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June 20, 2008

Dr. Bill Vogel, Superintendent
Seminole County School District
400 East Lake Mary Boulevard
Sanford, FL 32773-7127

Dear Dr. Vogel:

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

Seminole County was required to assess 160 standards. One or more incidents of noncompliance were identified on 26 of those standards (16%). The following is a summary of Seminole County School District's correction of student-specific incidents of noncompliance:

Correction of Noncompliance by Student

	Number	Percentage
Records Reviewed/Protocols Completed	38	—
Total Items Assessed	1073	—
Noncompliant	87	8%
Timely Corrected	87	100%

The *Seminole 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. Seminole 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

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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,



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

Attachments

cc: Britt Smith
Frances Haithcock
Kim C. Komisar
Annette Oliver
Sheila Gritz

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

**ESE Self-Assessment
2007 – 08**

Seminole 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: 13
 Number of standards per IE: 18
 Number of IEP protocols completed: 13
 Number of standards per IEP: 38
 Number of MD protocols completed: 7
 Number of standards per MD: 9
 Number of STA protocols completed: 1
 Number of standards per STA: 6
 Number of STB protocols completed: 4
 Number of standards per STB: 28
 Number of DD disabilities completed: 2
 Number of standards per DD: 6

Number of EBD disabilities completed: 1
 Number of standards per EBD: 11
 Number of LI disabilities completed: 3
 Number of standards per LI: 7
 Number of MH disabilities completed: 2
 Number of standards per MH: 9
 Number of OHI disabilities completed: 1
 Number of standards per OHI: 5
 Number of SI disabilities completed: 3
 Number of standards per SI: 9
 Number of SLD disabilities completed: 5
 Number of standards per SLD: 14

Total number of protocols: 38
 Total number of standards: 1073
 Total number of incidents of noncompliance (NC): 87
 Overall % incidents of noncompliance: 8%

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**

Seminole 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	3	75.0%	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		3	75.0%	X
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. (34 CFR 300.43 and 300.321(b)(2); Rule 6A-6.03028(4)(h), FAC.)</p>	X		1	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. (34 CFR 300.320(c), 300.520(a)(1))</p>		X	2	50.0%	X
STB-9	<p>There is a measurable postsecondary goal or goals in the designated areas (i.e., education/training and employment; where appropriate, independent living). (34 CFR 300.320(b)(1))</p>	X		2	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	50.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
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		3	75.0%	X
STB-12	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))	X		2	50.0%	X
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		2	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		3	75.0%	X
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.)	X		4	30.8%	X
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		6	46.2%	X
IEP-15	The IEP contains a statement of special education services/specially designed instruction, including location as well as initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7))	X		3	23.1%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
IEP-18	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		8	61.5%	X
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	30.8%	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	7.7%	
IEP-25	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		11	84.6%	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		7	53.8%	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	7.7%	
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	X		3	42.9%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
	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.)					
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	5	71.4%	X
MD-3	The IEP team considered all relevant evaluation and diagnostic information to determine whether the behavior was a manifestation of the student's disability. (34 CFR 300.530(e)(1); Rule 6A-6.03312(3)(a), FAC.)		X	2	28.6%	X
MD-4	If the IEP team determined that the behavior was not a manifestation of the student's disability and the suspension/expulsion was applied, the student continued to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. (34 CFR 300.530(d))		X	1	14.3%	
MD-6	If the IEP team determined that any deficiencies related to the student's IEP or its implementation identified during the review under MD-4, those deficiencies were remedied. (34 CFR 300.530(e)(3))	X		1	14.3%	
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		3	42.9%	X
MD-9	For subsequent removals that do not constitute a change in placement, the IEP team met to review the BIP and revise it as needed. (Rule 6A-6.03312(4)(e), FAC.)		X	4	57.1%	X

