The School Board of Broward County, Florida

Charter School Academic Programmatic Review 2020-21 - Remote/e-Learning Version

Charter Schools Management/Support Department

School Name:	Location #:	Site Visit Date:

Charter School Leadership Team	
Principal	
Assistant Principal	
Literacy Coach	
ESOL Contact	
ESE Specialist	
School Counselor/Student Services	
MTSS/RtI Facilitator	
Other	

School Identifiers		
❒ **New Charter School**	❒ **Renewal Charter School 2021**	❒ **Renewal Charter School 2022**
❒ **State-Mandated School Improvement Plan (SIP)***	❒ **SIP Monitoring/Data Update School***	❒ **300 Lowest-Performing Elementary School***
❒ **School of Excellence***	❒ **High Performing School***	❒ **SIR/Alternative High School**

* State designated.

School Details			
Benchmark Enrollment	2020-21:	2019-20:	2018-19:
Current Grade Configuration	2020-21:	2019-20:	2018-19:
Contract Grade Configuration	2020-21:	2019-20:	2018-19:
FLDOE School Grade	2019:	2018	2017:
FLDOE School Improvement Rating (SIR)	2019:	2018:	2017:
Special Programs as Stated in Charter Application	❒ Technology	❒ Montessori	❒ Dual Language
	❒ Arts	❒ STEM	❒ Other:
Florida's Innovative Reopening Plan 2020-21	❒ 100% Brick & Mortar (FTF)	❒ 100% Remote/e-Learning	❒ Hybrid Model
Most Recent Programmatic Review		**Contract Term**	

2019 ESSA Details

ESSA Category	Federal Percent of Points Index- All Students	Graduation Rate at or Below 67%	Total Number of Subgroups Missing the Target	Subgroups Below 41% in the Current Year	Title I

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The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter.
Section 1002.33(5)(b)1a, Florida Statutes

Section 1: Literacy – Opt-In

Section 1002.33(5)(b)1a, Florida Statutes, states, "The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter."
Section 1002.33(7)(a)2a, Florida Statutes, states as follows:

> The charter shall ensure that reading is the primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the Sunshine State Standards and grounded in scientifically based reading research.

Number of Remote Classrooms Visited		**Number of Teachers Spoken To**	
Number of Lesson Plans Reviewed		**Grade Levels Visited**	
Literacy Coach/Contact Person (as identified on current Curriculum Contact Form)			

Section 1: Literacy – Opt-In

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Requirements	**Description**					
Reading Plan Option: Opted In ***(As indicated on the current year K-12 Plan Participation Form)*** **Section 1002.33(7)(a)2a, Fla. Stat.** **Section 1002.33(7)(a)4, Fla. Stat.** **Section 1003.4156, Fla. Stat.** **Section 1003.4282, Fla. Stat.** **Section 1008.25(4), Fla. Stat.** **Rule 6A-6.053(5), F.A.C.** ***District's K-12 Comprehensive Research-Based Reading Plan*** **__ Opted in 2019-2020**	Rule 6A-6.053(5), F.A.C., states, Charter schools must be given the opportunity to participate in the district plan, but may opt not to participate. Charter schools that choose to participate in the plan must meet the requirements outlined in the District K-12 Comprehensive Research-Based Reading Plan; however, they may meet these requirements through methods that differ from those in the district plan. One plan must be submitted for each district that includes charter schools that choose to participate. The district will maintain documentation of the following: (a) District's offer of invitation to charter schools to participate in the plan; (b) District's assurance that they will monitor charter schools for fidelity to the plan; (c) Charter school's agreement to implement the plan with fidelity or charter school's decision not to participate; and, (d) Charter school's agreement to be monitored by the school district for fidelity to the plan….					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Is the School implementing the District's K-12 Comprehensive Research-Based Reading Plan as outlined in the District's K-12 Comprehensive Research-Based Reading Plan?					
	Is a research-based reading program being implemented as designed on a consistent basis for reading interventions/intensive reading for Level 1 and 2 students?					
	Are research-based supplemental reading intervention materials being used to support the reading program?					

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Curriculum In Use During APR Visit:	Is a research-based phonics program being used to address the identified deficiencies of disfluent Level 1 and 2 students?					
	Is a research-based core ELA program being implemented on a consistent basis that aligns to Florida Standards and the FLDOE instructional materials adoption list?					
	Are research-based writing strategies/resources being implemented that align to Florida Standards, and promote evidence-based writing?					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
Curriculum Identified on K-12 Plan Participation Form:	**Lesson Plans:**					
	Are lessons aligned to Florida Standards?					
	Are subject areas and grade levels clearly identified in the lesson plans?					
	What delivery methods will the teacher use to meet the instructional target, and are they clearly identified in the lesson plans? Are lessons targeted to Florida Standards and specific student objectives?					
	Are ESOL strategies and accommodations clearly identified in the lesson plans and identified by lesson?					
	Are ESE accommodations clearly identified in the lesson plans and identified by student?					
	Is instruction differentiated (based on data) to meet the needs of all students, both whole and small group? Are differentiated instruction strategies (whole vs. small group) clearly identified in the lesson plans?					
	Are FSA ELA Level 1 and 2 students receiving the required reading intervention to meet their specific needs? Is the instructional time identified in the school's master schedule?					
Requirements	**Description**					
	Rule 6A-6.053(7), F.A.C., states,					

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Reading Endorsement or Reading Certification for K-12 Reading Intervention Teachers and Teachers of Retained Third Graders

Section 1002.33(7)(a)2, Fla. Stat.
Section 1003.4156, Fla. Stat.
Section 1003.4282, Fla. Stat.
Rule 6A-6.053(7), F.A.C.
FL DOE Course Code Directory

District level monitoring of the District K-12 Comprehensive Research-Based Reading Plan Implementation. The plan must demonstrate adequate provisions for:
(a) Monitoring the level of implementation of the K-12 Comprehensive Research-Based Reading Plan at the school and classroom level, including an explanation of the data that will be collected, how it will be collected, and the frequency of review…

* * *

(e) Reporting of data elements as required by the K-12 Comprehensive Research-Based Reading Plan within the Automated Student and Staff Data Base System. These data elements include:
1. Student Enrollment in Reading Intervention; 2. Reading Endorsement competency status for teachers; 3. Reading Certification progress status for teachers; and, 4. CAR-PD or NGCAR-PD status for teachers, in accordance with Rule 6A-5.090, F.A.C.

NOTE: Reading certification or endorsement is required for all elementary and secondary reading intervention teachers and teachers of third grade retained students as outlined in the FLDOE Course Code Directory and as required for reading courses.

Look-Fors	YES	NO	N/O	N/A	Concerns/Details
Are the reading intervention teachers reading certified or reading endorsed? Has the Reading Endorsement Add-On Plan been completed, or is the endorsement in progress?					

Requirements	Description
Academic Performance Data **Section 1002.33(7)(a)3, Fla. Stat.** **Section 1002.33(7)(a)4, Fla. Stat.** **Section 1002.69(1), Fla. Stat.** **Section 1003.4156, Fla. Stat.** **Section 1003.4282, Fla. Stat.** **Section 1008.25(4), Fla. Stat.** **Section 1008.22, Fla. Stat.** **Section 1008.341, Fla. Stat.** **Rule 6A-6.053(7), F.A.C.**	Section 1002.33(7)(a)3, Fla. Stat., states, The current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used. The criteria listed in this subparagraph shall include a detailed description of: a. How the baseline student academic achievement levels and prior rates of academic progress will be established. b. How these baseline rates will be compared to rates of academic progress achieved by these same students while attending the charter school. c. To the extent possible, how these rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations.... Section 1002.33(7)(a)4, Fla. Stat., states, The methods used to identify the educational strengths and needs of students and how well educational goals and performance standards are met by students attending the charter school. The methods shall provide a means for the charter school to ensure accountability to its constituents by analyzing student performance data and by evaluating the effectiveness and efficiency of its major educational programs. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. 1008.22.

