

FLORIDA DEPARTMENT OF EDUCATION



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June 20, 2008

Mr. Clifton V. Norris
Levy County School District
P.O. Drawer 129
Bronson, Florida 32621-0129

Dear Mr. Norris:

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

Levy County was required to assess 114 standards. One or more incidents of noncompliance were identified on 36 of those standards (32%). The following is a summary of Levy County School District's correction of student-specific incidents of noncompliance:

Correction of Noncompliance by Student

	Number	Percentage
Records Reviewed/Protocols Completed	20	–
Total Items Assessed	575	–
Noncompliant	87	15%
Timely Corrected	87	100%

The *Levy 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. Levy 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.

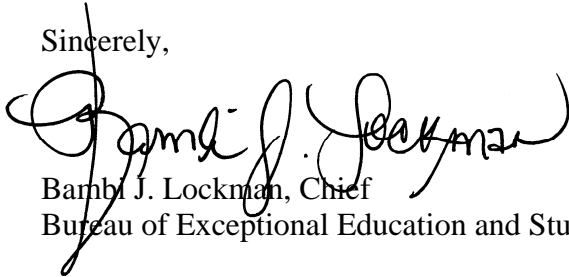
The results of district self-assessments conducted during 2007-08 will be used to inform future monitoring activities, including the selection of districts for on-site monitoring, and in the local

Mr. Clifton V. Norris
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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,

A handwritten signature in black ink, appearing to read "Bambi J. Lockman". The signature is written in a cursive style with a large initial "B".

Bambi J. Lockman, Chief
Bureau of Exceptional Education and Student Services

Attachments

cc: Rosalind Hall
Frances Haithcock
Kim C. Komisar
Brenda Fisher
Sheila Gritz

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

**ESE Self-Assessment
2007 – 08**

Levy District Summary Report: Findings of Noncompliance by Standard

This report provides a summary of the district's results and must be used when developing a corrective action plan. Results are reported by standard, with systemic noncompliance (occurrence in $\geq 25\%$ of possible incidents) indicated as appropriate. See the *Student Report: Incidents of Noncompliance* for student-specific findings. Results are based on the following:

Number of IE protocols completed: 7
 Number of standards per IE: 18
 Number of IEP protocols completed: 7
 Number of standards per IEP: 38
 Number of MD protocols completed: 4
 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 SLD disabilities completed: 6
 Number of standards per SLD: 14

 Total number of protocols: 20
 Total number of standards: 575
 Total number of incidents of noncompliance (NC): 87
 Overall % incidents of noncompliance: 15%

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**

Levy District Summary Report: Findings of Noncompliance by Standard

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
STB-1	<p>The notice to the IEP team meeting included:</p> <ul style="list-style-type: none"> • A statement that a purpose of the meeting was the development of a statement of the student's transition services needs (beginning at age 14) or the consideration of the postsecondary goals and transition services (beginning at age 16) • A statement that the student would be invited • Indication that any agency likely to provide or pay for services during the current year would be invited. <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>		X	2	100.0%	X
STB-2	<p>The student was invited to the IEP meeting. (34 CFR 300.321(b)(1); Rule 6A-6.03028(4)(h), FAC.)</p>	X		1	50.0%	X
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		2	100.0%	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

