



LOCAL EDUCATION AGENCY (LEA) IMPLEMENTATION GUIDE

Miami-Dade County Public Schools Exceptional Student Education

School Board of Miami-Dade County Public Schools

Ms. Perla Tabares Hantman, Chair
Dr. Steve Gallon III, Vice-Chair
Ms. Christi Fraga
Ms. Lucia Baez-Geller
Dr. Dorothy Bendross-Mindingall
Dr. Lubby Navarro
Dr. Marta Pérez
Ms. Mari Tere Rojas
Ms. Luisa Santos



Dr. Jose L. Dotres
Superintendent of Schools



Dr. Sylvia J. Diaz
Chief Academic Officer
Office of Academics and Transformation

Ms. Tracie N. Abner
Assistant Superintendent
Division of Educational Services and Support

Ms. Angie Torres
Administrative Director
Exceptional Student Education

This product is funded by the State of Florida, Department of Education, Division of Public Schools and Community Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B, Special Projects, and state general revenue funds. It is developed by Professional Development and Educational Services, Miami-Dade County Public Schools.

Table of Contents	
School Board of Miami Dade County	ii
Table of Contents	iii
Purpose of the LEA Guide	vii
ESE District and Service Center Contacts	vii
Introduction - The Role of the Local Education Agency Representative	1
Ten Essential Areas	2
#1 The Individual Educational Plan (IEP)	2
IEP Development: IEP Areas of Concern	3
Preparing for the IEP Initial and Annual Meetings	4
Initial IEP Meeting	4
Annual IEP Meeting	4
Notifying IEP Team of a Meeting	5
IEP Annual Meeting and ESE-EMS – During the IEP Annual Meeting	6
Procedural Safeguards for Parents of Students with Disabilities	6
Related Services and Supplementary Aids	8
Counseling	8
Prohibiting School District Personnel from Discouraging Parents/Guardians from Inviting Another Person of their Choice to a Meeting	9
Change of Placement	9
After the IEP Annual Meeting	9
The Interim IEP Meeting: Before, During and After	10
After an IEP Meeting and the Matrix of Services	10
IEP Implementation and Monitoring	12
Implementation	12
Monitoring Student Progress – IEP Status of Goals	12
Recording IEP Meetings	13
District Policy	13
The IEP and Medicaid Eligibility and Reimbursement	14
# 2 Transition IEP, Diploma Options and Deferral	15
Transition IEP - Transition Service by Age Category	16
Transition IEP Service Activity Areas	17
Transition - Diploma Options – High School Diploma Options	19
Standard Diploma	19
Standard Diploma via ACCESS Courses	19
Deferral of Standard High School Diploma	20
Special Education to Qualified Students with Disabilities Ages 3 Through 21	21
# 3 Continuum of Services	22
Continuum of Services and Inclusion	23
Scheduling for Inclusion	23
Individual Student Planning	24
# 4 Functional Behavior Assessment (FBA)/Social Emotional - Behavior Intervention Plan (SE-BIP)	25
FBA/SE-BIP Multiple Uses	26
FBA/SE-BIP Procedures	26

SE-BIP Implementation and Monitoring	26
# 5 Statewide District Testing: Florida Standards Assessment, Florida Standards Alternate Assessment and End of Course Assessment Waivers	27
DSIS PF 18 Update	28
Florida Standards Assessment (FSA)	28
Florida Standards Alternate Assessment (FSAA)	28
School Level Coordinator (SLC)	29
FSAA—Performance Task (PT)	29
Teacher Training Procedures for the FSAA-PT	30
Information Sessions for School Administrators and School Level Coordinators (SLCs)	30
Practice Materials	30
Testing Materials	30
School Administrator Observations	31
Individual and School Reports	31
FSAA—Datafolio	31
Previous FSAA Performance (If Applicable)	31
Teacher Training Procedures for FSAA Datafolio	32
Collection Periods	32
Waiver of Statewide, Standardized Assessment Results for Students with Disabilities	33
Waiver - EOC Assessments	33
Waiver – FSA/FSAA and Graduation Requirement	34
Exemptions to Statewide Programs	35
Medical Complex Exemption	35
Extraordinary Circumstance and Condition	35
# 6 Classroom Assistance	36
# 7 Curriculum Decisions: Standard versus Modified	38
Curriculum Decision – Modified vs. Standard	39
Curriculum	39
Grading Students with Disabilities – Grades K-12	40
Florida Standards (FS)/New Generation Sunshine State Standards (NGSSS)	40
FS/NGSSS Access Points	40
# 8 English Language Learners with Disabilities	42
English Language Learner Students with Disabilities Procedural Guidelines	43
Schedules and ESOL Courses for ELL SWD (ESOL Levels 1-4)	43
SWD in Elementary Schools	43
SWD in Secondary Schools	43
ACCESS ELL Courses	43
ELL Students Determined Eligible for Exceptional Student Education (ESE)	43
ELL Students Eligible for Speech Impaired, Language Impaired or Gifted*:	43
Initial IEP Eligibility Meeting and ESOL Assessments	44
Current ELL Students Entering ESE	44

Annual ESOL Level Update (ESOL Levels 1-4)	44
Students who did not participate in the Spring administration of ACCESS for ELLs Assessment	44
SWD with ESOL Levels 1-4 and the IEP in ESE-EMS	45
Inconsistent Test Data Report for Grades 3-12	45
ELL SWD and IEP Exit Procedures	46
Exiting ELL SWD Participating in any of the ACCESS for ELLs Assessments	46
Revising Student's Schedules to Reflect Exiting from the ESOL Program	47
ELL Exit Criteria	47
Three Years or More in an ESOL Program - Exiting or Extension of Services	47
Six Years or More in the ESOL Program	48
DSIS J-Screen Data Update for ESOL Exiting (Level 5)	49
Post Exit Monitoring in ESE-EMS	49
Free Appropriate Public Education	49
State Board Rule 6A-6.0902 3.d, F.A.C. to Opt-Out of ESOL Services	49
IEP Conference Notes of IEP	50
Procedures to Request a Language Proficiency Dominance Screening	50
Referral for Assessment	50
ESOL levels 1 and 2 students with less than 2 years in the ESOL program	50
ESOL levels 1- 4 students with more than 2 years in the ESOL program	50
ESOL level 5 students during Post Program Review Monitoring Period	50
Reevaluation	51
Results of Screening	51
LPDS Reports Validity Period	51
Retention of ELL SWD	51
# 9 Multi-Tier System of Supports	52
Response to Intervention Tier Description	53
M-DCPS MTSS Flow Chart	54
School Site MTSS Checklist	55
# 10 Initial Evaluations	56
Initial Evaluation Process	57
Initial MTSS Meeting	57
SST meeting – Follow Up	58
Procedures for Completed Evaluations	58
Parental Request for an Evaluation	60
Evaluation Process: Independent Educational Evaluation (IEE)	64
#11 Reevaluations	65
Before the Reevaluation Team meeting	66
During the Reevaluation Team meeting	66
After the Reevaluation Team meeting	67
General Procedures	71

Purpose of the Local Education Agency (LEA) Guide

This LEA Guide is developed to provide school-based LEA representatives including exceptional student education administrators, program specialists, and ESE chairpersons guidance that provides answers to common compliance questions. The guide has been divided into the following five sections.

1. The 10 Essential Areas for the School Site LEA
2. General Procedures to Implement Policies
3. School Site LEA Monthly Organizational Recommendations
4. Appendices
5. Resources

Red font throughout this guide indicates specific details related to procedures that are extremely important and must be adhered to and/or followed.

Selected sections of the guide have Portable Document Formats (PDFs) listed at the end of the section. These PDFs provide essential information related to the content and are located in the column titled LEA Guide - PDFs at the following link: <https://padlet.com/fdlrssouth/lea> .

Individuals who may have questions related to LEA compliance can e-mail their questions to the following e-mail address ese@dadeschools.net .

This document is available as an e-handbook on the dadeschools.net website. Any changes in policies and procedures that affect the contents of this document will be transmitted via weekly briefing.

If assistance is needed, please contact the District or respective ESE Service Center as listed below:

District Office:

Exceptional Student Education (ESE)
1450 NE Second Avenue, Suite 407, Miami, FL 33132
Phone: 305.995.2037 ☎ Fax: 305.995.2049

<p>ESE Service Center North – 9952 Crestview Elementary 2201 NW 187th Street, Miami Gardens, FL 33056 Phone: 305.430-1055 ☎ Fax: 305.430-1056</p>	<p>ESE Service Center Central – 9734 ITECH@Thomas A. Edison Ed. Center 6101 N.W. 2nd Avenue, Miami, Florida 33127 Phone: 305.756.2132 ☎ Fax: 305.756.2135</p>
<p>ESE Service Center South – 9956 JRE Lee Educational Center 6521 SW 62nd Avenue, South Miami, FL 33143 Phone: 786.268.4757 ☎ Fax: 786.268.4758</p>	<p>ESE Service Center South Satellite – 7151 Homestead Senior High School 2351 SE 12th Avenue, Homestead, FL 33034 Phone: 305.242.8432 ☎ Fax: 305.242.8433</p>

Introduction

The Role of the Local Education Agency Representative

The Local Education Agency (LEA) representative is an integral member of the Individual Education Plan (IEP) Team. The LEA is a representative of the public agency, who is responsible for making decisions on behalf of the District and ensures that the IEP is complying with the procedural and substantive requirements of the State and Federal regulations. The LEA ensures that the provision of specially designed instruction through the IEP meets the unique needs of children with disabilities. The LEA Representative is a required member of the IEP Team and **must** attend each IEP meeting in its entirety.

