

# FLORIDA DEPARTMENT OF EDUCATION



## STATE BOARD OF EDUCATION

---

T. WILLARD FAIR, *Chairman*

### *Members*

DONNA G. CALLAWAY

DR. AKSHAY DESAI

ROBERTO MARTÍNEZ

PHOEBE RAULERSON

KATHLEEN SHANAHAN

LINDA K. TAYLOR

Dr. Eric J. Smith  
Commissioner of Education



June 20, 2008

Dr. Sara Wilcox, Superintendent  
Martin County School District  
500 East Ocean Boulevard  
Stuart, FL 34994-2578

Dear Dr. Wilcox:

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 Martin 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 Martin County School District completed the required corrective actions and submitted the verifying documentation and CAP within the established timeline.

Martin County was required to assess 56 standards. One or more incidents of noncompliance were identified on 23 of those standards (41%). The following is a summary of Martin 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	29	—
Total Items Assessed	812	—
Noncompliant	80	9%
Timely Corrected	80	100%

The *Martin 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. Martin 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.

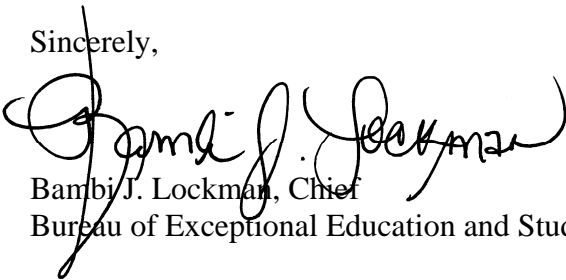
The results of district self-assessments conducted during 2007-08 will be used to inform future monitoring activities, including the selection of districts for on-site monitoring, and in the local educational agency (LEA) determinations required under section 300.603, Title 34, Code of

Dr. Sara Wilcox  
June 20, 2008  
Page 3

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: Maryellen Quinn-Lunny  
Frances Haithcock  
Kim C. Komisar  
Annette Oliver  
Sheila Gritz  
Heather Diamond

Florida Department of Education  
Bureau of Exceptional Education and Student Services

ESE Self-Assessment  
2007 – 08

**Martin 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 LRE protocols completed: 27  
Number of standards per LRE: 28  
Number of STB protocols completed: 2  
Number of standards per STB: 28

Total number of protocols: 29  
Total number of standards: 812  
Total number of incidents of noncompliance (NC): 80  
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  
2007 – 08**

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

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
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>	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		1	50.0%	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		1	50.0%	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		1	50.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
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		1	50.0%	X
STB-16	The IEP includes coordinated, measurable, annual IEP goals and transition service that will reasonably enable the student to meet the postsecondary goals. (34 CFR 300.320(b))	X		2	100.0%	X
LRE-4	The notice contained a listing of persons invited to the meeting, by title and position. (34 CFR 300.322(b))		X	2	7.4%	
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	11.1%	
LRE-6	The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))	X		1	3.7%	
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		15	55.6%	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	X		7	25.9%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	student's other needs that result from the disability. (34 CFR 300.320(a)(2))					
LRE-9	The IEP contains a statement of special education services/specially designed instruction, including location as well as initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7))	X		3	11.1%	
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		3	11.1%	
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		1	3.7%	
LRE-13	The IEP contains a statement of supports for school personnel. (34 CFR 300.320 (a)(4))	X		1	3.7%	
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	11.1%	
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	3.7%	
LRE-16	When determining the student's placement, the IEP team ensured that: the student's placement was as close as possible to the student's home and was in the school that the student would attend if nondisabled, to the extent possible; any potential harmful effects on the student or on the quality of services that are needed were considered; and, the student was not removed from the general education setting solely because of needed modifications to the curriculum.	X		2	7.4%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(34 CFR 300.116(b)-(e))					
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		20	74.1%	X
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		1	3.7%	
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	18.5%	
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		3	11.1%	



Florida Department of Education  
Bureau of Exceptional Education and Student Services

