

FLORIDA DEPARTMENT OF EDUCATION



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June 20, 2008

Mr. James Yancey, Superintendent
Marion County School District
P.O. Box 670
Ocala, Florida 34478-0670

Dear Mr. Yancey:

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

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

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

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

BAMBI J. LOCKMAN

Chief

Bureau of Exceptional Education and Student Services

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

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

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

Marion County was required to assess 89 standards. One or more incidents of noncompliance were identified on 34 of those standards (38%). The following is a summary of Marion County School District's correction of student-specific incidents of noncompliance:

Correction of Noncompliance by Student

	Number	Percentage
Records Reviewed/Protocols Completed	61	—
Total Items Assessed	1793	—
Noncompliant	176	9%
Timely Corrected	172	98%
Corrected as of May 30, 2008	176	100%

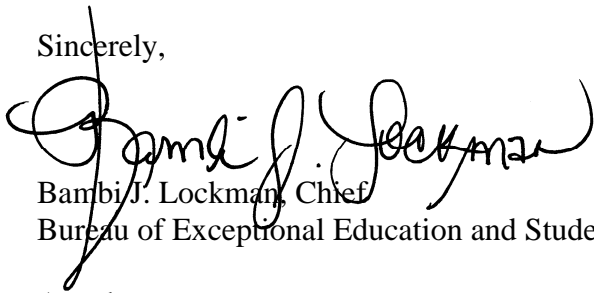
The *Marion District Summary Report: Findings of Noncompliance by Standard* (Attachment 1) contains a summary of the findings reported by the individual standard or regulation assessed. These data include revisions to the preliminary report that resulted from the validation review. Systemic findings 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. Marion 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: Wylene Cayasso
Frances Haithcock
Kim C. Komisar
Brenda Fisher
Sheila Gritz
Elise Lynch
Heather Diamond
Marilyn Hibbard

Florida Department of Education
Bureau of Exceptional Education and Student Services

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Marion 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: 17
Number of standards per EX: 33
Number of LRE protocols completed: 34
Number of standards per LRE: 28
Number of STB protocols completed: 10
Number of standards per STB: 28

Total number of protocols: 61
Total number of standards: 1793
Total number of incidents of noncompliance (NC): 176
Overall % incidents of noncompliance: 9%

