

FLORIDA DEPARTMENT OF EDUCATION



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July 14, 2008

Mr. Michael J. Lannon, Superintendent
St. Lucie County School District
4204 Okeechobee Road
Fort Pierce, Florida 34947-7299

Dear Mr. Lannon:

In correspondence dated June 20, 2008, you were provided the final report for St. Lucie County School District's 2007-08 exceptional student education (ESE) monitoring. Subsequent discussion with staff in your ESE department and review of documentation previously submitted to the Bureau has determined that the June 20, 2008, report did not adequately reflect all corrective actions taken by the district. Please accept this correspondence as the final report for St. Lucie 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

BAMBI J. LOCKMAN

Chief

Bureau of Exceptional Education and Student Services

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, 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. Due to the nature and/or extent of student-specific noncompliance and the availability of staff and/or resources to correct the findings, St. Lucie County School District requested and was granted an extension for completion of required activities, and a final due date was established as May 1, 2008.

The district's CAP was provided in a timely manner, and all individual student-specific corrective actions were completed by June 4, 2008. St. Lucie County was required to assess 89 standards. One or more incidents of noncompliance were identified on 45 of those standards (51%). The following is a summary of St. Lucie County School District's correction of student-specific incidents of noncompliance:

Correction of Noncompliance by Student

	Number	Percentage
Records Reviewed/Protocols Completed	48	–
Total Items Assessed	1434	–
Noncompliant	197	13%
Timely Corrected	190	97%
Corrected as of June 4, 2008	7	3%

The *St. Lucie 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. St. Lucie County School District's CAP was submitted to the Bureau for review and approval, and is provided in Attachment 2.

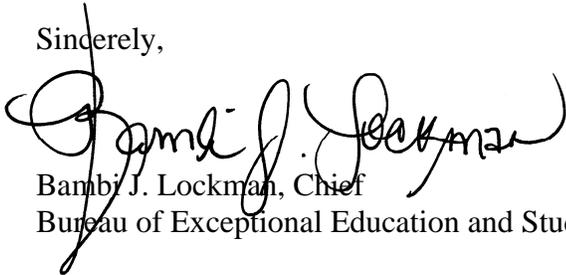
Mr. Michael J. Lannon
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Please note that a timeline for implementation, evaluation, and reporting of results on the part of the district is included in the CAP. Your district's adherence to this schedule is required in order to ensure correction of systemic 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 Federal Regulations, which result in districts being identified as "meets requirements," "needs assistance," "needs intervention," or "needs substantial intervention."

We understand that the implementation of this self-assessment required a significant commitment of resources, and appreciate the time and attention your staff has devoted to the process thus far. We look forward to receiving the district's report on the results of its corrective action plan, due to the Bureau no later than **December 22, 2008**. If you have questions regarding this process, please contact your assigned district liaison for monitoring or Dr. Kim C. Komisar, Administrator, at kim.komisar@fldoe.org or via phone at (850) 245-0476.

Sincerely,



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

Attachments

cc: Bill Tomlinson
Frances Haithcock
Mary Jane Tappen
Kim C. Komisar
Laura Harrison
Sheila Gritz
Elise Lynch
Marilyn Hibbard

Florida Department of Education
Bureau of Exceptional Education and Student Services

ESE Self-Assessment
2007 – 08

St. Lucie District Summary Report: Findings of Noncompliance by Standard

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

Number of EX protocols completed: 18
Number of standards per EX: 33
Number of LRE protocols completed: 18
Number of standards per LRE: 28
Number of STB protocols completed: 12
Number of standards per STB: 28

Total number of protocols: 48
Total number of standards: 1434
Total number of incidents of noncompliance (NC): 197
Overall % incidents of noncompliance: 13%