The LEA must possess knowledge and understand the following:

1. All sections of the Exceptional Student Education Policies and Procedures (SP & P);
2. Discipline and Manifestation Determination;
3. Family Empowerment Scholarship Unique Abilities;
4. Individual Education Plan (IEP);
5. Medicaid;
6. Parental revocation of consent for special education and related services;
7. Participation in the State and District assessments;
8. Procedural Safeguards;
9. Transfer of rights at age of majority; and
10. Transition IEP

The LEA must ensure that:

1. IEP decisions are based on consensus and not on a majority vote;
2. the IEP includes appropriate services for the student to receive a Free Appropriate Public Education (FAPE);
3. parents are provided with prior written notice of the services offered and of the parents' right to seek resolution of any disagreements;
4. every member of the IEP team has important knowledge to contribute in the development of the student's IEP;
5. every effort is made to reach an agreement;
6. in extenuating circumstances, the LEA, as the IEP team leader, may override the consensus of the IEP team or make the final decision if consensus cannot be reached by the team, if necessary, to ensure that a student is offered an appropriate education [Case name: Letter to Richards, 55 IDELR 107 (OSEP 2010)].0

Ten Essential Area # 1:

The Individual Education Plan (IEP)

The Individual Education Plan (IEP)

IEP Development

The IEP, a legal document, is the student with disabilities' specially designed instruction and is the school district's IDEA obligation to provide a Free Appropriate Public Education (FAPE). The designated school site LEA is responsible for overseeing the development, implementation and monitoring of IEPs.

There are five major areas on the IEP that are used to address a student's individual needs and present performance levels. These five domains, which are listed in the table below, should be reviewed during the development of each IEP.

IEP AREAS OF CONCERN		
Area of Concern:	Description:	Student Service Needs to be Considered:
Curriculum and Learning Environment	Addresses students' needs related to their involvement in the general curriculum.	Adjustments in the learning environment, including instruction and assessment procedures, materials, and equipment and adaptations to the classroom setting.
Social or Emotional Behavior	Addresses the student's needs for positive behavioral supports, behavioral interventions, social skills development and socialization.	Behavior management techniques, therapeutic programs, other support services or counseling as a related service
Independent Functioning	Addresses knowledge and skills associated with activities of daily living and self-care, accessing community resources, and organizational strategies.	Instruction, coaching and personal assistance; Assistive Technology, Physical and/or Occupational Therapy as a Related Service; organizational Skills; Orientation and Mobility training; adaptation to the Instructional setting; and/or, personal supervision to ensure physical safety, classroom assistance (e.g. paraprofessional).
Health Care	Addresses services provided to students with disabilities who have health care needs and require health services to benefit from special education.	Monitoring and assessment of health conditions; provision of related health care services, such as medication, suctioning or tube feeding.
Communication	Addresses the student's ability to participate effectively in initiating and responding to communication.	Interventions and therapy, assistance and the use of alternative and augmentative communication systems.

PDF Accommodations and Modifications

PDF Individual Student Accommodations Monitoring Sheet

PDF Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Preparing for the IEP Initial and Annual Meetings

Initial IEP Meeting

The Initial IEP meeting is coordinated by the ESE Service Center Staffing Specialist assigned to the respective school. The Staffing Specialist, who is the LEA for an initial IEP meeting, schedules, notifies all IEP Team members in conjunction with the school site, and gathers all information (e.g., evaluations) to conduct the Initial IEP meeting.

The school site LEA can support the Staffing Specialist and assist in the Initial IEP Meeting process by notifying the parents, ensuring that there is a room to hold the meeting and that technology is available to complete the IEP on Exceptional Student Education-Electronic Management System (ESE-EMS). The school site LEA or designated ESE teacher should support the Staffing Specialist with the development of the Initial IEP by synthesizing information and analyzing areas of concern wherein the student may be demonstrating a need for specially designed instruction. For Initial IEPs, the ESE teacher at the school site provides input about intensive, specially designed instructional interventions, accommodations for instruction and assessment, and supplementary aids and services the student may need.

Annual IEP Meeting

The school's LEA identifies the IEP team members who will participate in the Annual IEP. The IEP team members should gather data related to the student's pre-academic or academic achievement, functional performance and progress toward annual IEP goals. The LEA or designated ESE teacher should prepare draft IEPs on ESE-EMS prior to the IEP meeting to allow the team to synthesize information and analyze areas of concern wherein the student may be demonstrating a need for specially designed instruction. The draft IEP can be sent home to the parent for review via email, mail, or student delivery. Under no circumstances should the final IEP be completed before the IEP team meeting begins (USDOE, 2006, August 14, p. 46678). IEPs must be completed and locked in ESE-EMS before a final copy can be distributed.

IEP Team Members

The IEP teams for Initial, Annual and Interim IEP meetings shall include:

- Parent/Guardian
- Student (as of age 12 or younger, if appropriate)
- LEA Representative (required):
 - The LEA is a school district representative who is qualified to provide and oversee the provision of specially designed instruction for students with disabilities and who is knowledgeable about the general education curriculum and the availability of district resources. The LEA oversees the development, monitoring, and implementation of the IEPs.
- ESE Teacher (required):
 - The ESE teacher collaborates with the student's other teachers and service providers to draft the Present Levels of Performance and IEP goals and identify accommodations prior to the IEP meeting. Due to the ESE teacher's expertise and insight on the student's performance, data, and needs, the special education teacher provides input about intensive, specially designed instructional interventions, accommodations for instruction and assessment, and supplementary aids and services the student may need.
- Evaluation Specialist (required):
 - The evaluation specialist is an individual who can interpret the instructional implications of evaluation results. Results may include the initial evaluation process, standardized state or district assessments, classwork, and outside evaluations. This role may be fulfilled by another member of the IEP team, such as the ESE teacher.
- General Education Teacher (required):
 - The general education teacher will communicate the expectations of the general of the general education curriculum and help determine positive behavioral interventions, supplementary aids and services, classroom accommodations, and program modifications.
- Related service providers (as applicable):
 - Additional personnel may participate in IEP meetings if it is anticipated that a student will require related services.
- Note: The parent may invite individuals with special expertise or knowledge to participate in the meeting. School district personnel may not, through any actions taken or statements made, object, discourage or attempt to discourage the attendance of an adult of the parent's choice at meetings with school district personnel.

Notifying IEP Team of a Meeting: Notification of Meeting (NOM)

- As part of any IEP Event the NOM is created in ESE-EMS
- Provide the parent notice of the IEP team meeting with a reasonable amount of time prior to the meeting with at least one attempt through written notice.
- A week to 10 days is generally considered reasonable although a shorter notice would be considered reasonable if the parent is able to attend.
- If notice is provided in a shorter time before the meeting (i.e., less than one week), and the parent attends; consider whether the following mitigating circumstances apply:
- Parent agreed to or requested a meeting as soon as possible
- Meeting included a Manifestation Determination
- NOM must include the purpose, date, time and location of the meeting
- NOM must include the names and titles of meeting participants
- NOM is distributed to all team members, parent(s) and adult student
- Use Distribution Manager in ESE-EMS to download the NOM and the Notice of Procedural Safeguards for Parents of Students with Disabilities
- The NOM and Procedural Safeguards are sent to the parents; and student, if applicable
- The NOM is sent to parent, adult student, and District staff
- If the school is unable to obtain the attendance of the parent, a meeting may be conducted without a parent in attendance but only if the school has a record of its attempts to arrange the meeting, including phone calls made, copies of written correspondences and any responses received, and record of any visits to the home, if applicable.

IEP Annual Meeting and ESE-EMS

During the IEP Annual Meeting

An IEP Annual Meeting event is created on ESE-EMS. The IEP Annual Meeting event includes the Notification of Meeting. The Notification of Meeting is used to notify the IEP team (see preceding page) of the Annual IEP.

The LEA must ensure the following items are addressed and documented in the IEP on ESE-EMS during the IEP meeting:

1. Document the IEP Meeting Attendance.
2. If the Procedural Safeguards (see below) were **not** provided to the parent with the Notice of Meeting, they must be provided at this time.
3. Parents have the option to excuse required IEP team members, after the team member has provided input at the IEP meeting; it must be documented in the Conference Notes. Parents do not excuse non-required members. The LEA representative may excuse non-required members after their area has been discussed. However, the LEA representative must be present during the entire meeting.
4. The assigned school may be different from the home school, if the IEP team determines that the student requires an alternate program location to implement the IEP in the least restrictive environment (LRE). The assigned school is determined **after** the LRE and Educational Placement section is completed.
5. A copy of the Parent Resources and Family Empowerment Scholarship Unique Abilities Fact Sheet must be provided to the parent through Distribution Manager at each IEP Annual Meeting.
6. If the Parent refuses to sign any documents, make note of the parent's refusal in the IEP Conference Notes.
7. The Supports for School Personnel section of the IEP must relate to the unique needs of the student. Supports may include assistance from a paraprofessional or teacher aide, or training for teachers.

Procedural Safeguards for Parents of Students with Disabilities

Parents of students with disabilities who have IEPs must receive a copy of Procedural Safeguards at least one time during the school year. Procedural Safeguards provide parents with the right to prior written notice, parental consent, access to educational records, the availability of mediation and the opportunity to present and resolve complaints through the state complaint and due process hearing procedures. They also address independent educational evaluations, procedures for students who are subject to placement in an interim alternative educational setting, requirements for placement of students with disabilities in private school by their parents at public expense, civil actions and attorney's fees.

The LEA may provide a copy of the Procedural Safeguards with the written notice of the annual IEP review meeting. The LEA should follow the steps below to ensure that parents are provided the Procedural Safeguards:

1. Through Distribution Manager on ESE-EMS, Procedural Safeguards are to be distributed to the parent with the written Notice of Meeting.
2. If it is distributed through ESE-EMS, the date the parent was provided with a copy of the Procedural Safeguards will be printed on the IEP.

