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June 20, 2008

Dr. Arthur C. Johnson, Superintendent
Palm Beach County School District
3340 Forest Hill Boulevard, C316
West Palm Beach, FL 33406-5869

Dear Dr. Johnson:

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

Palm Beach County was required to assess 62 standards. One or more incidents of noncompliance were identified on 32 of those standards (52%). The following is a summary of Palm Beach County School District's correction of student-specific incidents of noncompliance:

Correction of Noncompliance by Student

	Number	Percentage
Records Reviewed/Protocols Completed	54	—
Total Items Assessed	1468	—
Noncompliant	140	9%
Timely Corrected	140	100%

The *Palm Beach 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. Palm Beach 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.

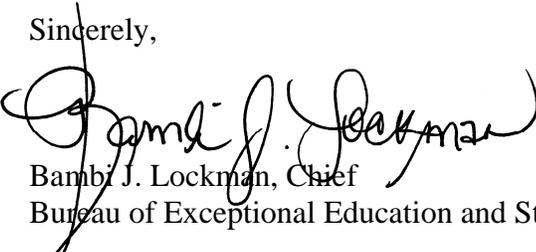
The results of district self-assessments conducted during 2007-08 will be used to inform future monitoring activities, including the selection of districts for on-site monitoring, and in the local educational agency (LEA) determinations required under section 300.603, Title 34, Code of

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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 fluid and cursive, with the first name being the most prominent.

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

Attachments

cc: Russell Feldman
Frances Haithcock
Kim C. Komisar
Annette Oliver
Sheila Gritz
Marilyn Hibbard

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

**ESE Self-Assessment
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Palm Beach 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: 50
 Number of standards per LRE: 28
 Number of STA protocols completed: 2
 Number of standards per STA: 6
 Number of STB protocols completed: 2
 Number of standards per STB: 28

Total number of protocols: 54
 Total number of standards: 1468
 Total number of incidents of noncompliance (NC): 140
 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**

Palm Beach District Summary Report: Findings of Noncompliance by Standard

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
STA-1	<p>The notice to the IEP team meeting included:</p> <ul style="list-style-type: none"> • 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
STA-4	<p>For students aged 14 and older:</p> <ul style="list-style-type: none"> • The IEP contains a statement of the student's desired post-school outcome • A statement of the student's transition service needs is incorporated into applicable components of the IEP • The IEP team considered the need for instruction in the area of self determination. <p>(Rule 6A-6.03028(7)(i), FAC.)</p>	X		1	50.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
STA-6	<p>If an agency likely to provide or pay for transition services is involved:</p> <ul style="list-style-type: none"> • A team member or designee was designated as responsible for follow-up with the agency • The IEP team was reconvened to identify alternative strategies if the agency failed to provide services as indicated on the IEP. <p>(34 CFR 300.324(c)(1); Rule 6A-6.03028(8)(d), FAC.)</p>	X		1	50.0%	X
STB-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-4	<p>For students aged 14 and older:</p> <ul style="list-style-type: none"> • The IEP contains a statement of the student's desired post-school outcome • A statement of the student's transition service needs is incorporated into applicable components of the IEP • The IEP team considered the need for instruction in the area of self determination. <p>(Rule 6A-6.03028(7)(i), 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 	X		1	50.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	<p>with the agency</p> <ul style="list-style-type: none"> 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>					
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		2	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	100.0%	X
STB-11	There is/are annual goal(s) or short-term objectives or benchmarks that reasonably enable the student to meet the postsecondary goals. (34 CFR 300.320(a)(2))	X		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		1	50.0%	X
LRE-1	The parents were invited to the IEP meeting. (34 CFR 300.501 (b))	X		1	2.0%	
LRE-2	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	2.0%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
LRE-4	The notice contained a listing of persons invited to the meeting, by title and position. (34 CFR 300.322(b))		X	3	6.0%	
LRE-5	The parents were members of any group making decisions about the educational placement of the student. If neither parent was able to attend the IEP meeting, there is documentation of attempts to ensure parent participation. (34 CFR 300.322 (c)-(d); 300.328; and 300.501(c))		X	4	8.0%	
LRE-6	The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))	X		2	4.0%	
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		2	4.0%	
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		16	32.0%	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	2.0%	
LRE-13	The IEP contains a statement of supports for school personnel. (34 CFR 300.320 (a)(4))	X		1	2.0%	

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	14.0%	
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		30	60.0%	X
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. (34 CFR 300.116(b)-(e))	X		1	2.0%	
LRE-17	The IEP contains an explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class. (34 CFR 300.320(a)(5))	X		1	2.0%	
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		2	4.0%	
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		13	26.0%	X
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		11	22.0%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
LRE-21	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	4.0%	
LRE-22	The IEP team considered, in the case of a student with limited English proficiency, the language needs of the student as they relate to the IEP. (34 CFR 300.324(a)(2)(ii))	X		2	4.0%	
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		21	42.0%	X
LRE-27	The IEP had been reviewed at least annually, and revised as appropriate, to address: any lack of progress toward the annual goals; any lack of progress in the general curriculum, if appropriate; the results of reevaluation; information about the student provided by the parent; and/or, the student's anticipated needs. (34 CFR 300.324(b)(1))	X		2	4.0%	
LRE-28	The student's general education teachers, ESE teachers, and related service providers were provided access and information regarding specific responsibilities for IEP implementation. (34 CFR 300.323(d))	X		2	4.0%	