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**

St. Lucie District Summary Report: Findings of Noncompliance by Standard

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
EX-1	The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))	X		5	27.8%	X
EX-2	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general curriculum, as well as a statement of the remediation needed to achieve a passing score on the general statewide assessment. For a prekindergarten student, the IEP contains a statement of how the disability affects the student's participation in the appropriate activities. (34 CFR 300.320(a)(1); Rule 6A-6.03028(7)(a), FAC.)	X		15	83.3%	X
EX-3	The IEP includes measurable annual goals, including academic and functional goals, and short-term objectives or benchmarks, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general curriculum and meet the student's other needs that result from the disability. (34 CFR 300.320(a)(2))	X		10	55.6%	X
EX-4	The IEP contains a statement of special education services/specially designed instruction, including location as well as initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7))	X		1	5.6%	
EX-6	The IEP contains a statement of supplementary aids and services, including location and anticipated initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7))	X		4	22.2%	
EX-7	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	5.6%	
EX-8	The IEP contains a statement of supports for school personnel.	X		1	5.6%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(34 CFR 300.320 (a)(4))					
EX-9	There is alignment among the present level of academic and functional performance statement, the annual goals and short term objectives/benchmarks, and the services identified on the IEP. (34 CFR 300.320(a))	X		9	50.0%	X
EX-10	The IEP contains a statement of appropriate accommodations necessary to measure academic achievement and functional performance on state or district-wide assessments. (34 CFR 300.320(a)(6)(i))	X		1	5.6%	
EX-11	The parent provided consent for the student to receive instructional accommodations not permitted on statewide assessments and acknowledged the implications of such accommodations. (Section 1008.22(3)(c)6, F.S.; Rule 6A-6.03028(7)(e), FAC.)	X		1	5.6%	
EX-12	The IEP contains an explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class. (34 CFR 300.320(a)(5))	X		9	50.0%	X
EX-14	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		5	27.8%	X
EX-15	The concerns of the parents for enhancing the education of their child were considered in developing the IEP. (34 CFR 300.324(a)(1)(ii))	X		2	11.1%	
EX-16	The IEP team considered, in the case of a student whose behavior impedes his or her learning, the use of positive behavior interventions and supports, and/or other strategies to address the behavior. (34 CFR 300.324(a)(2)(i))	X		4	22.2%	
EX-20	The IEP team considered whether the student needs assistive technology devices and/or services. (34 CFR 300.324(a)(2)(v))	X		1	5.6%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
EX-21	The report of progress was provided as often as progress was reported to the nondisabled population and described the progress towards annual goals and the extent to which that progress was sufficient to enable the student to achieve such goals by the end of the year. (34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)	X		8	44.4%	X
EX-22	The IEP had been reviewed at least annually, and revised as appropriate, to address: any lack of progress toward the annual goals; any lack of progress in the general curriculum, if appropriate; the results of reevaluation; information about the student provided by the parent; and/or, the student's anticipated needs. (34 CFR 300.324(b)(1))	X		8	44.4%	X
EX-23	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		1	5.6%	
EX-24	If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences or absences for which the reason is unknown, within a 90-calendar-day period, the student's primary teacher must report that the student may be exhibiting a pattern of nonattendance. Unless there is clear evidence otherwise, the student must be referred to the school's child study team. If an initial meeting does not resolve the problem, interventions must be implemented. (S. 1003.26(1), F.S.)	X		2	11.1%	
EX-25	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		3	16.7%	
EX-26	The district notified the parent of the removal decision and provided the parent with a copy of the notice of the procedural safeguards on the same day as the date of the removal decision. (34 CFR 300.530(h); Rule 6A-6.03312(4)(a), FAC.)		X	1	5.6%	
EX-27	The IEP team considered all relevant evaluation and diagnostic information to		X	1	5.6%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	determine whether the behavior was a manifestation of the student's disability. (34 CFR 300.530(e)(1); Rule 6A-6.03312(3)(a), FAC.)					
EX-31	If the student did not have a functional behavioral assessment (FBA) developed and a behavior intervention plan (BIP) implemented prior to the removal, within 10 days the IEP team developed an assessment plan and completed the FBA and developed a BIP as soon as practicable. (34 CFR 300.530(d) and (f)(1)(i); Rule 6A-6.03312(4)(d), FAC.)	X		1	5.6%	
EX-32	If the student had a BIP, the IEP team reviewed the plan as part of the manifestation determination process and revised it as needed. (34 CFR 300.530(f)(1)(ii))		X	2	11.1%	
STB-1	The notice to the IEP team meeting included: <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. (34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)		X	6	50.0%	X
STB-2	The student was invited to the IEP meeting. (34 CFR 300.321(b)(1); Rule 6A-6.03028(4)(h), FAC.)	X		1	8.3%	
STB-3	The student's strengths, preferences, and interests were taken into account. If the student was unable to attend the meeting, other steps were taken to ensure the student's preferences and interests were considered. (34 CFR 300.43 and 300.321(b)(2); Rule 6A-6.03028(4)(h), FAC.)	X		3	25.0%	X
STB-4	For students aged 14 and older: <ul style="list-style-type: none"> The IEP contains a statement of the student's desired post-school outcome 	X		8	66.7%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	<ul style="list-style-type: none"> 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>					
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		3	25.0%	X
STB-7	<p>The transition IEP for a 17-year-old includes a statement that the student has been informed of the rights that will transfer at age 18.</p> <p>(34 CFR 300.320(b); 34 CFR 300.520(a)(1))</p>		X	3	25.0%	X
STB-8	<p>A separate and distinct notice of the transfer of rights was provided closer to the time of the student's 18th birthday.</p> <p>(34 CFR 300.320(c), 300.520(a)(1))</p>		X	3	25.0%	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).</p> <p>(34 CFR 300.320(b)(1))</p>	X		10	83.3%	X
STB-10	<p>The measurable postsecondary goals were based on age-appropriate transition assessment(s).</p> <p>(34 CFR 300.320(b)(1))</p>	X		1	8.3%	
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.</p> <p>(34 CFR 300.320(a)(2))</p>	X		3	25.0%	X
STB-12	<p>There are transition services on the IEP that focus on improving the academic</p>	X		8	66.7%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	and functional achievement of the student to facilitate the student's articulation to post-school. (34 CFR 300.320(b)(2))					
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		8	66.7%	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	6	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		12	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	14	77.8%	X
LRE-6	The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))	X		5	27.8%	X
LRE-8	The IEP includes measurable annual goals, including academic and functional goals, and short-term objectives or benchmarks, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general curriculum and meet the student's other needs that result from the disability. (34 CFR 300.320(a)(2))	X		1	5.6%	
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		3	16.7%	
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.	X		1	5.6%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	(34 CFR 300.324(a)(2)(i))					
LRE-24	The IEP team considered the communication needs of the child, including, for a student who is deaf/hard of hearing, consideration of the student's opportunities for direct communication with peers and professional personnel in the student's mode of communication and the need for instruction in the student's language and communication mode. (34 CFR 300.324(a)(2)(iv))	X		1	5.6%	
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		1	5.6%	

