



- 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://www.beessgsw.org/spp/institution/public>

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

- District Procedures Related to Documenting and Reporting Incidents of Restraint and Seclusion
- District Plan Related to Reducing the Use of Restraint
- District Plan Related to Reducing the Use of Seclusion
- Individual Educational Plan
- Participation in State and District Assessments
- District Plan to Increase the Participation of Underrepresented Students in the Program for Students who are Gifted
- Best Practices in Inclusive Education (BPIE) Assessment
- District Procedures During a Declared State of Emergency



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

- Legal Requirements Related to the Use of Restraint and Seclusion
- Participation in State and District Assessments
- District Procedures During a Declared State of Emergency



# Exceptional Student Education Policies and Procedures (SP&P) 2019-2020 through 2021-2022 Amendment Table

| PART I: General Policies and Procedures   |  |         |           |                |
|---|--|---------|-----------|----------------|
| Section A.2   |  |         |           |                |
| Source and SP&P Content Revision  | Section Revisions  | Page(s) | DOE Input | District Input |
| Legal Requirements Related to the Use of Restraint and Seclusion                              | Florida Department of Education information only.<br>• Requirement Related to the Use of Restraint and Seclusion <ul style="list-style-type: none"> <li>○ Language Change: In accordance with s. 1003.573, F.S., <del>Use of restraint and seclusion on students with disabilities</del>, the district <del>submitted</del> <u>maintains</u> policies and procedures related to the use of restraint and seclusion. <del>by January 31, 2012.</del></li> </ul>   | 3-4     | X         |                |
| Section A.4   |  |         |           |                |
| Source and SP&P Content Revision  | Section Revisions  | Page(s) | DOE Input | District Input |
| District Procedures Related to Documenting and Reporting Incidents of Restraint and Seclusion | Required district input.<br>• Language Updated – All references to “the 504 student folder” has been changed to “the Section 504 Electronic Management System”<br>• Language Change - 3: The District <del>ESE ESLS</del> Staff assigned to <u>all schools including</u> the Charter Schools...  | 6-7     |           | X              |
| 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  | Required district input.<br>• Specify the district's measurable annual goal for the 2019-20 and 2020-21 school years for reducing the number of incidents of restraint<br>• Total number of incidents of restraints for the 2017-18 school year.<br>• Total number of incidents of restraints for the 2018-19 and 2019-20 school years.<br>• Indicate the percentage of increase or decrease in the 2018-19 and 2019-20 rates.<br>• Provide a rationale for the district's increase or decrease in incidents when comparing data.<br>• Note whether or not the district attained the 2018-19 goal for rate reduction of restraint and the difference between 2018-19 percentage goal and the actual 2018-19 percentage rate.<br>• 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?<br>• Describe the data reviewed from the 2018-19 and 2019-20 school years (which must include primary exceptionality and race or ethnicity of students restrained and type of restraint used).<br>• Describe how the data and the problem-solving process informed your district's plan to reduce the use of restraint.<br>• Describe how the data and the problem-solving process determined the measurable annual goal for the reduction of restraint for the 2019-20 and 2020-21 school years.<br>• Describe the activities that are a part of the district's plan to reduce the use of restraint.<br>• Describe the resources that are a part of the district's plan to reduce the use of restraint. | 11-15   |           | 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 |
|--|--|---------|-----------|----------------|
| District Plan Related to Reducing the Use of Seclusion | Required district input. <ul style="list-style-type: none"> <li>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.</li> </ul> | 16-18   |           | X              |

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

**Section C**

| Source and SP&P Content Revision | Section Revisions   | Page(s) | DOE Input | District Input |
|----------------------------------|---|---------|-----------|----------------|
| Individual Educational Plan      | District input. <ul style="list-style-type: none"> <li>Updated date BPIE was completed</li> <li>Updated anticipated date for the triennial BPIE assessment</li> </ul> | 109-123 |           | X              |