Progress Monitoring Assessments: ***(As indicated on the current K-12 Plan Participation Form)*** **__ FAIR**	Look-Fors	YES	NO	N/O	N/A	Concerns/Details
	Progress Monitoring and State Assessment Reports Provided During APR Visit:					Note Assessment Period at time of APR visit:

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__ iReady **__ BAS** **__ Running Records: _____** **__ NWEA-MAP** **__ Other: _____**						
	Are current and complete student achievement data reports available and provided, including i.e.: Florida Standards Assessment (FSA), FLKRS-STAR Early Learning, and progress monitoring data, i.e.: FAIR, iReady, BAS, etc.?					
State-Required Assessments: **__ FLKRS-STAR (K ONLY)** **___FSA** **___EOC** **___NGSSS SCIENCE** **___Other: _____**	**Description** Section 1002.69(1), Fla. Stat., states, The department shall adopt a statewide kindergarten screening that assesses the readiness of each student for kindergarten based upon the performance standards adopted by the department under s. 1002.67(1) for the Voluntary Prekindergarten Education Program. The department shall require that each school district administer the statewide kindergarten screening to each kindergarten student in the school district within the first 30 school days of each school year. Nonpublic schools may administer the statewide kindergarten screening to each kindergarten student in a nonpublic school who was enrolled in the Voluntary Prekindergarten Education Program.					
Secondary Assessments: **___ACT** **___SAT** **___PERT** **___Industry Certification** **___Other: _____**	**Look-Fors**	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Was FLKRS-STAR Early Learning administered, with data posted to Virtual Counselor for Kindergarten within the first thirty instructional days of the academic year school year?					
Third Grade Keystones for Student Promotion Criteria	Are current Keystones being implemented as designed for third grade students?					
	Are current and complete Keystones score reports uploaded to Charter.Tools as part of AP3 window?					
Requirements	**Description**					
Charter School Corrective Action and School Improvement Plan **Section 1002.33(9)(n)1, Fla. Stat.** **Rule 6A-1.099827(1), F.A.C.** **Rule 6A-1.099827(7), F.A.C.**	Section 1002.33(9)(n)1, Fla. Stat., states, The director and a representative of the governing board of a charter school that has earned a grade of "D" or "F" pursuant to s. 1008.34 shall appear before the sponsor to present information concerning each contract component having noted deficiencies. The director and a representative of the governing board shall submit to the sponsor for approval a school improvement plan to raise student performance. Upon approval by the sponsor, the charter school shall begin implementation of the school improvement plan. The department shall offer technical assistance and training to the charter school and its governing board and establish guidelines for developing, submitting, and approving such plans.					
School Grade (xx/xx) _____ **School Grade (xx/xx) _____** **SIP Approval Date: _____**	Rule 6A-1.099827(1)(a), F.A.C., states, "A charter school that receives a school grade of "D" or "F" pursuant to Section 1008.34(2), F.S., must develop and submit a school improvement plan to its sponsor."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**

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Every Student Succeeds Act (ESSA) **ESSA Identifier (xx/xx) _____**	**Has the charter school that received a school grade of "D" or "F" pursuant to Section 1008.34(2), F.S. developed and submitted a school improvement plan to its sponsor?**					
	Description					
	Rule 6A-1.099827(7), F.A.C., states, "Monitoring. (a) Sponsors shall monitor the implementation of school improvement plans. (b) Annually, the sponsor shall notify, in writing, each charter school implementing a school improvement plan of the requirement to appear before the sponsor to present information regarding the progress of the approved school improvement plan.…"					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Has the charter school implemented the approved school improvement plan as designed?					
	Description					
	Rule 6A-1.099827(1)(b), F.A.C., states, "A charter school that earns three (3) consecutive grades below a "C" must submit to its sponsor a school improvement plan that includes one of the corrective actions listed in subsection (6), of this rule."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Has the charter school earned three (3) consecutive grades below a "C"?					
	If the charter school earned three (3) consecutive grades below a "C", did the school submit a school improvement plan that includes one of the corrective actions listed in subsection (6) of Rule 6A-1.099827, F.A.C. to its Sponsor?					
Requirements	**Description**					
300 Lowest-Performing Elementary Schools Section 1011.62(1)(f)2, Fla. Stat. **Curriculum In Use During APR Visit:**	Section 1011.62(1)(f)2, Fla. Stat., states, Each school district that has one or more of the 300 lowest-performing elementary schools based on a 3-year average of the state reading assessment data must use that school's portion of the allocation to provide an additional hour per day of intensive reading for the students in the school. The additional hour may be provided within the school day. Students enrolled in these schools who earned a level 4 or level 5 score on the statewide, standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction…The intensive reading instruction delivered in this additional hour shall include: research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency; differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs; explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading…An additional hour per day of intensive reading instruction to students in the 300 lowest-					

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performing elementary schools by teachers and reading specialists who have demonstrated effectiveness in teaching reading as required in paragraph (a).

Look-Fors	YES	NO	N/O	N/A	Concerns/Details
Is an additional hour of intensive reading instruction provided as required?					
Is the additional hour of intensive reading instruction clearly indicated in the master schedule?					
Is intensive reading instruction provided by teachers or reading specialists who are effective in teaching reading?					
Are instructional materials and strategies scientifically research-based?					

Section 2: Exceptional Student Education (ESE)

Section 1002.33(16)(a)3, Florida Statutes, states, "EXEMPTION FROM STATUTES. A charter school shall operate in accordance with its charter and shall be exempt from all statutes in chapters 1000-1013. However, a charter school shall be in compliance with the following statutes in chapters 1000-1013… Those statutes pertaining to the provision of services to students with disabilities."

Rule 6A-6.03028(2), Florida Administrative Code, states,

Treatment of charter school students. Students with disabilities who attend public charter schools and their parents retain all rights under Rules 6A-6.03011 through 6A-6.0361, F.A.C. In carrying out Part B of the IDEA and Rules 6A-6.03011 through 6A-6.0361, F.A.C., with respect to charter schools that are public schools of

the school district, the school district must serve students with disabilities attending those charter schools in the same manner as the district serves students with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the school district has a policy or practice of providing such services on the site to its other public schools and provide funds under Part B of the IDEA to those charter schools on the same basis as the school district provides funds to the school district's other public schools, including proportional distribution based on relative enrollment of students with disabilities and at the same time as the school district distributes other Federal funds to its other public schools.

Total Number of SWDs		**Total Number of IEPs Reviewed**	
Total Number of Gifted		**Total Number of EPs Reviewed**	
Number of Remote Classrooms Visited		**Number of Teachers Spoken To**	
Number of Lesson Plans Reviewed		**Grade Levels Visited**	
ESE Specialist			

Section 2: ESE

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Requirements	**Description**					
Local Education Agency (LEA) Agreement **Rule 6A-6.03411 (2), F.A.C.** **Rule 6A-6.03411 (3)(a), F.A.C.,**	Rule 6A-6.03411 (2), F.A.C. states, ESE Policies and Procedures Document. For a school district to be able to receive state or federal funding for special education and related services for exceptional students, it shall: develop a written statement of policies and procedures for providing appropriate ESE in accordance with and as required by Rules 6A-6.03011 through 6A-6.0361, F.A.C. and as required by Section 1003.57(1)(d), F.S.					
	Rule 6A-6.03411 (3)(a), F.A.C., states, "ESE Administrator. Each school district shall designate a staff member to serve as administrator of exceptional student education who shall be responsible for the following…."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Was the LEA Agreement for Students with Disabilities (SWD) signed and submitted to the Sponsor?					
	Was the LEA Agreement for Gifted signed and submitted to the Sponsor?					
Requirements	**Description**					
Transmittal of Records **Rule 6A-6.0334(3)(a), F.A.C.** **SBBC Special Policies and Procedures, Part 1 Section C.3**	Rule 6A-6.0334(3)(a), F.A.C., states, "The new school district in which the student enrolls must take reasonable steps to promptly obtain the student's records, including the IEP or EP…."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Did the school obtain ESE records and assign a case manager for students with disabilities?					
	Did the school obtain ESE records and assign a case manager for gifted students?					
Requirements	**Description**					
Prior Written Notice **Parent Participation Form (PPF)**	Section 1003.5715(4), Fla. Stat., states, "The school shall provide written notice of the meeting to the parent at least 10 days before the meeting, indicating the purpose, time, and location of the meeting and who, by title or position, will attend the meeting…."					

