

# **BREVARD COUNTY**

## **Focused Monitoring**

### **Exceptional Student Education Programs**

**November 13-17, 2006**

Florida Department of Education  
Bureau of Exceptional Education and Student Services  
ESE Program Administration and Quality Assurance

# FLORIDA DEPARTMENT OF EDUCATION



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April 5, 2007

Dr. Richard A. DiPatri, Superintendent  
Brevard County School District  
2700 Judge Fran Jamieson Way  
Viera, Florida 32940-6699

Dear Superintendent DiPatri:

We are pleased to provide you with the Final Report of Focused Monitoring of Exceptional Student Education Programs in Brevard County. This report was developed by integrating multiple sources of information, including: student record reviews; interviews with school and district staff; information from focus groups; and parent survey data from our visit on November 13-17, 2006. The final report will be placed on the Bureau of Exceptional Education and Student Services' website and may be viewed at [www.firn.edu/doe/commhome/mon-home.htm](http://www.firn.edu/doe/commhome/mon-home.htm).

The report includes a system improvement plan outlining the findings of the monitoring team. Bureau staff have worked with Dr. Karen Palladino, ESE Director, and her staff to develop a system improvement plan that includes strategies and activities to address the areas of concern and noncompliance identified in the report. We anticipate that some of the action steps that will be implemented will be long term in duration, and will require time to assess the measure of effectiveness. The system improvement plan has been approved and is included as a part of this final report.

The first scheduled update on the system improvement plan will be due on August 31, 2007. The Department of Education must ensure timely corrections on noncompliance within one year of reporting to the district. The successful completion of improvement plan activities and the submission of the annual report no later than March 7, 2008, will be required. A verification monitoring visit to your district may take place after review of the annual report.

**BAMBI J. LOCKMAN**  
*Chief*

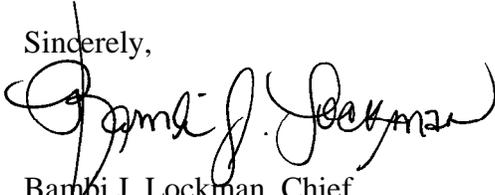
*Bureau of Exceptional Education and Student Services*

Superintendent DiPatri  
April 5, 2007  
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If my staff can be of any assistance as you implement the system improvement plan, please contact Eileen L. Amy, ESE Program Administration and Quality Assurance Administrator. Ms. Amy may be reached at 850/245-0476, or via electronic mail at [Eileen.Amy@fldoe.org](mailto:Eileen.Amy@fldoe.org).

Thank you for your continuing commitment to improve services for exceptional education students in Brevard County.

Sincerely,

A handwritten signature in black ink, appearing to read "Bambi J. Lockman". The signature is fluid and cursive, with the first name being the most prominent.

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

Enclosure

cc: Robert Jordan, School Board Chairman  
Members of the School Board  
Harold T. Bistline, School Board Attorney  
School Principals  
Dr. Karen Palladino, ESE Director  
Eva Lewis, Program Support Services Director  
Eileen L. Amy  
Ginny Chance

**BREVARD COUNTY**

**Focused Monitoring**

**Exceptional Student Education Programs**

**November 13-17, 2006**

Florida Department of Education  
Bureau of Exceptional Education and Student Services  
ESE Program Administration and Quality Assurance



**Brevard County Final Monitoring Report  
 Focused Monitoring  
 November 13-17, 2006**

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# **Brevard County Report Focused Monitoring November 13-17, 2006**