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
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	50.0%	X
STB-15	The district obtained consent from the parent or from the student whose rights have transferred prior to inviting to the IEP team meeting a representative of an agency likely to provide or pay for transition services. (34 CFR 300.321(b)(3))		X	1	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
IEP-4	The parents were invited to the IEP meeting. (34 CFR 300.501 (b))	X		1	14.3%	
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	1	14.3%	
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	28.6%	X
IEP-7	The notice contained a listing of persons invited to the meeting, by title and position. (34 CFR 300.322(b))		X	1	14.3%	
IEP-9	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	1	14.3%	
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	X		7	100.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	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.)					
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	71.4%	X
IEP-19	The IEP contains a statement of supports for school personnel. (34 CFR 300.320 (a)(4))	X		1	14.3%	
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		4	57.1%	X
IEP-22	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		4	57.1%	X
IEP-23	If the IEP team determined that the student will not participate in a particular state or district-wide assessment; the IEP contains a statement of why that assessment is not appropriate, why the particular alternate assessment is appropriate, and shows notification to the parent of the implications of nonparticipation. (34 CFR 300.320(a)(6)(ii); Section 1008.22(3)(c)6, F.S.; Rule 6A-6.03028(7)(e), FAC.)	X		1	14.3%	
IEP-24	The IEP contains an explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class. (34 CFR 300.320(a)(5))	X		5	71.4%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
IEP-26	The IEP team considered the strengths of the student; the academic, developmental and functional needs of the student; the results of the initial evaluation or most recent evaluation; and the results of the student's performance on any state-or district-wide assessment. (34 CFR 300.324(a)(1))	X		2	28.6%	X
IEP-27	The concerns of the parents for enhancing the education of their child were considered in developing the IEP. (34 CFR 300.324(a)(1)(ii))	X		1	14.3%	
IEP-28	The IEP team considered, in the case of a student whose behavior impedes his or her learning, the use of positive behavior interventions and supports, and/or other strategies to address the behavior. (34 CFR 300.324(a)(2)(i))	X		2	28.6%	X
IEP-32	The IEP team considered whether the student needs assistive technology devices and/or services. (34 CFR 300.324(a)(2)(v))	X		2	28.6%	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		3	42.9%	X
IEP-37	The IEP had been reviewed at least annually, and revised as appropriate, to address: any lack of progress toward the annual goals; any lack of progress in the general curriculum, if appropriate; the results of reevaluation; information about the student provided by the parent; and/or, the student's anticipated needs. (34 CFR 300.324(b)(1))	X		1	14.3%	
MD-1	Within 10 school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, or prior to a long-term removal that may or may not represent a change of placement, the district conducted a manifestation determination. (34 CFR 300.530(e); Rule 6A-6.03312(3) and (4)(b), FAC.)	X		1	25.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
MD-2	The district notified the parent of the removal decision and provided the parent with a copy of the notice of the procedural safeguards on the same day as the date of the removal decision. (34 CFR 300.530(h); Rule 6A-6.03312(4)(a), FAC.)		X	4	100.0%	X
MD-7	If the student did not have a functional behavioral assessment (FBA) developed and a behavior intervention plan (BIP) implemented prior to the removal, within 10 days the IEP team developed an assessment plan and completed the FBA and developed a BIP as soon as practicable. (34 CFR 300.530(d) and (f)(1)(i); Rule 6A-6.03312(4)(d), FAC.)	X		1	25.0%	X
IE-2	Anecdotal records or behavioral observations conducted by at least two individuals, one of whom is the student's teacher, were reviewed. (Rule 6A-6.0331(2)(b), FAC.)		X	5	71.4%	X
IE-3	For a school-aged student, existing data in the student's educational record related to the following were reviewed: <ul style="list-style-type: none"> • Social • Psychological • Medical • Achievement • Attendance For a PreK student, existing data related to the following were reviewed: <ul style="list-style-type: none"> • Social • Psychological • Medical (Rule 6A-6.0331(1)(b)1 and (2)(c) and (d), FAC.)		X	2	28.6%	X
IE-5	A minimum of two general education interventions or strategies were implemented. (Rule 6A-6.0331(2)(f), FAC.)		X	3	42.9%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
IE-6	The school district provided prior written notice of its proposal to evaluate a student to determine if the student qualifies as a student with a disability. (34 CFR 300.503(a))		X	4	57.1%	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	7	100.0%	X
IE-14	A team of qualified professionals, including the parent, met as a staffing committee to determine whether the student is a student with a disability in need of special education and related services. (34 CFR 300.306(a)(1); Rule 6A-0331(5)(a), FAC.)		X	1	14.3%	
SLD-3	There is evidence that the student was provided repeated assessments at reasonable intervals during instruction and the parents were informed of the student's progress. (34 CFR 300.309(b)(2))	X		3	50.0%	X

