

FLORIDA DEPARTMENT OF EDUCATION



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July 27, 2009

Dr. Beth Moore, Superintendent
Bradford County School District
501 West Washington Street
Starke, FL 32091-2525

Dear Superintendent Moore:

The Bureau of Exceptional Education and Student Services is in receipt of your district's response to the preliminary findings of its 2008-09 Exceptional Student Education (ESE) Compliance Self-Assessment. This letter and the attached document comprise the final report for Bradford County School District's 2008-09 self-assessment monitoring process.

The self-assessment system is designed to address the major areas of compliance related to the State Performance Plan (SPP)/Annual Performance Report (APR) required under the Individuals with Disabilities Education Act (IDEA). SPP Indicator 15, Timely Correction of Noncompliance, requires that the state identify and correct noncompliance **as soon as possible, but in no case later than one year from identification**. While any incident of noncompliance is of concern, in accordance with the language in SPP Indicator 15, the Bureau's current monitoring system considers the timeliness of correction of noncompliance to be of greatest significance.

The results of district self-assessments are included in the State's APR and are used to inform oversight activities, including the selection of districts for on-site monitoring, and the local educational agency (LEA) determinations required under Section 300.603, Title 34, Code of Federal Regulations, which result in districts being identified as "meets requirements," "needs assistance," "needs intervention," or "needs substantial intervention."

On March 30, 2009, the preliminary report of findings from the self-assessment process was released to your district's ESE Director. The preliminary report detailed student-specific incidents of noncompliance that required immediate correction. Districts were required to correct all student-specific noncompliance no later than May 26, 2009, and to provide evidence to the Bureau no later than June 2, 2009. In addition, the preliminary report identified any standards for which the noncompliance was considered systemic (i.e., evident in $\geq 25\%$ of the records reviewed).

BAMBI J. LOCKMAN

Chief

Bureau of Exceptional Education and Student Services

Superintendent Moore
July 27, 2009
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In the event that there were systemic findings, a corrective action plan (CAP) was required. Bradford County School District's CAP was submitted to the Bureau for review and approval. We look forward to receiving the district's report on their results no later than **January 27, 2010**. Your district's adherence to this schedule is required in order to ensure correction of systemic noncompliance within a year as required by OSEP and Florida's SPP.

In its 2008-09 self-assessment, Bradford County School District assessed 88 standards. One or more incidents of noncompliance were identified on 19 of those standards (21.6 %). The following is a summary of the district's timely correction of student-specific incidents of noncompliance:

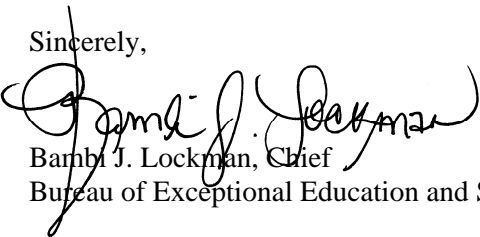
Correction of Noncompliance by Student

	Number	Percentage
Records Reviewed/Protocols Completed	19	–
Total Items Assessed	419	–
Noncompliant	51	12%
Timely Corrected	46	90.2%
Corrected as of July 20, 2009	51	100%

The attached *Bradford District Summary Report: Findings of Noncompliance by Standard* contains a summary of the findings reported by the individual standard or regulation assessed. In the event there were systemic findings of noncompliance on specific standards that required the development of a CAP, those items are designated by shaded cells. In addition, a Matrix of Services review was required. Bradford County School District reviewed five matrixes for students reported at the 254 or 255 cost factors for weighted funding through the Florida Education Finance Program. No discrepancies were identified.

We understand that the implementation of this self-assessment required a significant commitment of resources and appreciate the time and attention your staff has devoted to the process thus far. If you have questions regarding this process, please contact your assigned district liaison for monitoring or Patricia Howell, Program Director, at (850) 245-0476 or via electronic mail at patricia.howell@fldoe.org.

Sincerely,



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

Attachment

cc: Barbara Johns
Frances Haithcock
Mary Jane Tappen
Kim C. Komisar
Patricia Howell
Brenda Fisher
Sheila Gritz
Donnajo Smith

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

Self-Assessment 2008 - 2009

Bradford District Summary Report: Findings of Noncompliance by Standard

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

Number of EP protocols completed: 5
 Number of standards per EP: 16
 Number of SD protocols completed: 5
 Number of standards per SD: 23
 Number of SP protocols completed: 4
 Number of standards per SP: 21
 Number of T16 protocols completed: 5
 Number of standards per T16: 28

Total number of protocols: 19
 Total number of standards: 419
 Total number of incidents of noncompliance (NC): 51
 Overall % incidents of noncompliance: 12%

Percent of noncompliance is calculated as the # of incidents of noncompliance for a given standard divided by the # of protocols reviewed for that standard, multiplied by 100.