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
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Marion 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		2	11.8%	
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		13	76.5%	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		12	70.6%	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	11.8%	
EX-9	There is alignment among the present level of academic and functional performance statement, the annual goals and short term objectives/benchmarks, and the services identified on the IEP. (34 CFR 300.320(a))	X		6	35.3%	X
EX-11	The parent provided consent for the student to receive instructional accommodations not permitted on statewide assessments and acknowledged the implications of such accommodations. (Section 1008.22(3)(c)6, F.S.; Rule 6A-6.03028(7)(e), FAC.)	X		8	47.1%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
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		1	5.9%	
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		5	29.4%	X
EX-15	The concerns of the parents for enhancing the education of their child were considered in developing the IEP. (34 CFR 300.324(a)(1)(ii))	X		1	5.9%	
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	11.8%	
EX-21	The report of progress was provided as often as progress was reported to the nondisabled population and described the progress towards annual goals and the extent to which that progress was sufficient to enable the student to achieve such goals by the end of the year. (34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)	X		13	76.5%	X
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		1	5.9%	
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.	X		6	35.3%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(S. 1003.26(1), F.S.)					
EX-26	The district notified the parent of the removal decision and provided the parent with a copy of the notice of the procedural safeguards on the same day as the date of the removal decision. (34 CFR 300.530(h); Rule 6A-6.03312(4)(a), FAC.)		X	4	23.5%	
EX-27	The IEP team considered all relevant evaluation and diagnostic information to determine whether the behavior was a manifestation of the student's disability. (34 CFR 300.530(e)(1); Rule 6A-6.03312(3)(a), FAC.)		X	1	5.9%	
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	4	23.5%	
EX-30	If the IEP team determined that any deficiencies related to the student's IEP or its implementation identified during the review under EX-28, those deficiencies were remedied. (34 CFR 300.530(e)(3))	X		1	5.9%	
EX-31	If the student did not have a functional behavioral assessment (FBA) developed and a behavior intervention plan (BIP) implemented prior to the removal, within 10 days the IEP team developed an assessment plan and completed the FBA and developed a BIP as soon as practicable. (34 CFR 300.530(d) and (f)(1)(i); Rule 6A-6.03312(4)(d), FAC.)	X		2	11.8%	
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		10	100.0%	X
STB-10	The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))	X		2	20.0%	
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	X		1	10.0%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	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))	X		1	10.0%	
STB-16	The IEP includes coordinated, measurable, annual IEP goals and transition service that will reasonably enable the student to meet the postsecondary goals. (34 CFR 300.320(b))	X		10	100.0%	X
LRE-5	The parents were members of any group making decisions about the educational placement of the student. If neither parent was able to attend the IEP meeting, there is documentation of attempts to ensure parent participation. (34 CFR 300.322 (c)-(d); 300.328; and 300.501(c))		X	3	8.8%	
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		18	52.9%	X
LRE-8	The IEP includes measurable annual goals, including academic and functional goals, and short-term objectives or benchmarks, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general curriculum and meet the student's other needs that result from the disability. (34 CFR 300.320(a)(2))	X		18	52.9%	X
LRE-10	The IEP contains a statement of related services, including location and anticipated initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7))	X		1	2.9%	
LRE-13	The IEP contains a statement of supports for school personnel. (34 CFR 300.320 (a)(4))	X		1	2.9%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
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		7	20.6%	
LRE-15	The student participates in nonacademic and extracurricular services and activities with nondisabled students to the maximum extent appropriate. (34 CFR 300.107 and 300.117)	X		1	2.9%	
LRE-18	The IEP contains descriptions of how progress toward annual goals will be measured including how often parents will be regularly informed of their child's progress. Parents of disabled students must be informed of this progress at least as often as parents of nondisabled students. (34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)	X		7	20.6%	
LRE-20	The concerns of the parents for enhancing the education of their child were considered in developing the IEP. (34 CFR 300.324(a)(1)(ii))	X		2	5.9%	
LRE-25	The IEP team considered whether the student needs assistive technology devices and/or services. (34 CFR 300.324(a)(2)(v))	X		1	2.9%	
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		9	26.5%	X