## **Monitoring Process**

### **Authority**

The Florida Department of Education, Bureau of Exceptional Education and Student Services, in carrying out its roles of leadership, resource allocation, technical assistance, monitoring, and evaluation is required to oversee the performance of district school boards in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes (F.S.)). In fulfilling this requirement, the Bureau conducts monitoring activities of the exceptional student education (ESE) programs provided by district school boards in accordance with Sections 1001.42 and 1003.57, F.S. Through these monitoring activities, the Bureau examines and evaluates procedures, records, and programs of exceptional student education (ESE); provides information and assistance to school districts; and otherwise assists school districts in operating effectively and efficiently. One purpose of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) is to assess and ensure the effectiveness of efforts to educate children with disabilities (Section 300.1(d) of Title 34, Code of Federal Regulations (CFR), and districts are required to make a good faith effort to assist children with disabilities to achieve their stated goals and objectives in the least restrictive environment (34 CFR §300.350(a)(2) and §300.556). In accordance with the IDEA 2004, the Department is responsible for ensuring that the requirements of the IDEA are carried out and that each educational program for children with disabilities administered in the state meets the educational requirements of the state (34 CFR §300.600(a)(1) and (2)). Federal Regulations for IDEA 2004 were made public on August 14, 2006, and implementation required October 13, 2006.

The monitoring system reflects the Department's commitment to provide assistance, service, and accountability to school districts, and is designed to emphasize improved educational outcomes for students while continuing to conduct those activities necessary to ensure compliance with applicable federal laws and regulations and state statutes and rules. In addition, these activities serve to ensure implementation of corrective actions such as those required subsequent to monitoring by the U.S. Department of Education, Office of Special Education Programs, (OSEP) and by the Office for Civil Rights (OCR), as well as other quality assurance activities of the Department.

### **State Performance Plan and Monitoring**

In accordance with 34 CFR 300.600(a)(1), not later than 1 year after the date of enactment of the Individuals with Disabilities Education Improvement Act of 2004, each State must have in place a performance plan that evaluates the State's efforts to implement the requirements and purposes of Part B and describe how the State will improve such implementation. The purpose of the monitoring process is to implement a methodology that targets the Bureau's monitoring intervention on key data indicators identified by IDEA 2004 as significant for educational

outcomes for students. Through this process, the Bureau uses data to inform the monitoring process, thereby implementing a strategic approach to intervention and commitment of resources that will improve student outcomes. A detailed description of the Bureau's monitoring processes is provided in *Focused Monitoring and Verification Monitoring: Work Papers and Source Book for Exceptional Student Education Programs (2006-07)*. The protocols used by Bureau staff when conducting procedural compliance reviews are available in *Compliance Manual: Work Papers and Source Book for Exceptional Student Education Programs (2006-07)*. These documents are available on the Bureau's website at [www.firn.edu/doe/commhome/mon-home.htm](http://www.firn.edu/doe/commhome/mon-home.htm).

## **Indicator Selection**

In its continuing effort to focus the monitoring process on student educational outcomes, there are three (3) specific monitoring priority areas which are identified in the IDEA 2004 at section 616(a)(3). The first priority is the provision of a free appropriate public education (FAPE) in the least restrictive environment (LRE) which includes standard diploma rate, dropout rate, participation and performance on statewide assessments, suspension and expulsion, LRE for both ages 6-21 and for pre-kindergarten (PK) children, PK outcomes, and parent satisfaction. The second priority is general supervision by the state which includes child find, transition (Part C to Part B), secondary transition, and postsecondary outcomes. The third priority is disproportionate representation of racial and ethnic groups in special education and related services including all disabilities in general and specific disability categories. The IDEA 2004 can be viewed on the web at <http://www.ed.gov/policy/speced/guid/idea/idea2004.html>.

Data on all State Performance Plan (SPP) indicators used to determine the focus of this on-site visit was based on a review of data from the 2006 local educational agency (LEA) Profile that was submitted electronically to the Department of Education (DOE) Information Database for Surveys 2, 3, 5, 9, and from the assessment files for each school year. This data is compiled into an annual data profile for each district. The 2006 LEA Profiles for all Florida school districts are available on the web at <http://www.firn.edu/doe/commhome/datapage.htm>.

## **Background Information and Demographics**

During the week of November 13, 2006, the Florida Department of Education, Bureau of Exceptional Education and Student Services, conducted an on-site review of the exceptional student education (ESE) programs in Brevard County Public Schools. Dr. Karen Palladino, Exceptional Student Education Director, served as communication liaison and point of contact for the district during the monitoring visit. Brevard County was monitored on the following indicators: least restrictive environment for Pre-K students with disabilities as well as students with disabilities aged 6-21, dropout rate, suspension and expulsion, and disproportionate representation of racial and ethnic groups.