The Procedural Safeguards are to be available in the parent's native language. On ESE-EMS, they are available in English, Spanish and Haitian-Creole. Additional languages are available on the Florida Department of Education and M-DCPS Department of ESE websites, (see links below).

<http://ese.dadeschools.net/>

<http://www.fldoe.org/academics/exceptional-student-edu/beess-resources/presentations-pubs/#p>

The IEP team may ask parents if they understand their rights and responsibilities identified in the Procedural Safeguards document.

The LEA must ensure that a copy of the Procedural Safeguards must also be provided to the parent if any of the following occurs:

1. Upon initial referral or parent request for an evaluation,
2. In accordance with the discipline procedures when a change in placement occurs,
3. Upon receipt of the first state complaint from the parent in a school year,
4. Upon the receipt of the first request for a due process hearing from the parent in a school year,
5. Upon request by a parent; and/or,
6. Upon the school district superintendent's recommendation to the commissioner of education that an extraordinary exemption for a given state assessment be granted or denied.

Related Services and Supplementary Aids

The IEP team must decide what services a student requires to attain his or her annual goals as well as be involved in and make progress in the general curriculum in the least restrictive environment. These services include but are not limited to specially designed instruction, related services and supplementary aids.

The special education service must be designed to meet the unique needs of the student. The IEP team must decide the location of the service as well as the duration and frequency of the service.

The following is an abbreviated list of the related services and supplementary aids that are posted on the ESE-EMS drop down menus:

Related Services	Supplementary Aids and Services
Adapted Physical Education	Collaboration in...
Art Therapy	Consultation in...
Audiological Services	Deaf/Hard of Hearing Itinerant Services
Counseling	Paraprofessional Assistance
Job Coaching	Sign Language Interpreter Services
Music Therapy	Visually Impaired Itinerant Services
Occupational Therapy	Collaboration in...
Speech/ Language	Consultation in...

When an IEP team determines that a service will be added or dismissed or if the frequency or duration is changed, the parents must be provided with the ESE-EMS *Prior Written Notice of Proposal or Refusal form* (see page 9 for procedures to follow when providing parents with prior written notice).

Counseling

Counseling can be provided, within the context of an Annual IEP meeting or during an Interim, as a related service using the following procedures:

1. Send the *Notification of Meeting* form indicating that the purpose of the IEP meeting is to consider counseling;
2. Then, the IEP team must consider if the student needs counseling as a related service to access his/her education;
3. Invite the counseling service provider to develop/support goal(s) and accommodations on the IEP that align with the Social Emotional-Behavioral Intervention Plan;
4. The service provider for counseling is to receive a copy of the IEP that designates counseling as a related service; and,
5. Counseling services, provided by school counselors, are documented through the use of Student Case Management Referrals (SCMs) and are entered in the District Student Information System (DSIS) screen (Case Management). Services provided by ESE counselors/clinicians are entered through the ESE-EMS AcceliTrak logging system.

Prohibiting School District Personnel from Discouraging Parents/Guardians from Inviting Another Person of their Choice to a Meeting

Section 1002.20, Florida Statutes, K-12 student and parent rights, has been changed to state that school district personnel may not, through any actions taken or statements made, object, discourage or attempt to discourage the attendance of an adult of the parent's choice at meetings with school district personnel. Actions that are prohibited include attempted or actual coercion or harassment, or retaliation or threats of consequence.

Parents and school district personnel attending the meeting shall sign a document **at the meeting's conclusion** which states whether any district personnel have prohibited, discouraged, or attempted to discourage the parents from inviting a person of their choice to the meeting.

Change of Placement/Free Appropriate Public Education (FAPE)

If a change of placement or FAPE is being proposed at an Annual IEP meeting, prior written notice is required.

1. The 4 basic sections to the Prior Written Notice of Proposal or Refusal (PWNPR) document found in ESE-EMS must address the following:
 1. Evaluation
 2. Change in Identification
 3. A Change in Educational Placement
 4. Provision of FAPE
2. The written notice must include:
 - Description of the action proposed by Miami-Dade County Public Schools (M-DCPS);
 - Explanation of why this action is being proposed;
 - Description of any action being refused by M-DCPS; and,
 - Explanation of why that action is being refused.
3. The notice must address:
 - All other options that were considered and why they were rejected by the IEP team;
 - The evaluation procedures, tests records, or reports used as a basis for the proposed or refused actions; and,
 - Other factors relevant to the above proposal or refusal.
4. The PWNPR is to include two contacts from the District who can provide additional assistance to the parent(s) in understanding the procedural safeguards or if they require any additional information regarding their child's education

If the parent was not at the meeting, there should be a reasonable delay (10 school days) before the change in placement or FAPE can be implemented so that prior written notice can be received.

After the IEP Annual Meeting:

1. The LEA, through the Exceptional Student Education-Electronic Management System (ESE-EMS), will distribute the Prohibiting School District Personnel from Discouraging Parents/Guardian from Inviting Another Person of Their Choice to a Meeting (non-discouragement form).
2. The parent(s) and the school district staff will sign indicating whether District personnel have prohibited, discouraged, or attempted to discourage the parent from inviting a person of choice to the meeting. The LEA will record the parent's response on ESE-EMS and the signed form must be

uploaded into the system. The original form is filed with the corresponding IEP in the student's cumulative record folder.

3. A copy of the final Annual IEP meeting is also downloaded through Distribution Manager in ESE-EMS and provided to the parent, if present and placed in the student's Cumulative Record Folder.

The Interim IEP Meeting

The Interim IEP Meeting is held to make minor changes to an IEP (e.g., adding an accommodation). The District recommends a maximum of 2 Interim meetings per Annual IEP. The school site LEA facilitates the process of the Interim IEP meeting.

Before the Interim IEP Meeting

1. Create an IEP Interim Meeting Event in Exceptional Student Education-Electronic Monitoring System (ESE-EMS).
2. Use the Notification of Meeting (NOM) in the Interim IEP meeting event to notify parents and team members.
3. The purpose of the Interim IEP meeting must be indicated in the NOM and in the IEP Interim Meeting Conference Notes.

During the Interim IEP Meeting

1. If a change of placement or free appropriate public education (FAPE) is being proposed at an Annual/Interim IEP meeting, prior written notice is required.
 - a. The Prior Written Notice of Proposal or Refusal (PWNPR) form is provided to the parent through Distribution Manager on ESE-EMS (see page 8 for procedures).
 - b. The written notice must include a description of the proposed action, an explanation of why the district proposes or refuses the action, and a description of each evaluation, assessment, record or report the IEP team used as a basis for the decision.
 - c. The notice must also include any other options that were considered or rejected and a description of any other relevant factors.
2. If the parent was not at the meeting, there should be a reasonable delay (10 school days) before the change can be implemented so that prior written notice can be received.

After the Interim IEP Meeting

1. Through Distribution Manager (ESE-EMS) the Non-Discouragement form is downloaded, the parent(s) and the District will sign indicating whether District personnel have prohibited, discouraged, or attempted to discourage the parent from inviting a person of choice to the meeting. The parent's response is to be recorded on ESE-EMS and the signed document must be uploaded into the system, and the original is filed in the student's cumulative record folder.
2. A copy of the final Interim IEP meeting is also downloaded through Distribution Manager (ESE-EMS) and provided to the parent, if present.

After an IEP Meeting and the Matrix of Services

The Matrix of Services is the document used to determine the cost factor for services to be provided to students with disabilities based on the decisions made by the IEP team. In the Matrix of Services, there are five domains: Curriculum and Learning; Social or Behavior; Independent Functioning; Health Care and Communication. Each domain contains five levels to describe the nature and intensity of services.

The total number of points, determined by adding together the scores for each domain and applicable special considerations points, result in a rating of Support Level 1 (251), Support Level 2 (252), Support Level 3 (253), Support Level 4 (254), or Support Level 5 (255). The rating of support level is used to calculate the cost factor.

A Matrix of Services will be automatically created and documented by ESE-EMS for each IEP (e.g., Interim IEP). The Matrix of Services is based on the services and supports (e.g., direct supervision for all activities; monitoring medication) on the IEP. The Matrix of Services **must** reflect the supports and services on the IEP.

The LEA must review the Matrix of Services as generated by ESE-EMS. The LEA must ensure that a copy of the matrix is downloaded from ESE-EMS and is placed behind the corresponding IEP in the ESE Folder of the student's Cumulative Record Folder. The FEFP will not rollover to the DISIS PF17 ESE Services screen until the Matrix of Services is locked in ESE-EMS.

Evidence of the provision of services (e.g., consultation logs are being completed on ESE-EMS) as indicated in the IEP and Matrix must be periodically reviewed by the LEA to ensure that the services on the IEP are being addressed with fidelity.

IEP Implementation and Monitoring

The school's LEA is responsible for overseeing the implementation and monitoring of IEPs. Below, are IEP procedural obligation requirements and how best to conduct monitoring and ensure implementation.

Implementation

- The IEP indicates the duration, frequency and location of the supports and supplemental services.
- The student's general education teachers, ESE teachers and other service providers must have access to the student's IEP.
- An LEA must ensure that each teacher and service provider are informed of the following:
 - specific responsibilities related to implementing the student's IEP (i.e., duration, frequency and location of services)
 - specific accommodations
 - program modifications
 - related services
 - supplementary aids and services
- IEP Status of Fidelity of implementation means that supports and services are provided as indicated on the IEP.
- The LEA must ensure that at a **minimum** the supports and services indicated on the IEP are being implemented.

