

# FLORIDA DEPARTMENT OF EDUCATION



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June 20, 2008

Dr. Rudolph Crew, Superintendent  
Miami-Dade County School District  
1450 N.E. Second Avenue, # 912  
Miami, Florida 33132-1394

Dear Dr. Crew:

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 Miami-Dade County School District's 2007-08 ESE monitoring.

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

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

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

**BAMBI J. LOCKMAN**

*Chief*

*Bureau of Exceptional Education and Student Services*

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

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

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

Miami-Dade County was required to assess 95 standards. One or more incidents of noncompliance were identified on 54 of those standards (57%). The following is a summary of Miami-Dade 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	86	—
Total Items Assessed	2294	—
Noncompliant	296	12%
Timely Corrected	296	100%

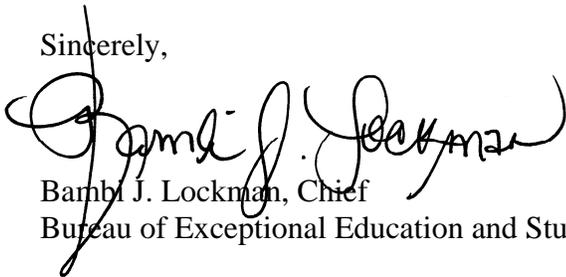
The *Miami-Dade District Summary Report: Findings of Noncompliance by Standard* (Attachment 1) contains a summary of the findings reported by the individual standard or regulation assessed. These data include revisions to the preliminary report that resulted from the validation review. Systemic findings 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. Miami-Dade 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. Rudolph Crew  
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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: Will Gordillo  
Mary Paz  
Frances Haithcock  
Kim C. Komisar  
Ken Johnson  
Sheila Gritz  
Elise Lynch  
Heather Diamond

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

**ESE Self-Assessment  
2007 – 08**

**Miami-Dade 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: 30  
 Number of standards per EX: 33  
 Number of LRE protocols completed: 30  
 Number of standards per LRE: 28  
 Number of STA protocols completed: 12  
 Number of standards per STA: 6  
 Number of STB protocols completed: 14

Number of standards per STB: 28  
 Total number of protocols: 86  
 Total number of standards: 2294  
 Total number of incidents of noncompliance (NC): 296  
 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**