Section 2: ESE

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Section 1003.5715(4), Fla. Stat. **Rule 6A-6.03028(3)(b)1 and 3, F.A.C.** **Rule 6A-6.03028(3)(b)7, F.A.C.** **SBBC Special Policies and Procedures Part II, Section C. 1 and 2** **Local Education Agency (LEA) Agreement Standards 2.1, 3.1, 3.6 and 4.7**	**Look-Fors**	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Did the school provide a 10-day advance notice for first invitation or Parent Participation Form (PPF) for Annual Individualized Education Plan (IEP) meeting?					
	Description					
	LEA Agreement Standards 2.1 and 3.1 state, "Procedures are in place for meaningful opportunity for parent participation and input...." and "Requiring a second notification be provided for parent participation in IEP meetings."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Did the school provide second notice of Parent Participation Form (PPF) for Annual IEP meeting?					
	Description					
	Rule 6A-6.03028(3)(b)1, F.A.C., states, "The (IEP) meeting may be convened prior to the tenth day if the parent consents upon receipt of the written notice…."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Did the school provide documentation of Parent Waiver of 10-day notice?					
	Description					
	Section 1003.5715(4), Fla. Stat., states, "The school shall provide written notice of the meeting to the parent at least 10 days before the meeting, indicating the purpose, time, and location of the meeting and who, by title or position, will attend the meeting…."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Was the purpose of the meeting correct on the Parent Participation Form (PPF)?					
	Were the required members of the IEP Team listed on the Parent Participation Form (PPF)?					
Requirements	**Description**					
Individualized Education Plan (IEP) Team Membership **Rule 6A-6.03028(3)(c), F.A.C.** **Rule 6A-6.03028(3)(d), F.A.C.** **SBBC Special Policies and Procedures, Part II, Section C. 3 and 4** **LEA Agreement Standards 2.4, 2.5 and 3.5**	Rule 6A-6.03028(3)(c), F.A.C., states, "The IEP Team, with a reasonable number of participants, shall include.…"					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Did the required members attend the meeting?					
	Description					
	Rule 6A-6.03028(3)(d), F.A.C., states, "[i]f the parent, in writing, and the school district consent to the excusal and the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Were the excusal forms generated (as needed) prior to the IEP meeting?					
	Were the excusal forms signed by the parent?					
Requirements	**Description**					

Section 2: ESE

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Annual IEP **Rule 6A-6.03028(3)(f)3, F.A.C.** **Rule 6A-6.03028 (3)(j)1, F.A.C.** **SBBC Special Policies and Procedures, Part II, Section C. 6** **LEA Agreement Standards 2.1 and 4.7**	Rule 6A-6.03028(3)(f)3, F.A.C., states, "Meetings shall be held to develop, review and revise the IEP. A meeting shall be held at least annually to review each IEP and, as appropriate, revise its provisions in accordance with all aspects of this rule."					
	Rule 6A-6.03028 (3)(j)1, F.A.C., states, "The school district shall ensure that the IEP Team: 1. Reviews the student's IEP periodically, but not less than annually, to determine whether the annual goals for the student are being achieved…."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Were IEPs completed by the annual due date?					
Requirements	**Description**					
Annual Goals Progress Reports **Rule 6A-6.03028(3)(h)7, F.A.C.** **SBBC Special Policies and Procedures, Part II, Section C. 8(i)** **LEA Agreement Standard 4.3**	Rule 6A-6.03028(3)(h)7, F.A.C., states, A statement of how the student's progress toward meeting the annual goals will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided….					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Were the Annual Goals Progress Reports generated and distributed quarterly and concurrently with the issuance of report cards?					
	Description					
	LEA Agreement Standard 4.3 states, "Utilizes progress monitoring to evaluate student performance and effectiveness of instructional programs."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Did the Annual Goals Progress Reports contain data driven statements?					
Requirements	**Description**					
Reevaluation **Rule 6A-6.0331(7)(b), F.A.C.** **SBBC Special Policies and Procedures, Part I, Section H** **LEA Agreement Standard 2.**	Rule 6A-6.0331(7)(b), F.A.C., states, "A reevaluation may occur not more than once a year, unless the parent and the school district agree otherwise and must occur at least once every three (3) years, unless the parent and the school district agree that a reevaluation is unnecessary."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Were Reevaluations completed by the due date?					
	Description					
	LEA Agreement Standard 2.2 states, "Procedures are in place for conducting meetings to address evaluation, re-evaluation and eligibility determinations."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Were Reevaluation processes correct?					
Requirements	**Description**					
IEP: Current Parent Input **Rule 6A-6.03028(3)(b), F.A.C.** **Rule 6A-1.09961, F.A.C.**	Rule 6A-6.03028(3)(b), F.A.C., states, "Parent participation in meetings. Each school district shall establish procedures that provide the opportunity for one or both of the student's parents to participate in meetings and decisions concerning the IEP for the student.…."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**

Section 2: ESE

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LEA Agreement Standards 2.1, 3.2 and 3.6	**Is there current parent input?**					
Requirements	**Description**					
IEP: Post-Secondary Goals **Section 1003.5716(2)(c), Fla. Stat.** **SBBC Special Policies and Procedures, Part II, Section C. 8(1**	Section 1003.5716(2)(c), Fla. Stat., states, Beginning not later than the first IEP to be in effect when the student attains the age of 16, or younger if determined appropriate by the parent and the IEP team, the IEP must include the following statements that must be updated annually… A statement of appropriate measurable long-term postsecondary education and career goals based upon age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills and the transition services, including courses of study needed to assist the student in reaching those goals.					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Are there measurable Post-Secondary Goals?					
Requirements	**Description**					
IEP: Diploma Options **Section 1003.4282(10)(a), Fla. Stat.** **Rule 6A-6.03028(3)(h)8, F.A.C.** **SBBC Special Policies and Procedures, Part II, Section C. 8(j)** **LEA Agreement 3.9**	Section 1003.4282(10)(a), Fla. Stat., states, A parent of the student with a disability shall, in collaboration with the individual education plan (IEP) team during the transition planning process pursuant to s. 1003.5716, declare an intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion....					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Are Diploma Options addressed and documented on the IEP?					
Requirements	**Description**					
IEP: Present Level of Performance **Rule 6A-6.03028(3)(h)1, F.A.C.** **SBBC Special Policies and Procedures, Part II, Section C. 8(a)**	Rule 6A-6.03028(3)(h)1, F.A.C., states, "Contents of the IEP. The IEP for each student with a disability must include: 1. A statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general curriculum…."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Does the Present Level of Performance (PLP) reflect current data?					
	Do the Present Level of Performance (PLP), impact of disability, priority educational needs and goals align?					
Requirements	**Description**					
IEP: Annual Goals **Rule 6A-6.03028(3)(h)2, F.A.C** **SBBC Special Policies and Procedures, Part II, Section C. 8(b)**	Rule 6A-6.03028(3)(h)2, F.A.C., states, Contents of the IEP. The IEP for each student with a disability must include... 2. A statement of measurable annual goals, including academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general curriculum….					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Are there measurable Annual Goals?					
Requirements	**Description**					
IEP: Services	Section 1003.571(1)(a), Fla. Stat., states,					

Section 2: ESE

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Section 1003.571(1)(a), Fla. Stat. **Rule 6A-6.03028(3)(h)4, F.A.C.** **SBBC Special Policies and Procedures, Part II, Section A and Section C. 8(d)**	The State Board of Education shall comply with the Individuals with Disabilities Education Act (IDEA), as amended, and its implementing regulations after evaluating and determining that the IDEA, as amended, and its implementing regulations are consistent with the following principles: (a) Ensuring that all children who have disabilities are afforded a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living….					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Are ESE services documented on the IEP?					
	Are services provided and documented (Wizard) on EasyIEP?					
Requirements	**Description**					
IEP: Related Services **Rule 6A-6.03028(3)(h)4, F.A.C.** **SBBC Special Policies and Procedures, Part II, Section C. 8(d)** **LEA Agreement 2.15 and 4.8**	Rule 6A-6.03028(3)(h)4, F.A.C., states, Contents of the IEP. The IEP for each student with a disability must include… 4. A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the classroom accommodations, modifications or supports for school personnel that will be provided for the student to advance appropriately toward attaining the annual goals; to be involved and progress in the general curriculum; to participate in extracurricular and other nonacademic activities; and to be educated and participate with other students with disabilities and nondisabled students in the activities described in this section.					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Are Supplemental Aids and Accommodations, and Special Considerations addressed and align with PLP?					
	Is the provision of Related Services documented on the IEP?					
	Are Related Services documented on (Wizard) EasyIEP?					
Requirements	**Description**					
IEP: Placement **6A-6.03028(3)(g)12, F.A.C.** **6A-6.03028(3)i, F.A.C.**	Rule 6A-6.03028(3)i, F.A.C., states, "LRE and placement determinations. Placement determinations shall be made in accordance with the LRE provisions of the IDEA, as follows…."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Was placement addressed on the IEP?					
	Description					
	Rule 6A-6.03028(3)(g)12, F.A.C., states, "At least annually, whether extended school year (ESY) services are necessary for the provision of a FAPE to the student consistent with the following…."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Was Extended School Year (ESY) addressed on the IEP?					