Monitoring Student Progress – IEP Status of Goals

- The LEA must ensure that at the end of each grading period teachers and service providers review the student's progress and inform the student's parents of their progress through the completion and distribution of the IEP Status of Goals on ESE-EMS.
- The IEP Status of Goals on ESE-EMS must be completed and downloaded through ESE-EMS Distribution Manager at the end of each grading period.
- Teachers and service providers must send a copy of IEP Status of Goals from ESE-EMS home to the parent at the end of each grading period; and a copy is placed in the student's cumulative record.
- The IEP Status of Goals reports must reference the data collected with a description of the student's progress.

Recording IEP Meetings

The Florida Department of Education (FDOE) Bureau of Exceptional Education and Student Services (BEES) has authorized a significant change in practice regarding a parent's request to record an Individual Education Plan (IEP) meeting. It requires the school to take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting.

District Policy

The use of audio and/or video recording devices at IEP meetings will be limited. Neither the District nor parents will use a recording device unless the parent who is requesting the recording device makes the request at least 48 hours (two school days) in advance and requires the device to make informed decisions and/or understand the IEP and IEP process.

1. The respective ESE Service Center administrator/designee must be contacted when a parent makes a request to record an IEP meeting.
2. The respective ESE Service Center administrator/designee will consult with the school principal/designee to determine whether the parent can meaningfully participate in the IEP meeting without recording it.
3. As IDEA, does require districts to act to ensure that the parent understands the IEP meeting, the ESE Service Center administrator/designee may offer the parent other means to enable the parent to actively participate in the meeting or agree to the parent's request; such as, an interpreter, a note-taker.
4. Recording IEP meetings to use as evidence at legal proceedings will not be permitted.

The ESE Service Center administrator/designee must contact the District Department of Exceptional Student Education (ESE) Office of Compliance Instructional Supervisor to make the final decision.

1. If the parent is permitted to record the meeting, the Local Education Agency (LEA) representative must ensure that the school also records the meeting. Use of a digital recorder is preferred if possible.
2. All required members of the IEP team must be present at the IEP meeting unless the parent exercises his or her right of excusal of required team members.
3. If a required IEP participant refuses to be recorded, is not excused, and does not attend the meeting, the IEP team will not be properly constituted, and the student will not be provided with a free and appropriate public education (FAPE).
4. Required participation in IEP meetings is within the scope of employment duties of teachers and service providers. The school administrator should be notified if a required IEP team participant refuses to attend the IEP meeting.

The IEP and Medicaid Eligibility and Reimbursement; Medicaid Certified School Match Program for Fee-For-Service

Florida Medicaid Certified School Match Program for Fee-For-Service allows M-DCPS to receive reimbursement for medically necessary services provided by or arranged by M-DCPS for Medicaid-billable services. These activities performed by staff include direct therapy services such as occupational therapy, physical therapy, speech-language therapy, nursing services, behavioral services and transportation. Allowable direct therapy services are provided to Medicaid-eligible students with disabilities under the Individuals with Disabilities Education Act (IDEA) Part B and C.

During any IEP (Annual or Interim) a student with disability can be determined eligible for Medicaid Services.

1. Before M-DCPS seeks to access the student's public benefits (Medicaid), the IDEA requires that parents first receive written notification of their rights and protections and secondly, that parents provide a **one-time** written consent (Medicaid Parental Consent & Notice of Rights and Protections). The Medicaid Parental Consent and Notice of Rights documents are generated, and responses recorded via the ESE-EMS system. Consent should be sought as early as possible in the ESE process so as to maximize the opportunity for Medicaid reimbursement of eligible services.
2. Direct therapy service providers are responsible for web-based entry of all services to all students through the ESE-EMS AcceliTRACK logging system.
 - a. This includes speech-language pathologists, school social workers, counselors/clinicians, school psychologists, occupational therapists, physical therapists, certified occupational therapist assistants, and physical therapist assistants.
 - b. Monthly reports of logging activity are reviewed by the corresponding District supervisors for accuracy and completeness of logged services and compliance with IEP service prescriptions.
 - c. Medicaid Fee-For-Service policy dictates that services must be documented (electronically logged) on the day they are provided. In the case where the provider is unable to do this, a backup paper log must be used, and produced upon request in support of any Medicaid, FDOE, or internal audit.
3. The District functions as a "biller of last resort", allowing sufficient time for Medicaid providers outside of the District to submit claims in advance of the District. For this reason, M-DCPS will delay the submission of Medicaid claims for at least 4 weeks. Parents/guardians should be reassured that any Medicaid-eligible services provided and ultimately claimed by the District will not interfere with services the student may receive outside of the District, nor will providing the District the parental consent to bill Medicaid prevent other providers from being able to also bill and be reimbursed for Medicaid-eligible services. In certain cases, Medicaid allows for multiple claims on the same day by multiple providers to be reimbursed.
4. The Medicaid eligibility status of a student may change over time, and eligibility is verified periodically during the submission of Medicaid-eligible claims. Even if a student is known not to be eligible under Medicaid at the time of an IEP meeting, parental consent to bill Medicaid should be obtained. In the event that the student becomes eligible under Medicaid, the District may be able to retroactively submit claims for reimbursement of eligible services.

Ten Essential Area # 2:

Transition IEP,

Diploma Options and Deferral

The Transition IEP

The term **Transition Individual Educational Plan (TIEP)** is used in Florida to denote a change in the emphasis of IEPs. The focus of a TIEP is to develop a plan that promotes movement from school to post-school activities. All components, discussion, and decision-making of the TIEP should lead to and support the desired post-school outcome statement. The Transition IEP initiates the process of identifying a coordinated set of activities that address the post-school needs and services [e.g., self-determination; self-advocacy; vocational education; integrated employment (including supported employment)] for a student with disabilities. This process begins no later than at age fourteen (14), so that needed post-secondary goals may be identified and in place by age sixteen (16). Transition services are defined by section 300.43 of Title 34, Code of Federal Regulations (CFR).

The school site LEA is involved in Transition IEPs to ensure that IEPs address all IEP components as previously indicated in the Annual/Interim IEP sections of this guide. The LEA is responsible for the Transition IEP to be initiated and implemented following the age group guidelines listed in the table below. The LEA needs to ensure that the IEPs include measurable post-secondary and annual goals, transition services and courses of study. It should be noted that Transition Specialists may assist with the planning and development of an effective Transition IEP as well as assisting with student follow-up upon graduation for up to one year.

Transition Services requirements for IEPs, by age, are as follows:

Beginning at Age 14 (or earlier if the IEP team determines appropriate)

- Notice of the IEP team meeting includes a statement that a purpose of the meeting is the identification of transition services needs of the student.
- The student is invited to the meeting (documented on the Notice of Meeting)
- The student's strengths, preferences, and interests were considered.
- The student's need for instruction or the provision of information in self-determination and self-advocacy is considered.
- The IEP must include a statement of whether the student is pursuing a course of study leading to a standard diploma.
The IEP must include a statement of intent for the student to graduate from high school with a standard diploma and a Scholar or Merit designation, as well as the preparation needed for each.

Beginning at Age 16 (In addition to the obligations listed as *Beginning at Age 14*)

- Notice of the IEP team meeting includes a statement that a purpose of the meeting was the consideration of post-secondary goals and transition services.
- Identify any agency that would be invited to send a representative. (If an outside agency will be paying for transition services, they are invited to the IEP.)
- The IEP must include a statement of whether the student is pursuing a course of study leading to a standard diploma with or without a scholar or merit designation, or a standard diploma via access points.
- IEP includes measurable Post-secondary goals in designated areas (i.e. education, training, employment, and, where appropriate, independent living skills) are identified and in place by age 16 (reviewed annually).
- IEP includes measurable Annual Goals related to transition service needs.
- If a participating agency responsible for transition services failed to provide the transition services as described in the IEP, the IEP team must be reconvened to identify alternative strategies to meet the transition objectives as indicated on the IEP.
- A Summary of Performance (SOP) is provided to student who is graduating with a standard diploma before the student exceeds the age of FAPE.

Beginning at Age 17 (In addition to the obligations listed as *Beginning at Age 14 and 16*)

- The student and his/her family have been informed of the rights that will transfer to the student at age 18. The Transition IEP must include a statement that the information has been provided.
- A separate and distinct notice of the transfer of rights must also be provided closer to the time of the student's 18th birthday.

Beginning at Age 18 (In addition to the obligations listed as *Beginning at Age 14, 16 and 17*)

- The student and his/her parents must be provided with a notice of transfer of rights.
- The rights transfer to the student.

Transition IEP - Service Activity Areas

The LEA must ensure that the activity areas in the table below are addressed during the Transition IEP. In addition, the LEA ensures that the IEP provides for instruction and instructional goals addressing the general education curriculum standards as well as related services (e.g., occupational therapy) that would allow the student to benefit from special education.

Required Transition Service Activity Areas to be Addressed in Transition IEP		
Activity	Description	Samples
Community Experiences	Activities provided outside of the school building, in community settings, or by other agencies.	Banking, shopping, using public transportation, social activities, and recreational and leisure services
Employment	Services and activities that prepare a student for, and lead to, employment.	Career education, exploratory career and technical preparation, career placement (i.e., on-the-job training), job preparation education (coursework in the areas of agriculture, business technology, health science, family and consumer sciences, industrial, marketing, and public service), and supporter competitive employment (placement and training in an integrated employment setting in the community with ongoing supports).
Post-School Adult Living	Refers to those important adult activities that are done occasionally (i.e., paying bills, filing for insurance, registering to vote)..	Paying bills, registering to vote, renting a home, accessing medical services, filing for insurance, completing Social Security and Supplemental Security Income work incentives forms, and preparing taxes.
Acquisition of Daily Living Skills	Refers to those activities that adults do every day to care for and manage personal needs (i.e. preparing meals, budgeting, grooming).	Preparing meals, budgeting, maintaining a home, caring for clothes, and grooming.
Functional Vocational Evaluation	Refers to an assessment process that provides information about job or career interests, aptitudes, and skills (i.e. observations, curriculum-based vocational assessments).	Situational assessments, observations, curriculum-based vocational assessments, and formal vocational evaluation measures.