**Miami-Dade 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		3	10.0%	
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		11	36.7%	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		30	100.0%	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	6.7%	
EX-8	The IEP contains a statement of supports for school personnel. (34 CFR 300.320 (a)(4))	X		1	3.3%	
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.	X		3	10.0%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(34 CFR 300.320(a))					
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		3	10.0%	
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		2	6.7%	
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		1	3.3%	
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		1	3.3%	
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		10	33.3%	X
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		2	6.7%	
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.	X		10	33.3%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(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		5	16.7%	
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		3	10.0%	
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 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.)	X		14	46.7%	X
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		12	40.0%	X
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	3	10.0%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
STA-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 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> <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>		X	9	75.0%	X
STA-2	<p>The student was invited to the IEP meeting. (34 CFR 300.321(b)(1); Rule 6A-6.03028(4)(h), FAC.)</p>	X		2	16.7%	
STA-3	<p>The student's strengths, preferences, and interests were taken into account. If the student was unable to attend the meeting, other steps were taken to ensure the student's preferences and interests were considered. (34 CFR 300.43 and 300.321(b)(2); Rule 6A-6.03028(4)(h), FAC.)</p>	X		4	33.3%	X
STA-4	<p>For students aged 14 and older:</p> <ul style="list-style-type: none"> <li>• The IEP contains a statement of the student's desired post-school outcome</li> <li>• A statement of the student's transition service needs is incorporated into applicable components of the IEP</li> <li>• The IEP team considered the need for instruction in the area of self determination.</li> </ul> <p>(Rule 6A-6.03028(7)(i), FAC.)</p>	X		7	58.3%	X
STA-5	<p>Beginning in eighth grade, or during the school year in which the student turns 14, whichever is sooner, the IEP must include a statement of whether the student is pursuing a course of study leading to a standard diploma or a</p>	X		1	8.3%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	special diploma. (Rule 6A-6.03028(7)(h), FAC.)					
STA-6	<p>If an agency likely to provide or pay for transition services is involved:</p> <ul style="list-style-type: none"> <li>• A team member or designee was designated as responsible for follow-up with the agency</li> <li>• The IEP team was reconvened to identify alternative strategies if the agency failed to provide services as indicated on the IEP.</li> </ul> <p>(34 CFR 300.324(c)(1); Rule 6A-6.03028(8)(d), FAC.)</p>	X		2	16.7%	
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 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> <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>		X	9	64.3%	X
STB-2	<p>The student was invited to the IEP meeting. (34 CFR 300.321(b)(1); Rule 6A-6.03028(4)(h), FAC.)</p>	X		2	14.3%	
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. (34 CFR 300.43 and 300.321(b)(2); Rule 6A-6.03028(4)(h), FAC.)</p>	X		3	21.4%	
STB-4	<p>For students aged 14 and older:</p>	X		10	71.4%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	<ul style="list-style-type: none"> <li>The IEP contains a statement of the student's desired post-school outcome</li> <li>A statement of the student's transition service needs is incorporated into applicable components of the IEP</li> <li>The IEP team considered the need for instruction in the area of self determination.</li> </ul> <p>(Rule 6A-6.03028(7)(i), FAC.)</p>					
STB-5	Beginning in eighth grade, or during the school year in which the student turns 14, whichever is sooner, the IEP must include a statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma. (Rule 6A-6.03028(7)(h), FAC.)	X		1	7.1%	
STB-6	If an agency likely to provide or pay for transition services is involved: <ul style="list-style-type: none"> <li>A team member or designee was designated as responsible for follow-up with the agency</li> <li>The IEP team was reconvened to identify alternative strategies if the agency failed to provide services as indicated on the IEP.</li> </ul> <p>(34 CFR 300.324(c)(1); Rule 6A-6.03028(8)(d), FAC.)</p>	X		1	7.1%	
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	3	21.4%	
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	7.1%	
STB-9	There is a measurable postsecondary goal or goals in the designated areas	X		14	100.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(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))	X		14	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		7	50.0%	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		7	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		6	42.9%	X
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	7.1%	
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		14	100.0%	X
LRE-1	The parents were invited to the IEP meeting. (34 CFR 300.501 (b))	X		1	3.3%	
LRE-2	The parents were provided notice of the IEP team meeting a reasonable		X	2	6.7%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	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))					
LRE-3	The notice to the IEP team meeting contained the time, location and purpose of the meeting. (34 CFR 300.322(b))		X	5	16.7%	
LRE-4	The notice contained a listing of persons invited to the meeting, by title and position. (34 CFR 300.322(b))		X	4	13.3%	
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	4	13.3%	
LRE-6	The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))	X		1	3.3%	
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	16.7%	
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		19	63.3%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(34 CFR 300.320(a)(2))					
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		2	6.7%	
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	10.0%	
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		1	3.3%	
LRE-19	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		2	6.7%	
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		5	16.7%	
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		5	16.7%	
LRE-27	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	X		3	10.0%	

Noncompliance (NC)	*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
<div style="border: 1px solid black; padding: 2px;">                     anticipated needs.                      (34 CFR 300.324(b)(1))                 </div>					

