 CFR 300.320(b)(2))	X		2	50.0%	X
STB-14	If transition services are likely to be provided or paid for by another agency, a representative of the agency was invited to participate in the IEP. (34 CFR 300.321(b)(3))	X		1	25.0%	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	1	25.0%	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		4	100.0%	X
IEP-1	The IEP was current on the day of this review.	X		1	7.7%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
IEP-3	The IEP was current at the beginning of the school year. (34 CFR 300.323(a))		X	1	7.7%	
IEP-7	The notice contained a listing of persons invited to the meeting, by title and position. (34 CFR 300.322(b))		X	4	30.8%	X
IEP-8	The parents were provided a copy of the procedural safeguards. (Rule 6A-6.03311(2)(b)3, FAC.)		X	1	7.7%	
IEP-12	The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))	X		1	7.7%	
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		10	76.9%	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		12	92.3%	X
IEP-15	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		3	23.1%	
IEP-17	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		5	38.5%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
IEP-18	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		12	92.3%	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		7	53.8%	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		1	7.7%	
IEP-23	If the IEP team determined that the student will not participate in a particular state or district-wide assessment; the IEP contains a statement of why that assessment is not appropriate, why the particular alternate assessment is appropriate, and shows notification to the parent of the implications of nonparticipation. (34 CFR 300.320(a)(6)(ii); Section 1008.22(3)(c)6, F.S.; Rule 6A-6.03028(7)(e), FAC.)	X		2	15.4%	
IEP-24	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		7	53.8%	X
IEP-25	The IEP contains descriptions of how progress toward annual goals will be measured including how often parents will be regularly informed of their child's progress. Parents of disabled students must be informed of this progress at least as often as parents of nondisabled students. (34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)	X		1	7.7%	
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		6	46.2%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
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	7.7%	
IEP-28	The IEP team considered, in the case of a student whose behavior impedes his or her learning, the use of positive behavior interventions and supports, and/or other strategies to address the behavior. (34 CFR 300.324(a)(2)(i))	X		2	15.4%	
IEP-31	The IEP team considered the communication needs of the child, including, for a student who is deaf/hard of hearing, consideration of the student's opportunities for direct communication with peers and professional personnel in the student's mode of communication and the need for instruction in the student's language and communication mode. (34 CFR 300.324(a)(2)(iv))	X		1	7.7%	
IEP-32	The IEP team considered whether the student needs assistive technology devices and/or services. (34 CFR 300.324(a)(2)(v))	X		1	7.7%	
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	3	23.1%	
IEP-36	The report of progress was provided as often as progress was reported to the nondisabled population and described the progress towards annual goals and the extent to which that progress was sufficient to enable the student to achieve such goals by the end of the year. (34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)	X		13	100.0%	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		4	30.8%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
IEP-38	The student's general education teachers, ESE teachers, and related service providers were provided access and information regarding specific responsibilities for IEP implementation. (34 CFR 300.323(d))	X		8	61.5%	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		1	25.0%	X
MD-2	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	3	75.0%	X
MD-6	If the IEP team determined that any deficiencies related to the student's IEP or its implementation identified during the review under MD-4, those deficiencies were remedied. (34 CFR 300.530(e)(3))	X		1	25.0%	X
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		1	25.0%	X
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	25.0%	X
IE-1	Two or more parent conferences concerning the student's learning or behavioral areas of concern were held. (Rule 6A-6.0331(2)(a), FAC.)		X	4	57.1%	X
IE-2	Anecdotal records or behavioral observations conducted by at least two individuals, one of whom is the student's teacher, were reviewed. (Rule 6A-6.0331(2)(b), FAC.)		X	2	28.6%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
IE-3	<p>For a school-aged student, existing data in the student's educational record related to the following were reviewed:</p> <ul style="list-style-type: none"> • Social • Psychological • 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>		X	1	14.3%	
IE-5	<p>A minimum of two general education interventions or strategies were implemented. (Rule 6A-6.0331(2)(f), FAC.)</p>		X	2	28.6%	X
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	2	28.6%	X
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	2	28.6%	X
IE-10	<p>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)</p>		X	1	14.3%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
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	14.3%	
IE-15	The school district provided a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. (34 CFR 300.306(a)(2))	X		1	14.3%	
SI-5	The student has a disorder in fluency. (Rules 6A-6.03012(2)(c), FAC.; Section III.C, SP&P)	X		1	50.0%	X
SI-6	The student has a disorder in voice. (Rules 6A-6.03012(2)(d), FAC.; Section III.C, SP&P)	X		2	100.0%	X
SI-7	The student is below age three and meets other program eligibility. (Rules 6A-6.03030 and 6A-03031, FAC.; Section III.C, SP&P)		X	1	50.0%	X