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

**ESE Self-Assessment
2007 – 08**

St. Lucie County School District Corrective Action Plan

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
EX-1	The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))	<ul style="list-style-type: none"> • Compliance Training with identified ESE Department Chairs • Transition training for high school department chairs provided by staff at the Transition Center along with district staff • Compliance Training with all middle, K-8, and high school department chairs to address on-going monitoring concerns • Compliance training with all new ESE department chairs • Develop web based compliance modules to address IEP quality components and transition requirements • Training provided to all ESE clerks • Self assess three records at each secondary school in District to verify compliance 	<p>Completed March 7 and 14</p> <p>Scheduled 4/30/08</p> <p>Scheduled 6/11/08</p> <p>To be held preschool week in August</p> <p>Summer, 08</p> <p>To be held preschool week in August</p> <p>9/08 and 11/08</p>	<p>District Staff</p> <p>Transition Center and District Staff</p> <p>District Staff</p> <p>District Staff</p> <p>District Staff and Consultant</p> <p>District Staff</p> <p>Program Specialists for Compliance</p>	<p>Completed</p> <p>Completed</p>
EX-2	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the	<ul style="list-style-type: none"> • Compliance Training with identified ESE Department Chairs • Transition training for high school 	<p>Completed March 7 and 14</p> <p>Scheduled</p>	<p>District Staff</p> <p>Transition</p>	<p>Completed</p> <p>Completed</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>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>department chairs provided by staff at the Transition Center along with district staff</p> <ul style="list-style-type: none"> • Compliance Training with all middle, K-8, and high school department chairs to address on-going monitor concerns • Develop web based compliance modules to address IEP quality components and transition requirements • ESE department chairs to facilitate training at schools sites using modules • Compliance training with all elementary and new ESE department chairs • Targeted training for ESE department chairs who require additional assistance • Self assess three records at each secondary school in District to verify compliance 	<p>4/30/08</p> <p>Scheduled 6/11/08</p> <p>Summer, 08</p> <p>On-going during 2008-2009 school year</p> <p>To be held preschool week in August</p> <p>On-going 2007-2008 and 2008-2009 school years</p> <p>9/08 and 11/08</p>	<p>Center and District Staff</p> <p>District Staff</p> <p>District Staff and Consultant</p> <p>Web module and facilitator</p> <p>District Staff</p> <p>District Staff</p> <p>Program Specialists for Compliance</p>	
EX-3	<p>The IEP includes measurable annual goals, including academic and functional goals, and short-term objectives or benchmarks, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general curriculum and meet the student's other needs that result from the disability. (34 CFR 300.320(a)(2))</p>	<ul style="list-style-type: none"> • Compliance Training with identified ESE Department Chairs • Transition training for high school department chairs provided by staff at the Transition Center along with district staff • Compliance Training with all middle, K-8, and high school department chairs to address on-going monitor concerns • Develop web based compliance 	<p>Completed March 7 and 14</p> <p>Scheduled 4/30/08</p> <p>Scheduled 6/11/08</p> <p>Summer, 08</p>	<p>District Staff</p> <p>Transition Center and District Staff</p> <p>District Staff</p> <p>District Staff</p>	<p>Completed</p> <p>Completed</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>modules to address IEP quality components and transition requirements</p> <ul style="list-style-type: none"> • ESE department chairs to facilitate training at schools sites using modules • Compliance training with all elementary and new ESE department chairs • Targeted training for ESE department chairs who require additional assistance • Self assess three records at each secondary school in District to verify compliance 	<p>On-going during 2008-2009 school year</p> <p>To be held preschool week in August</p> <p>On-going 2007-2008 and 2008-2009 school years</p> <p>9/08 and 11/08</p>	<p>and Consultant</p> <p>Web module and facilitator</p> <p>District Staff</p> <p>District Staff</p> <p>Program Specialists for Compliance</p>	
EX-9	<p>There is alignment among the present level of academic and functional performance statement, the annual goals and short term objectives/benchmarks, and the services identified on the IEP. (34 CFR 300.320(a))</p>	<ul style="list-style-type: none"> • Compliance Training with identified ESE Department Chairs • Transition training for high school department chairs provided by staff at the Transition Center along with district staff • Compliance Training with all middle, K-8, and high school department chairs to address on-going monitor concerns • Develop web based compliance modules to address IEP quality components and transition requirements • ESE department chairs to facilitate training at schools sites using modules • Compliance training with all 	<p>Completed March 7 and 14</p> <p>Scheduled 4/30/08</p> <p>Scheduled 6/11/08</p> <p>Summer, 08</p> <p>On-going during 2008-2009 school year</p> <p>To be held</p>	<p>District Staff</p> <p>Transition Center and District Staff</p> <p>District Staff</p> <p>District Staff and Consultant</p> <p>Web module and facilitator</p> <p>District Staff</p>	<p>Completed</p> <p>Completed</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<ul style="list-style-type: none"> elementary and new ESE department chairs • Targeted training for ESE department chairs who require additional assistance • Self assess three records at each secondary school in District to verify compliance 	<p>preschool week in August</p> <p>On-going 2007-2008 and 2008-2009 school years</p> <p>9/08 and 11/08</p>	<p>District Staff</p> <p>Program Specialists for Compliance</p>	