Based on the 2006 LEA profile, Brevard County School District has a total school population (PK-12) of 75,160 with 18% of students being identified as students with disabilities and 2% identified as gifted. Brevard County is considered a "large" district and is comprised of 64

elementary schools (Pre-K-5) 14 middle schools (6-8), 22 high schools (9-12), 11 combination schools and 13 adult education schools.

Brevard County is a diverse community, with 30% of students on free or reduced lunch and 2% of students identified as limited English proficient. Of the students with disabilities who exited from the district during the 2004-05 school year, 55% met all requirements for a standard diploma, 10% met the requirements through a waiver of a passing score on the Florida Comprehensive Assessment Test (FCAT), and <1% graduated through the GED exit option (i.e., under-credited students who have passed the FCAT and who pass the GED examination). The district has a dropout rate of 4% on the LEA Profile. Two percent of the population of students with disabilities had received out-of-school suspensions totaling ten or more days.

## **Monitoring Activities**

The Bureau conducted the on-site focused monitoring visit from November 13-17, 2006. Four Bureau staff members and twelve peer monitors conducted site-visits to the following thirteen schools, including one charter school, and one Department of Juvenile Justice (DJJ) facility:

- Cambridge Elementary School
- Mila Elementary School
- Oak Park Elementary School
- Riviera Elementary School
- Andrew Jackson Middle School
- Clearlake Middle School
- Central Middle School
- Astronaut High School
- Cocoa High School
- Rockledge High School
- Titusville High School
- River's Edge Charter Academy
- Francis Walker Halfway House (DJJ)

Peer monitors are exceptional student education personnel from other school districts who are trained to assist with the DOE's monitoring activities. A listing of Bureau staff and peer monitors who conducted the monitoring activities for this visit is included as appendix A.

The monitoring process includes interviews with administrators, teachers, and other service delivery providers, focus group interviews with students, case studies, classroom observations, record reviews, and surveys of parents of students with disabilities. A summary of the monitoring activities conducted in Brevard County is included in the following table:

<b>Activity</b>	<b>Source</b>	<b>Number</b>
Interviews	District staff	8
	School staff	
	▪ School administrators/non-instructional support	43
	▪ ESE teachers—disabilities	43
	▪ ESE teachers—gifted	1
	▪ General education teachers	48
	<b>Total</b>	<b>135</b>
Focus Groups	Cocoa High School	
	Rockledge High School	22
	▪ Students pursuing special diploma	<u>24</u>
	▪ Students pursuing standard diploma	
	<b>Total</b>	<b>46</b>
Case studies	Individual student case studies	51
Classroom Visits	ESE and general education classrooms	80
Record Reviews	IEPs	
	▪ Targeted on-site review	131
	▪ Matrix of services documents	18
	EPs	
	▪ Targeted on-site review	<u>15</u>
	<b>Total</b>	<b>164</b>
Surveys	Parents of students with disabilities	
	▪ Number sent	5,227
	▪ Number returned (%)	626 (11.9%)
	▪ School facilitates parent involvement	186 (29.7%)

The results of the surveys are included as appendix B.

## **Reporting of Information**

Findings based on data generated through record reviews; focus group interviews; individual interviews; case studies; classroom visits; parent surveys; and, the review of district forms are summarized in the reporting table that follows. This report provides conclusions with regard to each key data indicator and specifically addresses related areas that may contribute to or impact the indicator. In addition, information related to services provided to ESE students in Department of Juvenile Justice (DJJ) facilities and charter schools, and services for gifted students are reported.

To the extent possible, this report focuses on systemic issues rather than on isolated instances of noncompliance or need for improvement. In accordance with established Bureau monitoring procedures, a finding of a systemic violation will be made if evidence of such a violation is found in 25% or more of the pertinent data sources.