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

**ESE Self-Assessment
2007 – 08**

Levy County School District Corrective Action Plan

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
STB-1	<p>The notice to the IEP team meeting included:</p> <ul style="list-style-type: none"> • A statement that a purpose of the meeting was the development of a statement of the student's transition services needs (beginning at age 14) or the consideration of the postsecondary goals and transition services (beginning at age 16) • A statement that the student would be invited • Indication that any agency likely to provide or pay for services during the current year would be invited. <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>	<p>Revision of the Notice of Conference (NOC) to include the "establishment of post-secondary goals".</p> <p>Revision of the IEP Transition pages</p> <p>School based trainings were held for all middle and high school ESE teachers to address Transition IEPs and new IEP Transition Pages</p> <p>Training regarding the updated NOC detailing where to document student and agency invitation to the IEP meeting.</p>	<p>Summer 2008-Revision of Notice of Conference Forms 2/8/08-Revision of TIEP Transition Pages</p> <p>October 2007-April 2008</p> <p>August 2008-Training regarding updated forms for all ESE teachers *Annual trainings for new ESE teachers</p>	ESE District Staff, FDLRS, The Transition Center at UF	
STB-2	<p>The student was invited to the IEP meeting. (34 CFR 300.321(b)(1); Rule 6A-6.03028(4)(h), FAC.)</p>	<p>Training regarding the updated NOC detailing where to document student invitation to the IEP meeting.</p>	<p>August 2008-Training regarding updated forms for all ESE teachers *Annual trainings for new ESE teachers</p>	ESE District Staff	
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 	<p>Training regarding the updated NOC detailing where to document the invitation of agency.</p> <p>Development of a Compliance Monitoring Handbook to be distributed to all school administration, guidance</p>	<p>August 2008-Training regarding updated forms for all ESE teachers *Annual trainings for new ESE teachers June 2008-Completion of Handbook</p>	ESE District Staff, FDLRS, The Transition Center at UF ESE District Staff,	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>identify alternative strategies if the agency failed to provide services as indicated on the IEP.</p> <p>(34 CFR 300.324(c)(1); Rule 6A-6.03028(8)(d), FAC.)</p>	<p>counselors, ESE teachers, and therapists</p>	<p>August 2008-Information and Explanation of Handbook to administration, guidance counselors, ESE teachers, and therapists</p>	<p>FLDOE, Self-Assessment Procedures Manual</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).</p> <p>(34 CFR 300.320(b)(1))</p>	<p>Revision of the TIEP Transition pages to include a section about measurable post-secondary goals.</p> <p>Trainings at each middle and high school regarding the new forms, how to use them, and guidelines for writing post-secondary goals</p>	<p>2/8/08-Revision of TIEP Transition Pages</p> <p>Trainings conducted March-May 2008</p>	<p>ESE District Staff, FDLRS, The Transition Center at UF, NSTTAC, ISRD</p>	
STB-10	<p>The measurable postsecondary goals were based on age-appropriate transition assessment(s).</p> <p>(34 CFR 300.320(b)(1))</p>	<p>Revision of the TIEP Transition pages to include a section about measurable post-secondary goals.</p> <p>Trainings at each middle and high school regarding the new forms, how to use them, guidelines for writing post-secondary goals, and how to document the use of transition assessments.</p>	<p>2/8/08-Revision of TIEP Transition Pages</p> <p>Trainings conducted March-May 2008</p>	<p>ESE District Staff, FDLRS, The Transition Center at UF, NSTTAC, ISRD</p>	
STB-14	<p>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.</p> <p>(34 CFR 300.321(b)(3))</p>	<p>Training regarding the updated NOC detailing where to document the invitation of agency.</p> <p>Development of a Compliance Monitoring Handbook to be distributed to all school administration, guidance counselors, ESE teachers, and therapists</p>	<p>August 2008-Training regarding updated forms for all ESE teachers</p> <p>*Annual trainings for new ESE teachers</p> <p>June 2008-Completion of Handbook</p> <p>August 2008-Information and Explanation of Handbook to administration, guidance, ESE teachers, and therapists</p>	<p>ESE District Staff, FDLRS, The Transition Center at UF, NSTTAC, ISRD</p>	