EX-12	<p>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))</p>	<ul style="list-style-type: none"> • Compliance Training with identified ESE Department Chairs • Transition training for high school department chairs provided by staff at the Transition Center along with district staff • Compliance Training with all middle, K-8, and high school department chairs to address on-going monitor concerns • Develop web based compliance modules to address IEP quality components and transition requirements • Compliance training with all elementary and new ESE department chairs • Targeted training for ESE department chairs who require additional assistance • Self assess three records at each secondary school in District to verify compliance 	<p>Completed March 7 and 14</p> <p>Scheduled 4/30/08</p> <p>Scheduled 6/11/08</p> <p>Summer, 08</p> <p>To be held preschool week in August</p> <p>On-going 2007-2008 and 2008-2009 school years</p> <p>9/08 and 11/08</p>	<p>District Staff</p> <p>Transition Center and District Staff</p> <p>District Staff</p> <p>District Staff and Consultant</p> <p>District Staff</p> <p>District Staff</p> <p>Program Specialists for Compliance</p>	<p>Completed</p> <p>Completed</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
EX-14	<p>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))</p>	<ul style="list-style-type: none"> • Compliance Training with identified ESE Department Chairs • Transition training for high school department chairs provided by staff at the Transition Center along with district staff • Compliance Training with all middle, K-8, and high school department chairs to address on-going monitor concerns • Develop web based compliance modules to address IEP quality components and transition requirements • ESE department chairs to facilitate training at schools sites using modules • Compliance training with all elementary and new ESE department chairs • Targeted training for ESE department chairs who require additional assistance • Self assess three records at each secondary school in District to verify compliance 	<p>Completed March 7 and 14</p> <p>Scheduled 4/30/08</p> <p>Scheduled 6/11/08</p> <p>Summer, 08</p> <p>On-going during 2008-2009 school year</p> <p>To be held preschool week in August</p> <p>On-going 2007-2008 and 2008-2009 school years</p> <p>9/08 and 11/08</p>	<p>District Staff</p> <p>Transition Center and District Staff</p> <p>District Staff</p> <p>District Staff and Consultant</p> <p>Web module and facilitator</p> <p>District Staff</p> <p>District Staff</p> <p>Program Specialists for Compliance</p>	<p>Completed</p> <p>Completed</p>
EX-21	<p>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.</p>	<ul style="list-style-type: none"> • Compliance Training with identified ESE Department Chairs • Transition training for high school department chairs provided by staff at the Transition Center along with district staff • Compliance Training with all 	<p>Completed March 7 and 14</p> <p>Scheduled 4/30/08</p> <p>Scheduled</p>	<p>District Staff</p> <p>Transition Center and District Staff</p> <p>District Staff</p>	<p>Completed</p> <p>Completed</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	(34 CFR 300.320(a)(3); Rule 6A-6.03028(7)(g), FAC.)	<p>middle, K-8, and high school department chairs to address on-going monitor concerns</p> <ul style="list-style-type: none"> • Develop web based compliance modules to address IEP quality components and transition requirements • ESE department chairs to facilitate training at schools sites using modules • Compliance training with all elementary and new ESE department chairs • Targeted training for ESE department chairs who require additional assistance • District Staff to monitor completion of electronic AGPR • Self assess three records at each secondary school in District to verify compliance 	<p>6/11/08</p> <p>Summer, 08</p> <p>On-going during 2008-2009 school year</p> <p>To be held preschool week in August</p> <p>On-going 2007-2008 and 2008-2009 school years</p> <p>On-going 2007-2008 and 2008-2009 school years</p> <p>9/08 and 11/08</p>	<p>District Staff and Consultant</p> <p>Web module and facilitator</p> <p>District Staff</p> <p>District Staff</p> <p>District Staff</p> <p>Program Specialists for Compliance</p>	
EX-22	<p>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))</p>	<ul style="list-style-type: none"> • Compliance Training with identified ESE Department Chairs • Transition training for high school department chairs provided by staff at the Transition Center along with district staff • Compliance Training with all middle, K-8, and high school department chairs to address on-going monitor concerns 	<p>Completed March 7 and 14</p> <p>Scheduled 4/30/08</p> <p>Scheduled 6/11/08</p>	<p>District Staff</p> <p>Transition Center and District Staff</p> <p>District Staff</p>	<p>Completed</p> <p>Completed</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<ul style="list-style-type: none"> Develop web based compliance modules to address IEP quality components and transition requirements ESE department chairs to facilitate training at schools sites using modules Compliance training with all elementary and new ESE department chairs Targeted training for ESE department chairs who require additional assistance District Staff to monitor IEP review dates and sample records from each school to review and provide feedback Self assess three records at each secondary school in District to verify compliance 	<p>Summer, 08</p> <p>On-going during 2008-2009 school year</p> <p>To be held preschool week in August</p> <p>On-going 2007-2008 and 2008-2009 school years</p> <p>On-going during 2008-2009 school year</p> <p>9/08 and 11/08</p>	<p>District Staff and Consultant</p> <p>Web module and facilitator</p> <p>District Staff</p> <p>District Staff</p> <p>District Staff</p> <p>Program Specialists for Compliance</p>	