**ESE Self-Assessment  
2007 – 08**

**Martin County School District Corrective Action Plan**

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
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>1. ESE Team Leader Training for those working with students aged 14 and older</p> <p>2. Met w/ St. Lucie Co.'s ESE Transition Specialist &amp; a FDLRS consultant to plan a regional inservice on Indicators 13 &amp; 14. DVD to be developed by FDLRS</p> <p>3. Established a local agency steering committee and presented the new Indicator 13 &amp; 14 requirements to the comm.</p> <p>4. Inservice for high school ESE teachers regarding the requirements for transition IEPs</p> <p>5. Met with ESE team leaders and teachers at SFHS, MCHS &amp; JBHS to go over Transition Self Assessment, develop an example IEP, and provided a template to explain how to document standards 9 – 16</p>	<p>1. August 24, 2007 October 19, 2007 January 7, 2008 (this training also included all secondary ESE teachers) April 11, 2008</p> <p>2. 07-08 School Year</p> <p>3. 07-08 SY</p> <p>4. Sept. 26, 2007 Jan. 2008 Feb. 1, 2008 March 10, 2008</p> <p>5. March 10, 2008 and March 28, 2008 and April 16, 2008 Ongoing for individual teachers</p>	<p>1. ESE Transition Specialist &amp; ESE Program Specialist for Compliance</p> <p>2. ESE Transition Specialists and FDLRS</p> <p>3. ESE Transition Specialist and steering committee members</p> <p>4. ESE Transition Specialist – used information from the Self-Assessment Manual for Indicator 13 for developing presentation materials</p> <p>5. ESE Transition Specialist/Transition Self-Assessment</p>	<p>1. Feedback Positive/Ongoing</p> <p>2. DVD to be developed by FDLRS / Collaboration Ongoing</p> <p>3. Feedback positive/Ongoing</p> <p>4. Positive Feedback/Ongoing</p> <p>5. Positive Feedback/Ongoing</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>6. Email sent to middle school ESE team leaders and program specialists reminding them to incorporate transition in IEPs for students 14 and older</p> <p>7. Attend Drew Andrews training on Transition IEPs</p> <p>8. Review of 5 records from each middle and high school to ensure 100% compliance for this standard.</p>	<p>6. April 14, 2008</p> <p>7. April 30, 2007</p> <p>8. By December 22, 2008</p>	<p>6. ESE Transition Specialist</p> <p>7. ESE Transition Specialist, ESE Program Specialist for Compliance, and high school ESE team leaders</p> <p>8. ESE Transition Specialist and ESE Program Specialists assigned to middle and high schools</p>	<p>6. Ongoing reminders will be provided</p> <p>7. To be determined</p> <p>8. Ongoing</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>1. ESE Team Leader Training for those working with students aged 14 and older</p> <p>2. Inservice for high school ESE teachers regarding the requirements by law for transition IEPs</p> <p>3. Met with ESE team leader and teachers at SFHS, MCHS &amp; JBHS to go over Transition Self Assessment, develop an example IEP, provided a template to explain how to document standards 9 – 16</p>	<p>1. August 24, 2007 October 19, 2007 January 7, 2008 (*this training included all secondary ESE teachers) April 11, 2008</p> <p>2. Sept. 26, 2007 Jan. 2008 Feb. 1, 2008 March 10, 2008</p> <p>3. March 10, 2008 and March 28, 2008 and April 16, 2008 Ongoing for individual teachers</p>	<p>1. ESE Transition Specialist ESE Program Specialist for Compliance</p> <p>2. ESE Transition Specialist – used information from the Self-Assessment Manual for Indicator 13 for developing presentation materials</p> <p>3. ESE Transition Specialist/Transition Self-Assessment</p>	<p>1. Ongoing/Feedback Positive</p> <p>2. Positive Feedback</p> <p>3. Positive Feedback</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		4. Review of 5 records from each high school to ensure 100% compliance for this standard.	4. By December 22, 2008	4. ESE Transition Specialist	4. On going