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

**ESE Self-Assessment  
2007 – 08**

**Miami-Dade 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>SPED Compliance Monitoring training for Assistant Principals</p> <p>Follow-up activity to be collected for district review</p> <p>SPED Compliance Monitoring training for Principals</p> <p>Follow up activity to be collected for district review</p> <p>Districtwide Compliance training</p> <p>IEP samples to be collected by district office for compliance verification</p> <p>Provide targeted technical assistance and mentoring based on IEP samples</p> <p>School site visitation schedule</p>	<p>06/09/08 - 06/11/08</p> <p>Sept., 2008</p> <p>06/23 / 08 - 06/26/08</p> <p>Sept., 2008</p> <p>October, 2008</p> <p>Oct. – Dec., 2008</p> <p>Oct. – Dec., 2008</p> <p>December, 2008</p>	<p>District staff</p> <p>District staff</p> <p>District staff</p> <p>District staff</p> <p>District and Area office</p> <p>District staff</p> <p>District and Area office</p> <p>District staff</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</p>	<p>Writing Measurable Goals and Benchmarks training by FDLRS for District and Regional Center staff</p> <p>Revise Measurable Goals and Benchmarks IEP insert</p> <p>Insert FM-5361 (08-08)</p>	<p>04/24/08</p> <p>June, 2008</p> <p>August, 2008</p>	<p>FDLRS staff</p> <p>District and FDLRS staff</p> <p>District staff</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>student's other needs that result from the disability. (34 CFR 300.320(a)(2))</p>	<p>Webcast link for Writing Measurable Goals and Benchmarks using new form posted on ESE Website</p> <p>Collect sign-in sheets for all participants (signed by site administrator)</p> <p>Develop writing goals and benchmark manual</p> <p>Collect sample goal and benchmark activity from Webcast participants</p> <p>Provide targeted technical assistance and mentoring based on samples</p> <p>School site visitation schedule</p>	<p>Sept., 2008</p> <p>Sept. – Nov., 2008</p> <p>Sept., 2008</p> <p>Sept. – Nov., 2008</p> <p>Sept. – Dec., 2008</p> <p>December, 2008</p>	<p>District staff and Assist. Technology</p> <p>District staff</p> <p>District and Area office</p> <p>District staff</p> <p>District and Area office</p> <p>District staff</p>	
EX-15	<p>The concerns of the parents for enhancing the education of their child were considered in developing the IEP. (34 CFR 300.324(a)(1)(ii))</p>	<p>Revise Notification of Meeting page 1 to include parent request for additional options for participation</p> <p>FM-4851 (08/08)</p> <p>Districtwide Compliance training</p> <p>IEP samples to be collected by district office for compliance verification</p>	<p>June, 2008</p> <p>August, 2008</p> <p>October, 2008</p> <p>Oct. – Dec., 2008</p>	<p>District and FDLRS staff</p> <p>District staff</p> <p>District and Area office</p> <p>District office</p>	
EX-21	<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.</p>	<p>SPED Compliance Monitoring training for Assistant Principals</p> <p>Develop and submit a written procedure for status reports to be collected for district review</p>	<p>06/09/08 - 06/11/08</p> <p>Sept., 2008</p>	<p>District staff</p> <p>District staff</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	(34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)	<p>SPED Compliance Monitoring training for Principals</p> <p>Develop and submit a written procedure for status reports to be collected for district review</p> <p>Districtwide Compliance training</p> <p>IEP samples to be collected by district office for compliance verification</p>	<p>06/23 / 08 - 06/26/08</p> <p>Sept., 2008</p> <p>October, 2008</p> <p>Oct. – Dec., 2008</p>	<p>District staff</p> <p>District staff</p> <p>District and area office</p> <p>District staff</p>	
EX-24	<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 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>SPED Compliance Monitoring training for Assistant Principals</p> <p>Follow-up activity to be collected for district review</p> <p>SPED Compliance Monitoring training for Principals</p> <p>Follow up activity to be collected for district review</p> <p>Districtwide Compliance training</p> <p>IEP samples to be collected by district office for compliance verification</p> <p>Add IEP requirements for Attendance to the LEA Manual</p>	<p>06/09/08 - 06/11/08</p> <p>Sept., 2008</p> <p>06/23 / 08 - 06/26/08</p> <p>Sept., 2008</p> <p>October, 2008</p> <p>Oct. – Dec., 2008</p> <p>Nov., 2008</p>	<p>District staff</p> <p>District staff</p> <p>District staff</p> <p>District staff</p> <p>District and area office</p> <p>District staff</p> <p>District staff</p>	