**Section E**

| Source and SP&P Content Revision                | Section Revisions   | Page(s) | DOE Input | District Input |
|---|---|---------|-----------|----------------|
| Participation in State and District Assessments | Florida Department of Education information. Required district input. <ul style="list-style-type: none"> <li>Statutory and Regulatory Citations:                             <ul style="list-style-type: none"> <li>34 CFR <del>§300.320</del> <u>§6300.8</u></li> <li>Rules 6A-1.09401, 6A-1.0943, 6A-1.09430, 6A-6.03011 through 6A-6.0361, <u>6A-6.03018</u>, 6A-6.03020, 6A-6.03028, 6A-6.0331, 6A-6.03311 and 6A-6.03411, F.A.C.</li> </ul> </li> <li>Language Change: Extraordinary Exemption for Students with Disabilities                             <ul style="list-style-type: none"> <li>In accordance with s. 1008.212, F.S., <del>Students with disabilities; extraordinary exemption</del>, a student with a disability may be eligible for an exemption from participation in statewide assessment.</li> </ul> </li> <li>Language Change: Exemption for a Child With Medical Complexity                             <ul style="list-style-type: none"> <li>In accordance with s. 1008.22, F.S., <del>Student assessment program for public school; Child with medical complexity</del>, a child with a medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida <u>Standards</u> Alternate Assessment (FSAA) – <u>Performance Task and the FSAA – Datafolio</u>, pursuant to the following provisions.                                     <ul style="list-style-type: none"> <li>1.b.ii: One-, two-, or three-year or permanent exemption approved by the commissioner <del>of education</del> as described in s. 1008.22<del>(9)</del><u>(11)</u>, F.S.</li> <li>1.b.ii.e: Documentation that the IEP team considered and determined that the student meets the definition of a <del>child with medical complexity</del> as defined in s.1008.22<del>(9)</del><u>(11)</u>, F.S.; and</li> </ul> </li> </ul> </li> <li>Language Change: Alternate Assessment Based on Alternate <u>Academic</u> Achievement Standards (AA-AAAS)                             <ul style="list-style-type: none"> <li>1: Students with <u>the most</u> significant cognitive disabilities, for whom the statewide, standardized assessment—even with allowable accommodations—is not appropriate, may be eligible to participate in the statewide assessment program through the AA-AAAS.</li> <li>2: Eligibility requirements                                     <p>The decision that a student with a <u>most</u> significant cognitive disability will participate in the statewide alternate assessment <u>program</u> as defined in s. 1008.22(3)(c), F.S., is made by the IEP team and recorded on the IEP. The provisions with regard to parental consent for participation in the <u>Florida Alternate Assessment FSAA program</u>, in accordance with Rule 6A-6.0331(10), F.A.C., must be followed. The following criteria must be met:</p> </li> </ul> </li> </ul> | 132-138 | X         | X              |



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

**Section E (continued)**

| Source and SP&P Content Revision                | Section Revisions  | Page(s) | DOE Input | District Input |
|---|--|---------|-----------|----------------|
| Participation in State and District Assessments | <ul style="list-style-type: none"> <li>○ <u>3: Eligibility areas excluded</u><br/><u>Per Rule 6A-6.03018, F.A.C., and 34 CFR §300.8(c)(10)(ii), students with a primary exceptionality of a specific learning disability (SLD) cannot include students with learning problems that are primarily the result of an intellectual disability. Per section 1008.22, Florida Statutes, and Rule 6A-1.0943, F.A.C., only students with significant cognitive impairment are eligible to participate in the ESAA program. Therefore, students with a primary disability category of SLD must not participate in the ESAA program and subsequently should not be enrolled in access courses that align to the ESAA program.</u></li> <li>○ 4: District and IEP team requirements<br/>If it is determined by the IEP team using the <del>Assessment Participation Checklist</del> "Checklist for Course and Assessment Participation" that the student will participate in the statewide assessment through the AA-AAAS, the IEP will contain a statement of why the general assessment is not appropriate and why the AA-AAAS is appropriate. It also will indicate that notification was made to the parent and that the implications of the student's nonparticipation in the statewide, standardized assessment program were provided. The <del>Assessment Participation Checklist</del> "Checklist for Course and Assessment Participation" may be accessed at: <a href="http://info.fldoe.org/docushare/dsweb/Get/Document-7301/dps-2014-208.pdf">http://info.fldoe.org/docushare/dsweb/Get/Document-7301/dps-2014-208.pdf</a>.</li> <li>○ 5: Administration of the AA-AAAS<br/>The assessment will be administered individually by the student's <del>special</del> <u>exceptional student</u> education teacher. If this is not possible, the test administrator will be a certified teacher or other licensed professional who has worked extensively with the student. All individuals who administer the AA-AAAS must be trained in administration procedures and receive annual update training             <ul style="list-style-type: none"> <li>• Updated: Name of district-wide assessments</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• New Language Added: Parental Consent Documentation (entire section)</li> <li>• New Language Added: Percentage of Students on Alternate Assessment (entire section)</li> </ul> |         | X         | 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"> <li>• Updated: Gifted student totals</li> </ul> | 173-174 |           | X              |

**Section D**

| Source and SP&P Content Revision   | Section Revisions  | Page(s) | DOE Input | District Input |
|--|--|---------|-----------|----------------|
| District Policies Regarding the Allowable Use or Prohibition of Physical Restraint and Seclusion | <ul style="list-style-type: none"> <li>• Graphical data referenced in Part I: Section A.6</li> </ul> | 175-176 |           | X              |



**PART V: Appendices (continued)**

**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.<br><ul style="list-style-type: none"> <li>Updated: BPIE Indicator Rating Tally Sheet and BPIE Services Plan</li> </ul> | 178-203 |           | X              |

**Section G**

| Source and SP&P Content Revision                         | Section Revisions                     | Page(s) | DOE Input | District Input |
|--|---------------------------------------|---------|-----------|----------------|
| District Procedures During a Declared State of Emergency | New section, required district input. | 204-210 | X         | X              |



# Input, Questions & Next Steps

- Questions

- Input

- Next Steps

- October 13, 2020, Public Rule Development Workshop
- October 20, 2020, Regular School Board Meeting for Adoption



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