

**Exceptional Student Education Policies and Procedures (SP&P)  
2017- 2018 through 2019-2020 School Years  
Amendment Table**

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

<b>PART I: General Policies and Procedures</b>				
<b>Section A.4</b>				
<b>Source and SP&amp;P Content Revision</b>	<b>Section Revisions</b>	<b>Page(s)</b>	<b>DOE Input</b>	<b>District Input</b>
<b>Legal Requirements</b> <b>District Procedures Related to Documenting and Reporting Incidents of Restraint and Seclusion</b> Title 34 Code of Federal Regulations (CFR) §300.641 Sections 1003.57, 1003.571, and 1003.573, Florida Statutes (F.S.) Rules 6A-6.03411 and 69A-58.0084, Florida Administrative Code (F.A.C.)	<ul style="list-style-type: none"> <li>Language in text boxes was revised to omit “seclusion” since the District prohibited the use of seclusion beginning with the 2016-2017 school year</li> </ul>	6-7		X
<b>Section A.5</b>				
<b>Source and SP&amp;P Content Revision</b>	<b>Section Revisions</b>	<b>Page(s)</b>	<b>DOE Input</b>	<b>District Input</b>
<b>Legal Requirements</b> <b>District Procedures Related to Review of Data and Reporting Procedures (to include monitoring and training)</b> Title 34 Code of Federal Regulations (CFR) §300.641 Sections 1003.57, 1003.571, and 1003.573, Florida Statutes (F.S.) Rules 6A-6.03411 and 69A-58.0084, Florida Administrative Code (F.A.C.)	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	8-10		X
<b>Section A.6</b>				
<b>Source and SP&amp;P Content Revision</b>	<b>Section Revisions</b>	<b>Page(s)</b>	<b>DOE Input</b>	<b>District Input</b>
<b>Legal Requirements</b> <b>District Plan Related to Reducing the Use of Restraint</b> Title 34 Code of Federal Regulations (CFR) §300.641 Sections 1003.57, 1003.571, and 1003.573, Florida Statutes (F.S.) Rules 6A-6.03411 and 69A-58.0084, Florida Administrative Code (F.A.C.)	Required data input <ul style="list-style-type: none"> <li>Total number of incidents of restraints for the 2015-16 school year</li> <li>Total number of incidents of restraints for the 2016-17 school year</li> <li>Indicated the percentage of increase or decrease in the 2016-17 rate</li> <li>Provide a rationale for the district’s increase or decrease in incidents when comparing data</li> <li>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</li> <li>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)</li> <li>Describe how the data and the problem-solving process informed your district’s plan to reduce the use of restraint</li> <li>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</li> <li>Describe the activities that are a part of the district’s plan to reduce the use of restraint</li> </ul>	11-14	X	X

**PART I: General Policies and Procedures (continued)**

**Section A.7**

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
<p><b>Legal Requirements</b>  <b>District Plan Related to Reducing the Use of Seclusion</b>                      Title 34 Code of Federal Regulations (CFR) §300.641                      Sections 1003.57, 1003.571, and 1003.573, Florida Statutes (F.S.)                      Rules 6A-6.03411 and 69A-58.0084, Florida Administrative Code (F.A.C.)</p>	<p>Required data input</p> <ul style="list-style-type: none"> <li>• Include the total number of incidents of seclusion for the 2015-16 school year</li> <li>• Total number of incidents of seclusion for the 2016-17 school year</li> <li>• Indicated the percentage of increase or decrease in the 2016-17 rate</li> <li>• Provide a rationale for the district's increase or decrease in incidents when comparing data</li> <li>• 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</li> </ul> <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**