STB-10	The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))	<p>1. ESE Team Leader Training for those working with students aged 14 and older</p> <p>2. Inservice for high school ESE teachers regarding the requirements by law for transition IEPs</p> <p>3. Met with ESE team leader and teachers at SFHS, MCHS &amp; JBHS to go over Transition Self Assessment, develop an example IEP, provided a template to explain how to document standards 9 – 16</p> <p>4. Review of 5 records from each high school to ensure 100% compliance for this standard.</p>	<p>1. August 24, 2007 October 19, 2007 January 7, 2008 (this training included all secondary ESE teachers) April 11, 2008</p> <p>2. Sept. 26, 2007 Jan. 2008 Feb. 1, 2008 March 10, 2008</p> <p>3. March 10, 2008 and March 28, 2008 and April 16, 2008 Ongoing for individual teachers</p> <p>4. By December 22, 2008</p>	<p>1. ESE Transition Specialist ESE Program Specialist for Compliance</p> <p>2. ESE Transition Specialist – used information from the Self-Assessment Manual for Indicator 13 for developing presentation materials</p> <p>3. ESE Transition Specialist/Transition Self-Assessment</p> <p>4. ESE Transition Specialist</p>	<p>1. Ongoing/Feedback Positive</p> <p>2. Positive Feedback</p> <p>3. Positive Feedback</p> <p>4. On Going</p>
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>1. ESE Team Leader Training for those working with students aged 14 and older</p> <p>2. Provided secondary ESE teachers and team leader examples of transitional</p>	<p>1. August 24, 2007 October 19, 2007 January 7, 2008 (this training included all secondary ESE teachers) April 11, 2008</p> <p>2. August 2007</p>	<p>1. ESE Transition Specialist ESE Program Specialist for Compliance</p> <p>2. ESE Transition Specialist &amp; <a href="http://www.nsttac.org">www.nsttac.org</a></p>	<p>1. Ongoing/Feedback Positive</p> <p>2. Positive Feedback/Ongoing monitoring</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>goals and objectives from the National Secondary Transition Technical Assistance Center</p> <p>3. Inservice for high school ESE teachers regarding the requirements by law for transition IEPs</p> <p>4. Met with ESE team leader and teachers at SFHS, MCHS &amp; JBHS to go over Transition Self Assessment, develop an example IEP, provided a template to explain how to document standards 9 – 16</p> <p>5. Review of 5 records from each high school to insure 100% compliance for this standard.</p>	<p>3. Sept. 26, 2007 Jan. 2008 Feb. 1, 2008 March 10, 2008</p> <p>4. March 10, 2008 and March 28, 2008 and April 16, 2008 Ongoing for individual teachers</p> <p>5. By December 22, 2008</p>	<p>3. ESE Transition Specialist – used information from the Self-Assessment Manual for Indicator 13 for developing presentation materials</p> <p>4. ESE Transition Specialist/Transition Self-Assessment</p> <p>5. ESE Transition Specialist</p>	<p>3. Positive Feedback</p> <p>5. On Going</p>
STB-12	<p>There are transition services on the IEP that focus on improving the academic and functional achievement of the student to facilitate the student's articulation to post-school. (34 CFR 300.320(b)(2))</p>	<p>1. ESE Team Leader Training for those working with students aged 14 and older</p> <p>2. Updated "Transition Support Services Available" handout and added annotations. Provided copies to all secondary ESE team leaders.</p> <p>3. Inservice for high school ESE teachers regarding the requirements by law for transition IEPs</p>	<p>1. August 24, 2007 October 19, 2007 January 7, 2008 (*this training included all secondary ESE teachers) April 11, 2008</p> <p>2. Sept. 26, 2007</p> <p>3. Sept. 26, 2007 Jan. 2008 Feb. 1, 2008 March 10, 2008</p> <p>4. March 10, 2008 and March 28, 2008 and April 16, 2008</p>	<p>1. ESE Transition Specialist ESE Program Specialist for Compliance</p> <p>2. ESE Transition Specialist</p> <p>3. ESE Transition Specialist – used information from the Self-Assessment Manual for Indicator 13 for developing presentation materials</p>	<p>1. Ongoing/Feedback Positive</p> <p>2. Positive feedback from staff and parents</p> <p>3. Positive Feedback</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>4. Met with ESE team leader and teachers at SFHS &amp; MCHS &amp; JBHS to go over Transition Self Assessment, develop an example IEP, provided a template to explain how to document standards 9 – 16</p> <p>5. Review of 5 records from each high school to insure 100% compliance for this standard.</p>	<p>Ongoing for individual teachers</p> <p>5. By December 22, 2008</p>	<p>4. ESE Transition Specialist/Transition Self-Assessment</p> <p>5. ESE Transition Specialist</p>	<p>4. Positive Feedback</p> <p>5. On Going</p>