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 	<ul style="list-style-type: none"> Compliance Training with identified ESE Department Chairs Transition training for high school department chairs provided by staff at the Transition Center along with district staff Compliance Training with all middle, K-8, and high school department chairs to address on-going monitor concerns Develop web based compliance modules to address IEP quality components and transition requirements 	<p>Completed March 7 and 14</p> <p>Scheduled 4/30/08</p> <p>Scheduled 6/11/08</p> <p>Summer, 08</p>	<p>District Staff</p> <p>Transition Center and District Staff</p> <p>District Staff</p> <p>District Staff and Consultant</p>	<p>Completed</p> <p>Completed</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>to provide or pay for services during the current year would be invited.</p> <p>(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)</p>	<ul style="list-style-type: none"> • Compliance training with all elementary and new ESE department chairs • Targeted training for ESE department chairs who require additional assistance • Training provided to all ESE clerks • Self assess three records at each secondary school in District to verify compliance 	<p>To be held preschool week in August</p> <p>On-going 2007-2008 and 2008-2009 school years</p> <p>To be held preschool week in August</p> <p>9/08 and 11/08</p>	<p>District Staff</p> <p>District Staff</p> <p>District Staff</p> <p>Program Specialists for Compliance</p>	
STB-3	<p>The student's strengths, preferences, and interests were taken into account. If the student was unable to attend the meeting, other steps were taken to ensure the student's preferences and interests were considered.</p> <p>(34 CFR 300.43 and 300.321(b)(2); Rule 6A-6.03028(4)(h), FAC.)</p>	<ul style="list-style-type: none"> • Compliance Training with identified ESE Department Chairs • Transition training for high school department chairs provided by staff at the Transition Center along with district staff • Compliance Training with all middle, K-8, and high school department chairs to address on-going monitor concerns • Develop web based compliance modules to address IEP quality components and transition requirements • ESE department chairs to facilitate training at schools sites using modules • Compliance training with all elementary and new ESE department chairs 	<p>Completed March 7 and 14</p> <p>Scheduled 4/30/08</p> <p>Scheduled 6/11/08</p> <p>Summer, 08</p> <p>On-going during 2008-2009 school year</p> <p>To be held preschool week in August</p>	<p>District Staff</p> <p>Transition Center and District Staff</p> <p>District Staff</p> <p>District Staff and Consultant</p> <p>Web module and facilitator</p> <p>District Staff</p>	<p>Completed</p> <p>Completed</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<ul style="list-style-type: none"> • Targeted training for ESE department chairs who require additional assistance • Self assess three records at each secondary school in District to verify compliance 	<p>On-going 2007-2008 and 2008-2009 school years</p> <p>9/08 and 11/08</p>	<p>District Staff</p> <p>Program Specialists for Compliance</p>	
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>	<ul style="list-style-type: none"> • Compliance Training with identified ESE Department Chairs • Transition training for high school department chairs provided by staff at the Transition Center along with district staff • Compliance Training with all middle, K-8, and high school department chairs to address on-going monitor concerns • Develop web based compliance modules to address IEP quality components and transition requirements • ESE department chairs to facilitate training at schools sites using modules • Compliance training with all elementary and new ESE department chairs • Targeted training for ESE department chairs who require additional assistance • Self assess three records at each secondary school in District to verify compliance 	<p>Completed March 7 and 14</p> <p>Scheduled 4/30/08</p> <p>Scheduled 6/11/08</p> <p>Summer, 08</p> <p>On-going during 2008-2009 school year</p> <p>To be held preschool week in August</p> <p>On-going 2007-2008 and 2008-2009 school years</p> <p>9/08 and 11/08</p>	<p>District Staff</p> <p>Transition Center and District Staff</p> <p>District Staff</p> <p>District Staff and Consultant</p> <p>Web module and facilitator</p> <p>District Staff</p> <p>District Staff</p> <p>Program Specialists for Compliance</p>	<p>Completed</p> <p>Completed</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>	<ul style="list-style-type: none"> • Compliance Training with identified ESE Department Chairs • Transition training for high school department chairs provided by staff at the Transition Center along with district staff • Compliance Training with all middle, K-8, and high school department chairs to address on-going monitor concerns • Develop web based compliance modules to address IEP quality components and transition requirements • ESE department chairs to facilitate training at schools sites using modules • Compliance training with all new ESE department chairs • Targeted training for ESE department chairs who require additional assistance • Self assess three records at each secondary school in District to verify compliance 	<p>Completed March 7 and 14</p> <p>Scheduled 4/30/08</p> <p>Scheduled 6/11/08</p> <p>Summer, 08</p> <p>On-going during 2008-2009 school year</p> <p>To be held preschool week in August</p> <p>On-going 2007-2008 and 2008-2009 school years</p> <p>9/08 and 11/08</p>	<p>District Staff</p> <p>Transition Center and District Staff</p> <p>District Staff</p> <p>District Staff and Consultant</p> <p>Web module and facilitator</p> <p>District Staff</p> <p>District Staff</p> <p>Program Specialists for Compliance</p>	<p>Completed</p> <p>Completed</p>