During the course of conducting the focused monitoring activities, including daily debriefings with the monitoring team and district staff (if needed), it is often the case that suggestions and/or recommendations related to interventions or strategies are proposed, and promising practices are noted. Listings of these recommendations and promising practices, as well as specific discretionary projects and DOE contacts available to provide technical assistance in the development and implementation of a system improvement plan, are included following the reporting table.

In response to the specific findings included in the reporting table, the district is required to develop a system improvement plan. This plan was developed in consultation with the Bureau, and includes activities and strategies intended to address specific findings, as well as measurable evidence of change.



**Brevard County School District  
Focused Monitoring**

**Reporting Table**

Citation	Findings	Supporting Evidence	Concerns
<b>State Performance Plan (SPP) Indicator 1: Standard Diploma – Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma</b>			
<b>Related Factor: General</b>			
	No findings of noncompliance in this area.		Three personnel from two of three high schools reported that parental choice is the leading factor in making diploma decisions.
<b>SPP Indicator 2: Dropout – Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of school</b>			
<b>Related Factor: General</b>			
	No findings of noncompliance in this area.		
<b>SPP Indicator 3: Participation in Statewide Assessment – Participation and performance of children with disabilities on statewide assessments</b>			
<b>Related Factor: FCAT Waiver/Other Options</b>			
	No findings of noncompliance in this area.		18 of 24 students in the standard diploma focus groups at two high schools indicated no knowledge of the FCAT waiver, nor had they been informed of the possibility. Most teachers when questioned indicated that students are not

Citation	Findings	Supporting Evidence	Concerns
			<p>informed of waiver until spring of students' junior year at the earliest. It was also noted that cursory information is provided to students regarding FCAT waiver due to the possibility students would stop trying.</p>
<p><b>SPP Indicator 4: Discipline, Suspension, Expulsion – Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year and percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity</b></p>			
<p><b>Related Factor: General</b></p>			
	<p>No findings of noncompliance</p>		<p>2 of 4 classrooms observed demonstrated poor classroom management. Students in varying exceptionalities classroom were observed to be extremely disruptive including physical aggression and acting out behaviors. (River's Edge Charter School)</p> <p>7 of 7 record reviews of ESE students suspended in first semester of 2006 revealed all but one student currently failing all or most of their general education classes. (Central Middle)</p>

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Citation	Findings	Supporting Evidence	Concerns
<b>Related Factor: IEP Requirements/Implementation</b>			
<p>Section 615(k)(1)(F)(i) §300.520(b)(1)(i) 6A-6.03312(4)(d)(1)</p> <p>Section 614(d)(3)(C ) §300.346(d)(1)-(2) 6A-6.03028(4)(b)(1)-(2)</p>	<p>Not more than 10 days after removing a student for more than 10 days or prior to a change in placement due to discipline, if the student does not have a FBA, the IEP team must meet to develop an assessment plan.</p> <p>General education teacher must participate in the development of the IEP, including determining: appropriate positive behavioral interventions and strategies; supplementary aids and services; program modifications; supports for personnel.</p>	<p>One student record review indicated that student with 13 days of suspension had no FBA or BIP in place. (Andrew Jackson Middle)</p> <p>4 of 9 student record reviews contained no written documentation that general education teachers were in attendance at IEP meetings. (Andrew Jackson Middle)</p>	
<b>SPP Indicator 5: Least Restrictive Environment, Ages 6-21 – Percent of children with IEPs aged 6-21 who are provided a free appropriate public education in the least restrictive environment</b>			
<b>Related Factor: General</b>			
	<p>No findings of noncompliance in this area.</p>		<p>At the high school level there was no consistent system whereby general education teachers of ESE students are made aware of those students' needs for accommodations and/or provision of services, as 6</p>