Florida Department of Education
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**ESE Self-Assessment
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Palm Beach County School District Corrective Action Plan

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
STA-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>Provide Professional Development to Transition Specialists and ESE Coordinators regarding review of Transition Compliance requirements to identify appropriate purpose of meeting, invitation of student and agency.</p> <p>20 randomly selected IEPs will be reviewed for compliance.</p>	<p>Schedule additional training in Fall 2008</p> <p>Fall 2008</p>	<p>Program Planner for Secondary Transition, Associate Director, ESE</p> <p>Program Planner for Secondary Transition , Compliance Self Assessment Process and Procedures Manual</p>	<p>Training conducted in February 2008 for Transition Specialists meeting April 2008 for ESE Coordinators</p> <p>TBD</p>
STA-4	<p>For students aged 14 and older:</p> <ul style="list-style-type: none"> • The IEP contains a statement of the student's desired post-school outcome • A statement of the student's transition service needs is 	<p>Professional Development in the area of Self-Determination has been on-going for the past year at the HS level.</p> <p><u>Professional development</u></p>	<p>Schedule additional training in Fall 2008</p>	<p>Program Planner for Secondary Transition</p>	<p>Training continues and has been expanded to include middle and elementary level.</p> <p>Training activities held on August 2,</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>incorporated into applicable components of the IEP</p> <ul style="list-style-type: none"> The IEP team considered the need for instruction in the area of self determination. <p>(Rule 6A-6.03028(7)(i), FAC.)</p>	<p>Transition 101: Overview of Transition Service Areas</p> <p>Online PDA-ESE transition training.</p> <p>20 randomly selected IEPs will be reviewed for compliance.</p>	<p>Fall 2008</p>	<p>Program Planner for Secondary Transition , Compliance Self Assessment Process and Procedures Manual</p>	<p>2007, 6 attended also scheduled for Jan 11, 2008 for DJJ staff and district wide April 1, 2008</p> <p>April 16, 2008 – June 1, 2008</p> <p>August 2008</p> <p>TBD</p>
<p>STA-6</p>	<p>If an agency likely to provide or pay for transition services is involved:</p> <ul style="list-style-type: none"> A team member or designee was designated as responsible for follow-up with the agency The IEP team was reconvened to identify alternative strategies if the agency failed to provide services as indicated on the IEP. <p>(34 CFR 300.324(c)(1); Rule 6A-6.03028(8)(d), FAC.)</p>	<p>IEP form revisions in progress</p> <p><u>Professional development</u></p> <p>Transition 101: Overview of Transition Service Areas</p> <p>Online PDA-ESE transition training.</p> <p>20 randomly selected IEPs will be reviewed for compliance.</p>	<p>Schedule additional training in Fall 2008 as needed</p> <p>Fall 2008</p>	<p>Program Planner for Secondary Transition</p> <p>Program Planner for Secondary Transition , Compliance Self Assessment Process and Procedures Manual</p>	<p>Training conducted on Jan 11, 2008 for DJJ staff and district wide April 1, 2008-August, 2008</p> <p>April 16, 2008 – August 2008</p> <p>TBD</p>
<p>STB-1</p>	<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 	<p>Provide Professional Development to Transition Specialists and ESE Coordinators regarding review of Transition Compliance requirements to identify appropriate purpose of meeting,</p>	<p>Schedule additional training in Fall 2008 as needed</p> <p>Fall 2008</p>	<p>Program Planner for Secondary Transition</p>	<p>Training conducted in February 2008 for Transition Specialists and April 2008 ESE Coordinators</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
STB-6	<p>If an agency likely to provide or pay for transition services is involved:</p> <ul style="list-style-type: none"> • A team member or designee was designated as responsible for follow-up with the agency • The IEP team was reconvened to identify alternative strategies if the agency failed to provide services as indicated on the IEP. <p>(34 CFR 300.324(c)(1); Rule 6A-6.03028(8)(d), FAC.)</p>	<p>IEP form revisions in progress</p> <p><u>Professional development</u></p> <p>Transition 101: Overview of Transition Service Areas</p> <p>Online PDA-ESE transition training.</p> <p>20 randomly selected IEPs will be reviewed for compliance.</p>	<p>Schedule additional training in Fall 2008 as needed</p> <p>Fall 2008</p>	<p>Program Planner for Secondary Transition</p> <p>Program Planner for Secondary Transition , Compliance Self Assessment Process and Procedures Manual</p>	<p>Jan 11, 2008 for DJJ staff and district wide April 1, 2008- August, 2008</p> <p>TBD</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>IEP document being revised to include a specific section for post secondary measurable goal and transition assessment data</p> <p>20 randomly selected IEPs will be reviewed for compliance.</p>	<p>In process</p> <p>Fall 2008</p>	<p>Program Planner for Secondary Transition</p> <p>Program Planner for Secondary Transition , Compliance Self Assessment Process and Procedures Manual</p>	<p>In process of working with data management department to update form</p> <p>TBD</p>
STB-10	<p>The measurable postsecondary goals were based on age-appropriate</p>	<p>IEP document being revised to include a specific section for post</p>	<p>Schedule additional</p>	<p>Program Planner for Secondary</p>	<p>Completed Transition 101 training in</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
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>IEP document being revised to include a specific section for post secondary measurable goal and transition assessment data</p> <p>Transition 101: Overview of Transition Service Areas Professional development</p> <p>Training on writing measurable goals scheduled for April 15, 2008- August, 2008</p> <p>20 randomly selected IEPs will be reviewed for compliance.</p>	<p>Schedule additional training in Fall 2008 as needed</p> <p>Fall 2008</p>	<p>Program Planner for Secondary Transition</p> <p>Program Planner for Secondary Transition , Compliance Self Assessment Process and Procedures Manual</p>	TBD
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))	<p>Notice of IEP meeting has been revised to include getting consent from parent for noted agencies to attend the IEP meeting.</p> <p>Review of PPN changes with ESE Contacts –</p> <p>20 randomly selected IEPs will be reviewed for compliance.</p>	<p>Schedule additional training in Fall 2008 as needed</p> <p>Fall 2008</p>	<p>Program Planner for Secondary Transition</p> <p>Program Planner for Secondary Transition , Compliance Self Assessment Process and Procedures Manual</p>	<p>Reviews completed 10/2007 and 12/07 with ESE Contacts Reviews completed 11/07 and 12/07 with Transition Specialist</p> <p>TBD</p>
STB-16	The IEP includes coordinated, measurable, annual IEP goals and transition service that will reasonably enable the student to meet the postsecondary goals.	IEP document being revised to include a specific section for post secondary measurable goal and transition assessment data Transition 101: Overview of	Schedule additional training in Fall 2008 as needed Fall 2008	Program Planner for Secondary Transition	IEP revision in progress Training scheduled in April 2008 and August