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

**ESE Self-Assessment
2007 – 08**

Seminole 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>	<ol style="list-style-type: none"> 1. Executive Director will share results of self assessment and CAPs with district Educational Support Team and Superintendent. 2. Executive Director will review self assessment and CAPs with all district Principals. 3. Training on the secondary transition procedures included in the SCPS Admissions and Placement Manual will be provided to Area Administrators, ESE Assistant Principals, Staffing Resource Specialist and Guidance Counselors prior to the start of the 2008/2009 school year. 	<ol style="list-style-type: none"> 1. Results will be shared by the end of the 07/08 school year. 2. Results will be shared by the end of the 07/08 school year. 3. <ol style="list-style-type: none"> a. Admission and Placement Manual will be updated and presented to the SCPS school Board for approval prior to the start of the 08/09 school year. b. Training on the manual will be provided to Area Administrators, ESE assistant Principals, Staffing Resource Specialists and Guidance Counselors in August, 2008 prior to the start of the 08/09 school year. 	<p>District ESE staff (Area Administrators, Staffing Resource Specialist, and Transition Resource Teachers) will be allocated for completion of these activities.</p> <p>For development of all Secondary Transition Standards activities the following will be used as resources:</p> <p>Florida Department of Education, Bureau of Exceptional Education and Student Service</p> <p>The Transition Center at the University of Florida</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>4. A comprehensive training will be provided to all ESE staff involved in the development of secondary transition plans.</p> <p>5. Detailed information on the secondary transition process will be provided in the 08/09 Teacher Training Manual. This Manual will be provided to all ESE staff to use as a reference.</p>	<p>4.</p> <p>a. A comprehensive training will be developed based on secondary transition standards prior to the end of the 07/08 school year.</p> <p>b. Transition Resource Teachers and Staffing Resource Specialist will be trained as trainers during pre-plan of the 08/09 school year.</p> <p>c. Area Administrators will meet with secondary school principals and arrange for the training to take place at their schools. This training will be mandatory for all teachers involved in the IEP process.</p> <p>d. All ESE staff at the target schools will be trained by Oct. 22, 2008.</p> <p>e. Staffing Resource Specialist will review all IEP's for compliance and work with individual teachers who may need assistance.</p> <p>f. A random sample of secondary transition IEPs will be reviewed at each target school the first week of December to check for compliance.</p> <p>g. Target schools for Secondary Transition Standards are Rays of Hope Charter School and Lake Brantley HS.</p> <p>5.</p> <p>a. The Teacher Training Manual will be updated and printed prior to the start of the 08/09 school year.</p> <p>b. Area Administrators will deliver the Teacher Training Manual to all ESE</p>	<p>National Secondary Transition Technical Assistance Center</p> <p><u>Transition Assessment – Planning Transition and IEP Development for Youth with Mild to Moderate Disabilities</u> Miller, Lombard and Corbey</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>6. A self review of secondary transition standards compliance will be completed and submitted to Florida Department of Education Bureau of Exceptional Education and Student Services.</p>	<p>teachers during 08/09 pre planning.</p> <p>c. Area Administrators will provide a review of the Teacher Training Manual to all ESE staff involved in the IEP process during the first four weeks of the 08/09 school year.</p> <p>6.</p> <p>a. Documentation of the completion of all activities will be provided by December 19, 2008.</p> <p>b. Documentation of 100% compliance at target schools will be provided by December 19, 2008.</p>		
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>Included in Admissions and Placement Manual, comprehensive secondary transition training, and Teacher Training Manual. See above.</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. (34 CFR 300.43 and 300.321(b)(2); Rule 6A-6.03028(4)(h), FAC.)</p>	<p>Included in Admissions and Placement Manual, comprehensive secondary transition training and Teacher Training Manual. See above.</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>	<p>Included in Admissions and Placement Manual, comprehensive secondary transition training and Teacher Training Manual. See above.</p>			
STB-9	<p>There is a measurable postsecondary goal or goals in the</p>	<p>Included in Admissions and Placement Manual, comprehensive</p>			

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	designated areas (i.e., education/training and employment; where appropriate, independent living). (34 CFR 300.320(b)(1))	secondary transition training and Teacher Training Manual. See above.			
STB-10	The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))	Included in Admissions and Placement Manual, comprehensive secondary transition training and Teacher Training Manual. See above.			
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))	Included in Admissions and Placement Manual, comprehensive secondary transition training and Teacher Training Manual. See above.			
STB-12	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))	Included in Admissions and Placement Manual, comprehensive secondary transition training and Teacher Training Manual. See above.			
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))	Included in Admissions and Placement Manual, comprehensive secondary transition training and Teacher Training Manual. See above.			
STB-16	The IEP includes coordinated, measurable, annual IEP goals and transition service that will reasonably enable the student to meet the postsecondary goals.	Included in Admissions and Placement Manual, comprehensive secondary transition training and Teacher Training Manual. See above.			