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>	<p>1. ESE Team Leader Training for those working with students aged 14 and older</p> <p>2. Updated "Transition Support Services Available" handout and added annotations. Provided copies to all secondary ESE team leaders.</p> <p>3. Inservice for high school ESE teachers regarding the requirements by law for transition IEPs</p> <p>4. Met with ESE team leader and teachers at SFHS &amp; MCHS &amp; JBHS to go over Transition Self Assessment, develop an example IEP, provided a template to explain how to document standards 9 – 16</p>	<p>1. August 24, 2007 October 19, 2007 January 7, 2008 (*this training included all secondary ESE teachers) April 11, 2008</p> <p>2. Sept. 26, 2007</p> <p>3. Sept. 26, 2007 Jan. 2008 Feb. 1, 2008 March 10, 2008</p> <p>4. March 10, 2008 and March 28, 2008 and April 16, 2008 Ongoing for individual teachers</p>	<p>1. ESE Transition Specialist ESE Program Specialist for Compliance</p> <p>2. ESE Transition Specialist</p> <p>3. ESE Transition Specialist – used information from the Self-Assessment Manual for Indicator 13 for developing presentation materials</p> <p>4. ESE Transition Specialist/Transition Self-Assessment</p>	<p>1. Ongoing/Feedback Positive</p> <p>2. Positive feedback from staff and parents</p> <p>3. Positive Feedback</p> <p>4. Positive Feedback</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		5. Review of 5 records from each high school to insure 100% compliance for this standard.	5. By December 22, 2008	5. ESE Transition Specialist	5. On Going
STB-16	The IEP includes coordinated, measurable, annual IEP goals and transition service that will reasonably enable the student to meet the postsecondary goals. (34 CFR 300.320(b))	<p>1. ESE Team Leader Training for those working with students aged 14 and older</p> <p>2. Provided secondary ESE teachers and team leader examples of transitional goals and objectives from the National Secondary Transition Technical Assistance Center</p> <p>3. Inservice for high school ESE teachers regarding the requirements by law for transition IEPs</p> <p>4. Met with ESE team leader and teachers at SFHS &amp; MCHS &amp; JBHS to go over Transition Self Assessment, develop an example IEP, provided a template to explain how to document standards 9 – 16</p> <p>5. Review of 5 records from each high school to insure 100% compliance for this standard.</p>	<p>1. August 24, 2007 October 19, 2007 January 7, 2008 (*this training included all secondary ESE teachers) April 11, 2008</p> <p>2. August 2007</p> <p>3. Sept. 26, 2007 Jan. 2008 Feb. 1, 2008 March 10, 2008</p> <p>4. March 10, 2008 and March 28, 2008 and April 16, 2008 Ongoing for individual teachers</p> <p>5. By December 22, 2008</p>	<p>1. ESE Transition Specialist ESE Program Specialist for Compliance</p> <p>2. ESE Transition Specialist &amp; <a href="http://www.nsttac.org">www.nsttac.org</a></p> <p>3. ESE Transition Specialist – used information from the Self-Assessment Manual for Indicator 13 for developing presentation materials</p> <p>4. ESE Transition Specialist/Transition Self-Assessment</p> <p>5. ESE Transition Specialist</p>	<p>1. Ongoing/Feedback Positive</p> <p>2. Positive Feedback/Ongoing monitoring</p> <p>3. Positive Feedback</p> <p>4. Positive Feedback</p> <p>5. On Going</p>
LRE-7	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance,	1. Training for ESE Team Leaders and ESE Program Specialists	1. August 24, 2007 Oct. 19, 2007 Jan. 2, 2008 (ESE teachers also)	1. ESE Program Specialist for Compliance	1. Positive Feedback/Ongoing