STB-15	<p>The district obtained consent from the parent or from the student whose rights have transferred prior to inviting to the IEP team meeting a representative of an</p>	<p>Development of a Compliance Monitoring Handbook to be distributed to all school administration, guidance</p>	<p>June 2008-Completion of Handbook</p> <p>August 2008-Information</p>	<p>ESE District Staff, FLDOE, Self-Assessment Procedures Manual</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	agency likely to provide or pay for transition services. (34 CFR 300.321(b)(3))	counselors, ESE teachers, and therapists ESE district review of a random sample of transition IEPs for all NC STB standards	and Explanation of Handbook to administration, guidance counselors, ESE teachers, and therapists August – November 2008	ESE District Staff, Self-Assessment Manual	
IEP-6	The notice to the IEP team meeting contained the time, location and purpose of the meeting. (34 CFR 300.322(b))	Development of a Compliance Monitoring Handbook to be distributed to all school administration, guidance counselors, ESE teachers, and therapists	June 2008-Completion of Handbook August 2008-Information and Explanation of Handbook to administration, guidance counselors, ESE teachers, and therapists	ESE District Staff, FLDOE, Self-Assessment Procedures Manual	
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.)	ESE/FDLRS Trainings each year to address Present Levels statements and Measurable Annual Goals Development of a Compliance Monitoring Handbook to be distributed to all school administration, guidance counselors, ESE teachers, and therapists	October to December 2007 *Annual trainings for new ESE teachers June 2008-Completion of Handbook August 2008-Information and Explanation of Handbook to administration, guidance counselors, ESE teachers, and therapists	ESE District Staff, FDLRS ESE District Staff, FLDOE, Self-Assessment Procedures Manual	
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	ESE/FDLRS Trainings each year to address Present Levels statements and Measurable Annual Goals Development of a Compliance Monitoring Handbook to be distributed to all school	October to December 2007 *Every year for new ESE teachers June 2008-Completion of Handbook August 2008-Information	ESE District Staff, FDLRS ESE District Staff, FLDOE, Self-Assessment	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	curriculum and meet the student's other needs that result from the disability. (34 CFR 300.320(a)(2))	administration, guidance counselors, ESE teachers, and therapists	and Explanation of Handbook to administration, guidance counselors, ESE teachers, and therapists	Procedures Manual	
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))	ESE/FDLRS Trainings each year to address Present Levels statements and Measurable Annual Goals Development of a Compliance Monitoring Handbook to be distributed to all school administration, guidance counselors, ESE teachers, and therapists	October to December 2007 June 2008-Completion of Handbook August 2008-Information and Explanation of Handbook to administration, guidance counselors, ESE teachers, and therapists	ESE District Staff, FDLRS ESE District Staff, FLDOE, Self-Assessment Procedures Manual	
IEP-22	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.)	Development of a Compliance Monitoring Handbook to be distributed to all school administration, guidance counselors, ESE teachers, and therapists	June 2008-Completion of Handbook August 2008-Information and Explanation of Handbook to administration, guidance counselors, ESE teachers, and therapists	ESE District Staff, FLDOE, Self-Assessment Procedures Manual	
IEP-24	The IEP contains an explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class. (34 CFR 300.320(a)(5))	Development of a Compliance Monitoring Handbook to be distributed to all school administration, guidance counselors, ESE teachers, and therapists	June 2008-Completion of Handbook August 2008-Information and Explanation of Handbook to administration, guidance counselors, ESE teachers, and therapists	ESE District Staff, FLDOE, Self-Assessment Procedures Manual	