Citation	Findings	Supporting Evidence	Concerns
			out of 48 general education teachers interviewed were uninformed.
<b>Related Factor: IEP Requirements/Implementation</b>			
<p>Section 614(d)(1)(A)(i)(II) §300.347(a)(2)(i) 6A-6.03028(7)(b)</p> <p>Section 614(d)(1)(A)(i)(IV) §300.347(a)(3)(i)</p>	<p>Annual goals and short-term objectives/benchmarks must relate to the needs resulting from the disability and focus on enabling the student to be involved and make progress in the general curriculum.</p> <p>Specially designed instruction, related services, supplementary aids and services, accommodations, modifications, and supports for school personnel to assist the student in progressing in the general curriculum and meeting annual goals must be provided.</p>	<p>Five of fourteen student records reviewed had 50% of goals not measurable. (Astronaut High)</p> <p>12 of 12 records reviewed had same accommodation statements which did not match individual students' needs. (Mila Elementary)</p>	
<b>SPP Indicator 6: Least Restrictive Environment, PreK – Percent of preschool children who received special education and related services in settings with typically developing peers</b>			
<b>Related Factor: General</b>			
	No findings of noncompliance in this area.		Reverse inclusion is basis for inclusion; however,

Citation	Findings	Supporting Evidence	Concerns
			<p>number of nondisabled students are quite limited in comparison with number of disabled students.</p> <p>Data entry not recording students' minutes with nondisabled peers during lunch and recess.</p>
<b>Related Factor: IEP Requirements/Implementation</b>			
Section 614(d)(1)(B)(ii) §300.346(2)(i) 6A-6.03028(4)(b)(2)	The general education teacher/child care provider must participate in the development of the IEP, including determining: appropriate positive behavioral interventions and strategies; supplementary aids and services; program modifications; supports for personnel.	5 of 5 records reviewed indicated no involvement of general PreK teachers in the development of the IEPs. (Cambridge Elementary)	
<b>SPP Indicator 9: Disproportionality – EH/EMH – Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification</b>			
<b>Related Factor:</b>			
	No findings of noncompliance in this area.		

Citation	Findings	Supporting Evidence	Concerns
<b>SPP Indicator 10: Disproportionality – Gifted – Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification</b>			
<b>Related Factor: General</b>			
	<p>No findings of noncompliance in this area.</p> <p>1) EP team must reconvene to address expired duration of 8/15/03 (Rivers' Edge Charter School)</p>	<p>15 EPs were reviewed, in part or in whole.</p>	<p>8 of 10 staff interviewed did not know the procedures for making referrals. (River's Edge Charter School)</p>
<b>Matrix of Services</b>			
S. 1011.62(1)(e), F.S.	Three matrixes of service documents require correction due to inaccurate reporting.	3 of 18 IEPs/matrix of services documents for students reported at the 254 or 255 level were not reported accurately.	
<b>Review of Student Records</b>			
34 CFR §300.320-300.520 Rule 6A-6.03028, FAC	Six IEP teams must reconvene to address identified findings.	131 IEPs were reviewed, in part or in whole	
Rule 6A-6.030191(6) (c)	One EP team must reconvene to address expired duration	15 EPs were reviewed, in part or in whole	
<b>Review of District Forms</b>			
	No findings of noncompliance in this area.	A detailed description of the forms reviews was provided to the district in a letter dated February 26, 2007.	

## **System Improvement Plan**

In response to these findings, the district is required to develop a system improvement plan for submission to the Bureau. This plan must include activities and strategies intended to address specific findings, as well as measurable evidence of change. In developing the system improvement plan, every effort should be made to link the system improvement activities resulting from this focused monitoring report to the district's targeted technical assistance needs identified through the State Performance Plan Indicator teams. The promising practices, recommendations, and technical assistance resources included below should be considered when developing strategies and/or interventions targeting the critical issues identified by the Bureau as most significantly in need of improvement.

### **Promising Practices**

During the visit numerous promising practices were noted by district and school staff and by Bureau and peer monitors. Some of the reported promising practices were school specific, some were grade specific, and others were the results of district-wide initiatives. The District is encouraged to continue to promote an atmosphere where teachers and staff can share these practices. Some of the reported promising practices are listed below.