STB-7	<p>The transition IEP for a 17-year-old includes a statement that the student has been informed of the rights that will transfer at age 18. (34 CFR 300.320(b); 34 CFR 300.520(a)(1))</p>	<ul style="list-style-type: none"> • Compliance Training with identified ESE Department Chairs • Transition training for high school department chairs provided by staff at the Transition Center along with district staff • Compliance Training with all middle, K-8, and high school 	<p>Completed March 7 and 14</p> <p>Scheduled 4/30/08</p> <p>Scheduled 6/11/08</p>	<p>District Staff</p> <p>Transition Center and District Staff</p> <p>District Staff</p>	<p>Completed</p> <p>Completed</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>department chairs to address on-going monitor concerns</p> <ul style="list-style-type: none"> • Develop web based compliance modules to address IEP quality components and transition requirements • Compliance training with all new high school ESE department chairs • Targeted training for ESE department chairs who require additional assistance • Focused monitoring by transition specialist 	<p>Summer, 08</p> <p>To be held preschool week in August</p> <p>On-going 2007-2008 and 2008-2009 school years</p> <p>On-going during 2008-2009 school year</p>	<p>District Staff and Consultant</p> <p>Web module and facilitator</p> <p>District Staff</p> <p>District Staff</p>	
STB-8	<p>A separate and distinct notice of the transfer of rights was provided closer to the time of the student's 18th birthday. (34 CFR 300.320(c), 300.520(a)(1))</p>	<ul style="list-style-type: none"> • Compliance Training with identified ESE Department Chairs • Transition training for high school department chairs provided by staff at the Transition Center along with district staff • Compliance Training with all middle, K-8, and high school department chairs to address on-going monitor concerns • Develop web based compliance modules to address IEP quality components and transition requirements • Compliance training with all new high school ESE department chairs 	<p>Completed March 7 and 14</p> <p>Scheduled 4/30/08</p> <p>Scheduled 6/11/08</p> <p>Summer, 08</p> <p>To be held preschool week in August</p>	<p>District Staff</p> <p>Transition Center and District Staff</p> <p>District Staff</p> <p>District Staff and Consultant</p> <p>Web module and facilitator</p>	<p>Completed</p> <p>Completed</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<ul style="list-style-type: none"> • Targeted training for ESE department chairs who require additional assistance • Focused monitoring by transition specialist 	<p>On-going 2007-2008 and 2008-2009 school years</p> <p>On-going during 2008-2009 school year</p>	<p>District Staff</p> <p>District Staff</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>	<ul style="list-style-type: none"> • Compliance Training with identified ESE Department Chairs • Transition training for high school department chairs provided by staff at the Transition Center along with district staff • Compliance Training with all middle, K-8, and high school department chairs to address on-going monitor concerns • Develop web based compliance modules to address IEP quality components and transition requirements • ESE department chairs to facilitate training at schools sites using modules • Compliance training with all elementary and new ESE department chairs • Targeted training for ESE department chairs who require additional assistance • Self assess three records at each secondary school in District to verify compliance 	<p>Completed March 7 and 14</p> <p>Scheduled 4/30/08</p> <p>Scheduled 6/11/08</p> <p>Summer, 08</p> <p>On-going during 2008-2009 school year</p> <p>To be held preschool week in August</p> <p>On-going 2007-2008 and 2008-2009 school years</p> <p>9/08 and 11/08</p>	<p>District Staff</p> <p>Transition Center and District Staff</p> <p>District Staff</p> <p>District Staff and Consultant</p> <p>Web module and facilitator</p> <p>District Staff</p> <p>District Staff</p> <p>Program Specialists for Compliance</p>	<p>Completed</p> <p>Completed</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
STB-10	The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))	<ul style="list-style-type: none"> Compliance Training with identified ESE Department Chairs 	Completed March 7 and 14	District Staff	Completed
		<ul style="list-style-type: none"> Transition training for high school department chairs provided by staff at the Transition Center along with district staff 	Scheduled 4/30/08	Transition Center and District Staff	Completed
		<ul style="list-style-type: none"> Verify with all K-8 and middle schools that 8th grade students with disabilities have been assessed with CHOICES and results are placed in cum file for future use 	May, 2008	District Staff and Guidance Counselors	
		<ul style="list-style-type: none"> Compliance Training with all middle, K-8, and high school department chairs to address on-going monitor concerns 	Scheduled 6/11/08	District Staff	
		<ul style="list-style-type: none"> Develop web based compliance modules to address IEP quality components and transition requirements 	Summer, 08	District Staff and Consultant	
		<ul style="list-style-type: none"> ESE department chairs to facilitate training at schools sites using modules 	On-going during 2008-2009 school year	Web module and facilitator	
		<ul style="list-style-type: none"> Compliance training with all elementary and new ESE department chairs 	To be held preschool week in August	District Staff	
		<ul style="list-style-type: none"> Targeted training for ESE department chairs who require additional assistance 	On-going 2007-2008 and 2008-2009 school years	District Staff	
		<ul style="list-style-type: none"> Self assess three records at each secondary school in District to verify compliance 	9/08 and 11/08	Program Specialists for Compliance	