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

**ESE Self-Assessment
2007 – 08**

Marion 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>Train the Trainer workshop for selected ESE District Staff on “Individual Educational Plans – Policies & Procedures 2007/2008”</p>	9/5/07	<p>PowerPoint presentation and “IEP Guide for the ESE Teacher”</p>	<p>Chosen staffing specialist were trained on the presentation and responsibility-ongoing</p>
		<p>“Individual Educational Plans – Policies & Procedures 2007/2008” Workshop – Mandatory for all ESE teachers district wide</p>	9/10/07	<p>PowerPoint presentation and “IEP Guide for the ESE Teacher”</p>	<p>All ESE teachers were trained and given manuals to use-ongoing</p>
		<p>Train the Trainer Workshop on “IEP – Present Levels of Educational Performance” for selected ESE District Staff</p>	1/9/08	<p>Replicable training material (PowerPoint & Handouts) FDLRS Tech Specialist</p>	<p>Specific Staffing specialist were trained to used the materials at county in-service-ongoing</p>
		<p>“IEP – Present Levels of Educational Performance” Workshop – Mandatory for all ESE teachers district wide</p>	1/17&18/08	<p>PowerPoint , handouts, “IEP Guide for the ESE Teacher”</p>	<p>ESE teachers were trained and were given materials to add to manual-ongoing</p>
		<p>ESE District Personnel providing school-based follow-up</p>	ongoing	<p>PLEP/Goals monitoring procedures manual</p>	<p>Staffing Specialist scheduled on site trainings in small group to ESE teachers. ongoing</p>
		<p>SE Teachers submit draft IEP Goals and</p>	5/1/08	<p>ESE District personnel</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>Objectives so that Staffing Specialists can monitor compliance of PLEP statements and teachers take corrective action</p> <p>Update "IEP Guide for ESE Teacher" to include new State and District requirements</p> <p>New ESE Teacher Training on Writing Compliant IEPs</p> <p>Replicable PLEP Training on District Training Channel – including new teachers</p>	<p>June-Aug 08</p> <p>8/08</p> <p>8/08</p>	<p>Substitute pay Training materials</p> <p>ESE District Personnel & training materials</p> <p>ESE District Personnel & training materials</p>	
EX-3	<p>The IEP includes measurable annual goals, including academic and functional goals, and short-term objectives or benchmarks, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general curriculum and meet the student's other needs that result from the disability. (34 CFR 300.320(a)(2))</p>	<p>ESE District Personnel providing school-based follow-up</p> <p>ESE Teachers submit draft IEP Goals and Objectives so that Staffing Specialists can monitor compliance of measurable goals and teachers take corrective action</p> <p>Update IEP Guide to include new State and District requirements</p> <p>New ESE Teacher Training on Writing Compliant IEPs</p> <p>Provide district wide training on Writing Curriculum-based Measurable Goals Aligning with PLEP</p> <p>Replicable Goals Training on District Training Channel – including new teachers</p>	<p>ongoing</p> <p>5/1/08</p> <p>June-Aug 08</p> <p>8/08</p> <p>9/08</p> <p>10/08</p>	<p>IEP Guide for ESE Teachers</p> <p>PLEP/Goals monitoring procedures manual</p> <p>ESE District personnel</p> <p>Substitute pay Training materials</p> <p>Replicable training module FDLRS Tech Spec</p> <p>Marion Co Staff Development</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
EX-9	There is alignment among the present level of academic and functional performance statement, the annual goals and short term objectives/benchmarks, and the services identified on the IEP. (34 CFR 300.320(a))	<p>Provide Training to Staff Specialists on aligning PLEP, Goals/Objective, and services</p> <p>ESE Teachers submit draft IEP Goals and Objectives so that Staffing Specialists can monitor compliance of measurable goals and teachers take corrective action</p> <p>ESE District Personnel providing school-based follow-up</p> <p>Provide district wide training on Writing Curriculum-based Measurable Goals Aligning with PLEP</p>	<p>April – May 08</p> <p>5/08</p> <p>5/08</p> <p>9/08</p>	<p>Training materials</p> <p>PLEP/Goals monitoring procedures manual</p> <p>Substitute pay</p> <p>Training materials</p>	
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.)	<p>Develop procedure for obtaining parent consent when parent not in attendance</p> <p>School level training</p>	<p>June – Aug 08</p> <p>8/08</p>	<p>ESE/Guidance/Social Work Services District and School based Personnel (Task Force)</p> <p>Training Materials</p>	
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.)	<p>Revise IEP to address how progress is reported to the parents</p>	<p>June - Aug 08</p>	<p>ESE District personnel</p> <p>I</p>	