- Vocational programs at high schools that are comprised of career education and on the job training for ESE students
- Community colleges working with special diploma students
- General education students tutoring exceptional education students as community service hours
- The unique services offered at Oak Park Elementary for ESE students
- Before and after school tutoring at both the high school and middle school levels
- "Loving Logic" inclusion training with Florida Inclusion Network (FIN)
- Extracurricular opportunities offered to ESE students at Cocoa High School

### **Concerns/Recommendations**

Recommendations have been proposed for the district to consider when developing the system improvement plan and determining strategies that are most likely to effect change. The list is not all-inclusive, and is intended only as a starting point for discussion among the parties responsible for the development of the system improvement plan (SIP).

The following are recommendations for the district to consider for determining future strategies for educating exceptional students. The list is not all-inclusive, and is intended only as a starting point for discussion. A partial list of technical assistance resources is also provided. In addition, Bureau staff is available for assistance on a variety of topics.

- Consider increasing the use of FDLRS and FIN to address staff's need for additional training on inclusion and instructional accommodations
- Continue to conduct periodic self-assessments of ESE programs across schools to ensure that IEPs are being implemented and accommodations are individualized

- Enlist the services of the Positive Behavioral Support Project to assist with training of effective behavior management strategies at schools with identified needs in this area

## **Technical Assistance**

### **Florida Inclusion Network**

Website: <http://www.FloridaInclusionNetwork.com/>

### **Florida’s Positive Behavioral Supports Project**

Website: <http://www.fmhi.usf.edu/cfs/dares/flpbs/>

### **Student Support Services and Shared Services Network**

Website: <http://sss.usf.edu>

### **Project CENTRAL**

Website: <http://reach.ucf.edu/~CENTRAL/>

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**Brevard County School District  
 Focused Monitoring  
 System Improvement Strategies**

The district is required to provide system improvement strategies to address identified findings of noncompliance, which may include an explanation of specific activities the district has committed to implementing, or it may consist of a broader statement describing planned strategies. For each issue, the plan also must define the measurable evidence of whether or not the desired outcome has been achieved. In addition to findings of noncompliance, the report includes areas of concern that the district is encouraged to address, either through this system improvement plan or through other avenues. Resources, suggestions and/or recommended actions are provided following this plan format.

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<b>Findings of Noncompliance</b>	<b>Improvement Strategies/Interventions</b>	<b>Outcome Measures and Timeline</b>
<b>State Performance Plan (SPP) Indicator 1: Standard Diploma</b>		
<b>Related Factor: General</b>		
No findings of noncompliance in this area.	<i>The district is encouraged to include strategies to address the concerns noted in the body of this report.</i>	
<b>SPP Indicator 2: Dropout</b>		
<b>Related Factor: General</b>		
No findings of noncompliance in this area.		
<b>SPP Indicator 3: Participation in Statewide Assessment</b>		
<b>Related Factor: FCAT Waiver/Other Options</b>		
No findings of noncompliance in this area.	<i>The district is encouraged to include strategies to address the concerns noted in the body of this report.</i>	

Findings of Noncompliance	Improvement Strategies/Interventions	Outcome Measures and Timeline
<b>SPP Indicator 4: Discipline, Suspension, Expulsion</b>		
<b>Related Factor: General</b>		
No findings of noncompliance in this area.	<i>The district is encouraged to include strategies to address the concerns noted in the body of this report.</i>	
<b>Related Factor: IEP Requirements/Implementation</b>		
<p>Either before or not later than ten business days after either first removing the student for more than ten school days in a school year or beginning with a removal that constitutes a change in placement, if the school district did not conduct a functional behavioral assessment (FBA) and implement a positive behavior intervention plan (PBIP) for the student before the behavior resulted in the removal, the IEP team must meet to develop an assessment plan.</p> <p>Areas of concern are noted in the body of the report.</p>	<p>Training and/or technical assistance regarding functional behavior assessments and implementation of positive behavior intervention plans will be incorporated into the general staff development activities for ESE, general education, and administrative staff.</p> <p>District and/or school staff will conduct quarterly reviews of a sampling of IEPs (<math>\geq 10</math> records) of students who have been assigned <math>&gt;10</math> days of out-of-school suspension ensure that manifestation determinations and functional behavior assessments are conducted and behavior intervention plans are developed and implemented.</p> <p>Following an analysis of the record review results, district staff will determine if targeted compliance was met or if additional training is required.</p> <p><i>The district is encouraged to include strategies to address concerns noted in the body of this report.</i></p>	<p>Evidence of training to Department of Education, August 2007</p> <p>District report of self-assessment reveals compliance with targeted elements for 100% of IEPs reviewed, September 2007</p> <p>October 2007</p> <p>December 2007</p>