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Requirements	Description					
Matrix **Section 1011.62(1)(e)1a and 1b, Fla. Stat.** **Rule 6A-1.0451(6), F.A.C.** **LEA Agreement Standard 4.7**	Section 1011.62(1)(e)1a, Fla. Stat., states, "Exceptional education cost factors are determined by using a matrix of services to document the services that each exceptional student will receive. The nature and intensity of the services indicated on the matrix shall be consistent with the services described in each exceptional student's individual educational plan...."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Is the Matrix correct for the current IEP/EP?					
	Description					
	Section 1011.62(1)(e)1b, Fla. Stat., states, "In order to generate funds using one of the two weighted cost factors, a matrix of services must be completed at the time of the student's initial placement into an exceptional student education program and at least once every 3 years by personnel who have received approved training…"					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Was the Matrix completed with the new IEP/Interim IEP/EP?					
	Description					
	Rule 6A-1.0451(6), F.A.C., states, For students in all special programs, a student's full-time equivalent membership shall be reported in the respective special program cost factor prescribed in Section 1011.62(1)(c), FLA. STAT., when the student is eligible and is attending a class, course, or program that has met all of the criteria for the special program cost factor. In addition, when reporting program membership, each student shall be reported in the same special program category as reported in the full-time equivalent membership survey.					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Is the Matrix documented in TERMS correctly?					
Requirements	**Description**					
Faxed Documents **LEA Agreement Standard 4.7**	LEA Agreement Standard 4.7 states that the LEA Designee, "Creates and updates all necessary documents and programs."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Are documents with signatures faxed into the EasyIEP System?					
	Are reports and required documents faxed into the EasyIEP System?					
Requirements	**Description**					
Parent Notification **Rule 6A-6.03311(1), F.A.C.** **LEA Agreement Standards 2.1, 2.16 and 4.7**	Rule 6A-6.03311(1), F.A.C., states, "Prior written notice. The school district shall provide parents with written notice a reasonable time before proposing or refusing to initiate or change the identification, evaluation, educational placement of the student or the provision of a free appropriate public education (FAPE) to the student...."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Was the Parent Notification Form generated when applicable?					
Requirements	**Description**					

Section 2: ESE

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Procedural Safeguards **Rule 6A-6.03311(2)(a-b), F.A.C.** **SBBC Special Policies and Procedures, Part 1, Section C. 1(1)** **LEA Agreement Standard 4.7**	Rule 6A-6.03311(2)(a), F.A.C., states, "Parents must be provided a copy of their procedural safeguards which provides a full explanation of the provisions of this rule relating to: 1. Prior written notice; 2. Parental consent; 3. Access to education records…."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Were the Procedural Safeguards provided at initial consent for evaluation?					
	Were the Procedural Safeguards provided upon initial placement in ESE?					
	Description					
	Rule 6A-6.03311(2)(b), F.A.C., states, "A copy of the procedural safeguards must be given to the parents of a student with a disability only one time a school year…."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Were the Procedural Safeguards provided annually, to Parents, usually at the IEP meeting?					
Requirements	**Description**					
Functional Behavior Assessment (FBA)/Positive Behavior Intervention Plan (PBIP) **Rule 6A-6.03028(3)(g)5, F.A.C.** **LEA Agreement Standards 3.11 and 4.6**	Rule 6A-6.03028(3)(g)5, F.A.C., states, Considerations in IEP development, review, and revision for students with disabilities. The IEP team shall consider the following in IEP development, review, and revision… 5. In the case of a student whose behavior impedes the student's learning or the learning of others, strategies, including the use of positive behavioral interventions, supports, and other strategies to address that behavior….					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Was parental consent obtained prior to conducting the Functional Behavior Assessment (FBA)?					
	Was the Positive Behavior Intervention Plan (PBIP) annually reviewed as required?					
Requirements	**Description**					
Notice of Proposal/Refusal **** Must be written in parent friendly language** **Rule 6A-6.03311(1), F.A.C.** **Rule 6A-6.03311(1)(c), F.A.C.** **LEA Agreement 2.3**	Rule 6A-6.03311(1), F.A.C., states, "Prior written notice. The school district shall provide parents with written notice a reasonable time before proposing or refusing to initiate or change the identification, evaluation, educational placement of the student or the provision of a free appropriate public education (FAPE) to the student...."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Did the school provide a Notice of Proposal/Refusal upon proposed or refused change of educational placement?					
	Did the school provide a Notice of Proposal/Refusal upon proposed or refused change in service?					
	Did the school provide a Notice of Proposal/Refusal upon proposed or refused change in Free Appropriate Public Education (FAPE)?					

Section 2: ESE

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Requirements	Description					
Gifted – **Prior Written Notice** **Parent Participation Form** **Procedural Safeguards** **Rule 6A-6.030191(2)(a), F.A.C.** **Rule 6A-6.030191(2)(b), F.A.C.** **Rule 6A-6.030191(3), F.A.C.** **Rule 6A-6.03313(2), F.A.C. SBBC Special Policies and Procedures, Part 1, Section C. 1(2)** **SBBC Special Policies and Procedures, Part III, Section B. 2**	Rule 6A-6.030191(2)(a), F.A.C., states, Each district shall take the following steps to ensure that one (1) or both of the parents of a student who is gifted is present or is afforded the opportunity to participate at each EP meeting: 1. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and, 2. Scheduling the meeting at a mutually agreed on time and place.					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Did the school provide the 10-day advance notice for first invitation or Parent Participation Form (PPF) for Education Plan (EP)?					
	Did the school provide a second notice of Parent Participation Form for EP meeting?					
	Description					
	Rule 6A-6.030191(2)(b), F.A.C., states, A written notice to the parents must indicate the purpose, time, location of the meeting, and who, by title and or position, will be attending. The notice must also include a statement informing the parents that they have the right to invite an individual with special knowledge or expertise about their child.					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Was the correct purpose for the meeting listed on the Parent Participation Form (PPF)?					
	Description					
	Rule 6A-6.030191(3), F.A.C., states, "Educational plan (EP) team participants. The EP team shall include the following participants.…"					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Were the required members listed on the Parent Participation Form (PPF)?					
	Description					
	Rule 6A-6.03313(2), F.A.C., states, Content and Provision of the Procedural Safeguards to Parents. (a) Parents must be provided a copy of their procedural safeguards which provides a full explanation of the provisions included in this rule. (b) A copy of the procedural safeguards must be available to the parents of a child who is gifted, and must be given to the parents, at a minimum: 1. Upon initial referral for evaluation; 2. Upon refusal of a parent's request to conduct an initial evaluation; 3. Upon notification of each EP meeting; and 4. Upon receipt of a request for a due process hearing by either the school district or the parent in accordance with subsection (7) of this rule.					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Were the Procedural Safeguards distributed to parents?					
Requirements	**Description**					
Education Plan Membership	Rule 6A-6.030191(3), F.A.C., states, "Educational plan (EP) team participants. The EP team shall include the following participants.…"					

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Rule 6A-6.030191(3), F.A.C. SBBC Special Policies and Procedures, Part III, Section B(1)(d)						
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Did the required membership attend the EP meeting?					
Requirements	**Description**					
Education Plan Review Rule 6A-6.030191 (1) and (2), F.A.C. Rule 6A-6.030191(4), F.A.C. Rule 6A-6.030191(6)(c), F.A.C. SBBC Special Policies and Procedures, Part III, Section B. 1)(a) and (c) LEA Procedural Guide for Gifted Education Section 5, lines 414-418, 420-425, and 429-432.	Rule 6A-6.030191(6)(c), F.A.C., states, Meetings shall be held to develop and revise the EP at least every three (3) years for students in grades K-8 and at least every four (4) years for students in grades 9-12. EPs may be reviewed more frequently as needed, such as when the student transitions from elementary to middle school and middle to high school or if the student's parent or teacher requests a review.					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Was the Education Plan (EP) completed by the due date?					
	Is the EP designed for 1 or 2 years? (If there are Social-Emotional Goals the EP must be reviewed annually.)					
	Description					
	Rule 6A-6.030191(1) and (2), F.A.C., states, "Role of Parents. The role of parents in developing EPs includes..." and "Parent participation. Each school board shall establish procedures which shall provide for parents to participate in decisions concerning the EP."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Is there current parent/student input?					
	Description					
	Rule 6A-6.030191(4)(a), F.A.C., states, "A statement of the student's present levels of performance which may include the student's strengths and interests; the student's needs beyond the general curriculum; results of the student's performance on state and district assessments; and evaluation results…."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Does the Present Level of Performance (PLP) reflect current data?					
	Description					
	Rule 6A-6.030191(4)(b), F.A.C., states, "A statement of goals, including benchmarks or short term objectives…."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Are the Goals and Objectives observable and measurable? (at least 2 goals and 2 objectives per goal)					
	Description					
	Rule 6A-6.030191(4)(d), F.A.C., states, "A statement of how the student's progress toward the goals will be measured and reported to parents…."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**

