



- Exceptional Student Education Policies and Procedures (SP&P)
- School Board Policy 6000.4

Special Policies And Procedures

SP&P

SP&P is written by the Florida Department of Education as a framework for:

- Federal Legislation
- Individuals with Disabilities Education Act (IDEA)
- Florida Statutes and State Board of Education Rules
- Specific Local Input



Approvable District Changes to SP&P

SP&P is a web-based document created by the Bureau of Exceptional Education and Student Services (BEESS) that cannot be edited by the District, with the exception of designated text boxes.

The approved SP&P is posted on the Bureau website at <http://beess.fcim.org/sppDistrictDocSearch.aspx>

A unified PDF file of the District's SP&P will be provided electronically to the District once it is Board approved and signed by the Superintendent.



Sections with Required Input from the District

- Legal Requirements
- General Education Intervention Procedures
- Individual Education Plan
- Appendices C and F updates



Sections with Revisions by Florida Department of Education Due to Rule or Statute Revisions

- Individual Education Plans and Education Plans for Transferring Exceptional Students
- Exceptional Student Eligibility for Students who are Homebound or Hospitalized
- Exceptional Student Eligibility for Students who are Visually Impaired
- Individualized Family Support Plan for Students with Disabilities Ages Birth through Five Years
- John M. McKay Scholarships for Students with Disabilities Program
- Gardiner Scholarship Program



Policy 6000.4

Exceptional Student Education Policies and Procedures (SP&P)

Amendment Table

SP&P is a web-based document that cannot be edited by the District, with the exception of designated text boxes.

PART I: General Policies and Procedures

Section A.4

Section Title	Section Revisions	Page(s)	DOE Input	District Input
District Procedures Related to Documenting and Reporting Incidents of Restraint and Seclusion	<ul style="list-style-type: none"> • Language in text boxes was revised to omit "seclusion" since the District prohibited the use of seclusion beginning with the 2016-2017 school year 	6-7		X

Section A.5

Section Title	Section Revisions	Page(s)	DOE Input	District Input
District Procedures Related to Review of Data and Reporting Procedures (to include monitoring and training)	<ul style="list-style-type: none"> • Language in text boxes was revised to omit "seclusion", where applicable, since the District prohibited the use of seclusion beginning with the 2016-2017 school year • Revised information regarding documentation and reporting within the District to reflect that District ESE Staff is responsible for collecting and reporting data to designated ESE District Supervisor by the end of the first quarter and on a monthly basis thereafter 	8-10		X

Section A.6

Section Title	Section Revisions	Page(s)	DOE Input	District Input
District Plan Related to Reducing the Use of Restraint	Required data input: <ul style="list-style-type: none"> • Total number of incidents of restraints for the 2015-16 school year • Total number of incidents of restraints for the 2016-17 school year • Indicated the percentage of increase or decrease in the 2016-17 rate • Provide a rationale for the district's increase or decrease in incidents when comparing data • Note whether or not the district attained the 2016-17 goal for rate reduction and the difference between 2016-17 percentage goal and the actual 2016-17 percentage rate • Describe the data reviewed from the 2016-17 school year (which must include primary exceptionality and race or ethnicity or students restrained and type of restraint used) • Describe how the data and the problem-solving process informed your district's plan to reduce the use of restraint • Describe how the data and the problem-solving process determined the measurable annual goal for the reduction of restraint for the 2016-17 school year • Describe the activities that are a part of the district's plan to reduce the use of restraint 	11-14	X	X



PART I: General Policies and Procedures (continued)

Section A.7

Section Title	Section Revisions	Page(s)	DOE Input	District Input
District Plan Related to Reducing the Use of Seclusion	Required data input: <ul style="list-style-type: none"> • Include the total number of incidents of seclusion for the 2015-16 school year • Total number of incidents of seclusion for the 2016-17 school year • Indicated the percentage of increase or decrease in the 2016-17 rate • Provide a rationale for the district's increase or decrease in incidents when comparing data • Note whether or not the district attained the 2016-17 goal for rate reduction and the difference between 2016-17 percentage goal and the actual 2016-17 percentage rate <p><i>All other text boxes in this section indicate that the District prohibits the use of seclusion</i></p>	15-17	X	X