<b>Findings of Noncompliance</b>	<b>Improvement Strategies/Interventions</b>	<b>Outcome Measures and Timeline</b>
<b>SPP Indicator 5: Least Restrictive Environment, Ages 6-21</b>		
<b>Related Factor: General</b>		
No findings of noncompliance in this area.	<i>The district is encouraged to include strategies to address the concerns noted in the body of this report.</i>	
<b>Related Factor: IEP Requirements/Implementation</b>		
<p>IEP shall be accessible to each person who is responsible for its implementation.</p> <p>Each teacher shall be informed of their specific responsibilities related to implementing the student's IEP and the specific accommodations, modifications, and supports.</p> <p>Areas of concern are noted in the body of the report.</p>	<p>If not already in place, the district is required to develop a policy, procedure, and or form to document assurance that all teachers responsible for implementing IEPs have received or have access to a copy of the document.</p> <p>The district is required to address findings of noncompliance in its IEP training.</p> <p><i>The district is encouraged to include strategies to address concerns noted in the body of this report</i></p>	<p>District is to submit a copy of the policy, procedure, and/or form related to how teachers are informed of their responsibilities related to the implementation of an IEP.</p> <p>September, 2007</p>
<b>SPP Indicator 9: Disproportionality – EH/EMH</b>		
<b>Related Factor: General</b>		
No findings of noncompliance in this area.	<i>The district is encouraged to include strategies to address the concerns noted in the body of this report.</i>	
<b>SPP Indicator 10: Disproportionality - Gifted</b>		
<b>Related Factor: General</b>		
	<i>The district is encouraged to include strategies to address the concerns noted in the body of this report.</i>	

Findings of Noncompliance	Improvement Strategies/Interventions	Outcome Measures and Timeline
<b>Matrix of Services</b>		
<p>Three matrix of service documents require review following review/revision of the corresponding IEPs.</p>	<p>District will submit both new IEPs and new matrixes for identified students to the Bureau for review and if needed, an amendment to the Automated Student Information System database.</p> <p>The district will be required to conduct semi-annually, self-assessment of 10 matrix of service records for students and report findings to DOE.</p>	<p>District report of self-assessment will reveal compliance for 100% of matrixes reviewed.</p> <p>June 2007 December 2007</p>

**Appendix A:**  
**ESE Monitoring Team Members**



**Florida Department of Education  
Bureau of Exceptional Education and Student Services  
2006-07 Focused Monitoring  
Brevard County School District**

**ESE Monitoring Team Members**

**Department of Education Staff**

Bambi J. Lockman, Chief, Bureau of Exceptional Education and Student Services  
Eileen L. Amy, Administrator, ESE Program Administration and Quality Assurance  
Ginny Chance, Program Director, ESE Program Administration and Quality Assurance

Laura Harrison, Program Specialist, Co-Team Leader  
Barbara McAnelly, Program Specialist, Co-Team Leader  
Angela Nathaniel, Program Specialist  
Annette Oliver, Program Specialist

**Peer Reviewers**

Carol Davis – Walton County  
Dianne Frye – St. Lucie County  
Joanne Rosen – Miami – Dade County  
Claudia Leary – Miami-Dade County  
Deborah Switsky-Nunez – Miami-Dade County  
Lesley Messier – Monroe County  
Renee Ginn – Seminole County  
Debi Dukes – Union County  
Edna Waxman – Miami-Dade County  
Nancy Nielson – Suwannee County  
Sandra Larson – St. Lucie County  
Martha Grant – Sumter County