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	Is Progress Monitoring evident? EP Progress Reports are completed and distributed quarterly concurrent with the issuance of the report card.					
	Do EP Goals Progress Reports contain data driven comments?					
	Description					
	Rule 6A-6.030191(4)(c), F.A.C., states, "A statement of the specially designed instruction to be provided to the student…."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Are services provided for and documented on the EP?					
	Description					
	Rule 6A-6.030191(4)(e), F.A.C., states, "The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Do EP service dates align with the EP dates?					
	Description					
	Rule 6A-6.030191(4)(a), F.A.C., states, "A statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results;"					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Are the PLP, goals and objectives, and services in alignment?					
Requirements	**Description**					
Required Meetings **LEA Agreement Standard 1.7**	LEA Agreement Standard 1.7 states, "Attends training sessions/meetings provided by the school system to ensure up-to-date knowledge and current legal and educational trends."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Does the ESE Specialist/LEA Representative attend monthly meetings? District staff will review sign-in attendance records from District meetings prior to this on-site programmatic review.					
Requirements	**Description**					
Total Educational Resource Management System (TERMS) **Rule 6A-1.0451(6), F.A.C.** **Rule 6A-1.04513, F.A.C.** **LEA Agreement Standard 4.7**	Rule 6A-1.0451(6), F.A.C., states, For students in all special programs, a student's FTE membership shall be reported in the respective special program cost factor prescribed in Section 1011.62(1)(c), FLA. STAT., when the student is eligible and is attending a class, course, or program that has met all of the criteria for the special program cost factor. In addition, when reporting program membership, each student shall be reported in the same special program category as reported in the FTE membership survey.					
	Rule 6A-1.04513, F.A.C., states,					

Section 2: ESE

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	Each school district shall maintain documentation adequate to support the full-time equivalent student membership of the district. Such documentation shall include, but is not limited to, all student membership survey forms, all student attendance records, and all student schedule records. These records shall be maintained in auditable condition, shall be made available to the Department of Education for auditing, and shall be kept for a period of three (3) years or until the completion of audit by the Department, whichever period is longer.					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Are the Total Educational Resource Management System (TERMS) panels updated as required for SWD and gifted students with correct dates and matrix number?					
Requirements	**Description**					
CLASSROOM VISITATION: Evidence of Documented Allowable Accommodations, Supplemental Aids and ESE Services Being Provided **Section 1003.571, F. S.** **Rule 6A-6.03028(3)(h)4, F.A.C.** **Rule 6A-6.03028(3)(m)1-2, F.A.C.** **SBBC Special Policies and Procedures, Part II, Section C. 14** **LEA Agreement Standards 2.15 and 4**	Rule 6A-6.03028(3)(m)1, F.A.C., states, "The student's IEP shall be accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Was the IEP/IEP At-A-Glance provided to all Service Providers/Teachers of the student?					
	Is the classroom teacher able to identify ESE Students?					
	Description					
	Rule 6A-6.03028(3)(m)2, F.A.C., states, "All teachers and providers shall be informed of their specific responsibilities related to implementing the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Are Accommodations/Supplemental Aids provided and evident in the classroom?					
	Are Accommodations/Supplemental Aids documented in the Teacher Plan book/Records?					
Requirements	**Description**					
CLASSROOM VISITATION: Evidence of Data Collection for IEP Goals **Rule 6A-6.03028(3)(g), F.A.C.** **LEA Agreement Standards 3.2, 3.6 and 3.10**	Rule 6A-6.03028(3)(g), F.A.C., states, "Considerations in IEP development, review, and revision for students with disabilities. The IEP team shall consider the following in IEP development, review, and revision: ...4. The academic, developmental, and functional needs of the student…."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Do teachers have a folder or file for ESE students with evidence/data for IEP goals/services/supplemental aids?					
Requirements	**Description**					
GIFTED – CLASSROOM VISITATION	Rule 6A-6.030191(7)(a), F.A.C., states, "The EP shall be accessible to each of the student's teachers who are responsible for the implementation."					

Section 2: ESE

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Rule 6A-6.030191(7)(a-b), F.A.C. **Rule 6A-6.030191(5)(b), F.A.C.** **SBBC Special Policies and Procedures, Part III, Section B. 3(a) and (b)** **LEA Procedural Guide for Gifted Education Section 1, lines 2-8.** **LEA Procedural Guide for Gifted Education Section 2, lines 339, 340-349; Section 5, lines 422-425.** **LEA Procedural Guide for Gifted Education Section 2, line 354**	**Look-Fors**	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Are Gifted EPs distributed to teachers?					
	Description					
	Rule 6A-6.030191(7), F.A.C., states, "EP Implementation. An EP must be in effect before specially designed instruction is provided to an eligible student and is implemented as soon as possible following the EP meeting."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Are Services provided?					
	Are Services documented?					
	Description					
	Rule 6A-6.030191(5)(b), F.A.C., states, "Considerations in EP development, review and revision. The EP team shall consider the following… (b)The results of recent evaluations, including class work and state or district assessment."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Do teachers have a folder or file for Gifted students with evidence/data toward EP goals and monitoring?					
	Description					
	LEA Procedural Guide for Gifted Education Section 2, line 354 states, "Lesson plans reflect selected Florida Standards and Critical Content."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Do Teacher lesson plans reflect Florida Standards and Critical Content?					
Requirements	**Description**					
State Requirements: School District Obligations, Parental Options: **John M. McKay Letter** **Section 1002.39(5)(a)1, Fla. Stat.** **Rule 6A-6.0970, F.A.C.** **SBBC Special Policies and Procedures, Part IV, Section B. 2 School District Obligations (1) – (3)** **LEA Agreement Standards 3.12 and 4.7**	Section 1002.39(5)(a)1, Fla. Stat., states, By April 1 of each year and within 10 days after an individual education plan meeting or a 504 accommodation plan is issued under s. 504 of the Rehabilitation Act of 1973, a school district shall notify the parent of the student of all options available pursuant to this section, inform the parent of the availability of the department's telephone hotline and Internet website for additional information on John M. McKay Scholarships, and offer that student's parent an opportunity to enroll the student in another public school in the district.					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Was the John M. McKay Letter generated in EasyIEP and distributed annually to parents by April 1st?					
Requirements	**Description**					
1108 Appendix B Parent Input and Meetings **Section 1002.20 (21)(a)2, Fla. Stat.**	Section 1002.20(21)(a)(2), Fla. Stat., states, "The parents and school district personnel attending the meeting shall sign a document at the meeting's conclusion which states whether any school district personnel have prohibited, discouraged, or attempted to discourage the parents from inviting a person of their choice to the meeting."\					

Section 2: ESE

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Section 1003.5715(1)(a-b), Fla. Stat. **LEA Agreement Standards 3.12 and 4.7**	**Look-Fors**	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Was the 1108 Appendix B Form signed by the parent and all committee members at the end of every meeting?					
	Description					
	Section 1003.5715(1)(b), Fla. Stat., states, "The Department of Education shall adopt separate parental consent forms that school districts must use for each of the following actions in a student's individual education plan (IEP)… (b) Place the student in an exceptional student education center."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Was the 1108 Parent Consent for student placement in a center obtained?					
	Description					
	Section 1003.5715(1)(a), Fla. Stat., states, The Department of Education shall adopt separate parental consent forms that school districts must use for each of the following actions in a student's individual education plan (IEP): (a) Administer to the student an alternate assessment pursuant to s. 1008.22 and provide instruction in the state standards access points curriculum.					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Was the 1108 Parent consent for instruction on State Standard Access Points curriculum and the FAA Administration obtained?					
Requirements	**Description**					
FEFP Revenue Letter **Section 1001.62(1)(e)1b, Fla. Stat.** **LEA Agreement Standard 3.12**	Section 1001.62(1)(e)1b, Fla. Stat., states, In order to generate funds using one of the two weighted cost factors, a matrix of services must be completed at the time of the student's initial placement into an exceptional student education program and at least once every 3 years by personnel who have received approved training. Nothing listed in the matrix shall be construed as limiting the services a school district must provide in order to ensure that exceptional students are provided a free, appropriate public education.					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Was the 1108 FEFP Revenue for ESE letter given to parent at the initial IEP meeting and documented on the IEP?					
	Was the 1108 FEFP Revenue for ESE letter given to parent at the annual IEP meeting and documented on the IEP?					