Transition - Diploma Options

High School Diploma Options

The Individual Educational Plan (IEP) team, which includes the parent and the student, determines which high school graduation option is the most appropriate, using the postsecondary education and career goals of the student to guide the decision.

Standard Diploma

The LEA must ensure that as determined by the parent, before a student with a disability turns the age of 14 or no later than the first Individual Education Plan (IEP) to be in place when the student attains the age of 16, that the IEP must include a statement of intent to pursue a standard high school diploma with or without a Scholar or Merit designation. Students with disabilities can earn a standard high school diploma using any high school graduation option that is available to all students.

Standard Diploma via ACCESS Courses

The LEA must ensure that parental consent is obtained for students who work toward a standard diploma via access courses. The written parental consent (*Parental Consent for Access Point Curriculum*) must be kept on record. The diploma decision may be revisited at any time, and students may move between options. A student may be awarded a standard diploma if they meet the requirements of any high school graduation option, should they choose to do so. The IEPs of ALL entering 9th grade students (beginning 2014-2015 cohort) and students identified as being on a modified curriculum, thereafter, must indicate if they are working towards earning a standard diploma via access courses.

The last cohort eligible to continue earning a special diploma is 2013-2014. However, these students can change diploma option and elect to work towards earning a standard diploma via access courses as determined by the parent, legal guardian and/or student (if student has reached the age of majority - 18 years). These students must meet ALL graduation requirements.

The *Students Entering Grade Nine in the 2015-2016 School Year Academic Advisement Flyer–What Students and Parents Need to Know* diploma option chart below (located in the LEA padlet) and any subsequent Weekly Briefings can be used by the LEA to assist the IEP Team in addressing diploma options.

PDF Florida Department of Education - *Students Entering Grade Nine in the 2015-2016 School Year Academic Advisement Flyer–What Students and Parents Need to Know*

Deferral of Standard High School Diploma

LEAs must be aware that only a student whose IEP requires special education, transition planning, transition services or related services through the age of 21 **may defer** receipt of their standard diploma during the year that the student meets all criteria for graduation. However, a student who defers must be enrolled in:

- accelerated college credit instruction,
- industry certification courses that lead to college credit,
- a collegiate high school program,
- courses necessary to satisfy the Scholar designation requirements or a structured work-study,
- internship or pre-apprenticeship program to continue to receive free and appropriate public education (FAPE).

The district's obligations and LEAs responsibilities include the following:

1. Schedule an Interim/Annual IEP to review the deferral of a Standard High School Diploma, as appropriate.
2. Review the benefits of deferring with the parent and the student, including continuation of educational and related services
3. Describe to the parent and the student, in writing, all the services and programs available to students who defer.
4. Note the deferral decision on the IEP.
5. The *Request for Deferral of Standard High School Diploma* – FM # 7644 is used to note the parent's decision or the student's, if over 18 and rights have transferred, that is separate from the IEP.
6. Inform the parent and the student, in writing, by January 30 of the year in which the student is expected to meet all graduation requirements that failure to defer eases the school district's obligation to provide FAPE, that the deadline for acceptance or deferral is May 15 and that failure to attend the graduation ceremony does NOT constitute deferral.
7. Ensure that the names of the students who are deferring are submitted to appropriate staff for entry into the District Student Information System (DSIS).

LEAs should be informed that students do not need to defer every year. Once the decision to defer is made, the deferral applies until the student is no longer age eligible for FAPE or elects to accept the standard diploma, whichever comes first.

LEAs should ensure that registrars order a diploma for each student deferring standard high school graduation. Each student is counted for the graduation cohort; thus, the diploma will have the identified cohort graduation date. However, the diploma is not to be disbursed until the student exits Miami-Dade County Public Schools (no longer age eligible for FAPE or elects to accept the standard diploma).

PDF Deferral of Standard High School Diploma

Special Education to Qualified Students with Disabilities Ages 3 Through 21

IDEA §300.101 specifies that a FAPE must be available to students with disabilities ages 3 through 21 who have not graduated with a standard diploma. Though IDEA requires districts to provide FAPE to all IDEA eligible students with disabilities through age 21, the State provides the option to extend this age requirement. The Exceptional Student Education Policies and Procedures outlines the district's decision to provide services until the end of the school year in which the student turns 22. The "end of the school year date" is the last day of the normal school year or the last day of Extended School Year (ESY) if the student qualifies for ESY.

District Policy:

1. The principal/designee (e.g., LEA) must ascertain that the student has not graduated with a standard diploma and should compare the student's birthday with the School Board Calendar for Elementary and Secondary Schools. The School Board Calendar indicates the first day of school in red and denotes it as the beginning of the first grading period.
 1. If the student with disabilities who wants to enroll in public school is 21 years of age, allow this student to enroll.
 2. If the student with disabilities who wants to enroll in public school is 22
 - a. but was 21 on the first day of school and turned 22 during the school year, allow the student to enroll
 - b. and turned 22 on or prior to the first day of school, do not allow the student to enroll.

Ten Essential Area # 3:

Continuum of Services

Continuum of Services

The IDEA indicates that students with disabilities (SWD) must be provided a free appropriate public education in the least restrictive environment (LRE). In accordance with their IEP, SWD need to the maximum extent possible time with their non-disabled peers.

Services, supports and instruction as indicated in a student with disabilities IEP can be provided in a continuum of educational settings as indicated below:

General Education Setting (80%-100%)
Resource Room Setting (40%-79%)
Separate Class Setting (0-39%)
Center School Placement
Hospital/Homebound Placement
Residential Placement

Inclusion

The IEP Team needs to consider the student's needs and supports when determining where best would the IEP be implemented. When the IEP is completely developed, as to the location of implementation is determined. The following are important questions for IEP Teams to consider when determining a student with disabilities' educational placement:

1. What is the *rationale* for providing instruction and supports in a separate setting?
2. What supports are provided in an ESE classroom that *cannot* be provided in the general education classroom?
3. Have you considered "*staggering*" periods (e.g., reading blocks, lunch) to accommodate a schedule of in-class support by the ESE teacher(s)?
4. Are we maintaining appropriate ratios of students with needs (e.g., ESE and ESOL) to those without?
 - o Co-taught class: no more than 1/3 ESE and struggling learners recommended
 - o Support facilitation class: no more than 8-12% ESE and struggling learners recommended
5. How will you ensure that students with disabilities in general education are not being educated as a "*class within a class*"?
6. Have you considered using early release days and ½ day subs for special and general education planning time?

Scheduling for Inclusion

Below are steps to consider when scheduling for inclusion:

Identify total number of students with disabilities at your school.

1. Using File Download Manager, run a report to identify the total number of students with disabilities at your school, their current educational placement, and their most recent data (i.e. statewide assessments, i-Ready, grades).
2. Review their IEPs and determine what supports (e.g., support facilitation) and services are needed to ensure they are successfully included.

3. If possible cluster students in classrooms where there are co-teachers or supports (e.g., support facilitator) that need to be provided to the students with disabilities.

Individual Student Planning (ISP)

A student with significant disabilities who is included in the general education setting may require an ISP. An ISP is a process of identifying student strengths and weaknesses; learning styles; and teacher/class expectations so that a student with significant disabilities is successful in a general education class. The student's teachers attend the ISP meeting, and the parent is invited. If an ISP meeting is required, the IEP team should follow these two steps:

1. Write "**Individual Student Planning**" in the "**Supports for School Personnel**" section of the student's IEP.
2. Complete FM #7427, *Individual Student Planning (ISP) Referral Form* and submit it to SLD/Inclusion Team via fax: 305-666 – 1250 or by email reaganlyn@dadeschools.net .

Note: *DO NOT WRITE: IEP Implementation, Inclusion Strategies, Inclusion Training or Adaptations/Strategies when the intention is an ISP. These phrases are generic and do not specify that an Individual Student Planning meeting is needed.*

Ten Essential Area # 4:

**Functional Behavior
Assessment (FBA)/
Social Emotional - Behavior
Intervention Plan (SE-BIP)**

Functional Behavior Assessment (FBA)/ Social Emotional - Behavior Intervention Plan (SE-BIP)

A Functional Behavior Assessment (FBA) is a comprehensive and individualized, solution-oriented process for addressing behavior challenges. The information gathered via the Structured Interview FM 6660 and the subsequent data collected is used to devise an informed hypothesis about the function or purpose of the behavior and design a Social Emotional - Behavior Intervention Plan (SE-BIP).

FBA/SE-BIP Multiple Uses

LEAs must be aware that the FBA process is used for multiple purposes to address a student's challenging behavior. The FBA process is used in the following manner for:

1. Tier 3 of the Multi-Tier System of Supports (MTSS)/Response to Intervention (RTI) (students without disabilities).
2. Students with disabilities eligible in programs for students with ASD and E/BD; and students in other exceptional student education (ESE) programs as indicated on the IEP.
3. Students assigned to an Alternative Educational Setting (AES), School Center for Special Instruction (SCSI), Student Success Center, or Pathways.

District Policy: The student's SE-BIP must be reviewed prior to an accumulation of 6 days assigned to the AES, SCSI, Student Success Center, or Pathways. The SE-BIP must be reviewed to determine whether or not it addresses the current behavior of concern, if not, a new FBA process must be initiated, new data collected, and a new SE-BIP developed. If the student does not have a SE-BIP, the school must immediately initiate a FBA, collect data, and convene to develop a SE-BIP.