**Appendix B:**  
**Survey Results**



**Florida Department of Education  
Bureau of Exceptional Education and Student Services  
2006-07 Focused Monitoring  
Brevard County School District**

**Parent Survey Report: Students with Disabilities**

FDOE has elected to use the 25-item scale from the National Center for Special Education Accountability Monitoring (NCSEAM) survey that addresses family involvement. Each family selected to be included in the annual sample received a mailed survey printed on an optical scan form accompanied by a cover letter explaining the importance of the survey and guaranteeing the confidentiality of the parent's responses. The packet also included a pre-addressed, postage-prepaid envelope for return of the survey. The survey was provided in three languages: English, Spanish, and Haitian-Creole.

Data from the surveys was scanned into an electronic database and sent to Dr. William Fisher, NCSEAM's measurement consultant, who analyzed the data and produced reports at both the state and LEA levels.

The parent survey was sent to parents of 5,227 (PK-12) with disabilities in Brevard County School District for whom complete addresses were provided by the district. A total of 626 parents, representing 11.9% of the sample, returned the survey. When applying the standard of measure indicating their perception of schools' facilitation of parental involvement, 29.7% of parents of children ages 3-21 reported their perceived level of satisfaction at or above the standard.



**Appendix C:**  
**Student Record Reviews**



**Florida Department of Education  
Bureau of Exceptional Education and Student Services  
2006-07 Focused Monitoring  
Brevard County School District**

**Student Record Reviews**

A total of 149 student records of students with disabilities and 15 records of students identified as gifted were randomly selected from the population of ESE students and reviewed. The records were from 13 schools in the district. Twenty of the records represented transition IEPs for students aged 14 or older. Targeted or partial reviews of an additional 49 records were conducted on-site in conjunction with student case studies. The collected information related to additional compliance areas designated by the Bureau. In addition to IEP reviews, the Bureau conducted reviews of eighteen matrix of service documents for students reported at the 254 or 255 funding level through the Florida Education Finance Program (FEFP). Any services claimed on the matrix must be documented on the IEP and must be in evidence in the classroom.

An item must be found noncompliant in at least 25% of the records reviewed to be determined systemic in nature. There were no systemic findings in Brevard County.

Individual or non systemic findings were noted in following area(s):

**IEP:**

- Goals were not measurable

**Matrix of Services:**

- IEPs did not support the level of service calculated on the matrix



**Appendix D:**  
**Glossary of Acronyms**



**Florida Department of Education  
Bureau of Exceptional Education and Student Services  
2006-07 Focused Monitoring  
Brevard County School District**

**Glossary of Acronyms**

Bureau	Bureau of Exceptional Education and Student Services
CFR	Code of Federal Regulations
CIP	Continuous Improvement Plan
CST	Child Study Team
DJJ	Department of Juvenile Justice
DOE	Department of Education
EP	Educational Plan (for gifted students)
ESE	Exceptional Student Education
F.S.	Florida Statutes
FAC	Florida Administrative Code
FAPE	Free Appropriate Public Education
FCAT	Florida Comprehensive Assessment Test
FDLRS	Florida Diagnostic and Learning Resource System
FIN	Florida Inclusion Network
FND	Florida Network on Disabilities
FTE	Full-time Equivalent
GE	General Education
GED	General Educational Development diploma
IDEA	Individuals with Disabilities Education Act 2004
IEP	Individual Educational Plan (for students with disabilities)
ISS	In-School Suspension
LEA	Local Educational Agency
LEP	Limited English Proficient
LRE	Least Restrictive Environment
NCSEAM	National Center for Special Education Accountability Monitoring
OCR	Office for Civil Rights
OSEP	Office of Special Education Programs (USDOE)
OSS	Out-of-School Suspension
PreK (PK)	Pre-kindergarten
SIP	System Improvement Plan
SLD	Specific Learning Disability
SPP	State Performance Plan
SP&P	Special Programs & Procedures for the Provision of Specially Designed Instruction
SSS	Sunshine State Standards
USC	United States Code