Charter School Academic Programmatic Review 2020-21 - Remote/e-Learning Version

The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter.
Section 1002.33(5)(b)1a, Florida Statutes

Section 3: English for Speakers of Other Languages (ESOL)

Florida's authority for the implementation of the Consent Decree is found in Section 1003.56, Florida Statutes, English Language Instruction for Limited English Proficient Students and Rules 6A-6.0900 to 6A-6.0909, Florida Administrative Code, Programs for Limited English Proficient Students (ELL).

The Consent Decree addresses the civil rights of English Language Learner students, foremost among those their right to equal access to all education programs. In addressing these rights, the Consent Decree provides a structure that ensures the delivery of the comprehensible instruction to which ELL students are entitled.

2016-2019 District English Language Learner (ELL) Plan

Total Number of ELLs (LYs)		**Total Number of LYs Reviewed**	
Total Number of LFs		**Total Number of LFs Reviewed**	
Number of Remote Classrooms Visited		**Number of Teachers Spoken To**	
Number of Lesson Plans Reviewed		**Grade Levels Visited**	
ESOL Specialist			

Section 3: ESOL

Disclaimer: Due to implementation of the Florida's Innovative Reopening plan, greyed areas are not applicable for this report.

Requirements	**Description**					
ESOL Program Identification **Rule 6A-6.0902(2)(a), F.A.C.** **Rule 6A-6.0902(2)(a)1, F.A.C.** **Rule 6A-6.0902(2)(a)2, F.A.C.** **Rule 6A-6.0902(3)(a), F.A.C.** **Rule 6A-6.0902(3)(b), F.A.C.** **State-approved District ELL Plan, Sections 2 and 3**	Rule 6A-6.0902(2)(a), F.A.C., states, "Each student who responded 'yes' to any question on the home language survey shall be assessed to determine if the student is limited English proficient based on one of the standards set forth in this subsection…."					
	Rule 6A-6.0902(2)(a)1, F.A.C., states, "Assessment of each student's aural and oral proficiency or listening and speaking should be completed as soon as possible after the student's initial enrollment but not later than twenty (20) school days after the student's enrollment.…"					
	Rule 6A-6.0902(2)(a)2, F.A.C., states, "The assessment in reading and writing shall be completed as soon as possible after enrollment, but not later than thirty (30) school days after the aural and oral assessment or listening and speaking assessment."					
	Section 2 of the District ELL Plan states, "The school's ESOL contact/designee keeps a record of all students whose parents answer "yes" to one or more of the three Home Language Survey (HLS) questions to ensure aural/oral testing is completed within 20 days of registration…."					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	ESOL Program Entry: **Was an aural/oral language proficiency assessment administered by a district-trained assessor based on an answer of "yes" to any of the three home language survey questions within 20 days of registration?**					
	Was an assessment in reading and writing administered? (*If applicable*)					
	Description					
	Rule 6A-6.0902(3)(a), F.A.C., states, "Programmatic Assessment. Each student determined to be an ELL shall be further assessed in academic areas so as to aid the student's teacher in developing an appropriate instructional program."					

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Rule 6A-6.0902(3)(b), F.A.C., states, "Each school district shall seek to document the prior schooling experience of ELLs by means of school records, transcripts and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction to such students…."

Section 3 of the District ELL Plan states, "Programmatic assessment of all incoming ELL students is conducted prior to placement in the ESOL Program. Steps are taken to determine the academic level(s) of the student, independent of the student's English language proficiency…"

Look-Fors	YES	NO	N/O	N/A	Concerns/Details
Is a programmatic assessment conducted prior to scheduling and placement in appropriate courses?					
Is the ELL folder signed and dated?					

Requirements	Description
English Language Learner Plan State-approved District ELL Plan, Section 3	Section 3 of the District ELL Plan states, The ESOL contact/designee is required to attend training for the online platform (ELLevation) in order to successfully be responsible for overseeing the development and updating of the ELL Plan. The ELL Plan is updated as follows: • Whenever an ELL Committee is held; • Annually at the beginning of each school year to reflect current services; • On the anniversary date of student's entry into the ESOL Program; • Any other time when there is a change in the student's educational plan.

Look-Fors	YES	NO	N/O	N/A	Concerns/Details
Is an ELL Folder and an ELL Plan generated on *ELLevation* for each ELL in the program?					

Description

Section 3 of the District ELL Plan states,
All ELL Plans are reviewed annually, at the beginning of each school year, to reflect current services. Assessment data (e.g. test results, class performance, grades, language proficiency) are considered when conducting the review. The documentation of the recommendations are part of the student's ELL Plan. The plan is also updated on the student's anniversary date of entry into the ESOL program for a recommendation for continued placement in the ESOL program.

Look-Fors	YES	NO	N/O	N/A	Concerns/Details
Is the ELL Folder and ELL Plan reviewed and updated as needed?					

Requirements	Description
Total Educational Resource Management System (TERMS) Section 1011.62(1)(a) and (g), Fla. Stat.	Section 1011.62(1)(a), Fla. Stat., states, Determination of full-time equivalent membership. —During each of several school weeks, including scheduled intersessions of a year-round school program during the fiscal year, a program membership survey of each school shall be made by each district by aggregating the full-time equivalent student membership of each program by school and by district….

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Section 1011.62(1)(g), Fla. Stat., states, "Education for speakers of other languages.—A school district or a full-time virtual instruction program is eligible to report full-time equivalent student membership in the ESOL program in the Florida Education Finance Program provided the following conditions are met...."

Look-Fors	YES	NO	N/O	N/A	Concerns/Details
Are ESOL Program panels updated on Total Educational Resource Management System (TERMS)?					

Requirements	Description
Annual Reviews **State-approved District ELL Plan, Section 11**	Section 11 of the District ELL Plan states, The ESOL Contact with feedback from the teacher recommends continued placement within 30 days prior to the DEUSS. For students who enter prior to the 2012-13 school year and have not DEUSS date, the initial ENTRY Date is used. The ELL Plan and the A-23 Panel are updated. An ELL Committee meeting is not required. * * * An approved English Language Proficiency Assessment is administered to update language classification for students in years 2 and 3. This information is used to inform continued placement. The ELL Plan is updated to reflect changes in language classification codes.

Look-Fors	YES	NO	N/O	N/A	Concerns/Details
Are annual reviews completed on or within 30 days prior to the anniversary date?					

Requirements	Description
Re-evaluations for Extension of Services (REEVAL) **Rule 6A-6.09022(1), F.A.C.** **Rule 6A-6.09022(2), F.A.C.** **Rule 6A-6.09022(3), F.A.C.** **Rule 6A-6.09022(5), F.A.C.** **State-approved District ELL Plan, Section 11**	Rule 6A-6.09022(1), F.A.C., states, Three (3) years after the date of an English Language Learner's (ELL's) initial enrollment in a school in the United States, an ELL Committee shall be convened annually to re-evaluate the student's progress towards English language proficiency. The ELL Committee shall be convened no earlier than thirty (30) school days prior to the third anniversary of the student's initial enrollment date in a school in the United States, and no later than the anniversary date, unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the ELL committee may convene no later than October 1. This process shall be completed annually thereafter.
	Rule 6A-6.09022(2), F.A.C., states, "Any student being considered for extension of services shall be assessed on at least one (1) assessment instrument. The assessment shall be administered no earlier than thirty (30) school days prior to the student's anniversary date. Assessment must cover all four (4) domains of listening, speaking, reading, and writing.…"
	Rule 6A-6.09022(3), F.A.C., states, "The ELL Committee shall review the student's academic record holistically and shall consider the assessment results from the assessment administered under subsection (2) of this rule and the following criteria to determine whether the student is English language proficient.…"
	Rule 6A-6.09022(5), F.A.C., states, "The basis and nature of the ELL Committee's decision on whether to extend or not to extend services shall be documented and maintained in the student's file."
	Section 11 of the District ELL Plan states, "An ELL Committee makes recommendation for extension of services no earlier than thirty (30) school days prior to the DEUSS unless the student anniversary date falls within the first two (2) weeks of any school year. Then the ELL Committee may convene no later than October 1."