#	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))	<ul style="list-style-type: none"> Compliance Training with identified ESE Department Chairs 	Completed March 7 and 14	District Staff	Completed
		<ul style="list-style-type: none"> Transition training for high school department chairs provided by staff at the Transition Center along with district staff 	Scheduled 4/30/08	Transition Center and District Staff	Completed
		<ul style="list-style-type: none"> Compliance Training with all middle, K-8, and high school department chairs to address on-going monitor concerns 	Scheduled 6/11/08	District Staff	
		<ul style="list-style-type: none"> Develop web based compliance modules to address IEP quality components and transition requirements 	Summer, 08	District Staff and Consultant	
		<ul style="list-style-type: none"> Develop and implement the use of web based make them measurable training 	On-going during 2008-2009 school year	Web module and facilitator	
		<ul style="list-style-type: none"> ESE department chairs to facilitate training at schools sites using modules 	On-going during 2008-2009 school year	District Staff	
		<ul style="list-style-type: none"> Compliance training with all elementary and new ESE department chairs 	To be held preschool week in August	District Staff	
		<ul style="list-style-type: none"> Targeted training for ESE department chairs who require additional assistance 	On-going 2007-2008 and 2008-2009 school years	District Staff	
		<ul style="list-style-type: none"> Self assess three records at each secondary school in District to verify compliance 	On-going during 2008-2009 school year	Program Specialists for Compliance	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
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>	<ul style="list-style-type: none"> • Compliance Training with identified ESE Department Chairs • Transition training for high school department chairs provided by staff at the Transition Center along with district staff • Compliance Training with all middle, K-8, and high school department chairs to address on-going monitor concerns • Develop web based compliance modules to address IEP quality components and transition requirements • ESE department chairs to facilitate training at schools sites using modules • Compliance training with all elementary and new ESE department chairs • Targeted training for ESE department chairs who require additional assistance • Self assess three records at each secondary school in District to verify compliance 	<p>Completed March 7 and 14</p> <p>Scheduled 4/30/08</p> <p>Scheduled 6/11/08</p> <p>Summer, 08</p> <p>On-going during 2008-2009 school year</p> <p>To be held preschool week in August</p> <p>On-going 2007-2008 and 2008-2009 school years</p> <p>9/08 and 11/08</p>	<p>District Staff</p> <p>Transition Center and District Staff</p> <p>District Staff</p> <p>District Staff and Consultant</p> <p>Web module and facilitator</p> <p>District Staff</p> <p>District Staff</p> <p>Program Specialists for Compliance</p>	<p>Completed</p> <p>Completed</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>	<ul style="list-style-type: none"> • Compliance Training with identified ESE Department Chairs • Transition training for high school department chairs provided by staff at the Transition Center along with district staff 	<p>Completed March 7 and 14</p> <p>Scheduled 4/30/08</p>	<p>District Staff</p> <p>Transition Center and District Staff</p>	<p>Completed</p> <p>Completed</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<ul style="list-style-type: none"> • Compliance Training with all middle, K-8, and high school department chairs to address on-going monitor concerns • Develop web based compliance modules to address IEP quality components and transition requirements • ESE department chairs to facilitate training at schools sites using modules • Compliance training with all elementary and new ESE department chairs • Targeted training for ESE department chairs who require additional assistance • Self assess three records at each secondary school in District to verify compliance 	<p>Scheduled 6/11/08</p> <p>Summer, 08</p> <p>On-going during 2008-2009 school year</p> <p>To