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>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><b>2. Training for teachers responsible for writing PLEP statements – PSE</b></p> <p><b>3. Training for staff on compliance findings – SFHS</b></p> <p><b>4. Training regarding compliance findings – MMS</b></p> <p><b>5. Review of 5 records from every school to insure 100% compliance for this standard.</b></p>	<p><b>attended this training) April 11, 2008</b></p> <p><b>2. March 4, 2008</b></p> <p><b>3. Dec. 19, 2007 and March 26, 2008</b></p> <p><b>4. March 20, 2008</b></p> <p><b>5. By December 22, 2008</b></p>	<p><b>2. ESE Team Leader Self Assessment Protocol</b></p> <p><b>3. ESE Team Leader/ESE Transition Specialist</b></p> <p><b>4. ESE Program Specialist for Compliance &amp; ESE Team Leader</b></p> <p><b>5. ESE Program Specialist assigned to School</b></p>	<p><b>2. Positive Feedback</b></p> <p><b>3. Positive Feedback</b></p> <p><b>4. Positive Feedback/Ongoing</b></p> <p><b>5. On Going</b></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><b>1. Training for ESE Team Leaders and ESE Program Specialists</b></p> <p><b>2. Training for teachers responsible for writing measurable annual goals - PSE</b></p> <p><b>3. Training for staff on compliance findings – SFHS</b></p> <p><b>4. Training regarding compliance findings – MMS</b></p>	<p><b>1. August 24, 2007 Oct. 19, 2007 Jan. 2, 2008 (ESE teachers also attended this training) April 11, 2008</b></p> <p><b>2. March 4, 2008</b></p> <p><b>3. Dec. 19, 2007 and March 26, 2008</b></p> <p><b>4. March 20, 2008</b></p>	<p><b>1. ESE Program Specialist for Compliance</b></p> <p><b>2. ESE Team Leader Self Assessment Protocol</b></p> <p><b>3. ESE Team Leader/ESE Transition Specialist</b></p> <p><b>4. ESE Program Specialist for Compliance &amp; ESE Team Leader</b></p>	<p><b>1. Positive Feedback/Ongoing</b></p> <p><b>2. Positive Feedback</b></p> <p><b>3. Positive Feedback</b></p> <p><b>4. Positive Feedback/Ongoing</b></p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>5. Review of 5 records from every school to insure 100% compliance for this standard.</p>	<p>5. By December 22, 2008</p>	<p>5. ESE Program Specialist assigned to the school.</p>	<p>5. On Going</p>
<p>LRE-18</p>	<p>The IEP contains descriptions of how progress toward annual goals will be measured including how often parents will be regularly informed of their child's progress. Parents of disabled students must be informed of this progress at least as often as parents of nondisabled students. (34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)</p>	<p>1. Training for ESE Team Leaders and ESE Program Specialists</p> <p>2. Training for staff on compliance findings - SFHS</p> <p>3. Training for staff on compliance findings – SFHS</p> <p>4. Training regarding compliance findings – MMS</p> <p>5. Review of 5 records from every school to insure 100% compliance for this standard.</p>	<p>1. August 24, 2007 Oct. 19, 2007 Jan. 2, 2008 (ESE teachers also attended this training) April 11, 2008</p> <p>2. Dec. 19, 2007 and March 26, 2008</p> <p>3. Dec. 19, 2007 and March 26, 2008</p> <p>4. March 20, 2008</p> <p>5. By December 22, 2008</p>	<p>1. ESE Program Specialist for Compliance</p> <p>2. ESE Team Leader/ESE Transition Specialist</p> <p>3. ESE Team Leader/ESE Transition Specialist</p> <p>4. ESE Program Specialist for Compliance &amp; ESE Team Leader</p> <p>5. ESE Program Specialist assigned to the school</p>	<p>1. Positive Feedback/Ongoing</p> <p>2. Positive Feedback</p> <p>3. Positive Feedback</p> <p>4. Positive Feedback/Ongoing</p> <p>5. On Going</p>