Florida Department of Education
Bureau of Exceptional Education and Student Services

**ESE Self-Assessment
2007 – 08**

Taylor County School District Corrective Action Plan

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
STB-1	<p>The notice to the IEP team meeting included:</p> <ul style="list-style-type: none"> • A statement that a purpose of the meeting was the development of a statement of the student's transition services needs (beginning at age 14) or the consideration of the postsecondary goals and transition services (beginning at age 16) • A statement that the student would be invited • Indication that any agency likely to provide or pay for services during the current year would be invited. <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>	<p><u>All standards related to secondary transition:</u></p> <p>1) Secondary transition training provided for High School ESE teachers, Employment Specialist, Homebound teacher, and High School Resource Compliance Specialist by ESE Supervisor and ESE Transition Specialist</p> <p>2) MH Coordinator's Meeting Conference Call with Sheila Gritz provided secondary transition info/trng to ESE Supervisor, ESE Transition Specialist, Staffing Specialist & High School Resource Compliance Specialist</p> <p>3) PDA-ESE Transition Module provided through FDLRS for secondary teachers</p>	<p>3/24/08</p> <p>5/12/08</p> <p>April – November 2008</p>	<p>Secondary Transition Materials from NSTTAC & Monitoring Papers for Secondary Transition (age 16 & above)</p> <p>Materials provided by Sheila Gritz: Powerpoint presentation, Case Study,</p> <p>Transition Course Materials provided by FDLRS</p>	
STB-3	<p>The student's strengths, preferences, and interests were taken into account. If the student was unable to attend the meeting, other steps were</p>	<p>4) Secondary Transition Training – Learning Community</p>	<p>August – November 2008</p>	<p>"What Everyone Needs to Know about Addressing Transition</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	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.)			Services" from Career Dev. & Transition Project; DOE (Sheila Gritz) materials listed above; NSTTAC Secondary Transition Materials	
STB-4	For students aged 14 and older: the IEP contains a statement of the student's desired post-school outcome; a statement of the student's transition services needs that focuses on the student's course of study is incorporated into applicable components of the IEP; and the IEP team considered the need for instruction in the area of self-determination. (Rule 6A-6.03028(7)(i), FAC.)	5) Review of records to measure effectiveness of training & 100% compliance	Sept.- Nov. 2008	FDOE - ESE Compliance Self-Assessment Processes & Procedures Manual	
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))				
STB-10	The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))				

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
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))				
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))				
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))				
STB-14	If transition services are likely to be provided or paid for by another agency, a representative of the agency was invited to participate in the IEP. (34 CFR 300.321(b)(3))				
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))				