IEP-26	The IEP team considered the strengths of the student; the academic, developmental and functional needs of the student; the results of the initial evaluation or most	Development of a Compliance Monitoring Handbook to be distributed to all school administration, guidance	June 2008-Completion of Handbook August 2008-Information and Explanation of	ESE District Staff, FLDOE, Self-Assessment Procedures Manual	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	recent evaluation; and the results of the student's performance on any state-or district-wide assessment. (34 CFR 300.324(a)(1))	counselors, ESE teachers, and therapists	Handbook to administration, guidance counselors, ESE teachers, and therapists		
IEP-28	The IEP team considered, in the case of a student whose behavior impedes his or her learning, the use of positive behavior interventions and supports, and/or other strategies to address the behavior. (34 CFR 300.324(a)(2)(i))	Development of a Compliance Monitoring Handbook to be distributed to all school administration, guidance counselors, ESE teachers, and therapists	June 2008-Completion of Handbook August 2008-Information and Explanation of Handbook to administration, guidance counselors, ESE teachers, and therapists	ESE District Staff, FLDOE, Self-Assessment Procedures Manual	
IEP-32	The IEP team considered whether the student needs assistive technology devices and/or services. (34 CFR 300.324(a)(2)(v))	Development of a Compliance Monitoring Handbook to be distributed to all school administration, guidance counselors, ESE teachers, and therapists	June 2008-Completion of Handbook August 2008-Information and Explanation of Handbook to administration, guidance counselors, ESE teachers, and therapists	ESE District Staff, FLDOE, Self-Assessment Procedures Manual	
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.)	Development of a Compliance Monitoring Handbook to be distributed to all school administration, guidance counselors, ESE teachers, and therapists Memo sent to all school administrators, ESE teachers, and staff. ESE district review of a random sample of IEPs for all NC IEP standards	June 2008-Completion of Handbook August 2008-Information and Explanation of Handbook to administration, guidance counselors, ESE teachers, and therapists April 2008-Distribution of memo August – November 2008	ESE District Staff, FLDOE, Self-Assessment Procedures Manual ESE District Staff, Self-Assessment Procedures Manual	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
MD-1	Within 10 school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, or prior to a long-term removal that may or may not represent a change of placement, the district conducted a manifestation determination. (34 CFR 300.530(e); Rule 6A-6.03312(3) and (4)(b), FAC.)	<p>Memo sent to all school administrators, ESE Teachers and staff.</p> <p>Topic was discussed at the school administrators' meeting.</p> <p>Individual contact made with specific schools.</p> <p>On-site In-service training for school personnel which included administrators, ESE teachers and Guidance Counselors.</p> <p>On-site In-service training for school personnel which included administrators, ESE teachers and Guidance Counselors.</p>	<p>December 2008</p> <p>December 2007 March 2008</p> <p>December 2007-March 2008</p> <p>Fall 2007</p>	<p>ESE District Staff</p> <p>ESE/SS Director and ESE Coordinator.</p> <p>ESE/SS Director and ESE Coordinator.</p> <p>ESE District Staff</p>	
MD-2	The district notified the parent of the removal decision and provided the parent with a copy of the notice of the procedural safeguards on the same day as the date of the removal decision. (34 CFR 300.530(h); Rule 6A-6.03312(4)(a), FAC.)	<p>Memo sent to all school administrators.</p> <p>Topic discussed at the school's administrators' meeting.</p>	<p>February 2008</p> <p>March 2008</p>	<p>ESE/SS Director and ESE Coordinator</p> <p>ESE/SS Director and ESE Coordinator</p>	