FBA/SE-BIP Procedures

Initiation of the FBA process starts with the completion of the Structured Interview FM 6660. Before data is collected consent must be obtained using FM 6279 – Notice of Intent and Parental/Guardian Consent for Screening.

SE-BIP Implementation and Monitoring

The LEA and school staff are responsible for following through with the FBA process and developing and monitoring the implementation of a SE-BIP. If the student has an IEP, the LEA must review the goals as the IEP must contain behavioral goals that reflect the SE-BIP. In order to ensure that the SE-BIP is effectively working, there must be evidence through consistent and accurate progress monitoring (e.g., data collection) to show that the replacement behavior is increasing and/or the behavior of concern is decreasing

The SE-BIP should be reviewed a minimum of 4 times per year. The outcome of the interventions should be documented on the SE-BIP (refer to page 9 of the SE-BIP for progress monitoring) as well as documented on the quarterly IEP Status of Goals progress reports. Any revisions or changes to the SE-BIP must be reflected on the student's IEP goals and services. The LEA should refer and use FM 6997 – Functional Behavioral Assessment Process Checklist to follow the step-by-step guide to complete the FBA process.

ESE-EMS will automatically update the Matrix of Services with any updates and additional required services (e.g., counseling) as documented on the IEP.

PDF – Functional Behavior Assessment Process Checklist

Ten Essential Area # 5:

**Statewide District Testing:
Florida Standards Assessment (FSA),
Florida Standards Alternate Assessment
and
FSA and End of Course Assessment
Waivers**

Statewide District Testing

All students with disabilities participate in statewide district testing. However, to meet exemption criteria from participation in the FSA, the student's IEP team must answer "yes" to all four of the following questions in the Educational Testing section of the IEP in ESE-EMS:

1. Does the student have a significant cognitive disability? A student with a significant cognitive is one whose intellectual quotient (IQ) on a standard intelligence test (e.g., Wechsler Intelligence Scale for Children) is two standard deviations (SDs) below the mean. In cases where the IQ is relatively at or close to the cutoff score for two SDs on an IQ measure a student's performance on a test of adaptive behavior is also taken into consideration.
2. Is the student unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials?
3. Is the student participating in a curriculum based on Sunshine State Standards Access Points for all academic areas?
4. Does the student require extensive direct instruction in academics based on access points to acquire, generalize, and transfer skills across settings?

The LEA must be aware of the following:

- If "yes" is answered to **all** four questions, the student meets exemption criteria and should participate in the FSAA.
- If "yes" is **not** checked in **all** four areas, the student should participate in the FSA and be provided with accommodations, as appropriate.

District Student Information System (DSIS) PF 18 Update

Following the IEP meeting, school personnel must update the DSIS PF 18 screen:

- Enter "Y" or "N" for alternate assessment.

Following the administration of the FSAA, school personnel must update the DSIS PF 18 screen:

- Enter the date the student participated in the FSAA.

The Florida Department of Education (FLDOE) issued the *Assessment Participation Checklist* to guide IEP teams in the decision-making process to determine whether the student with disabilities meets the exemption criteria.

Florida Standards Assessment (FSA)

The LEA needs to be aware that on an annual basis the Florida Department of Education sends school districts information on the accommodations to be used for eligible students with disabilities in the administration of the FSA. This information is sent to schools via weekly briefings.

Florida Standards Alternate Assessment (FSAA)

The FSAA is the statewide assessment designed for those students with disabilities whose IEP team determined that participation in the Florida Standards Assessment is not appropriate even with accommodations.

For a student with disability to be administered the FSAA, the student must meet State determined exemption criteria from participation in the Florida Standard Assessment (FSA). Only students with significant cognitive disabilities may be considered for this exemption.

Instruction in the State Standards Access Points Curriculum and Florida Standards Alternate Assessment

1. If the IEP meeting is convened for considering instruction in the state standards access points curriculum and administration of the Florida Standards Alternate Assessment, the school must provide a notice to the parents at least 10 days before the meeting. On ESE-EMS, the purpose on the Notice of Meeting would be to consider student Instruction in the State Standards Access Points Curriculum and Florida Standards Alternate Assessment.
2. Parents can agree to waive the 10-day prior notice requirement when considering Instruction in the State Standards Access Points Curriculum and Florida Standards Alternate Assessment.
3. The Parent has the right to consent or refuse consent to Instruction in the State Standards Access Points Curriculum and Florida Standards Alternate Assessment discussion.
4. If the parent signs, "I do not consent for the provision of instruction in the state standards access points curriculum and administration of the FSAA", within ten school days, the LEA must record the response on ESE-EMS. Then, the school must develop and implement a new IEP or request a Due Process hearing.
5. The District may not proceed without parental consent unless the District documents reasonable efforts to obtain the parent's consent and the parent has failed to respond or the District obtains approval through a Due Process hearing.

All Florida students participate in the state's assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment is not appropriate, even with accommodations, and it implements the requirements of Section 1008.22, Florida Statutes, requiring assessments that accurately measure the core curricular content for students with significant cognitive disabilities.

The FSAA is based on the Florida Standards Access Points (FS-AP) for English Language Arts and Mathematics and Next Generation Sunshine State Standards Access Points (NGSSS-AP) in Science and Social Studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities.

Once the IEP team determines that a student will be instructed in Access Points and participate in the Florida Standards Alternate Assessment, the next step is to determine whether the student will be assessed via the FSAA—Performance Task or FSAA—Datafolio.

School Level Coordinator (SLC)

- Each year, school administrators will be asked to designate a School Level Coordinator (SLC) to facilitate the administration of the FSAA. The SLC will be responsible for attending professional development, monitoring teacher training and timelines, coordinating the distribution and collection of FSAA materials, and communicating with the district Alternate Assessment Coordinator (AAC). School administrators are required to designate one teacher who will serve as the SLC through the online survey link received through a weekly briefing.

FSAA—Performance Task (PT)

The FSAA—Performance Task (PT) is designed to provide tiered participation within the assessment for students working on Access Points at various levels of complexity.

Teacher Training Procedures for the FSAA-PT

To ensure the consistent and accurate administration of the FSAA, the FLDOE requires teachers administering the assessment to receive training on proper administration procedures.

- A one-day administration training is required for teachers who are new to administering the assessment and who have never been trained. Training will be offered throughout the year. Teachers must register for this one-day training through My Learning Plan.
- Teachers who have previously participated in the one-day administration training (since 2015) are required to receive update training each subsequent year they administer the assessment. Online administration update training will be offered each fall for those teachers who have previously participated in the one-day administration training. Teachers who complete the online administration modules will fulfill the yearly update training requirement.
- During the online training window, teachers will have unlimited access to four separate training modules 24-hours a day, 7-days a week. Teachers will be required to view all four modules and participate in a brief quiz at the end of each module.
- FLDOE will forward a list of teachers who have completed the on-line training requirements to the district.
- Teachers who have not participated in either the one-day or online training will not be permitted to administer the test to students.

Information Sessions for School Administrators and School Level Coordinators (SLCs)

- Two half-day meetings for School Administrators and SLCs will be provided in January or February covering all policies and procedures relating to the administration of the FSAA. Participants should sign up via My Learning Plan and only attend one session.

Practice Materials

- Practice materials are available on the FSAA website for students participating in the FSAA. The Portable Document Format (PDF) versions of the materials will be available online by the end of September. Teachers should make copies of these documents and use them throughout the year as guided practice.

Testing Materials

- The Test Distribution Center (TDC) will deliver testing materials to each school in the spring. Specific dates for distribution on materials, testing window and response uploading will be posted on <http://fsaa.dadeschools.net>.
- The SLC must verify that all secure materials identified on the packing list are received and should report any mispackaged materials or any missing secure documents to their district coordinator immediately. Additional testing materials may be ordered
- The Test Materials Chain of Custody Form must be maintained at all times. The FDOE maintains a record of the quantity of secure materials and the unique security number of each secure document sent to and returned by all schools. Individuals responsible for handling secure FSAA—PT materials are accountable for the secure documents assigned to them. Test administrators should report any missing secure materials to the school assessment coordinator immediately.
- Schools must investigate any report of missing materials. If after a thorough investigation, a secure document is not found, the SLC must contact the district AAC to report the missing materials.
- Upon receipt of materials, teachers may begin testing according to the dates identified in the appropriate testing window.
- Administrators should ensure that teachers have access to a quiet location to conduct testing and provide in-house coverage, as needed, to facilitate testing.

- Test materials must be returned to TDC on the designated dates, in accordance with applicable instructions set forth in the Performance Task Procedural Manual. TDC is located at 13135 SW 26 St, Miami.
- The security of all test materials must be maintained before, during, and after test administration. Please read the Test Security Policies and Procedures found in the FSAA Procedural Manual to ensure that you are following the correct procedures. District coordinators must require that principals, school assessment coordinators, and test administrators sign the FSAA—Performance Task Test Administration and Security Agreement, provided in Appendix B.
- The manual may be downloaded at the following website under: <http://fsaa.dadeschools.net>.

School Administrator Observations

- Administrators may be asked to observe teachers during the testing window using the Administrator Observation form found at: <http://fsaa.dadeschools.net>.
- The AAC may also randomly select schools to observe. These forms should be returned by email to yvonneleon@dadeschools.net.

Individual and School Reports

- Score reports issued by the FLDOE are typically delivered to schools in late Summer. Please forward corresponding copies to parents and include a copy in the student’s cumulative folder.
- Administrators should review school reports with teachers to guide curriculum decisions based on data.
- Assessment information is then analyzed as used in the school grade calculation.