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	(34 CFR 300.320(b))	Also included in comprehensive IEP training. See below.			
IEP-13	<p>The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general curriculum, as well as a statement of the remediation needed to achieve a passing score on the general statewide assessment. For a prekindergarten student, the IEP contains a statement of how the disability affects the student's participation in the appropriate activities.</p> <p>(34 CFR 300.320(a)(1); Rule 6A-6.03028(7)(a), FAC.)</p>	<ol style="list-style-type: none"> 1. Executive Director will share results of self assessment and CAP's with district Educational Support Team and Superintendent. 2. Executive Director will review self assessment and CAP's with all district Principals. 3. Training on the IEP development procedures included in the SCPS Admissions and Placement Manual will be provided to Area Administrators, ESE Assistant Principals, Staffing Resource Specialist and Guidance Counselors prior to the start of the 2008/2009 school year. 4. A comprehensive training based on the IEP standards will be provided to all staff involved in the development of IEP's. 	<ol style="list-style-type: none"> 1. Results will be shared by the end of the 07/08 school year. 2. Results will be shared by the end of the 07/08 school year. 3. <ol style="list-style-type: none"> a. Admission and Placement Manual will be updated and presented to the SCPS school Board for approval prior to the start of the 08/09 school year. b. Training on the manual will be provided to Area Administrators, ESE Assistant Principals, Staffing Resource Specialist and Guidance Counselors in August prior to the start of the 08/09 school year. 4. <ol style="list-style-type: none"> a. A comprehensive training will be developed based on IEP standards prior to the end of the 07/08 school year. b. Area Administrators and Staffing Resource Specialist will be trained as trainers during pre-plan of the 08/09 school year. 	<p>District ESE staff (Area Administrators and Staffing Resource Specialist) will be allocated for completion of these activities.</p> <p>For development of all IEP Standards activities the following will be used as resources:</p> <p>Florida Department of Education, Bureau of Exceptional Education and Student Services</p> <p><u>Developing Quality Individual Education Plans</u> FL DOE</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>5. Detailed information on the IEP process will be provided in the 08/09 Teacher Training Manual. This Manual will be provided to all ESE staff to use as a reference.</p> <p>6. A self review of IEP standards compliance will be completed and submitted to Florida Department of</p>	<p>c. Area Administrators will meet with school principals and arrange for the training to take place at their schools. This training will be mandatory for all teachers involved in the IEP process.</p> <p>d. All ESE staff involved in the IEP process at the target schools will be trained by Oct. 22, 2008</p> <p>e. Staffing Resource Specialist will review all IEP's for compliance and work with individual teachers who may need assistance.</p> <p>f. A random sample of IEP's will be reviewed at the target schools the first week of December to check for compliance.</p> <p>g. Target schools for the IEP standards are Bear Lake Elementary, Lake Brantley HS, Rays of Hope Charter School and Woodlands Elementary.</p> <p>5. a. The Teacher Training Manual will be updated and printed prior to the start of the 08/09 school year.</p> <p>b. Area Administrators will deliver the Teacher Training Manual to all ESE teachers during 08/09 pre planning.</p> <p>c. Area Administrators will provide a review of the Teacher Training Manual to all ESE staff involved in the IEP process during the first four weeks of the 08/09 school year.</p> <p>6. a. Documentation of the completion of all activities will be provided by</p>		

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		Education Bureau of Exceptional Education and Student Services.	December 19, 2008. b. Documentation of 100% compliance at target schools will be provided by December 19, 2008.		
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))	All ESE staff involved in the IEP process will receive Measurable Goal training. Included in Admissions and Placement Manual, comprehensive IEP training and Teacher Training Manual. See above.	a. All Staffing Resource Specialist will receive training in writing measurable goals b. All Staffing Resource Specialist will provide measurable goal training to the ESE staff at each of their assigned schools. c. Staffing Resource Specialist will review all IEP's for compliance and work with individual teachers who may need assistance. d. A random sample of IEP's will be reviewed at each target school the first week of December to check for compliance. e. Target schools for the IEP standards are Bear Lake Elementary, Lake Brantley HS, Rays of Hope Charter School and Woodlands Elementary. f. Documentation of completion of these activities will be included in the self review of the IEP standards.	District ESE staff (Area Administrators and Staffing Resource Specialist) will be allocated for completion of these activities. For development of Measurable Goal training activities the following will be used as resources: <u>Annual Goals Make Them Measurable FL</u> DOE BEESS 2005 <u>Writing Measurable IEP Goals and Objectives –</u> Bateman and Herr 2006	
IEP-18	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.)	Added to web based IEP form. Included in Admissions and Placement Manual, comprehensive IEP training and Teacher Training Manual. See above.			