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	Look-Fors	YES	NO	N/O	N/A	Concerns/Details
	Are procedures followed for Extension of Services (REEVALs)?					
	Are required assessments administered on or within 30 days prior to the anniversary dates for Extension of Services (REEVALs)?					
	Are ELL Committee meetings convened in a timely manner for REEVALs*?*					

Requirements	Description
Assessments **Rule 6A-6.09021, F.A.C** **Rule 6A-1.09432(1), F.A.C.** **Rule 6A-1.09432(4), F.A.C** **Rule 6A-1.09432(5), F.A.C.** **Rule 6A-1.09432(6), F.A.C** **Rule 6A-6.09091(2), F.A.C** **State-approved District ELL Plan, Section 5**	Rule 6A-6.09021, F.A.C., states, (1) All students classified as ELLs on the first day of the test administration shall be assessed annually on the Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 suite of assessments (ACCESS for ELLs 2.0), including Kindergarten ACCESS for ELLs for kindergarten students, ACCESS for ELLs 2.0 for grades 1-12 students, or Alternate ACCESS for ELLs for students with significant cognitive disabilities. Students pending assessment and classification and former ELLs shall not be assessed on ACCESS for ELLs 2.0 suite of assessments. (2) The ACCESS for ELLs 2.0 suite of assessments shall be administered in accordance with standard written instructions appropriate for the examination. The written instructions will be issued by the Commissioner in the form of directions for administration and other written communications, and provided to school districts in sufficient time prior to each test… * * * (4) For students taking any administration of the Kindergarten ACCESS for ELLs or the ACCESS for ELLs 2.0 assessment, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading. For students with significant cognitive disabilities taking any administration of the Alternate ACCESS for ELLs assessment, the proficiency level shall be a P1 composite score or greater.
	Rule 6A-1.09432(1), F.A.C., states, "All students classified as English Language Learners (ELLs) must participate in the statewide assessment program, prescribed in Section 1008.22, FLA. STAT. There is no categorical exemption from participation in the statewide assessment program for ELLs except as provided in Rule 6A-6.0909, F.A.C."
	Rule 6A-1.09432(4), F.A.C., states, "ELL assessment data shall be used by school districts and schools to evaluate the effectiveness of their instructional programs for English Language Learners and to follow-up such evaluations with appropriate adjustments, modifications, and improvements of the district's and the school's English for Speakers of Other Languages (ESOL) programs.…"
	Rule 6A-1.09432(5), F.A.C., states, "Assessment results of individual students shall be used by schools to evaluate the progress of individual students. When indicated, such evaluations shall result in appropriate adjustments, modifications, and improvements of each individual ELL student plan.…"

Look-Fors	YES	NO	N/O	N/A	Concerns/Details
Do all ELLs participate in state and district assessments?					

Description
Rule 6A-6.09091(2)(d), F.A.C., states,

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Approved Dictionary and Glossary. ELLs must have access to English-to-heritage language/heritage language-to-English dictionaries or glossaries or both, such as those made available to ELLs in an instructional setting. The dictionary or glossary must provide word-to-word translations only and may not contain definitions or other information. A dictionary or glossary writtten exclusively in the heritage language or in English shall not be provided. Electronic translation dictionaries or glossaries that meet the same requirements without accessing the Internet may be used.

Section 5 of the District ELL Plan states,

The ESOL Contact is responsible for identifying student Accommodations using the online platform. Parents are notified via the Flexible Setting Form if their child will be tested in a different setting. A copy of the ELL Plan containing the accommodations is kept in the ELL folder… Testing accommodations are documents on the Accommodation section of the ELL Plan. The same accommodations are provided on a regular basis during classroom instruction and documented as ESOL Instructional Strategies in the teacher's plan book.

Look-Fors	YES	NO	N/O	N/A	Concerns/Details
Is the School following the District ELL Plan processes to ensure that ELLs receive allowable testing accommodations?					

Description

Rule 6A-1.09432(6), F.A.C., states,

No promotion or retention decision may be made for any individual student classified as an English Language Learner based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. A formal retention recommendation regarding an English Language Learner may be made through action of an ELL committee.

Section 4 of the District ELL Plan states, "Student progression – Formal retention recommendations for ELLs requires the review and approval by an ELL Committee in which the parent must be invited…."

Look-Fors	YES	NO	N/O	N/A	Concerns/Details
Are procedures in place for promotion, placement, and retention of ELLs?					

Requirements	Description
ESOL Program Exit (LF) **Rule 6A-6.0903(2)(a-b), F.A.C.** **Rule 6A-6.0903(4), F.A.C.** **State-approved District ELL Plan, Section 6**	Rule 6A-6.0903(2)(a), F.A.C., states, Standards for Student Exit from the ESOL Program. (a) An ELL shall be determined English language proficient and exited from the ESOL program upon obtaining: 1. Scores of "Proficient" at the applicable grade level on each statewide English Language Proficiency Assessment subtest administered annually pursuant to Rule 6A-6.09021, F.A.C.; and, 2. Scores on applicable FSA in ELA, as follows: a. For students in grades K-2, the statewide English Language Proficiency Assessment is the only assessment required; b. For students in grades 3-9, earning a passing score on the grade level FSA in ELA or the FSAA, c. For students in grades 10-12, a score on the 10th grade FSA in ELA, or a score on the FSAA, pursuant to Rule 6A-1.09430, F.A.C., or a score on the 10th grade FCAT in Reading, pursuant to Rule 6A-1.09422, F.A.C., sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, FLA. STAT. (b) Upon receipt of the statewide English Language Proficiency Assessment and FSA in ELA scores, schools shall

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exit students no later than the last school day of the school year. If the statewide English Language Proficiency Assessment or FSA in ELA scores are received after the end of the school year, schools shall exit students within two (2) weeks after the beginning of the next school year and shall use the last day of the school year in which the FSA in ELA examination was administered as the exit date.

Rule 6A-6.0903(4), F.A.C., states, "The ELL Committee shall document the records reviewed by the Committee... The Committee's decision shall be supported by at least two of the criteria established in subparagraph (2)(c)2., of this rule, and the supporting criteria shall be documented in the student's file."

Section 6 of the District ELL Plan states,

Upon receipt of the state wide English Language Proficiency Assessment and ELA scores, schools shall exit students no later than the last day of the school year. If the scores are received after the end of the school year, schools shall exit students within two (2) weeks after the beginning of the next school year and shall use the last day of the school year in which the ELA examination was administered by the State.

The school ESOL contact person, in coordination with the teachers follows procedures below to exit students from the ESOL program:

- Identifies students who are eligible to exit the ESOL program based on the exit criteria.
- Updates the exit information on the ELL Plan for exiting students.
- Convenes an ELL Committee meeting, if necessary. Parents must be invited and all members of the committee must sign. The ESOL Contact completes the ELL meeting section of the ELL Plan with the assessment data used to determine English proficiency, dates and signs document(s).
- Provides the school's data processor with required Exit data. The required information is entered into TERMS.
- Notified the parents that the student is exiting the EOSL program via 'Parent Notification of Student Exiting from the English for Speakers of Other Languages (ESOL) Program' letter.
- Monitors the student for two years from the exit date in order to ensure success in the mainstreamed classroom.

* * *

In order for students to be exited in the middle of a grading period and ELL Committee must be convened.

Look-Fors	YES	NO	N/O	N/A	Concerns/Details
Were procedures followed for students who met established State criteria exited?					

Requirements	Description
Monitoring of Exited students (LF) **State-approved District ELL Plan, Section 7**	Section 7 of the District ELL Plan states, School ESOL contact/designee with input from classroom teacher(s) and any other applicable staff" is responsible for monitoring. The student's academic performance is monitored on an on-going basis and is documented in the ELL Plan at four (4) specific times after exiting: first report card; end of first semester; end of first year; end of second year. * * * The school's ESOL contact/designee is responsible for updating the student ELL Plan. This is documented on the ELL Plan at four specific plans after exiting….

Look-Fors	YES	NO	N/O	N/A	Concerns/Details

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	Have students who exited the program (*LF*) been monitored on their academic performance for a 2-year period?					