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
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))				
IEP-7	The notice contained a listing of persons invited to the meeting, by title and position. (34 CFR 300.322(b))	<u>All standards related to IEP Compliance:</u> 1) IEP Compliance Training provided for staffing specialists, Intervention/Resource Compliance Specialists targeted ESE teachers & therapists responsible for IEP Reconvenes	3/26/08	FDOE - ESE Compliance Self-Assessment Processes & Procedures Manual (IEP portion)	
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.)	2) Adopt new IEP forms that contain all required elements 2) Compliance Training with new IEP form for all ESE Teachers, staffing specialists, & Intervention/Resource Compliance Specialists 3) Facilitative IEP Training for select LEA reps & follow-up with ESE teachers 4) Training for Intervention	8/14/08 8/14/08 August – October 2008 January – November	TIE-NET IEP (Maximus) FDOE - ESE Compliance Self-Assessment Processes & Procedures Manual (IEP portion) Purchased resources from Spectrum K12 (ISRD Supported) Materials from the Response to	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		Assistance Teams, Rtl Teams, and PBS Teams to assist in “Response to Intervention” implementation		Intervention Project, PBS Project, Reading First, DOE Math Initiative	
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))	5) Review of records to assure 100% compliance	September – November 2008	FDOE - ESE Compliance Self-Assessment Processes & Procedures Manual (IEP portion)	
IEP-17	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))				
IEP-18	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.)				
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				

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	services identified on the IEP. (34 CFR 300.320(a))				
IEP-24	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))				
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))				
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.)				
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				

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	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))				
IEP-38	The student's general education teachers, ESE teachers, and related service providers were provided access and information regarding specific responsibilities for IEP implementation. (34 CFR 300.323(d))				
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.)	<p><u>All standards related to Manifestation Determination</u></p> <p>1) Training for principals, deans, ESE Teachers & LEA reps in regard to Manifestation Determination procedures and legal requirements</p>	August – September 2008	<p>FDOE - ESE Compliance Self-Assessment Processes & Procedures Manual (MD portion)</p> <p><u>Manifestation Determination: Avoiding Needless Conflict & Common Mistakes</u> by Jim Walsh (LRP Publication)</p>	
MD-2	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	<p>2) Develop a checklist or flowchart for training/compliance purposes to be used by deans, principals & assistant principals, and IEP Teams</p>	August 2008	Functional Behavioral Assessment & Behavioral Intervention Plans	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	day as the date of the removal decision. (34 CFR 300.530(h); Rule 6A-6.03312(4)(a), FAC.)			FDOE Technical Assistance Paper Dec. 1999	
MD-6	If the IEP team determined that any deficiencies related to the student's IEP or its implementation identified during the review under MD-4, those deficiencies were remedied. (34 CFR 300.530(e)(3))	3) Review of records to assure 100% compliance	September – November 2008	FDOE - ESE Compliance Self-Assessment Processes & Procedures Manual (MD portion)	
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.)				
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.)				
IE-1	Two or more parent conferences concerning the student's learning or behavioral areas of concern were held. (Rule 6A-6.0331(2)(a), FAC.)	<u>All standards related to Initial Eligibility:</u> 1) Training for Staffing Specialists, Intervention Assistance Teams &	August 2008	FDOE - ESE Compliance Self-Assessment Processes &	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		Facilitators in regard to Initial Eligibility determination policies & procedures		Procedures Manual (IE portion) SP&P (if revised) & any new Rules in effect by Aug. 2008	
IE-2	Anecdotal records or behavioral observations conducted by at least two individuals, one of whom is the student's teacher, were reviewed. (Rule 6A-6.0331(2)(b), FAC.)	2) Create Checklist from Rules/SP&P to ensure compliance and consistency for eligibility determination	August 2008	SP&P (if revised) & new Rules in effect by Aug. 2008	
IE-5	A minimum of two general education interventions or strategies were implemented. (Rule 6A-6.0331(2)(f), FAC.)	3) Review of records to assure 100% compliance	September – November 2008	FDOE - ESE Compliance Self-Assessment Processes & Procedures Manual (IE portion)	
IE-6	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))				
IE-8	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.)				
SI-5	The student has a disorder in fluency. (Rules 6A-6.03012(2)(c), FAC.; Section III.C, SP&P)	N/A Error in self-assessment reporting			

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
SI-6	The student has a disorder in voice. (Rules 6A-6.03012(2)(d), FAC.; Section III.C, SP&P)	N/A Error in self-assessment reporting			
SI-7	The student is below age three and meets other program eligibility. (Rules 6A-6.03030 and 6A-03031, FAC.; Section III.C, SP&P)	N/A Error in self-assessment reporting			