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
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))	Included in Admissions and Placement Manual, comprehensive IEP training and Teacher Training Manual. See above.			
IEP-25	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.)	Description added to web based IEP form December 2007.			
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.)	Report of progress procedure included in Admissions and Placement Manual, comprehensive IEP training and Teacher Training Manual. See above.			
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.	<ol style="list-style-type: none"> 1. Executive Director will share results of self assessment and CAP's with district Educational Support Team and Superintendent. 2. Executive Director will review self assessment and CAP's with all district Principals. 	<ol style="list-style-type: none"> 1. Results will be shared by the end of the 07/08 school year. 2. Results will be shared by the end of the 07/08 school year. 	District ESE staff (Area Administrators and Staffing Resource Specialist) will be allocated for completion of these activities.	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	<p>(34 CFR 300.530(e); Rule 6A-6.03312(3) and (4)(b), FAC.)</p>	<p>3. Area Administrator will review manifestation determination self assessment and CAP's with district discipline committee.</p> <p>4. Training on the manifestation determination procedures in the Admissions and Placement Manual will be provided to Area Administrators, ESE Assistant Principals, Staffing Resource Specialist , Psychologists and Guidance Counselors prior to the start of the 2008/2009 school year.</p> <p>5. A comprehensive training will be provided to all SCPS staff involved in the manifestation determination process.</p>	<p>3.</p> <p>a. Results will be shared by the end of the 07/08 school year.</p> <p>b. A flow chart of procedures for assigning ESE students to an IAES will be developed.</p> <p>4.</p> <p>a. Admission and Placement Manual will be updated and presented to the SCPS school Board for approval prior to the start of the 08/09 school year.</p> <p>b. Training on the manual will be provided to Area Administrators, ESE assistant Principals, Staffing Resource Specialist, Psychologists and Guidance Counselors in August, 2008 prior to the start of the 08/09 school year.</p> <p>5.</p> <p>a. A comprehensive training will be developed based on manifestation determination standards prior to the end of the 07/08 school year.</p> <p>b. Training will be provided to Area Administrators, Principals, Assistant Principals, Deans and Staffing Resource Specialists- involved in the manifestation determination process. This training will be mandatory.</p> <p>c. School based teams (made up of Area Administrators, Principals, Assistant Principals, Deans and Staffing Resource Specialists) will provide training at each target school to all school based staffed involved in</p>	<p>For development of all Manifestation Determination Standards activities the following will be used as resources:</p> <p>Florida Department of Education, Bureau of Exceptional Education and Student Services</p>	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
		<p>6. Detailed information on the manifestation determination process will be included in the SCPS district Discipline Procedures Manual.</p> <p>7. A self review of manifestation determination standards compliance will be completed and submitted to Florida Department of Education Bureau of Exceptional Education and Student Services.</p>	<p>the manifestation determination process.</p> <p>d. All staff at the target schools involved in the process will be trained by Oct. 22, 2008.</p> <p>e. Area Administrators will review all manifestation determinations for compliance and work with individual school based teams who may need assistance.</p> <p>f. A random sample of manifestation determinations from the target schools will be reviewed the first week of December to check for compliance.</p> <p>g. Target schools for the Manifestation Determination Standards are Sanford MS and Lake Brantley HS.</p> <p>6. ESE Area Administrator on the district discipline committee will provide detailed information of the manifestation determination process to be included in the 08/09 district Discipline Procedures Manual.</p> <p>7. a. Documentation of the completion of all activities will be provided by December 19, 2008. b. Documentation of 100% compliance at target schools will be provided by December 19, 2008.</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	Procedural Safeguard information added to SCPS Notice of School Suspension form. (SCPS form # 542)			

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	safeguards on the same day as the date of the removal decision. (34 CFR 300.530(h); Rule 6A-6.03312(4)(a), FAC.)	Procedure for use included in Admissions and Placement Manual, comprehensive manifestation determination training and Teacher Training Manual. See above.			
MD-3	The IEP team considered all relevant evaluation and diagnostic information to determine whether the behavior was a manifestation of the student's disability. (34 CFR 300.530(e)(1); Rule 6A-6.03312(3)(a), FAC.)	Included in Admissions and Placement Manual, comprehensive manifestation determination training and Teacher Training Manual. See above.			
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.)	Included in Admissions and Placement Manual, comprehensive manifestation determination training and Teacher Training Manual. See above.			
MD-9	For subsequent removals that do not constitute a change in placement, the IEP team met to review the BIP and revise it as needed. (Rule 6A-6.03312(4)(e), FAC.)	Included in Admissions and Placement Manual, comprehensive manifestation determination training and Teacher Training Manual. See above.			