EX-25	<p>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.</p>	<p>Revise forms for Notice of Suspension, Recommendation of Suspension of Off Campus Act, and Notice of 10 Day Suspension/Consider for Expulsion to include regulations statement 34 CFR 300.530 (h).</p>	<p>Submitted 04/08</p>	<p>Alternative Education and District staff</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	(34 CFR 300.530(e); Rule 6A-6.03312(3) and (4)(b), FAC.)	FM-1625 (08/08) FM-3177 (08/08) FM-1582 (08/08)  SPED Compliance Monitoring training for Assistant Principals  Follow-up activity to be collected for district review  SPED Compliance Monitoring training for Principals  Follow up activity to be collected for district review  Review and Monitor Suspension Report monthly  Collect sample Manifestation Form1 3918 for district review	August, 2008  06/09/08 - 06/11/08  Sept., 2008  06/23 / 08 - 06/26/08  Sept., 2008  Sept. – Nov., 2008  Dec., 2008	Alternative Education and District staff  District staff  Assistant Principals  District staff  Principals  District and Area office  District and area office	
STA-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</li> </ul>	Compliance Procedures for Secondary Transition Services for Students with Disabilities training  Sample of Notification of Meeting forms collected from participating schools for district review  Districtwide Compliance training  IEP samples to be collected by district office for compliance verification including notification of meeting	Dec. 12 – Dec. 13, 2007  May, 2008  October, 2008  Nov. – Dec., 2008	District and area office  District staff  District and area office  District office	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>be invited.</p> <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>				
<p>STA-3</p>	<p>The student's strengths, preferences, and interests were taken into account. If the student was unable to attend the meeting, other steps were taken to ensure the student's preferences and interests were considered.</p> <p>(34 CFR 300.43 and 300.321(b) (2); Rule 6A-6.03028(4) (h), FAC.)</p>	<p>Compliance Procedures for Secondary Transition Services for Students with Disabilities training</p> <p>Revise Section VII Transition Statement of the Individual Educational Plan to include a checklist</p> <p>FM-4953 (08-08)</p> <p>Districtwide Compliance training</p> <p>IEP samples to be collected by district office for compliance verification</p>	<p>Dec. 12 – Dec. 13, 2007</p> <p>June, 2008</p> <p>August, 2008</p> <p>October, 2008</p> <p>Nov. – Dec., 2008</p>	<p>District and area office</p> <p>District and FDLRS staff</p> <p>District staff</p> <p>District and area office</p> <p>District staff</p>	
<p>STA-4</p>	<p>For students aged 14 and older:</p> <ul style="list-style-type: none"> <li>• The IEP contains a statement of the student's desired post-school outcome</li> <li>• A statement of the student's transition service needs is incorporated into applicable components of the IEP</li> <li>• The IEP team considered the need for instruction in the area of self determination.</li> </ul> <p>(Rule 6A-6.03028(7)(i), FAC.)</p>	<p>Compliance Procedures for Secondary Transition Services for Students with Disabilities training</p> <p>Districtwide Compliance training</p> <p>IEP samples to be collected by district office for compliance verification</p> <p>Provide targeted technical assistance and mentoring based on samples</p> <p>School site visitation schedule</p>	<p>Dec. 12 – Dec. 13, 2007</p> <p>October, 2008</p> <p>Oct. – Dec., 2008</p> <p>Oct. – Dec., 2008</p> <p>December, 2008</p>	<p>District and area office</p> <p>District and area office</p> <p>District office</p> <p>District and area office</p> <p>District office</p>	
<p>STB-1</p>	<p>The notice to the IEP team meeting included:</p>	<p>Compliance Procedures for Secondary Transition Services for Students with Disabilities training</p>	<p>Dec. 12 – Dec. 13, 2007</p>	<p>District and area office</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<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> <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>	<p>Sample of Notification of Meeting forms collected from participating schools for district review</p> <p>Districtwide Compliance training IEP samples to be collected by district office for compliance verification, including notification of meeting</p>	<p>May, 2008</p> <p>October, 2008 Oct. – Dec., 2008</p>	<p>District staff</p> <p>District and area office District staff</p>	
STB-4	<p>For students aged 14 and older:</p> <ul style="list-style-type: none"> <li>• The IEP contains a statement of the student’s desired post-school outcome</li> <li>• A statement of the student’s transition service needs is incorporated into applicable components of the IEP</li> <li>• The IEP team considered the need for instruction in the area of self determination.</li> </ul> <p>(Rule 6A-6.03028(7)(i), FAC</p>	<p>Compliance Procedures for Secondary Transition Services for Students with Disabilities training</p> <p>Districtwide Compliance training</p> <p>IEP samples to be collected by district office for compliance verification,</p> <p>Provide targeted technical assistance and mentoring based on samples</p> <p>School site visitation schedule</p>	<p>Dec. 12 – Dec. 13, 2007</p> <p>October, 2008</p> <p>Oct.. – Dec., 2008</p> <p>Oct.. – Dec., 2008</p> <p>December, 2008</p>	<p>District and area office</p> <p>District and area office</p> <p>District office</p> <p>District and area office</p> <p>District office</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
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>Writing Measurable Goals and Benchmarks training by FDLRS for District and Regional Center staff</p> <p>Revise Measurable Goals and Benchmarks IEP insert Insert FM-5361 (08-08)</p> <p>Webcast link for Writing Measurable Goals and Benchmarks using new form posted on ESE Website</p> <p>Collect sign-in sheets for all participants (signed by site administrator)</p> <p>Develop writing goals and benchmark manual</p> <p>Collect sample goal and benchmark activity from Webcast participants</p> <p>Provide targeted technical assistance and mentoring based on samples</p> <p>School site visitation schedule</p>	<p>04/24/08</p> <p>June, 2008</p> <p>August, 2008</p> <p>Sept., 2008</p> <p>Sept. – Nov., 2008</p> <p>Sept., 2008</p> <p>Sept. – Nov., 2008</p> <p>Sept. – Nov., 2008</p> <p>Sept. – Nov., 2008</p>	<p>FDLRS staff</p> <p>District and FDLRS staff</p> <p>District staff District staff and Assistive Technology</p> <p>District staff</p> <p>District and Area office</p> <p>District staff</p> <p>District staff</p> <p>District and Area office</p> <p>District staff</p>	
STB-10	The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))	<p>Compliance Procedures for Secondary Transition Services for Students with Disabilities training</p> <p>Review self-determination and other transition options available</p> <p>Provide schools a list of assessments to select from for appropriate transition</p>	<p>Dec. 12 – Dec. 13, 2007</p> <p>Aug. - Sept., 2008</p> <p>October, 2008</p>	<p>District and Area office</p> <p>District and Area office</p> <p>District office</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		services and planning			
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))	<p>Writing Measurable Goals and Benchmarks training by FDLRS for District and Regional Center staff</p> <p>Revise Measurable Goals and Benchmarks IEP insert Insert FM-5361 (08-08)</p> <p>Webcast link for Writing Measurable Goals and Benchmarks using new form posted on ESE Website</p> <p>Collect sign-in sheets for all participants (signed by site administrator)</p> <p>Develop writing goals and benchmark manual</p> <p>Collect sample goal and benchmark activity from Webcast participants</p> <p>Provide targeted technical assistance and mentoring based on samples</p> <p>School site visitation schedule</p>	<p>04/24/08</p> <p>June, 2008</p> <p>August, 2008</p> <p>Sept., 2008</p> <p>Sept. – Nov., 2008</p> <p>Sept., 2008</p> <p>Sept. – Nov., 2008</p> <p>Sept. – Nov., 2008</p> <p>December, 2008</p>	<p>FDLRS staff</p> <p>District and FDLRS staff</p> <p>District staff District staff and Assistive Technology</p> <p>District staff</p> <p>District and area office</p> <p>District staff</p> <p>District staff</p> <p>District and Area office</p> <p>District staff</p>	
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))	<p>Compliance Procedures for Secondary Transition Services for Students with Disabilities training</p> <p>Districtwide Compliance training</p>	<p>Dec. 12 – Dec. 13, 2007</p> <p>October, 2008</p>	<p>District and area office</p> <p>District and area office</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		IEP samples to be collected by district office for compliance verification,  Provide targeted technical assistance and mentoring based on samples  School site visitation schedule	Oct.. – Dec., 2008  Oct.. – Dec., 2008  December, 2008	District office  District and area office  District office	
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))	Compliance Procedures for Secondary Transition Services for Students with Disabilities training  Districtwide Compliance training  IEP samples to be collected by district office for compliance verification,  Provide targeted technical assistance and mentoring based on samples  School site visitation schedule	Dec. 12 – Dec. 13, 2007  October, 2008  Oct.. – Dec., 2008  Oct.. – Dec., 2008  December, 2008	District and area office  District and area office  District office  District and area office  District office	