FSAA—Datafolio

The FSAA—Datafolio is designed to support students with the greatest significant cognitive disability who typically do not have a formal mode of communication and are working at pre-academic levels. The Datafolio is designed to show student progress on a continuum of access toward academic content rather than mastery of academic content. Student progress is shown through reduced Levels of Assistance and increased accuracy.

After carefully reviewing the ***Checklist for Course and Assessment Participation***, the IEP team determines that the most meaningful evaluation of the student’s current academic achievement is through participation in the FSAA. Next, the IEP team should answer each of the following questions when determining how the student participates in FSAA. Check all that apply.

1. Does the student primarily communicate through cries, facial expression, eye gaze, and/or change in muscle tone that requires interpretation by listeners/observers?
2. Does the student respond/react to sensory (e.g., auditory, visual, touch, movement) input from another person BUT require actual physical assistance to follow simple directions?
3. Does the student exhibit reactions primarily to stimuli (e.g., student only communicates that he or she is hungry, tired, uncomfortable, sleepy)?

Previous FSAA Performance (If Applicable)

4. Has the student’s previous performance on the FSAA provided limited information (e.g., student requires support to answer all or most FSAA items) and/or reflected limited growth within Level 1? **OR**
5. Has the student historically received a score of 20 or less on the FSAA?

If “no” is selected for each of the first three questions, then the IEP team should conclude that the FSAA—Performance Task is the more appropriate statewide assessment.

The recommendation that the student’s participation in the FSAA—Datafolio Assessment is the

appropriate method to provide meaningful evaluation of the student's current academic achievement would be supported by the IEP team indicating "yes" to any of the first three questions AND "yes" to either question 4 or 5. ***For students in grade 3 or with no previous FSAA score, questions 4 and 5 do not apply.***

Teacher Training Procedures for the FSAA Datafolio

To ensure the consistent and accurate administration of the FSAA, the FLDOE requires teachers administering the assessment to receive training on proper administration procedures.

- Face-to-Face yearly administration training is required for teachers who will administer the assessment.
- Training is provided by the FLDOE and Measured Progress during the Summer and Fall of each new school year.
- New teachers who receive students during the school year, who are assessed through Datafolio or who the IEP Team determines should be assessed through the Datafolio, should contact the AAC for further instructions on training.
- Additional training tutorials are available online to teachers 24-hours a day, 7-days a week.

Collection Periods

- For students being assessed via the Datafolio, teachers submit student work samples across three collection periods throughout the school year.
- Collection Periods and response uploading dates will be posted on <http://fsaa.dadeschools.net>.
- The Activity Choices are teacher developed from typical classroom activities/tasks that are aligned to Access Point Standards.
- Student evidence from all three collection periods is submitted by the teacher via an online system and independently scored to determine the student's progress.
- Please refer to the Assessment Planning Resource Guide for Individual Educational Plan (IEP) Teams on the FSAA Portal for further information – posted on <http://fsaa.dadeschools.net>.

Waiver of Statewide, Standardized Assessment Results for Students with Disabilities

Waiver - EOC Assessments

Section 1008.22(3)(c)2., F.S., states that students with disabilities can be eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade and a standard high school diploma. This includes Civics, the Grade 10 English Language Arts assessment, Algebra I end-of-course (EOC) assessment, Geometry (EOC) assessment, Algebra II EOC assessment, Biology I EOC assessment, United States History EOC assessment and the Florida Standards Alternate Assessment.

To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

1. The student must be identified as a student with a disability, as defined in s. 1007.02, F.S.:

The term “student with a disability” means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.

2. The student must have an Individual Educational Plan (IEP).

3. The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.

4. In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student’s abilities, taking into consideration all allowable accommodations for students with disabilities.

The decision to waive the EOC assessment results is made by the IEP team and documented on the ESE-EMS EOC Waiver form. The IEP team meets to determine whether the EOC assessment accurately measures the student’s abilities, taking into consideration allowable accommodations. IEP teams should review/consider such documentation as classroom work samples, coursework grades, teacher observations, relevant classroom data derived from formative assessments, intensive remediation activities on the required course standard, higher-level required course work (honors, advanced placement, related postsecondary coursework through dual enrollment program, etc.).

Waiver – FSA/FSAA and Graduation Requirement

The 2003 Legislature passed the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act. Based on this law, IEP teams may waive the required passing score for one or both sections of the FSA under specific circumstances. Students with disabilities who have withdrawn from day school and enrolled in adult general education may choose to re-enroll in day school and request consideration for an FSA waiver if it is determined that the student has not yet reached age 22 and the student meets the criteria as stated on Section One of the FSA waiver form.

To be considered for the waiver from the FSA graduation requirement, the student must:

1. be identified as a student with disability;
2. have an IEP;
3. have been provided with instruction to prepare students to demonstrate proficiency in the core content necessary for grade-to grade progression and high school graduation;
4. have taken the Grade 10 FSA/FSAA with appropriate allowable accommodations at least once, be progressing toward meeting the state's credit/course and cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

Continued Policy:

1. The IEP team will meet to determine whether the FSA/FSAA can accurately measure the student's abilities, taking into consideration allowable accommodations.
2. The FSA/FSAA waiver decision is an objective decision based on completing the FSA/FSAA waiver form.
3. The FSA/FSAA waiver document does NOT signify that the student will graduate with a standard diploma.
4. The FSA/FSAA waiver document solely signifies that the FSA/FSAA graduation requirement has been waived.
5. A student will only be awarded a high school standard diploma once it has been determined that the student meets the FSA/FSAA waiver criteria AND all other state and district requirements for graduation with a standard diploma.
6. To ensure proper maintenance of the waiver form, file the completed waiver form and required attachments in the student's cumulative folder immediately after completing the meeting and securing the reviewing authority signatures.
7. A list of students who have had the FSA/FSAA graduation requirement waived must be maintained at the school site and provided to the registrar, counselor, and any other school-based personnel deemed appropriate.
8. The registrar at your school must input the correct graduation code and graduation date in the PF3 screen for all students who have an FSA/FSAA waiver and have met the graduation requirements. Students graduating with standard diploma and waiver should have a WFW graduation code. If the student has a waiver but deferring graduation, the graduation code should be WD1.

Postsecondary students are responsible for self-reporting and requesting accommodations and/or services, as needed. Students have the right to have all information in their educational records kept confidential and not disclosed without their permission. The students are provided with a standard diploma without any "flag" that signals the WFW code that is used in our district to monitor the number of students who are granted the waiver. **Students who are eligible solely for the Hospital/Homebound Instructional Program (HHIP) are not eligible for an FSA/EOC waiver.**

**PDF Graduation Requirements for Florida's Statewide Assessments
Exemptions to Statewide Assessment Programs**

Exemptions of Statewide Programs

A student may be granted an exemption from testing if the Individual Educational Plan (IEP) team determines that (s)he is prevented from demonstrating mastery of skills measured by the statewide assessment due to a medical complexity, or an extraordinary circumstance or condition, pursuant to s.1008.22(3)(c).

Medically Complex Exemption

Medically Complex refers to a documented condition of medical fragility; intensive care needed due to severe conditions/impairment; or technology dependence for daily living so that the student cannot perform on a statewide assessment. It must also include parental written consent and IEP team determination.

Extraordinary Circumstance or Condition Exemption

Circumstance means a situation in which accommodations allowable for use in the statewide standardized assessment are not offered to a student during the current year's assessment administration due to technological limitations in the test administration program.

Condition means an impairment, whether recently acquired or longstanding, which affects a student's ability to communicate in modes deemed acceptable for statewide assessments, even if appropriate accommodations are provided.

Note: A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through homebound or hospitalized program in accordance with rule 6A-6.03020, Florida Administrative Code, is not, in and of itself, an adequate criterion for the granting of an exemption.

If the parent consents in writing and a student's individual educational plan (IEP) team determines that the student should not be assessed based on the student meeting the criteria of being medically complex (as defined in s. 1008.22(9), F.S.), the parent may select one of the following assessment exemption options:

- A one-year exemption can be approved by the district superintendent as described in s. 1008.22(9), F.S.
- A one-, two- or three-year or permanent exemption can be approved by the Commissioner of Education as described in s. 1008.22(9), F.S.

PDF Procedures for Extraordinary and Medical Complexity Exemptions

PDF Graduation Requirements for Florida's Statewide Assessment

PDF Technical Assistance Paper Statewide Assessment for Students with Disabilities May 2017

Ten Essential Areas # 6: Classroom Assistance

Classroom Assistance

When the LEA is aware of a parent concern prior to an IEP meeting, preparatory activities that school personnel engage in to develop a proposal or a response to a parent proposal that may be discussed at a later meeting is both legal and recommended. For example, prior to an IEP meeting where a request for classroom assistance may be considered, the need for such assistance, and the availability of current school resources, must be assessed. It is the district's responsibility to ensure that each student with disabilities receives appropriate accommodations, supplementary aids and services, and related services.

Procedures to Request Support and Assistance:

1. The IEP team should consider the need for assistance.
2. The LEA should document the request for additional paraprofessional support and assistance in the Conference Notes section of the IEP "The M-Team has recommended a review of the levels of support available for the student".
3. Schools **must** attach other pertinent documentation [i.e., IEP and Matrix of Services form, anecdotal records, Social Emotional - Behavior Intervention Plan (SE-BIP), medical documentation, report card grades] and submit to his/her respective ESE Service Center Instructional Supervisor.
4. The current para allocations at the school will be reviewed and it will be determined if services can be provided to the student with current allocated personnel before requesting additional allocations. Paraprofessional allocations at the school will be reviewed and it will be determined if additional positions are needed.
5. The referral packet and attached documentation will be reviewed and recommendations, which may include an additional on-site observation, additional interventions or strategies, professional development, request for additional assessment(s).
6. An IEP meeting will then be scheduled to review assessment(s) and other pertinent documentation and recommendations.
7. An explanation of the services required will be added to the Conference Notes and documented in the Supplementary Aids and Services section of the IEP, as needed.
8. Progress toward identified targeted skill(s) must be documented quarterly.
9. The need for classroom assistance, if recommended, must be reviewed and determined, at minimum, on an annual basis.