be held preschool week in August</p> <p>On-going 2007-2008 and 2008-2009 school years</p> <p>9/08 and 11/08</p>	<p>District Staff</p> <p>District Staff and Consultant</p> <p>Web module and facilitator</p> <p>District Staff</p> <p>District Staff</p> <p>Program Specialists for Compliance</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 agency likely to provide or pay for transition services. (34 CFR 300.321(b)(3))</p>	<ul style="list-style-type: none"> • Compliance Training with identified ESE Department Chairs • Conference with ESE department chairs who have not obtained consent to provide instruction in correcting noncompliance • Transition training for high school department chairs provided by staff at the Transition Center along with district staff • Instruction provided to middle and high school department chairs to implement verification process to insure the required 	<p>Completed March 7 and 14</p> <p>April 28th and 29th, 2008</p> <p>Scheduled 4/30/08</p> <p>May, 2008</p>	<p>District Staff</p> <p>Program Specialist</p> <p>Transition Center and District Staff</p> <p>Program Specialist/dividers for ESE Audit Files</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed 5/2/08</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>form is in place prior to the IEP year in which the student turns 16</p> <ul style="list-style-type: none"> • Compliance Training with all middle, K-8, and high school department chairs to address on-going monitor concerns • Develop web based compliance modules to address IEP quality components and transition requirements • Compliance training with all new middle and high school ESE department chairs • Targeted training for ESE department chairs who require additional assistance • Training provided to all ESE clerks • Self assess three records at each secondary school in District to verify compliance 	<p>Scheduled 6/11/08</p> <p>Summer, 08</p> <p>To be held preschool week in August</p> <p>On-going 2007-2008 and 2008-2009 school years</p> <p>To be held preschool week in August</p> <p>9/08 and 11/08</p>	<p>District Staff</p> <p>District Staff and Consultant</p> <p>Web module and facilitator</p> <p>District Staff</p> <p>District Staff</p> <p>Program Specialists for Compliance</p>	
STB-16	<p>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>	<ul style="list-style-type: none"> • Compliance Training with identified ESE Department Chairs • Transition training for high school department chairs provided by staff at the Transition Center along with district staff • Compliance Training with all middle, K-8, and high school department chairs to address on-going monitor concerns 	<p>Completed March 7 and 14</p> <p>Scheduled 4/30/08</p> <p>Scheduled 6/11/08</p>	<p>District Staff</p> <p>Transition Center and District Staff</p> <p>District Staff</p>	<p>Completed</p> <p>Completed</p>

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<ul style="list-style-type: none"> • Develop web based compliance modules to address IEP quality components and transition requirements • ESE department chairs to facilitate training at schools sites using modules • Compliance training with all elementary and new ESE department chairs • Targeted training for ESE department chairs who require additional assistance • Self assess three records at each secondary school in District to verify compliance 	<p>Summer, 08</p> <p>On-going during 2008-2009 school year</p> <p>To be held preschool week in August</p> <p>On-going 2007-2008 and 2008-2009 school years</p> <p>9/08 and 11/08</p>	<p>District Staff and Consultant</p> <p>Web module and facilitator</p> <p>District Staff</p> <p>District Staff</p> <p>Program Specialists for Compliance</p>	
LRE-4	The notice contained a listing of persons invited to the meeting, by title and position. (34 CFR 300.322(b))	<ul style="list-style-type: none"> • Staff training and mentoring of PreK team • District Review of records 	Completed 1/31/08	District Staff	Completed
LRE-6	The appropriate team members were present at the IEP meeting. (34 CFR 300.321(a)-(b))	<ul style="list-style-type: none"> • Staff training and mentoring of PreK team • District Review of records 	Completed 1/31/08	District Staff	Completed