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
<p><b>Individual Education Plans and Education Plans for Transferring Exceptional Students</b>                      34 CFR §§99.31 and 300.323                      Sections 1003.01 and 1003.57, F.S.                      Rule 6A-6.030191, 6A-6.03028, 6A-6.0331, 6A-6.0334 and 6A-6.0361, F.A.C.</p>	<p>Rule Revision - Florida Department of Education information only. No district input required.</p> <ul style="list-style-type: none"> <li>• New Language: <u>2. IEPs or EPs for students transferring to or from a Florida school district and a full-time virtual program</u>  <i>If an exceptional education student who had an IEP or EP that was in effect in a previous Florida school or school district enrolls in a full-time virtual program (in accordance with s. 1002.37 or 1002.45, F.S.), the virtual program must determine if the student meets the profile for success in this educational delivery context. If the student meets the profile for success in this educational delivery context, the virtual program will provide FAPE to the student, which includes services comparable to those described in the student's IEP or EP from the previous school or school district, until the IEP team for the virtual program either:</i> <ol style="list-style-type: none"> <li><i>Adopts the student's IEP or EP from the previous school or school district, or</i></li> <li><i>Develops, adopts and implements a new IEP or EP that meets the applicable requirements of Rules 6A-3.03011 - 6A-6.0361, F.A.C. A virtual program may not deny or delay enrollment pending review of a student's IEP or EP.</i></li> </ol> <i>When an IEP team of a school district determines that the full-time virtual program is appropriate for a student in accordance with s. 1003.57(5), F.S., within fifteen (15) business days prior to the withdrawal from the school district, the school district must convene an IEP team meeting with at least one (1) representative specific to the full-time virtual program to determine appropriate goals, supports and services for the student. The receiving virtual program may adopt and implement the student's existing IEP from the previous school district or may revise the IEP as needed, to meet the student's needs in the virtual environment.</i>  <i>When an IEP team for a virtual program determines that the full-time virtual program is not appropriate for a student in accordance with s. 1003.57(5), F.S., the full-time virtual program must, within fifteen (15) business days, convene an IEP team meeting to determine appropriate goals, supports and services for the student. A representative from the school district of residence for the student must participate in this meeting. A student may not be disenrolled from a full-time virtual program until after the IEP team has met and determined appropriate services for the student.</i> </li> <li>• Language Deletion: 3. IEPs or EPs for students who transfer from outside of Florida                         <ul style="list-style-type: none"> <li>○ All language in this portion is the same, however, all references to EPs has been removed</li> </ul> </li> </ul>	42-43	X	

**PART I: General Policies and Procedures (continued)**

**Section E (continued)**

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
<p><b>Individual Education Plans and Education Plans for Transferring Exceptional Students</b>                      34 CFR §§99.31 and 300.323                      Sections 1003.01 and 1003.57, F.S.                      Rule 6A-6.030191, 6A-6.03028, 6A-6.0331, 6A-6.0334 and 6A-6.0361, F.A.C.</p>	<ul style="list-style-type: none"> <li>New Language: <u>4. EPs for gifted students who transfer from outside of Florida</u>  <u>If a student who had a gifted plan that was in effect in a previous school district in another state transfers to a Florida school district and enrolls in a new school within the same school year, the new Florida school district (in consultation with the parents or legal guardians) must provide the student with services comparable to those described in the student's gifted plan from the previous school district, until the new Florida school district develops, adopts and implements a Florida EP that meets the applicable requirements of Rule 6A-6.030191, F.A.C. In accordance with Rule 6A-6.0334, F.A.C., students who transfer with gifted eligibility from another state do not need to meet the requirements of Rule 6A-6.03019, F.A.C., for continued services. A gifted plan could include documentation from the previous school district in another state that the student was determined eligible for gifted services in accordance with the applicable requirements of that district or state and was receiving gifted services.</u></li> </ul>			

**Section G**

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
<p><b>General Education Intervention Procedures</b>                      34 CFR §§300.302, 300.306, and 300.308–300.310                      Sections 1008.25 and 381.0056, F.S.                      Rules 6A-6.03018, 6A-6.03019, 6A-6.03020, 6A-6.0331 and 6A-6.03411, F.A.C.</p>	<ul style="list-style-type: none"> <li>District required to explain academic and behavior progress monitoring tools and data used to monitor student response to intervention</li> <li>District required to explain how the District monitors implementation and fidelity of problem identification, problem analysis, intervention development and intervention effectiveness</li> <li>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)</li> </ul>	46-49		X

**PART II: Policies and Procedures for Students with Disabilities**

**Section B.7**

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
<p><b>Exceptional Student Education Eligibility for Students who are Homebound or Hospitalized</b>                      34 CFR §300.115                      Chapters 458 and 459, F.S.                      Sections 1003.01 and 1003.57, F.S.                      Rules 6A-6.03011, 6A-6.03012, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-6.03020, 6A-6.03022, 6A-6.03023, 6A-6.03027 and 6A-6.03028, F.A.C.</p>	<p>Rule Revision - Florida Department of Education information only. No district input required.</p> <ul style="list-style-type: none"> <li>• Definitions:                             <ul style="list-style-type: none"> <li>○ Language Deletion: <del>2. Licensed physician is defined in Chapter 458 and Chapter 459, F.S., as one who is qualified to assess the student's physical or psychiatric condition.</del></li> </ul> </li> <li>• Eligibility Criteria:                             <ul style="list-style-type: none"> <li>○ Language Deletion: <del>2. The student is in kindergarten through twelfth grade and is enrolled in a public school prior to the referral for homebound or hospitalized services, unless the student meets criteria for eligibility under Rules...</del></li> <li>○ New Language: <u>3. A child is three (3) through (5) years of age and has been determined eligible as a student with a disability in accordance with Section 1003.571, F.S., and Rule 6A-6.03011, 6A-6.03012, 6A-6.030121, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-3.03022, 6A-6.03023, 6A-6.03026, 6A-6.03027, or 6A-6.03411, F.A.C.</u></li> </ul> </li> <li>• Student Evaluation:                             <ul style="list-style-type: none"> <li>○ Language Addition: <u>In addition to the provisions of Rule 6A-6.0331(5), F.A.C., the minimum evaluation for determining eligibility shall include the following:</u></li> <li>○ New Language: <u>1. A current medical report from a licensed physician, as defined above, describing the following:</u> <ul style="list-style-type: none"> <li>a. <u>A disabling condition or diagnosis with any medical implications for instruction,</u></li> <li>b. <u>A statements that the student is unable to attend school;</u></li> <li>c. <u>The plan of treatment;</u></li> <li>d. <u>Recommendations regarding school re-entry and other school-related activities; and</u></li> <li>e. <u>An estimated duration of condition or prognosis.</u></li> </ul> </li> </ul> </li> <li>• Procedures for Providing and Individual Education Plan (IEP)                             <ul style="list-style-type: none"> <li>○ Language Addition: <u>Procedures for Providing and Individual Education Plan (IEP) or Individualized Family Support Plan (IFSP)</u></li> <li>○ Language Deletion and Addition: <del>1. The IEP or IFSP shall be developed or revised prior to assignment to the homebound or hospitalized program placement following determination of eligibility in accordance with this rule.</del>                                      2. A student may be <del>alternatively</del> assigned <u>to both</u> a homebound or hospitalized program and to a school-based program due to an acute, chronic or intermittent condition as certified by a licensed physician.                                      3. This decision shall be made by the IEP <u>or IFSP</u> team in accordance with the requirements of Rule 6A-6.03028, <u>or 6A-6.03029</u> F.A.C.</li> </ul> </li> <li>• Instructional Services                             <ul style="list-style-type: none"> <li>○ New Language: <u>4. Instruction in other specified settings. The IEP or IFSP team may determine that instruction would be best delivered in a mutually agreed upon alternate setting other than the home, or hospital or through telecommunications or electronic devices.</u>  <u>5. Instruction in a school setting on a part-time basis may be appropriate as the student transitions back to the student's regular class schedule, if the IEP of IFSP team determines this meets the student's needs.</u></li> </ul> </li> </ul>	82-84	X	

**PART II: Policies and Procedures for Students with Disabilities (continued)**

**Section B.7 (continued)**

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
<p><b>Exceptional Student Education Eligibility for Students who are Homebound or Hospitalized</b>                      34 CFR §300.115                      Chapters 458 and 459, F.S.                      Sections 1003.01 and 1003.57, F.S.                      Rules 6A-6.03011, 6A-6.03012, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-6.03020, 6A-6.03022, 6A-6.03023, 6A-6.03027 and 6A-6.03028, F.A.C.</p>	<ul style="list-style-type: none"> <li>• Instructional Services (continued)                             <ul style="list-style-type: none"> <li>○ New Language: <u>6. Services for students in specialty hospitals. In accordance with the requirements of s 1003.57, F.S., eligible students receiving treatment in a children's specialty hospital licensed in accordance with Chapter 395, Part I, F.S., must be provided educational instruction from the school district in which the hospital is located until the school district in which the hospital is located enters into an agreement with the school district in which the student resides. The agreement must ensure the timely provision of seamless educational instruction to students who transition between school districts while receiving treatment in the children's specialty hospital.</u></li> <li><u>7. Notification Agreement. A school district in which a children's specialty hospital is located must enter into an agreement with the hospital that establishes a process by which the hospital must notify the school district of students who may be eligible for educational instruction through homebound or hospitalized services pursuant to s. 1003.57, F.S.</u></li> </ul> </li> </ul>	82-84	X	

**Section B.15**

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
<p><b>Exceptional Student Education Eligibility for Students who are Visually Impaired</b>                      34 CFR §§300.8, 300.34, 300.172, and 300.324                      Sections 1003.55, 1003.57, and 1003.575, F.S.                      Rules 6A-6.03014 and 6A-6.0331, F.A.C.</p>	<p>Rule Revision - Florida Department of Education information only. No district input required.</p> <ul style="list-style-type: none"> <li>• Definition                             <ul style="list-style-type: none"> <li>○ New Language: <u>c. A student who has a visual impairment after best correction that adversely affects the student's educational performance and</u>  <u>d. A student who has been diagnosed with a progressive condition that will most likely result in a visual impairment or no vision after best correction.</u></li> <li>○ Language Deletion: <del>2. The term visual impairment does not include students who have learning problems that are primarily the result of visual perceptual or visual motor difficulties</del></li> </ul> </li> <li>• Eligibility Criteria                             <ul style="list-style-type: none"> <li>○ New Language: <u>c. A diagnosis of visual impairment after best correction; or</u>  <u>d. A progressive loss of vision that may affect the student's ability to function in an educational setting</u></li> </ul> </li> <li>• Student Evaluation                             <ul style="list-style-type: none"> <li>○ Language Addition: 1. A medical eye examination describing: etiology; diagnosis; treatment regimen; prognosis; near and distance; corrected and uncorrected acuity measures for left eye, right eye; and both eyes; measure of field of vision; and recommendations for lighting levels, physical activity, aids, <u>prescribed low-vision aides</u>, or use of glasses or contact lenses, as appropriate.</li> <li>○ New Language: <u>3. A comprehensive assessment of skills known to be impacted by visual impairment, which shall include, but is not limited to:</u>  <u>a. A functional vision evaluation that includes an assessment of skills known to be impacted by vision impairment that are aligned with the special skills references in Rule 6A-1.09401, F.A.C., and include assistive technology, compensatory skills, career education, recreation and leisure, sensory efficiency, self-determination, social skills, and independent living;</u>  <u>b. A learning media assessment; and</u>  <u>c. An orientation and mobility screening</u></li> </ul> </li> </ul>	104-105	X	

**PART II: Policies and Procedures for Students with Disabilities (continued)**

**Section B.15 (continued)**

<b>Source and SP&amp;P Content Revision</b>	<b>Section Revisions</b>	<b>Page(s)</b>	<b>DOE Input</b>	<b>District Input</b>
<b>Exceptional Student Education Eligibility for Students who are Visually Impaired</b> 34 CFR §§300.8, 300.34, 300.172, and 300.324 Sections 1003.55, 1003.57, and 1003.575, F.S. Rules 6A-6.03014 and 6A-6.0331, F.A.C.	<ul style="list-style-type: none"> <li>• Reevaluation                             <ul style="list-style-type: none"> <li>○ Language Addition: Reevaluation shall occur at least every three years and shall include a minimum of a medical eye examination within the last calendar year, <u>a comprehensive assessment of skills known to be impacted by visual impairment as required for determining initial eligibility</u>; and, if appropriate, any other formal evaluations addressed in the initial evaluation in accordance with Rule 6A-6.0331, F.A.C.</li> </ul> </li> </ul>			

**Section C**

<b>Source and SP&amp;P Content Revision</b>	<b>Section Revisions</b>	<b>Page(s)</b>	<b>DOE Input</b>	<b>District Input</b>
<b>Individual Education Plan</b> 34 CFR §§300.29, 300.110, 300.320 through 300.328, and 300.503 Sections 1001.02, 1002.3105, 1003.01, 1003.4203, 1003.4282, 1003.4285, 1003.57, 1003.5715, 1003.5716, 1003.572, 1008.22, 1008.212, F.S. Rules 6A-1.0943, 6A-1.09441, 6A-1.0996, 6A-1.09963, 6A-6.03028, 6A-6.0311 through 6A-6.0361 and 6A-6.03311, F.A.C.	District information regarding the completion of the Best Practices in Inclusive Education (BPIE) assessment. <ul style="list-style-type: none"> <li>○ Anticipated date for the triennial BPIE assessment                             <ul style="list-style-type: none"> <li>▪ February 2019</li> </ul> </li> </ul>	120		X

**Section G**

<b>Source and SP&amp;P Content Revision</b>	<b>Section Revisions</b>	<b>Page(s)</b>	<b>DOE Input</b>	<b>District Input</b>
<b>Individualized Family Support Plan for Students with Disabilities Ages Birth through Five Years</b> 34 CFR §303.340 Sections 1003.03, 1003.21, and 1003.57, F.S. Rules 6A-6.0331 and 6A-6.03029, F.A.C.	Florida Department of Education information only. No district input required. <ul style="list-style-type: none"> <li>• Procedures                             <ul style="list-style-type: none"> <li>○ Language Deletion: e. A statement of the natural environments in which early intervention services, or, for children ages three (3) through five (5) years, specially designed instruction and related services are to be provided, and a justification of the extent, if any, to which the services will not be provided in a natural environment.</li> </ul> </li> </ul>	142	X	

**PART IV: Policies and Procedures for Parentally-Placed Private**

**Section B**

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
<b>John M. McKay Scholarships for Students with Disabilities Program</b> Sections 1002.01, 1002.39, 1002.43, 1002.66, and 1003.21, F.S.	Florida Department of Education information only. No district input required.	159	X	
	<ul style="list-style-type: none"> <li>• Eligibility Criteria:                             <ul style="list-style-type: none"> <li>○ Language Deletion: Additionally, in accordance with s. 1003.39, F.S., a foster child is exempt from the previous requirements but must meet all other eligibility requirements to participate in the program.</li> <li>○ Language Deletion: 2. g. In accordance with s. 1003.39, F.S., <u>Not</u> having regular and direct contact with his or her private school teachers at the school's physical location, unless the student is participating under the Transition to Work Program within the private school.</li> </ul> </li> </ul>	160	X	

**Section C**

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
<b>Gardiner Scholarship Program</b> Chapter 1005, Part III, F.S. Sections 393.063, 393.069, 456.001, 1002.01, 1002.21, 1002.385, 1002.395, 1002.66 and 1005.02, F.S.	Statute Revision - Florida Department of Education information only. No district input required. <ul style="list-style-type: none"> <li>• Definition:               <ul style="list-style-type: none"> <li>○ Language Deletion and Addition: "Disability" means, a three- or four-year old child or for a student in kindergarten to Grade 12, and any of the following:                   <ul style="list-style-type: none"> <li>▪ Autism spectrum disorder, as defined in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, published by the American Psychiatric Association, as defined in s. 393.069(3), F.S.;</li> <li>▪ Cerebral Palsy, as defined in 393.063 (4), F.S.;</li> <li>▪ Down Syndrome, as defined in s.393.063 (13), F.S.;</li> <li>▪ Intellectual Disability, as defined in s.393.063 (21), F.S.;</li> <li>▪ Prader-Willi syndrome, as defined in s. 393.063 (25), F.S.;</li> <li>▪ Spina bifida, as defined in s. 393.063 (36), F.S.;</li> <li>▪ For a student in kindergarten, being a high-risk child, as defined in 393.063 (20), F.S.; and muscular dystrophy; and Williams Syndrome.</li> <li>▪ <u>Muscular Dystrophy</u></li> <li>▪ <u>Williams Syndrome</u></li> <li>▪ <u>Rare diseases which affect patient populations of fewer than 200,000 individuals in the United States, as defined by the National Organization for Rare Disorders;</u></li> <li>▪ <u>Anaphylaxis;</u></li> <li>▪ <u>Deaf;</u></li> <li>▪ <u>Visually Impaired;</u></li> <li>▪ <u>Traumatic brain injured;</u></li> <li>▪ <u>Hospital or homebound as defined by Rule 6A-6.03020, F.A.C.;</u> or</li> <li>▪ <u>Identification as having a dual sensory impairment according to Rule 6A-6.03022, F.A.C., and evidenced by reports from the local school district.</u></li> </ul> </li> </ul> </li> </ul>	162	X	

**PART V: Appendices**

**Section C**

<b>Source and SP&amp;P Content Revision</b>	<b>Section Revisions</b>	<b>Page(s)</b>	<b>DOE Input</b>	<b>District Input</b>
<b>District Plan to Increase the Participation of Underrepresented Students in the Program for Students who are Gifted</b>	<ul style="list-style-type: none"> <li>• Student totals updated</li> </ul>	171-172		X

**Section F**

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