MD-7	If the student did not have a functional behavioral assessment (FBA) developed and a behavior intervention plan (BIP) implemented prior to the removal, within 10 days the IEP team developed an assessment plan and completed the FBA and developed a BIP as soon as practicable. (34 CFR 300.530(d) and (f)(1)(i); Rule 6A-6.03312(4)(d), FAC.)	<p>Memo sent to all school administrators, ESE Instructional Staff, and Guidance Counselors.</p> <p>Topic discussed at the school's administrators' meeting.</p> <p>Individual contact made with specific schools.</p> <p>On-site In-service training for school personnel which included administrators, ESE teachers and Guidance Counselors.</p>	<p>November 2007</p> <p>December 2007 March 2008</p> <p>December 2007-April 2008.</p> <p>Fall 2007</p>	<p>ESE/SS Director and ESE Coordinator</p> <p>ESE/SS Director and ESE Coordinator</p> <p>ESE District Staff</p> <p>ESE District Staff & Certified Behavior Analyst.</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		ESE district review of a random sample of Manifestation Determinations for all NC MD standards	August – November 2008	ESE District Staff, Self-Assessment Manual	
IE-2	Anecdotal records or behavioral observations conducted by at least two individuals, one of whom is the student's teacher, were reviewed. (Rule 6A-6.0331(2)(b), FAC.)	Memo sent to all school administrators, staffing coordinators, guidance counselors and ESE instructional staff Monitoring of all referral packets by the ESE office	December 2007 Current and Ongoing	ESE District Staff	
IE-3	For a school-aged student, existing data in the student's educational record related to the following were reviewed: <ul style="list-style-type: none"> • Social • Psychological • Medical • Achievement • Attendance For a Pre-K student, existing data related to the following were reviewed: <ul style="list-style-type: none"> • Social • Psychological • Medical (Rule 6A-6.0331(1)(b)1 and (2)(c) and (d), FAC.)	Development of a Compliance Monitoring Handbook to be distributed to all school administration, guidance counselors, ESE teachers, and therapists Development of a Pre-K Referral Checklist. Distribution of the checklist and memo to guidance counselors, administrators, speech and/or language therapists, and Pre-K District Staff	June 2008-Completion of Handbook August 2008-Information and Explanation of Handbook to administration, guidance counselors, ESE teachers, and therapists April 2008 August 2008-Distribution of memo and Pre-K Referral Checklist	ESE District Staff, FLDOE, Self-Assessment Procedures Manual	
IE-5	A minimum of two general education interventions or strategies were implemented. (Rule 6A-6.0331(2)(f), FAC.)	Development of a Compliance Monitoring Handbook to be distributed to all school administration, guidance counselors, ESE teachers, and therapists	June 2008-Completion of Handbook August 2008-Information and Explanation of Handbook to	ESE District Staff, FLDOE, Self-Assessment Procedures Manual	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
			administration, guidance counselors, ESE teachers, and therapists		
IE-6	The school district provided prior written notice of its proposal to evaluate a student to determine if the student qualifies as a student with a disability. (34 CFR 300.503(a))	Development of a Compliance Monitoring Handbook to be distributed to all school administration, guidance counselors, ESE teachers, and therapists	June 2008-Completion of Handbook August 2008-Information and Explanation of Handbook to administration, guidance counselors, ESE teachers, and therapists	ESE District Staff, FLDOE, Self-Assessment Procedures Manual	
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))	Memo sent to all administrators and staffing coordinators detailing a change in procedure of submission of referral packets Monitoring of all referral packets by the ESE office for compliance to IE standards	December 2007 Current and Ongoing through November 2008	ESE District Staff, FLDOE, Self-Assessment Procedures Manual	
SLD-3	There is evidence that the student was provided repeated assessments at reasonable intervals during instruction and the parents were informed of the student's progress. (34 CFR 300.309(b)(2))	School documentation provided by literacy director. Reminder memo about assessment procedure sent to all schools	August 2007 April 2008	Literacy director, ESE District Staff, FLDOE, Self-Assessment Procedures Manual	