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	(34 CFR 300.320(b))	<p>Transition Service Areas Professional development</p> <p>20 randomly selected IEPs will be reviewed for compliance.</p>		<p>Program Planner for Secondary Transition , Compliance Self Assessment Process and Procedures Manual</p>	<p>2008</p> <p>TBD</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>Provide Professional Development to Prek ESE instructional staff, ESE contacts, Area/District diagnostic teams, and ARTs to target writing measurable annual goals and short-term objectives to facilitate mastery of functional skills to meet the child’s needs that result from the disability (ies).</p> <p>20 randomly selected IEPs will be reviewed for compliance.</p>	<p>Follow-up assignment from January 2008 training; Schedule additional training at opening of FY09, and PDD days prior to 12/01/08.</p> <p>Fall 2008</p>	<p>Specialist, Prek ESE and program resource teachers</p> <p>Program Planner for Preschool , Compliance Self Assessment Process and Procedures Manual</p>	<p>Training provided in January 2008;</p> <p>TBD</p>
LRE-15	<p>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)</p>	<p>Embed in Professional Development to Prek ESE instructional staff, ESE contacts, Area/District diagnostic teams, and ARTs instructions on completion of IEP section on child participation in nonacademic activities with typical students.</p>	<p>Training scheduled May 2, 2008</p>	<p>Specialist, Prek ESE and program resource teachers</p>	<p>Included in training to be scheduled prior to 12/0108.</p> <p>TBD</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		20 randomly selected IEPs will be reviewed for compliance.	Fall 2008	Program Planner for Preschool , Compliance Self Assessment Process and Procedures Manual	
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))	Provide Professional Development to Prek ESE instructional staff, ESE contacts, Area/District diagnostic teams, and ARTs to complete the IEP sections on strengths of the child; developmental and functional needs of the child; results of initial evaluation or most recent evaluation data 20 randomly selected IEPs will be reviewed for compliance.	Staff Development series for FY09, to include strategies for including all elements into appropriate sections of the IEP, scheduled prior to 12/0108. Fall 2008	Specialist, Prek ESE and program resource teachers Program Planner for Preschool , Compliance Self Assessment Process and Procedures Manual	Training and reporting on-going classroom assessment (Brigance IED II) provided in August 2007-January 2008. TBD
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.	Embed in Professional Development to Prek ESE instructional staff, ESE contacts, Area/District diagnostic teams, and ARTs instructions on completion of IEP section on provision of progress reports to parents consistent with	Training scheduled May 2, 2008	Specialist, Prek ESE and program resource teachers	Included in training to be scheduled and completed prior to 12/01/08.

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	(34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)	<p>nondisabled students; describe progress toward mastery of annual goals; extent which progress will enable child to achieve annual goals by end of the IEP year.</p> <p>20 randomly selected IEPs will be reviewed for compliance.</p>	Fall 2008	Program Planner for Preschool , Compliance Self Assessment Process and Procedures Manual	TBD