Requirements	**Description**
Equal Access to Appropriate Instruction for English Language Learners (ELLs) **Rule 6A-6.0904(1)(a), F.A.C.** **Rule 6A-6.0904(2)(a-b), F.A.C.** **Rule 6A-6.0904(2)(c), F.A.C.** **State-approved District ELL Plan, Section 4**	Rule 6A-6.0904(1)(a), F.A.C states, Each English Language Learner shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential… (a) English Language Learners shall have equal access to appropriate programs which shall include state funded English for Speakers of Other Languages (ESOL) instruction and instruction in basic subject areas which are understandable to English Language Learners and equal and comparable in amount, scope, sequence and quality to that provided to English proficient students. Instructional services shall be documented in the form of an English Language Learner Student Plan.
	Rule 6A-6.0904(2)(a) and (b), F.A.C., states, (2) Basic ESOL instruction. (a) Basic ESOL programs shall include instruction to develop sufficient skills in speaking, listening, reading, and writing English to enable the student to be English proficient. (b) English Language Learners shall be classified according to their levels of English language proficiency, academic achievement, and special needs, and shall be placed in appropriate instructional services for these levels. Basic ESOL instruction may be provided in heterogeneous classroom settings, such as multiple language groups.
	Rule 6A-6.0904(2)(c), F.A.C., states, An English Language Learner shall be provided basic ESOL programming for the minimum number of hours per day or week, as specified in the individual ELL student plan. Such plans shall specify that each student receive, at minimum, the amount of basic ESOL instruction which may include special or alternative language arts necessary to attain parity of participation with English proficient students in language arts. The English Language Learner shall not receive less than the total amount of instruction received by an English proficient student at the same grade level.
	Section 4 of the District ELL Plan states, Regardless of the approach implemented, ELL receive instruction that is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate standards, benchmark and course description. Textbooks and other instructional materials used with ELLs are the same as those used with non-ELLs in the same grade. School site administrators are responsible for monitoring the implementation of ESOL strategies by the classroom teachers. Evidence can be observed during classroom visits, through lesson plans, through the use of materials audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book. * * * To ensure that instruction provided to ELLs is equal in amount, sequence and scope, the School Principal and Guidance Department, staff or designee, take appropriate steps in the placements of ELLs. Programmatic assessment and academic placement reviews are documented on the ELL folder at time of entry and prior to placement in the ESOL program.

Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
Do ELLs have equal access to instructional and categorical programs regardless of their level of					

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	proficiency?					
	Description					
	Section 4 of the District ELL Plan states, ELLs receive instruction using ESOL Instructional Strategies. School site administrators are responsible for monitoring the implementation and documentation of ESOL strategies by the classroom teacher. Evidence is obtained during classroom observations, evaluations and classroom walk-throughs, including review of documentation/notation in lesson plans, and evidence of appropriate use of materials and audiovisuals. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book using the codes from the District's ESOL Instructional Strategies Matrix. The following are some of the approaches used by teachers to ensure that comprehensible instruction is provided for the ELLs: • Teacher/paraprofessional-student interaction in both languages when possible • Curriculum is structured so that prior knowledge is considered. • Methods and materials used in the program reflect second language acquisition strategies and needs. • All subject matter is introduced in English, using ESOL instructional strategies, to ensure comprehensible instruction. • It is the responsibility of the teacher to ensure that the student understands the instruction being provided.					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Is the use of ESOL Instructional Strategies monitored for implementation?					
Requirements	**Description**					
ELL Support **Rule 6A-6.0904(4)(c), F.A.C.**	Rule 6A-6.0904(4)(c), F.A.C., states, English Language Learners in ESOL basic subject area classrooms shall have access to an individual proficient in their languages in addition to a trained ESOL subject area teacher. Schools with at least fifteen students speaking the same home language shall provide at least one aide or teacher who is proficient in the same home language and who is trained to assist in ESOL basic subject area instruction.					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Does the school have <u>one</u> <u>aide or teacher</u> proficient in the same language <u>dedicated and available</u> to assist the ELLs in ESOL basic subject area classrooms as required?					
	Does the performance of the Paraprofessional meet the requirements of META?					
Requirements	**Description**					
School to Home Communications **Rule 6A-6.0908(2), F.A.C.**	Rule 6A-6.0908(2), F.A.C, states, "School-to-Home Communication. All written and oral communication between a school district's personnel and parents of current or former English Language Learners shall be in the parents' primary language or other mode of communication commonly used by the parents unless clearly not feasible"					
State-approved District ELL Plan, Section 8	Section 8 of the District ELL Plan states, "From the time of students' registration every effort is made to inform parents about Broward County Public Schools through the use of translated materials or the use of interpreters..."					

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	Look-Fors	YES	NO	N/O	N/A	Concerns/Details
	Is all school to home communications *(e.g., Code of Student Conduct, Report Cards, and Interim Reports)* provided in the parent's heritage language when feasible?					
	Are translated flyers, brochures, and applicable school information available at the front office?					
	Are registration forms provided in student's home language?					
Requirements	**Description**					
Attendance to District's Departments Meetings and Trainings State-approved District ELL Plan, Section 7	Section 7 of the District ELL Plan states, "ESOL Contacts are required to attend all meetings held throughout the year…"					
	Look-Fors	**YES**	**NO**	**N/O**	**N/A**	**Concerns/Details**
	Is there evidence that the ESOL contact attends all district department meetings and trainings as scheduled? Attendance records from District meetings are reviewed prior to the On-Site Programmatic Review.					

Section 4: Multi-Tiered Systems of Support

Rule 6A-6.03018(2), Florida Administrative Code, states, "General education intervention procedures and activities to ensure that lack of academic progress…"
Rule 6A-6.0331(1), F.A.C., states, "General education intervention procedures and activities. In order to ensure that lack of academic progress is not due to lack of appropriate instruction…"

MTSS Facilitator (as identified on current Curriculum Contact Form)			
Number of Tier II Folders Reviewed		**Number of Tier III Folders Reviewed**	

Section 4: Multi-Tiered Systems of Support

Disclaimer: Due to implementation of the Florida's Innovative Reopening plan, greyed areas are not applicable for this report.

Requirements	Description
Early Warning System S. 1001.42(18)(b)1, Fla. Stat. S. 1001.42(18)(b)2, Fla. Stat.	Section 1001.42(18)(b)1, Florida Statutes, states, (b) Early warning system.—1. A school that serves any students in kindergarten through grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators: a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. b. One or more suspensions, whether in school or out of school. c. Course failure in English Language Arts or mathematics during any grading period.

Section 4: Multi-Tiered Systems of Support

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d. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency under s. 1008.25(5)(a).

Section 1001.42(18)(b)2, Florida Statutes, states,

A school-based team responsible for implementing the requirements of this paragraph shall monitor the data from the early warning system. The team may include a school psychologist. When a student exhibits two or more early warning indicators, the team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program at the direction of a school-based, multidisciplinary team. Data and information relating to a student's early warning indicators must be used to inform any intervention strategies provided to the student.

Look-Fors	YES	NO	N/O	N/A	Concerns/Details
Has the school implemented an Early Warning System to identify vulnerable students for additional interventions?					
Has the school provided evidence of Early Warning System data and a narrative describing support services provided to students?					
Has the school implemented a process to track and monitor student retentions (current year retainees and students retained two or more times)?					
Has the school provided evidence of a Course Recovery/Grade Forgiveness process?					

Requirements	Description
Multi-Tiered Systems of Support (MTSS) **Rule 6A-6.03018(2)(a-b), F.A.C.** **Rule 6A-6.0331(1), F.A.C.**	Rule 6A-6.03018(2)(a-b), F.A.C., states, In order to ensure that lack of academic progress is not due to lack of appropriate instruction, a group of qualified personnel must consider: (a) Data that demonstrate that the student was provided well-delivered scientific, research-based instruction and interventions addressing the identified area(s) of concern and delivered by qualified personnel in general education settings; and, (b) Data-based documentation, which was provided to the student's parent(s) or guardian(s), of repeated measures of achievement at reasonable intervals, graphically reflecting the student's response to intervention during instruction....
	Rule 6A-6.0331(1), F.A.C. states, "General education intervention procedures for kindergarten through grade twelve (12) students… It is the local school district's responsibility to develop and implement a multi-tiered system of support which integrates a continuum of academic and behavioral interventions for students who need additional support to succeed in the general education environment.…"

Method of Data Collection:
___ BASIS
___ School-Based Process

Look-Fors	YES	NO	N/O	N/A	Concerns/Details
Is MTSS process aligned to Florida Rules and state statues?					
Academic Interventions: **Is there evidence of Collaborative Problem-Solving**					

Section 4: Multi-Tiered Systems of Support

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	Team meetings with parent participation (sign-in sheets/agendas)?					
	Has the CPS team conducted data analysis, analyzed progress monitoring reports (including charts/graphs), and provided meeting discussion notes?					
	Has the school used universal screening data to identify students in need of Tier II and III intensive interventions?					
	Is there evidence of scheduled Tier II and III intensive interventions occurring on a consistent basis (intervention logs, pull-out/push-in schedules)?					
	Has the school provided evidence of data driven student intervention assignments that meet the needs of all students (student work folders)?					

Section 5: Summary of Concerns

Section 5.1: Summary Literacy Opt-In Concerns

K-2:
3-5:
6-8:
9-12:

Section 5.2: Summary ESE Concerns

Section 5.3: Summary ESOL Concerns

Section 5:4: Summary MTSS Concerns
K-2:
3-5:
6-8:
9-12: