

**Exceptional Student Education Policies and Procedures (SP&P)
2018- 2019 through 2020-2021
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.6				
Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
District Plan Related to Reducing the Use of Restraint	<p>Florida Department of Education information.</p> <ul style="list-style-type: none"> New Language: <u>1. Even if the district prohibits the use of restraint, if restraint incidents occurred during the 2017-18 school year, the district will have a plan for reducing the use of restraint.</u> <p>Required district input.</p> <ul style="list-style-type: none"> Specify the district's measurable annual goal for the 2018-19 school year for reducing the number of incidents of restraint Total number of incidents of restraints for the 2016-17 school year Total number of incidents of restraints for the 2017-18 school year Indicated the percentage of increase or decrease in the 2017-18 rate Provide a rationale for the district's increase or decrease in incidents when comparing data Note whether or not the district attained the 2017-18 goal for rate reduction and the difference between 2017-18 percentage goal and the actual 2017-18 percentage rate How many students in the district were restrained 15 or more times? What were the specific activities, skills, and resources implemented to reduce these rates? Describe the data reviewed from the 2017-18 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 2018-19 school year Describe the activities that are a part of the district's plan to reduce the use of restraint Describe the resources that are a part of the district's plan to reduce the use of restraint 	11-14	X	X
Section A.7				
Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
District Plan Related to Reducing the Use of Seclusion	<p>Florida Department of Education information.</p> <ul style="list-style-type: none"> New Language: <u>1. Even if the district prohibits the use of seclusion, if seclusion incidents occurred during the 2017-18 school year, the district will have a plan for reducing the use of seclusion.</u> <p>Required district input.</p> <ul style="list-style-type: none"> All text boxes in this section are not applicable as the District has not allowed the use of seclusion since the 2016-2017 school year. 	15-17	X	X
Section D				
Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
Surrogate Parents	<p>Florida Department of Education information only. No district input required</p> <ul style="list-style-type: none"> Language Added: Describe the district's procedures for determining when a student with <u>who has or is suspected of having</u> a disability needs a surrogate parent, including documentation.... 	39-41	X	

PART I: General Policies and Procedures (continued)

Section E

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
Individual Education Plans and Education Plans for Transferring Exceptional Students	Florida Department of Education information only. No district input required. <ul style="list-style-type: none"> Procedures <ul style="list-style-type: none"> Language Change: 1.a Adopts the child's <u>student's</u> IEP or EP from the previous school district. Language Deleted: 3. IEP for students who transfer from outside Florida – A student enrolls in another school district after the timeframe has begun and the parent and subsequent school district agree to a specific time when the evaluation will be completed. 	42-43	X	

Section G

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
General Education Intervention Procedures	Florida Department of Education information only. No district input required. <ul style="list-style-type: none"> Language Added: What academic and behavior progress monitoring tools and data do teams use to monitor student response to intervention? <u>Address the following in your response: (a) How frequently are Tier 3 interventions reviewed and monitored? (b) What factors does the problem-solving team consider in determining that the student may be a student with a disability? (c) What is the decision criteria for initiating an evaluation?</u> Language Added: How does the district monitor implementation and fidelity of problem identification, problem analysis, intervention development and intervention effectiveness? <u>Address the following in your response: (a) How problem-solving is documented (b) Procedures for monitoring fidelity.</u> Language Added: How are parents engaged in the problem-solving process? (Include the frequency and format for sharing student response to intervention data with parents.) <u>Address the following in your response: (a) How information is disseminated explaining the school's multi-tiered system of supports (global awareness) (b) Procedures or policies for including parents in problem solving (c) Frequency and format for sharing data on the student response to intervention with parents (d) When and how parents are notified of their right to request an evaluation.</u> 	46-49	X	

Section H.1

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
Initiating an Evaluation for Exceptional Student Education	Florida Department of Education information. <ul style="list-style-type: none"> Language Added: Prior to a school district request for an initial evaluation for students in Grade K through 12, school personnel must make one of the following determinations <u>about general education procedures</u>: <ol style="list-style-type: none"> <u>Whether</u> the evaluation was initiated at the parent's request... <u>Whether</u> the nature or severity of the student's areas of concern... Required district input. <ul style="list-style-type: none"> Describe the district's procedure for obtaining parental consent for an evaluation when, through the FDLRS or school district's child find process, it is suspected that a child ages three to kindergarten-entry age may be a child with a disability. In addition, describe how the district will ensure that the parent will be given the opportunity to provide consent within 30 days of the parent's request. 	50-52	X	X

Section H.2

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
Conducting Student Evaluations and Reevaluations	Florida Department of Education information. <ul style="list-style-type: none"> Procedures for Evaluation <ul style="list-style-type: none"> Language Deleted: 2. Evaluation timelines - a. As of July 1, 2015, <u>The school district shall ensure that initial evaluations of students and preschool-age children age three through kindergarten-entry age suspected of having a disability...</u> 	53-59	X	X

PART I: General Policies and Procedures (continued)

Section H.2 (continued)

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
Conducting Student Evaluations and Reevaluations	<ul style="list-style-type: none"> Language Deleted: 2. Evaluation timelines – b. For a signed consent for evaluation received by a school district on or before June 30, 2015, the school district shall ensure that initial evaluations of students suspected of having a disability are completed within 60 school days (cumulative) as defined in rule 6A-6.03411(1)(h), F.A.C., of which the student is in attendance, after the school district's receipt of the parental consent for evaluation. For prekindergarten children, initial evaluations must be completed within 60 school days after the school district's receipt of parental consent for evaluation. <ul style="list-style-type: none"> The determination of whether a student is "in attendance" must be made consistent with the school board's policies implementing Rule 6A-1.044, F.A.C., which requires the reporting of students' attendance. <p>Required district input.</p> <ul style="list-style-type: none"> Describe the district's procedures for ensuring that a student's eligibility for ESE services is determined within a reasonable time following completion of the student's evaluation. 	53-59	X	X

PART II: Policies and Procedures for Students with Disabilities

Section A

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
Instructional Program	<p>Florida Department of Education information only. No district input required.</p> <ul style="list-style-type: none"> Curriculum <ul style="list-style-type: none"> Language Change: 2. For most <u>all</u> students with disabilities, these supports provide progress toward a standard high school diploma. 	63	X	

Section B.4

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
Exceptional Student Education Eligibility for Students who are Dual-Sensory Impaired	<p>Florida Department of Education information only. No district input required.</p> <ul style="list-style-type: none"> Eligibility Criteria <ul style="list-style-type: none"> Language Deleted/New Language: 1.c. A progressive loss of vision that may affect the student's ability to function in an educational setting, not including students who have learning problems that are primarily the result of visual perceptual and/or visual motor difficulties; <u>A diagnosis of visual of visual impairment after best correction;</u> Language Deleted/New Language: 1.d. For children birth to five years of age or students who are otherwise unable to be assessed, bilateral lack of central, steady, or maintained fixation of vision with an estimated visual acuity of 20/70 or less after best possible correction; bilateral central scotoma involving the perimacula area (20/80 – 20/200); bilateral grade III, IV, or V retinopathy of prematurity (ROP); or documented eye impairment <u>A progressive loss of vision that may affect the student's ability to function in an educational setting;</u> as stated in Rule 6A-6.03014(3)(a), F.A.C., or 	72-75	X	

Section B.7

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
Exceptional Student Education Eligibility for Students who are Homebound or Hospitalized	<p>Florida Department of Education information only. No district input required.</p> <ul style="list-style-type: none"> Students Receiving Treatment in a Children's Specialty Hospital <ul style="list-style-type: none"> Language Deleted: By August 15, 2016, <u>The</u> district must enter into an agreement with children's specialty hospitals in the district. 	80-82	X	

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

Section B.12

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
Exceptional Student Education Eligibility for Students with Specific Learning Disabilities	Florida Department of Education information only. No district input required. <ul style="list-style-type: none"> Procedures <ul style="list-style-type: none"> Language Added: 3.d. Educational need – The student continues to need <u>evidence-based</u> interventions that significantly differ... 	88-92	X	

Section B.13

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
Exceptional Student Education Eligibility for Students with Speech Impairments	Florida Department of Education information only. No district input required. <ul style="list-style-type: none"> Statutory and Regulatory Citations <ul style="list-style-type: none"> Added: Chapters <u>456</u>, 458, 459, and 468, Part I, F.S. Added: Rules <u>6A-4.0176</u>, 6A-4.01761, <u>6A-6.03012</u>, <u>6A-6.03028</u>, <u>6A-6.0331</u>, <u>6A-6.03411</u>, and <u>64B20-2.001</u>, F.A.C. Eligibility Criteria <ul style="list-style-type: none"> Language Change: – A student is eligible for specialty designed instruction and related services <u>exceptional student education</u> as a student with a speech impairment... Student Evaluation <ul style="list-style-type: none"> Language Added: <u>In addition to Rule 6A-6.03012, F.A.C.</u>, the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures... Unique Philosophical, Curricular, or Instructional Considerations <ul style="list-style-type: none"> Language Added: 1.b. A speech-pathologist shall be involved in the development of the individual educational plan for students eligible for speech services, whether as special education or as a related service for an otherwise eligible student with a disability <u>as specified in Rule 6A-6.03012, F.A.C.</u> Language Added: 1.c. Speech therapy services shall be provided by a certified speech-language pathologist pursuant to Rule 6A-4.0176, F.A.C., or a licensed speech-language pathologist pursuant to Chapter 468, F.S., or a speech-language associate pursuant to Rule 6A-4.01761, F.A.C., <u>or a speech-language pathology assistant pursuant to Chapter 468, F.S.</u> 	93-96	X	

Section B.14

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
Exceptional Student Education Eligibility for Students with Language Impairments	Florida Department of Education information only. No district input required. <ul style="list-style-type: none"> Statutory and Regulatory Citations <ul style="list-style-type: none"> Added: Chapters <u>456</u> and 468, Part I, F.S. Added: Rules 6A-1.09401, 6A-4.0176, <u>6A-4.01761</u>, 6A-6.0331, 6A-6.030121, 6A-6.03028, <u>6A-6.03411</u>, and <u>64B20-2.001</u>, F.A.C. Eligibility Criteria <ul style="list-style-type: none"> Language Change: 1. A prekindergarten child is eligible as a student with a language impairment in need of specialty designed instruction and related services <u>exceptional student education</u> if all of the following criteria are met: Language Change: 1.c. Results of standardized norm-referenced instrument(s) reveal <u>indicate</u> a significant language deficit in one or more of the areas... Language Change: 2. A student meets the eligibility criteria as a student with a language impairment in need of specialty designed instruction and related services <u>exceptional student education</u> if all of the following criteria are met: Language Change: 2.c.ii. Results of standardized norm-referenced instrument(s) reveal <u>indicate</u> a significant language deficit in one or more of the areas listed... 	97-101	X	

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

Section B.14 (continued)

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
Exceptional Student Education Eligibility for Students with Language Impairments	<ul style="list-style-type: none"> • Student Evaluation <ul style="list-style-type: none"> ○ Language Added: 2. The provisions in Rule 6A-6.0331(1), F.A.C., regarding general education intervention procedures for students in kindergarten through Grade 12, who are suspected of having a disability and enrolled in public school must be implemented, as well as procedures identified in Rule 6A-6.0331(5), F.A.C., and must include <u>all</u> of the following: ○ Language Deleted: 2.b. With the exception of at least one additional observation conducted by the speech-language pathologist... • Unique Philosophical, Curricular, or Instructional Considerations <ul style="list-style-type: none"> ○ Language Added: 3. Language therapy services will be provided by a certified speech-language pathologist pursuant to Rule 6A-4.0176, F.A.C., or a licensed speech-language pathologist pursuant to Chapter 468, F.S., <u>and Rule 64B20-2.001, F.A.C.</u>, or a speech-language associate pursuant to Rule 6A-4.01761, F.A.C., <u>or a speech-language pathology assistant pursuant to Chapter 468, F.S.</u> 	97-101	X	

Section B.15

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
Exceptional Student Education Eligibility for Students who are Visually Impaired	<p>Florida Department of Education information only. No district input required.</p> <ul style="list-style-type: none"> • Specialized Evaluations: Qualified Evaluators <ul style="list-style-type: none"> ○ Language Added: The following specialized evaluations are required to be administered by the individuals listed. All evaluators must hold a valid license or certificate in the state of Florida, in accordance with Rule 6A-6.0331, F.A.C., <u>or a report form is provided from a physician licensed in another state as permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C.</u> 	102-103	X	

Section B.16

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
Provision of Occupational Therapy to Exceptional Students as a Related Service	<p>Florida Department of Education information only. No district input required.</p> <ul style="list-style-type: none"> • Statutory and Regulatory Citations <ul style="list-style-type: none"> ○ Added: Chapters <u>456 and</u> 468, Part III, F.S. • Assessments <ul style="list-style-type: none"> ○ Language Added: <u>As defined in s.468.203, F.S.</u>, Prior to the provision of occupational therapy, assessments shall be conducted by the related service provider as defined in... • Unique Philosophical, Curricular or Instructional Considerations <ul style="list-style-type: none"> ○ Language Change: 1. When the IEP, EP, or IFSP is being reviewed for a student who is receiving occupational therapy as a related service, the licensed therapist or licensed assistant shall provide input to assist the IEP, EP, or IFSP team <u>when: a. The educational need for occupational therapy as a related service is being determined, and b. A student who is receiving occupational therapy as a related service is being reviewed by the IEP, EP, or IFSP team.</u> ○ Language Change: 2. <u>Once the educational need for occupational therapy has been determined in accordance with the provisions of this rule, a plan of treatment as referenced in s. 468.203, F.S., shall be developed. The plan of treatment may be included as part of the IEP, EP, or IFSP.</u> 3. Pursuant to s. 468.204, F.S., <u>occupational therapy: a. Occupational therapy may be provided by either a licensed occupational therapist or a licensed occupational therapy assistant in accordance with the provisions of s. 468.203, F.S.. b. The occupational therapy assistant is supervised by the licensed occupational therapist. c. The licensed occupational therapist provides both initial direction in developing a plan of treatment and periodic inspection of the actual implementation of the plan. Such plan of treatment shall not be altered by the supervised individual without prior consultation with, and the approval of, the supervising occupational therapist. d. The supervising occupational therapist need not always be physically present or on the premises when the assistant is performing services. However, except in cases of emergency, supervision shall require the availability of the supervising occupational therapist for consultation with and direction of the supervised individual.</u> 	104-105	X	

