

FLORIDA DEPARTMENT OF EDUCATION



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July 14, 2008

Dr. Roger Dearing, Superintendent
Manatee County School District
P.O. Box 9069
Bradenton, Florida 34206-9060

Dear Dr. Dearing:

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 Manatee 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. All individual incidents of noncompliance were corrected; verifying documentation and the district's CAP were provided to the Bureau on July 3, 2008.

Manatee County School District was required to assess 131 standards. One or more incidents of noncompliance were identified on 44 of those standards (36%). The following is a summary of the district's correction of student-specific incidents of noncompliance:

Correction of Noncompliance by Student

	Number	Percentage
Records Reviewed/Protocols Completed	35	—
Total Items Assessed	971	—
Noncompliant	116	11%
Timely Corrected	116	100%

The *Manatee 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; the district was required to develop a CAP to address the identified standards and submit it to the Bureau for review no later than April 30, 2008. The Manatee County School District CAP was submitted on July 3, 2008. 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.

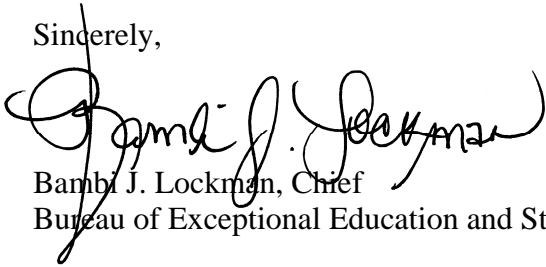
The results of district self-assessments conducted during 2007-08 will be used to inform future monitoring activities, including the selection of districts for on-site monitoring, and in the local

Dr. Roger Dearing
July 14, 2008
Page 3

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: Ron Russell
Frances Haithcock
Kim C. Komisar
Ken Johnson
Sheila Gritz

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

**ESE Self-Assessment
2007 – 08**

Manatee 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: 13
 Number of standards per IE: 18
 Number of IEP protocols completed: 13
 Number of standards per IEP: 38
 Number of MD protocols completed: 7
 Number of standards per MD: 9
 Number of STB protocols completed: 2
 Number of standards per STB: 28

Number of LI disabilities completed: 1
 Number of standards per LI: 7
 Number of SI disabilities completed: 9
 Number of standards per SI: 9
 Number of SLD disabilities completed: 2
 Number of standards per SLD: 14
 Number of G disabilities completed: 1
 Number of standards per G: 8

Total number of protocols: 35
 Total number of standards: 971
 Total number of incidents of noncompliance (NC): 116
 Overall % incidents of noncompliance: 11%

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**

Manatee District Summary Report: Findings of Noncompliance by Standard

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
STB-6	<p>If an agency likely to provide or pay for transition services is involved:</p> <ul style="list-style-type: none"> • A team member or designee was designated as responsible for follow-up with the agency • The IEP team was reconvened to identify alternative strategies if the agency failed to provide services as indicated on the IEP. <p>(34 CFR 300.324(c)(1); Rule 6A-6.03028(8)(d), FAC.)</p>	X		1	50.0%	X
STB-9	<p>There is a measurable postsecondary goal or goals in the designated areas (i.e., education/training and employment; where appropriate, independent living). (34 CFR 300.320(b)(1))</p>	X		2	100.0%	X
STB-10	<p>The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))</p>	X		2	100.0%	X
STB-11	<p>There is/are annual goal(s) or short-term objectives or benchmarks that reasonably enable the student to meet the postsecondary goals. (34 CFR 300.320(a)(2))</p>	X		2	100.0%	X
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>	X		2	100.0%	X
STB-13	<p>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))</p>	X		1	50.0%	X
STB-14	<p>If transition services are likely to be provided or paid for by another agency, a</p>	X		1	50.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	representative of the agency was invited to participate in the IEP. (34 CFR 300.321(b)(3))					
STB-16	The IEP includes coordinated, measurable, annual IEP goals and transition service that will reasonably enable the student to meet the postsecondary goals. (34 CFR 300.320(b))	X		2	100.0%	X
IEP-2	The IEP was current during the last federal child count.		X	1	7.7%	
IEP-3	The IEP was current at the beginning of the school year. (34 CFR 300.323(a))		X	1	7.7%	
IEP-4	The parents were invited to the IEP meeting. (34 CFR 300.501 (b))	X		1	7.7%	
IEP-5	The parents were provided notice of the IEP team meeting a reasonable amount of time prior to the meeting, at least one attempt to invite the parent was through a written notice, and a second attempt was made if no response was received from the first notice. (34 CFR 300.322(a)(1))		X	3	23.1%	
IEP-6	The notice to the IEP team meeting contained the time, location and purpose of the meeting. (34 CFR 300.322(b))		X	2	15.4%	
IEP-7	The notice contained a listing of persons invited to the meeting, by title and position. (34 CFR 300.322(b))		X	2	15.4%	
IEP-8	The parents were provided a copy of the procedural safeguards. (Rule 6A-6.03311(2)(b)3, FAC.)		X	8	61.5%	X
IEP-10	The parent agreed to an IEP team member's absence when that person's curriculum/related service area was not being discussed. (34 CFR 300.321(e)(1))		X	2	15.4%	
IEP-11	The parent consented to the excusal of an IEP team member when that person's curriculum/related service area was being discussed. (34 CFR 300.321(e)(2))		X	6	46.2%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
IEP-12	The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))	X		7	53.8%	X
IEP-13	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general curriculum, as well as a statement of the remediation needed to achieve a passing score on the general statewide assessment. For a prekindergarten student, the IEP contains a statement of how the disability affects the student's participation in the appropriate activities. (34 CFR 300.320(a)(1); Rule 6A-6.03028(7)(a), FAC.)	X		6	46.2%	X
IEP-14	The IEP includes measurable annual goals, including academic and functional goals, and short-term objectives or benchmarks, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general curriculum and meet the student's other needs that result from the disability. (34 CFR 300.320(a)(2))	X		5	38.5%	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		1	7.7%	
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.)	X		1	7.7%	
IEP-19	The IEP contains a statement of supports for school personnel. (34 CFR 300.320 (a)(4))	X		1	7.7%	
IEP-20	There is alignment among the present level of academic and functional performance statement, the annual goals and short term objectives/benchmarks, and the services identified on the IEP. (34 CFR 300.320(a))	X		3	23.1%	
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	X		2	15.4%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	is not appropriate, why the particular alternate assessment is appropriate, and shows notification to the parent of the implications of nonparticipation. (34 CFR 300.320(a)(6)(ii); Section 1008.22(3)(c)6, F.S.; Rule 6A-6.03028(7)(e), FAC.)					
IEP-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		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-34	The student is provided access to the same physical education (PE) program as nondisabled students. If the student needs specially designed PE, this is included on the IEP. (34 CFR 300.108)	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	6	46.2%	X
IEP-36	The report of progress was provided as often as progress was reported to the nondisabled population and described the progress towards annual goals and the extent to which that progress was sufficient to enable the student to achieve such goals by the end of the year. (34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)	X		5	38.5%	X
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		5	38.5%	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	7.7%	
IE-4	<p>The following screenings were conducted for a school-age student:</p> <ul style="list-style-type: none"> • Speech • Language • Hearing • Vision <p>The following screenings were conducted for a PreK student:</p> <ul style="list-style-type: none"> • Vision • Hearing • Communication functioning <p>(Rule 6A-6.0331(1)(b)2 and (2)(e), FAC.)</p>		X	1	7.7%	
IE-5	A minimum of two general education interventions or strategies were implemented.		X	1	7.7%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(Rule 6A-6.0331(2)(f), FAC.)					
IE-8	The parents were provided a copy of the procedural safeguards at the time prior written notice was provided. (Rule 6A-6.03311(2)(b)3, FAC.)		X	4	30.8%	X
IE-10	The date of referral for a formal individual evaluation was no more than ten (10) working days after the date of receipt of parent consent. (Section II.E of the Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students SP&P)		X	1	7.7%	
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	7.7%	
G-7	The student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of underrepresented groups in programs for gifted students. (Rule 6A-6.03019(2)(b), FAC.)	X		1	100.0%	X
SI-5	The student has a disorder in fluency. (Rules 6A-6.03012(2)(c), FAC.; Section III.C, SP&P)	X		8	88.9%	X
SI-6	The student has a disorder in voice. (Rules 6A-6.03012(2)(d), FAC.; Section III.C, SP&P)	X		8	88.9%	X
SI-8	The student did not meet initial eligibility criteria as speech impaired but is an eligible student with a disability under another program and the IEP team determined that the student is in need of speech as a related service. (S. 1003.01(3)(b) F.S.)	X		1	11.1%	
SLD-11	The student's learning problems are not due to other disabling conditions, cultural factors, environmental or economic disadvantage, or limited English proficiency. (34 CFR 300.309(3); Rule 6A-6.03018(2)(d), FAC.)	X		2	100.0%	X
SLD-12	The multi-disciplinary team included the student's general education teacher as well as one person qualified to conduct individual diagnostic examination. (34 CFR 300.308; Rule 6A-6.03018(5), FAC.)	X		1	50.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
SLD-14	The student meets eligibility criteria. (Rule 6A-6.03018(2), FAC.)	X		1	50.0%	X

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

**ESE Self-Assessment
2007 – 08**

Manatee County School District Corrective Action Plan

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
STB-6	<p>If an agency likely to provide or pay for transition services is involved:</p> <ul style="list-style-type: none"> • A team member or designee was designated as responsible for follow-up with the agency • The IEP team was reconvened to identify alternative strategies if the agency failed to provide services as indicated on the IEP. <p>(34 CFR 300.324(c)(1); Rule 6A-6.03028(8)(d), FAC.)</p>	<p>Our requirements for inviting agency personnel will be reviewed by the ESE Department Management Team and presented in a District Inservice prior to the beginning of the 08-09 school year</p> <p>NOTE: For STB-6, 9-14, and 16, a sample of 20 records from targeted schools will be self-assessed for compliance. All records will document 100% compliance with the corresponding self-assessment standard.</p>	7/1/08 – 12/22/08	<p>District Staff: ESE Secondary Specialists</p> <p>Materials: DOE Transition Manual and District Policies and Procedures</p>	
STB-9	<p>There is a measurable postsecondary goal or goals in the designated areas (i.e., education/training and employment; where appropriate, independent living). (34 CFR 300.320(b)(1))</p>	<p>The requirements for measurable postsecondary goals will be reviewed at a District Inservice prior to the beginning of the 08-09 school year.</p>	7/1/08 – 12/22/08	<p>District Staff: ESE Secondary Specialists</p>	
STB-10	<p>The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))</p>	<p>The requirements for measurable postsecondary goals based on age-appropriate transitions assessment(s) will be reviewed at a District Inservice prior to the beginning of the 08-09 school year.</p>	7/1/08 – 12/22/08	<p>District Staff: ESE Secondary Specialists</p>	
STB-11	<p>There is/are annual goal(s) or short-term objectives or benchmarks that reasonably enable the student to meet the</p>	<p>Annual goals and short-term objectives or benchmarks that reasonably enable the students to meet postsecondary goals will be reviewed at a District</p>	7/1/08 – 12/22/08	<p>District Staff: ESE Secondary Specialists</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	postsecondary goals. (34 CFR 300.320(a)(2))	Inservice or at individual school sites prior to the 08-09 school year.			
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))	Transition services that focus on improving the academic and functional achievement of the student will be reviewed at an inservice prior to the beginning of the 08-09 school year.	7/1/08 - 12/22/08	District Staff; ESE Secondary Specialists	
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))	Same as STB-12	7/1/08 – 12/22/08	District Staff: ESE Secondary Specialists	
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))	Requirements for inviting agency representatives to an IEP meeting will be review at an inservice prior to the beginning of the 08-09 school year.	7/1/08 – 12/22/08	District Staff: ESE Secondary Specialists	
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))	Same as STB-10	7/1/08 – 12/22/08	District Staff: ESE Secondary Specialists	
IEP-8	The parents were provided a copy of the procedural safeguards. (Rule 6A-6.03311(2)(b)3, FAC.)	<p>Procedure for documenting providing procedural safeguards to parents will be reviewed at an inservice prior to the beginning of the 08-09 school year.</p> <p>NOTE: For IEP-8, 11-14, 16, 35, 36, and 38,a sample of 20 records from targeted schools will be self-assessed for compliance. All records will document 100% compliance with the corresponding self-assessment standard.</p>	7/1/08 – 12/22/08	District Staff: ESE Specialists	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
IEP-11	The parent consented to the excusal of an IEP team member when that person's curriculum/related service area was being discussed. (34 CFR 300.321(e)(2))	Procedure for documenting parent consent to excuse an IEP team member will be reviewed at an inservice prior to the beginning of the 08-09 school year.	7/1/08 – 12/22/08	District Staff: ESE Specialists	
IEP-12	The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))	Procedure for documenting presents and invites to appropriate IEP team members will be reviewed at an inservice prior to the beginning of the 08-09 school year.	7/1/08 – 12/22/08	District Staff: ESE Specialists	
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.)	Present level statements and the affect of the disability on the student's participation in appropriate activities procedures will be reviewed at an inservice prior to the beginning of the 08-09 school year.	7/1/08 – 12/22/08	District Staff; ESE Specialists	
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))	Measurable annual goals, functional goals, and short-term goals will be reviewed at an inservice prior to the beginning of the 08-09 school year.	7/1/08 – 12/22/08	District Staff: ESE Specialists	
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	Procedures for providing parents with appropriate prior written notice of change of placement or FAPE, or District refusal to make change will be reviewed at an inservice prior to the	7/1/08 – 12/22/08	District Staff: ESE Specialists	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	notice. (34 CFR 300.503)	beginning of the 08-09 school year.			
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.)	A review of the procedures and requirements to report progress toward goals to parents will be provided at an inservice prior to the beginning of the 08-09 school year.	7/1/08 – 12/22/08	District staff: ESE Specialists	
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))	General procedures for IEP implementation and responsibilities will be reviewed at an inservice prior to the beginning of the 08-09 school year.	7/1/08 – 12/22/08	District Staff: ESE Specialists	
IE-8	The parents were provided a copy of the procedural safeguards at the time prior written notice was provided. (Rule 6A-6.03311(2)(b)3, FAC.)	Same as IEP – 8 NOTE: For IE-8, G-7, SI-5&6, and SLD 11, a, sample of 20 records from targeted schools will be self-assessed for compliance. All records will document 100% compliance with the corresponding self-assessment Standard.	7/1/08 – 12/22/08	District Staff: ESE Specialists	
G-7	The student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of underrepresented groups in programs for gifted students. (Rule 6A-6.03019(2)(b), FAC.)	Eligibility requirements for Gifted will be reviewed at an inservice prior to the beginning of the 08-09 school year.	7/1/08 – 12/22/08	District Staff: ESE Specialists	
SI-5	The student has a disorder in fluency. (Rules 6A-6.03012(2)(c), FAC.; Section III.C,	Eligibility requirements for fluency will be reviewed at a CST inservice prior to	7/1/08 – 12/22/08	District Staff: ESE	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	SP&P)	the beginning of the 08-09 school year.		Specialists	
SI-6	The student has a disorder in voice. (Rules 6A-6.03012(2)(d), FAC.; Section III.C, SP&P)	Eligibility requirements for disorder in voice will be reviewed at a CST inservice prior to the beginning of the 08-09 school year.	7/1/08 – 12/22/08	District Staff: ESE Specialists	
SLD-11	The student's learning problems are not due to other disabling conditions, cultural factors, environmental or economic disadvantage, or limited English proficiency. (34 CFR 300.309(3); Rule 6A-6.03018(2)(d), FAC.)	Review procedures to document that learning problems are not due to other disabling conditions at an inservice prior to the beginning of the 08-09 school year.	7/1/08 – 12/22/08	District Staff: ESE Specialists	
SLD-12	The multi-disciplinary team included the student's general education teacher as well as one person qualified to conduct individual diagnostic examination. (34 CFR 300.308; Rule 6A-6.03018(5), FAC.)	Review appropriate MD Team members at an inservice prior to the beginning of the 08-09 school year.	7/1/08 – 12/22/08	District Staff: ESE Specialists	