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	<p>Addressed on IEP form 09D</p> <p>Develop District wide procedures for distribution of progress report and</p>	<p>On going</p> <p>June - Aug 08</p>	<p>IEP Forms</p> <p>ESE District personnel</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>extent to which that progress was sufficient to enable the student to achieve such goals by the end of the year. (34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)</p>	<p>storage of documents</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>Schools are to follow district procedures for School-based Truancy. (see attached)</p>	<p>On-going</p>	<p>Student Services personnel</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 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>Train the Trainer workshop for selected ESE District Staff on "Individual Educational Plans – Policies & Procedures 2007/2008"</p> <p>"Individual Educational Plans – Policies & Procedures 2007/2008" Workshop – Mandatory for all ESE teachers district wide</p> <p>Train the Trainer Workshop on "IEP – Present Levels of Educational Performance" for selected ESE District Staff</p> <p>"IEP – Present Levels of Educational Performance" Workshop – Mandatory for all ESE teachers district wide</p>	<p>9/5/07</p> <p>9/10/07</p> <p>1/9/08</p> <p>1/17&18/08</p>	<p>PowerPoint presentation and "IEP Guide for the ESE Teacher"</p> <p>PowerPoint presentation and "IEP Guide for the ESE Teacher"</p> <p>Replicable training material (PowerPoint & Handouts) FDLRS Tech Specialist</p> <p>PowerPoint , handouts, "IEP Guide for the ESE Teacher"</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>ESE District Personnel providing school-based follow-up</p> <p>ESE Teachers submit draft IEP Goals and Objectives so that Staffing Specialists can monitor compliance of PLEP statements and teachers take corrective action</p> <p>Update "IEP Guide for ESE Teacher" to include new State and District requirements</p> <p>New ESE Teacher Training on Writing Compliant IEPs</p> <p>Replicable PLEP Training on District Training Channel – including</p>	<p>ongoing</p> <p>5/1/08</p> <p>June-Aug 08</p> <p>8/08</p> <p>8/08</p>	<p>PLEP/Goals monitoring procedures manual</p> <p>ESE District personnel</p> <p>Substitute pay Training materials</p> <p>ESE District Personnel & training materials</p> <p>ESE District Personnel & training materials</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>ESE District Personnel providing school-based follow-up</p> <p>ESE Teachers submit draft IEP Goals and Objectives so that Staffing Specialists can monitor compliance of measurable goals and teachers take corrective action</p> <p>Update IEP Guide to include new State and District requirements</p> <p>New ESE Teacher Training on Writing Compliant IEPs</p> <p>Provide district wide training on Writing Curriculum-based Measurable Goals Aligning with PLEP</p>	<p>ongoing</p> <p>5/1/08</p> <p>June-Aug 08</p> <p>8/08</p> <p>9/08</p>	<p>IEP Guide for ESE Teachers</p> <p>PLEP/Goals monitoring procedures manual</p> <p>ESE District personnel</p> <p>Substitute pay Training materials</p> <p>Replicable training module FDLRS Tech Spec</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		Replicable Goals Training on District Training Channel – including new teachers	10/08	Marion Co Staff Development	
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.)	Addressed on IEP form 09D Develop District wide procedures for distribution of progress report and storage of documents	On going June-Aug 08	IEP forms ESE District Personnel	
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))	Provide Training to Staffing Specialists on Secondary Transition & Compliance, Transition Assessment & Postsecondary Measurable Goals	April - May 08	Transition Specialist & Training materials	
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))	Update IEP Guide to include new State and District requirements New ESE Teacher Training on Writing Compliant Transition IEPs Provide district wide training on Secondary Transition, Compliance, Assessment & Writing Measurable Postsecondary Goals ESE Teachers submit draft TIEPs so that Staffing Specialists can monitor compliance of secondary transition components ESE District Personnel providing school based follow-up as needed	June-Aug 08 8/08 9/08 10/08 On going	ESE District Personnel & training Materials ESE District personnel ESE District personnel Materials from previous trainings & monitoring procedures manual	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
EX-28	<p>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))</p>	<p>Collaborate with receiving teachers regarding appropriate services and supports for students success</p> <p>Trained using TAP on Manifestation Determination with staffing specialist</p> <p>Trained use of Manifestation Determination worksheet</p>	<p>On going</p> <p>1/9/08</p> <p>1/16/08</p>	<p>ESE District Staff Forms/materials</p>	<p>Meetings are held to address the needs of the student to try to ensure that student will continue to progress toward the general curriculum and IEP goals</p> <p>Specialist have a better understanding what information is needed to determine manifestation</p>
EX-26	<p>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.)</p>	<p>Sent Memo to Principals and Assistant Principals</p> <p>Provided Assistant Principals and Deans Information regarding procedures to be followed.</p> <p>District staff will develop a comprehensive training for implementation of providing procedural safeguard to parents in conjunction with suspensions.</p>	<p>3/26/08</p> <p>4/1/08</p> <p>June-August 08</p>	<p>ESE District Staff Materials</p>	<p>All Principals and Assistant Principals received Memo and shared with discipline staff</p> <p>APs of discipline and deans have implemented the procedure</p>
EX-27	<p>The IEP team considered all relevant evaluation and diagnostic information to determine whether the behavior was a manifestation of the student's disability. (34 CFR 300.530(e)(1); Rule 6A-6.03312(3)(a), FAC.)</p>	<p>District Staff will develop a Comprehensive training for staffing specialist and ESE teachers</p>	<p>June-August 08</p>	<p>ESE District Staff Materials</p>	