* Correctable for the student(s): A finding for which immediate action can be taken to correct the noncompliance.

** Individual CAP: For a finding which cannot be corrected for an individual student, a corrective action plan (CAP) is required to address how the district will ensure future compliance; this plan will be limited in scope, based on the nature of the finding.

*** Systemic CAP: For a finding of noncompliance on a given standard that occurs in $\geq 25\%$ of possible incidents, a corrective action plan (CAP) is required to ensure future compliance; this plan must address the systemic nature of the finding and will be broader in scope than an individual CAP.

Note: In the event that there is a systemic finding of noncompliance on a standard that requires an individual CAP, only a systemic CAP is required.

Self-Assessment 2008 - 2009
Bradford District Summary Report: Findings of Noncompliance by Standard

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
SD-2	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general curriculum, as well as a statement of the remediation needed to achieve a passing score on the general statewide assessment. For a prekindergarten student, the IEP contains a statement of how the disability affects the student's participation in the appropriate activities. (34 CFR 300.320(a)(1); Rule 6A-6.03028(7)(a), FAC.)	X		1	20.0%	
SD-3	The IEP includes measurable annual goals, including academic and functional goals, and short-term objectives or benchmarks, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general curriculum and meet the student's other needs that result from the disability. (34 CFR 300.320(a)(2))	X		2	40.0%	X
SD-7	The IEP contains a statement of program modifications or classroom accommodations, including location and anticipated initiation, duration and frequency. (34 CFR 300.320(a)(4) and (7) and Rule 6A-6.03028(7)(c), FAC.)	X		1	20.0%	
SD-9	There is alignment among the present level of academic and functional performance statement, the annual goals and short term objectives/benchmarks, and the services identified on the IEP. (34 CFR 300.320(a))	X		2	40.0%	X
SD-16	The IEP team considered, in the case of a student whose behavior impedes his or her learning, the use of positive behavior interventions and supports, and/or other strategies to address the behavior. (34 CFR 300.324(a)(2)(i))	X		1	20.0%	

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
T16-9	There is a measurable postsecondary goal or goals in the designated areas (i.e., education/training and employment; where appropriate, independent living). (34 CFR 300.320(b)(1))	X		3	60.0%	X
T16-10	The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))	X		4	80.0%	X
T16-11	There is/are annual goal(s) or short-term objectives or benchmarks that reasonably enable the student to meet the postsecondary goals. (34 CFR 300.320(a)(2))	X		4	80.0%	X
T16-12	There are transition services on the IEP that focus on improving the academic and functional achievement of the student to facilitate the student's articulation to post-school. (34 CFR 300.320(b)(2))	X		3	60.0%	X
T16-13	The transition services include course(s) of study that focus on improving the academic and functional achievement of the student to facilitate the student's articulation from school to post-school. (34 CFR 300.320(b)(2))	X		3	60.0%	X
T16-16	The IEP includes coordinated, measurable, annual IEP goals and transition service that will reasonably enable the student to meet the postsecondary goals. (34 CFR 300.320(b))	X		4	80.0%	X
SP-9	The parent <i>agreed</i> to an SP team member's absence when that person's curriculum/related service area <i>was not</i> being discussed. (34 CFR 300.321(e))		X	2	50.0%	X
SP-10	The parent <i>consented</i> to the excusal of an SP team member when that person's curriculum/related service area <i>was</i> being discussed. (34 CFR 300.321(e)(2))		X	2	50.0%	X

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
SP-20	If the current SP represents a change of placement from the previous SP the parent received appropriate prior written notice. (Rule 6A-6.03314(2), FAC.)		X	1	25.0%	X
EP-10	The EP for a school-age student includes a statement of present levels of strengths and interests. (Rule 6A-6.030191(4)(a), FAC.)	X		4	80.0%	X
EP-11	The EP includes a statement of goals, including benchmarks or short-term objectives. (Rule 6A-6.030191(4)(b), FAC.)	X		3	60.0%	X
EP-12	The EP contains a statement of specially designed instruction to be provided to the student, including the initiation date and the projected frequency, location, and duration of the services. (Rule 6A-6.030191(4)(c) and (e), FAC.)	X		1	20.0%	
EP-13	The EP contains a statement of how the student's progress will be measured and reported to the parents. (Rule 6A-6.030191(4)(d), FAC.)	X		5	100.0%	X
EP-14	In developing the EP, the team considered the strengths of the student and needs resulting from the student's giftedness, the results of recent evaluations, including class work and state or district assessments, and, in the case of a student with limited English proficiency, the language needs of the student as they relate to the EP. (Rule 6A-6.030191(5)(a)-(c), FAC.)	X		5	100.0%	X