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))	Writing Measurable Goals and Benchmarks training by FDLRS for District and Regional Center staff  Revise Measurable Goals and Benchmarks IEP insert  Insert FM-5361 (08-08)  Webcast link for Writing Measurable Goals and Benchmarks using new form posted on ESE Website	04/24/08  June, 2008  August, 2008  Sept., 2008	FDLRS staff  District and FDLRS staff  District staff  District staff and Assistive Technology	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>Collect sign-in sheets for all participants (signed by site administrator)</p> <p>Develop writing goals and benchmark manual</p> <p>Collect sample goal and benchmark activity from Webcast participants</p> <p>Provide targeted technical assistance and mentoring based on samples</p> <p>School site visitation schedule</p>	<p>Sept. – Nov., 2008</p> <p>Sept., 2008</p> <p>Sept. – Nov., 2008</p> <p>Sept. – Nov., 2008</p> <p>December, 2008</p>	<p>District staff</p> <p>District and Area office</p> <p>District staff</p> <p>District and Area office</p> <p>District staff</p>	
LRE-6	<p>The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))</p>	<p>Compliance Procedures for Secondary Transition Services for Students with Disabilities training</p> <p>Sample of Notification of Meeting forms collected from participating schools for district review</p> <p>Districtwide Compliance training</p> <p>IEP samples to be collected by district office for compliance verification, including notification of meeting</p>	<p>Dec. 12 – Dec. 13, 2007</p> <p>May, 2008</p> <p>October, 2008</p> <p>Oct. – Dec., 2008</p>	<p>District and area office</p> <p>District staff</p> <p>District and area office</p> <p>District office</p>	
LRE-7	<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</p>	<p>SPED Compliance Monitoring training for Assistant Principals</p> <p>Follow-up activity to be collected for district review</p> <p>SPED Compliance Monitoring training for Principals</p>	<p>06/09/08 - 06/11/08</p> <p>Sept., 2008</p> <p>06/23 / 08 - 06/26/08</p>	<p>District staff</p> <p>District staff</p> <p>District staff</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>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>Follow up activity to be collected for district review</p> <p>Districtwide Compliance training</p> <p>IEP samples to be collected by district office for compliance verification</p> <p>Provide targeted technical assistance and mentoring based on IEP samples</p> <p>School site visitation schedule</p>	<p>Sept., 2008</p> <p>October, 2008</p> <p>Oct. – Dec., 2008</p> <p>Oct. – Dec., 2008</p> <p>December, 2008</p>	<p>District staff</p> <p>District and Area office</p> <p>District staff</p> <p>District and Area office</p> <p>District office</p>	
LRE-8	<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>Writing Measurable Goals and Benchmarks training by FDLRS for District and Regional Center staff</p> <p>Revise Measurable Goals and Benchmarks IEP insert Insert FM-5361 (08-08) Webcast link for Writing Measurable Goals and Benchmarks using new form posted on ESE Website</p> <p>Collect sign-in sheets for all participants (signed by site administrator)</p> <p>Develop writing goals and benchmark manual</p> <p>Collect sample goal and benchmark activity from Webcast participants</p> <p>Provide targeted technical assistance and mentoring based on samples</p> <p>School site visitation schedule</p>	<p>04/24/08</p> <p>June, 2008</p> <p>August, 2008</p> <p>Sept., 2008</p> <p>Sept., 2008</p> <p>Sept. – Nov., 2008</p> <p>Sept. – Nov., 2008</p> <p>December, 2008</p>	<p>FDLRS staff</p> <p>District and FDLRS staff</p> <p>District staff and Assistive Technology</p> <p>District staff</p> <p>District and Area office</p> <p>District staff</p> <p>District and Area office</p> <p>District staff</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
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))	Revise Notification of Meeting page 1 to include parent request for additional options for participation  FM-4851 (08/08)  Districtwide Compliance training  IEP samples to be collected by district office for compliance verification	June, 2008  August, 2008  October, 2008  Oct. – Dec., 2008	District and FDLRS staff  District staff  District and Area office  District staff	
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.)	SPED Compliance Monitoring training for Assistant Principals  Develop and submit a written procedure for status reports to be collected for district review  SPED Compliance Monitoring training for Principals  Develop and submit a written procedure for status reports to be collected for district review  Districtwide Compliance training  IEP samples to be collected by district office for compliance verification including Insert B and C of the IEP	06/09/08 - 06/11/08  Sept., 2008  06/23 / 08 - 06/26/08  Sept., 2008  October, 2008  Oct. – Dec., 2008	District staff  District staff  District staff  District staff  District and Area office  District staff	
LRE-27	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	Districtwide Compliance training  IEP samples to be collected by district office for compliance verification	October, 2008  Oct. – Dec., 2008	District and Area office  District staff	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	parent; and/or, the student's anticipated needs. (34 CFR 300.324(b)(1))				