Section E

Section Title	Section Revisions	Page(s)	DOE Input	District Input
Individual Education Plans and Education Plans for Transferring Exceptional Students	Rule Revision - Florida Department of Education information only. No district input required. <ul style="list-style-type: none"> • New Language: <ul style="list-style-type: none"> # 2. IEPs or EPs for students transferring to or from a Florida school district and a full-time virtual program • Language Deletion: <ul style="list-style-type: none"> # 3. IEPs for students who transfer from outside of Florida <ul style="list-style-type: none"> ○ All language in this portion is the same, however, all references to EPs has been removed • New Language: <ul style="list-style-type: none"> # 4. EPs for gifted students who transfer from outside of Florida 	42-43	X	

Section G

Section Title	Section Revisions	Page(s)	DOE Input	District Input
General Education Intervention Procedures	<ul style="list-style-type: none"> • District required to explain academic and behavior progress monitoring tools and data used to monitor student response to intervention • District required to explain how the District monitors implementation and fidelity of problem identification, problem analysis, intervention development and intervention effectiveness • District required to explain how parents are engaged in the problem-solving process (including frequency and format for sharing student response to intervention data with parents) 	46-49		X



PART II: Policies and Procedures for Students with Disabilities

Section B.7

Section Title	Section Revisions	Page(s)	DOE Input	District Input
Exceptional Student Education Eligibility for Students who are Homebound or Hospitalized	Rule Revision - Florida Department of Education information only. No district input required. <ul style="list-style-type: none"> • Definitions • Eligibility Criteria • Student Evaluation • Procedures for Providing and Individual Education Plan (IEP) • Instructional Services 	82-84	X	

Section B.15

Section Title	Section Revisions	Page(s)	DOE Input	District Input
Exceptional Student Education Eligibility for Students who are Visually Impaired	Rule Revision - Florida Department of Education information only. No district input required. <ul style="list-style-type: none"> • Definition • Eligibility Criteria • Student Evaluation • Reevaluation 	104-105	X	

Section C

Section Title	Section Revisions	Page(s)	DOE Input	District Input
Individual Education Plan	District information regarding the completion of the Best Practices in Inclusive Education (BPIE) assessment. <ul style="list-style-type: none"> ○ Anticipated date for the triennial BPIE assessment <ul style="list-style-type: none"> ▪ February 2019 	120		X

Section G

Section Title	Section Revisions	Page(s)	DOE Input	District Input
Individualized Family Support Plan for Students with Disabilities Ages Birth through Five Years	Florida Department of Education information only. No district input required. <ul style="list-style-type: none"> • Procedures 	142	X	



PART IV: Policies and Procedures for Parentally-Placed Private

Section B

Section Title	Section Revisions	Page(s)	DOE Input	District Input
John M. McKay Scholarships for Students with Disabilities Program	Florida Department of Education information only. No district input required. <ul style="list-style-type: none"> • Eligibility Criteria 	159-160	X	

Section C

Section Title	Section Revisions	Page(s)	DOE Input	District Input
Gardiner Scholarship Program	Statute Revision - Florida Department of Education information only. No district input required. <ul style="list-style-type: none"> • Definition 	162	X	

PART V: Appendices

Section C

Section Title	Section Revisions	Page(s)	DOE Input	District Input
District Plan to Increase the Participation of Underrepresented Students in the Program for Students who are Gifted	<ul style="list-style-type: none"> • Student totals updated 	171-172		X

Section F

Section Title	Section Revisions	Page(s)	DOE Input	District Input
Best Practices in Inclusive Education (BPIE) Assessment	<ul style="list-style-type: none"> • BPIE Indicator Rating Tally Sheet and BPIE Services Plan <ul style="list-style-type: none"> ○ The BPIE Indicator Rating Tally Sheet and BPIE Services Plan was completed on February 22, 2016 and will remain the same until February 2019. 	175		X



Input, Questions & Next Steps

- Questions

- Input

- Next Steps

- Public Rule Development Workshop (Board Workshop #2) – May 15, 2018
- Board Meeting for adoption – June 26, 2018



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EXCEPTIONAL STUDENT LEARNING SUPPORT (ESLS)

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