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

Section B.17

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
Provision of Physical Therapy to Exceptional Students as a Related Service	<p>Florida Department of Education information only. No district input required.</p> <ul style="list-style-type: none"> • Statutory and Regulatory Citations <ul style="list-style-type: none"> ○ Added: Chapters 456, 458, 459, 461, 466, and 468, F.S. • Assessments <ul style="list-style-type: none"> ○ Language Added: As defined in s.486.021, F.S., Prior to the provision of physical therapy, assessments shall be conducted by the related service provider as defined in... • Unique Philosophical, Curricular or Instructional Considerations <ul style="list-style-type: none"> ○ Language Change: 1. When the IEP, EP, or the IFSP is being reviewed for a student who is receiving physical therapy as a related service, the licensed therapist or licensed assistant shall provide input to assist the IEP, EP, or IFSP team when: a. The educational need for physical therapy as a related services is being determined, and b. A student who is receiving physical therapy as a related service is being reviewed by the IEP, EP, or IFSP team. ○ Language Added: 2. Once the educational need for physical therapy has been determined in accordance with the provisions of this rule, a plan of treatment as referenced in s. 468.203, F.S., shall be developed. The plan of treatment may be included as a part of the IEP, EP, or IFSP. ○ Language Change: 3. Pursuant to s. 486.021, F.S., physical therapy may be provided by either a licensed physical therapist or a licensed physical therapist assistant in accordance with the provisions of s. 486.021, F.S. who is under the general supervision of a physical therapist. The supervision of a physical therapist assistant shall not require on-site supervision by the physical therapist. ○ Language Change: 4. Pursuant to Rule 64B17-6.001, F.A.C., The supervising physical therapist shall be: a. Accessible at all times by two-way communication, which enables the physical therapist to respond to an inquiry when made and to be readily available for consultation during the delivery of care, and shall be b. Within the same geographic location as the assistant. The supervising physical therapist should c. Provide both initial direction in developing a plan of treatment and ensuring the plan is appropriately implemented on a consistent basis. The supervised individual cannot change the plan of treatment without prior consultation with, and the approval of, the supervising physical therapist. d. Readily available to the physical therapist assistant with emphasis placed on directing the assistant through frequent reporting, both verbal and written and frequent observations of the care rendered. 	106-107	X	

Section F

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
Eligibility Criteria for Prekindergarten Children with Disabilities	<p>Florida Department of Education information only. No district input required.</p> <ul style="list-style-type: none"> • Unique Philosophical, Curricular, or Instructional Considerations <ul style="list-style-type: none"> ○ Language Change: 2. Curriculum – a. <ul style="list-style-type: none"> • For prekindergarten children with disabilities, during the year prior to kindergarten entry, the Florida Voluntary Prekindergarten (VPK) Education Standards Florida Early Learning and Developmental Standards – 4 Years Old to Kindergarten are used to guide the selection of curriculum (curricula) in concert with a knowledge and understanding of the impact of the disability on the growth and development of the child. • The VPK standards Florida Early Learning and Developmental Standards: Birth to Kindergarten help to create a shared framework and common language between early childhood education and early childhood special education by emphasizing the sequence of development across multiple developmental domains and the importance of the classroom environment to include how curricula, materials, and equipment are selected. • For children birth to the age of eligibility for the VPK program, Florida's Birth to Three Learning and Developmental Standards and the School Readiness Performance Standards Florida Early Learning and Developmental Standards: Birth to Kindergarten may be used to guide the selection of curriculum, materials, and equipment. 	136-139	X	

PART V: Appendices

Section C

Source and SP&P Content Revision	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	Required district input. <ul style="list-style-type: none"> • Student totals updated 	170-171		X

Section F

Source and SP&P Content Revision	Section Revisions	Page(s)	DOE Input	District Input
Best Practices in Inclusive Education (BPIE) Assessment	Required district input. <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 was completed on February 22, 2016 and will remain the same until February 2019. ○ The BPIE Services Plan was revised for 2018-2019 and was uploaded. 	174		X