Ten Essential Area # 7:

**Curriculum Decisions:
Standard versus Modified**

Curriculum Decision – Modified vs. Standard

All SWD must participate in statewide district testing. The exemption of a student with disability from the Florida Standards Assessment (FSA) determines the student's participation in a standard or modified curriculum. However, to meet exemption criteria from participation in the FSA and to then participate in the Florida Standards Alternate Assessment, the student's IEP team must answer "yes" to all four questions in the Educational Testing section of the IEP:

1. Does the student have a significant cognitive disability? A student with a significant cognitive is one whose intellectual quotient (IQ) on a standard intelligence test (e.g., Wechsler Intelligence Scale for Children) is two standard deviations (SDs) below the mean. In cases where the IQ is relatively at or close to the cutoff score for two SDs on an IQ measure a student's performance on a test of adaptive behavior is also taken into consideration.
2. Is the student unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials?
3. Is the student participating in a curriculum based on Sunshine State Standards Access Points for all academic areas?
4. Does the student require extensive direct instruction in academics based on access points to acquire, generalize, and transfer skills across settings?

The LEA must be aware of the following:

- If "yes" is answered to **all** four questions, the student meets exemption criteria and should participate in the FSAA and a modified curriculum is used for instruction.
- If "yes" is **not** checked in **all** four areas, the student participates in the FSA, provided accommodations, as appropriate and student is instructed on a standard curriculum.

LEAs must be aware that students whose answers to the questions are not all a yes cannot be placed on a modified curriculum and enrolled in Access point courses.

Curriculum

LEAs must be aware that if the IEP team determines that the student will participate in the Florida Standards Assessment (FSA), the student will be on a standard curriculum and enrolled in general education courses whether instruction is provided in general education or in an exceptional student education setting (e.g., separate class setting; center school). They must be administered the FSA and cannot be administered the FSAA.

Based on the IEPs determination if the student participates in the Florida Standards Alternate Assessment (FSAA) the student will be on a modified curriculum and instructed on the Florida Standards and New Generation Sunshine State Standards via Access Points. The student will be on a modified curriculum. The student will be enrolled in ACCESS courses [e.g., appropriate Elementary School Academic Program (ESAP) code (see link below)].

<http://www.fldoe.org/core/fileparse.php/7746/urlt/1920CCD-ESEPK-12.pdf>

[PDF Parental Consent for Access Points](#)

Grading Students with Disabilities – Grades K-12

All teachers, regardless of a student's exceptionality, must assign grades utilizing the same report card as general education students.

Florida Standards (FS)/New Generation Sunshine State Standards (NGSSS)

The following statements apply to grading students with disabilities who are accessing the Florida Standards/New Generation Sunshine State Standards whose IEP indicates that the student does not meet exemption criteria from state and district tests:

- Grades are to reflect the student's academic progress based on the FS/NGSSS with the use of accommodations for the grade level/course in which the student is enrolled.
- The grade must not be based upon the student's IEP goals, effort or conduct.
- The grade must provide, for both students and parents, a clear indication of each student's academic performance as compared with norms which would be appropriate for the grade or subject, with appropriate accommodations if indicated on the IEP or section 504 plan.
- No student with disabilities shall be denied the opportunity to earn above average grades because of the provision of accommodations that were deemed appropriate by an IEP/Section 504 team.
- Receiving appropriate accommodations does not ensure average/above average grades.
- Specific information regarding the student's progress toward mastery of the IEP goals are not integrated into the academic grade

FS/NGSSS Access Points

The following statements apply to grading students with significant cognitive disabilities who are accessing the NGSSS/FS Access Points and whose IEP states that the student meets exemption criteria from the FSA statewide standardized assessment and state and district tests:

- Grades are to reflect the student's academic progress on the FS/NGSSS Access Points.
- The grade must not be based upon the student's effort or conduct.
- Specific information regarding the student's progress toward mastery of the IEP goals is not integrated into the academic grade.
- The grade must provide, for both students and parents, a clear indication of each student's academic performance.
- Specific information regarding a student's progress toward mastery of IEP goals must be provided to the parent four times a year, concurrent with the issuance of report cards using the ESE EMS Status Report of Goals.

Students with disabilities who are EL and are enrolled in basic courses (e.g., language arts, reading, mathematics, social science, and science) taught by exceptional student teachers, shall be provided with appropriate second language strategies. Provisions for grading EL exceptional students are delineated in the current Student Progression Plan.

Ten Essential Area # 8:

**English Language Learners with
Disabilities**

English Language Learner Students with Disabilities Procedural Guidelines

All school-site administrators must adhere to the guidelines and procedures in the English Language Learners (ELL) Students with Disabilities (SWD) Guidelines and Procedures Manual to ensure compliance with State and District policies. The ELL SWD Guidelines and Procedures Manual is also posted in the Forms tab, under Other Documents on the ESE website: http://ese.dadeschools.net/ESOL_ESE/

The Exceptional Student Education Office monitors school sites to ensure the appropriate identification and placement of students with disabilities (SWD) who speak a language other than English in the home. On an annual basis, selected schools are monitored through the review of data and school site visits to ensure that SWD who are identified as English Language Learners (ELLs) are provided with appropriate instruction and services in accordance with their Individual Educational Plan (IEPs).

Schedules and ESOL Courses for ELL SWD (ESOL Levels 1-4)

SWD in Elementary Schools: If the student is receiving English for Speakers of Other Languages (ESOL) and ESOL related instruction in the General Education or the ESE program, the appropriate Elementary School Academic Program (ESAP) code must be used for the student's course schedule. The ESAP Program Guide for students with disabilities can be located at the following link:

http://ese.dadeschools.net/ESOL_ESE/pdfs17/ESAP_Pgm_Codes.pdf

Once the appropriate ESAP Code is entered, it will transfer the ESOL information to the Limited English Proficiency Courses (DSIS J-Screen) and the Current ESE Courses (DSIS PF4), if applicable.

SWD in Secondary Schools: If the student is receiving ESOL instruction within the ESE program, the appropriate course(s) and/or ESE teacher's employee number will rollover to the DSIS J-Screen if the schools follow the procedures below:

1. ELL SWD who will be provided with ESOL instruction in the general education program shall be scheduled into the general education ESOL courses as appropriate.
2. ELL SWD being provided ESOL instruction by an ESE Teacher in an ESE classroom, the Intensive Reading, MJ Language Arts (6th-8th grade) or the English 1-2-3-4 (9th-12th grade) course must be double-coded with the grade appropriate Developmental Language through ESOL course.

ACCESS ELL courses:

All courses can be found in the [Miami Dade County Course Directory](#).

<http://oada.dadeschools.net/CBI/CBI.asp>

- Select 2018-2019 School year
- Download Spread Sheet
- If it is elementary select Elementary SPED Course Codes
- If it is secondary select Secondary School Courses (6-12) and then select either ESE grades 6-8 or ESE grade 9-12

ELL Students Determined Eligible for Exceptional Student Education (ESE)

Exceptions – ELL Students Eligible for Speech Impaired, Language Impaired or Gifted

- ESOL Services and assessments for students whose primary exceptionality is Speech Impaired (code F), Language Impaired (code G) or Gifted (code L) must continue to be documented on the ELL Student Plan by the ELL Committee following ELLevation procedures they will not be documented on the IEP.

ELL Students Eligible for an ESE program:

- ESOL services and assessments are documented on the IEP and no longer in the ELL Plan (see exceptions).
- The Programs for ELL Section of the IEP in ESE-EMS must be completed
- Prior ELL Student Plans must be retained in the cumulative record, if applicable

Initial IEP Eligibility Meeting and ESOL Assessments

- New SWDs and **previous** Pre-K SWDs with a “Y” (Yes) response on the Home Language Survey must be tested. Pre-K students who have a “Yes” response to **any** of the three Home Language Survey (HLS) questions, **are not** to be *tested for English language proficiency* as testing will take place starting May 1 before entering Kindergarten.
- A New Kindergarten SWD on **standard curriculum** will be administered the OLPS-R: 1st Semester (yellow form) and the 2nd Semester (pink form), if not tested prior to entering Kindergarten.
- A New Kindergarten SWD on **modified curriculum** will be administered a test from the *Continuum of ESOL Placement Tests for Exceptional Students* to determine their ESOL level, if not tested prior to entering Kindergarten.
 - The Continuum of ESOL Placement Tests for Exceptional Students can be found on http://ese.dadeschools.net/ESOL_ESE/pdfs17/FM-4762.pdf
- If a student is eligible for ESOL, the following ESOL information must be entered into the J-screen:
 - Entry Date – First day of Kindergarten, Date of Assessment and Basis or Entry
- Once completed, an IEP meeting must be convened and the appropriate ELL sections of IEP in ESE-EMS must be completed before the **October FTE Survey 2**.

Current ELL Students Entering ESE:

The results of the Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELL) from the Kindergarten ACCESS for ELLs or the ACCESS for ELLs will be used to determine the ESOL level of a general education ELL student who participated in the Spring administration and is being staffed into an ESE Program.

- The ESOL level and date of assessment documented on the IEP is the date of the ESOL level update which appears in the lower right-hand corner of the DSIS J-Screen.

Annual ESOL Updates for Levels 1-4:

DSIS J-SCREEN UPDATE

- The ESOL level on the DSIS J-screen will be automatically updated by Instructional Technology Services (ITS) for students who participated in the annual Spring administration of the Kindergarten ACCESS for ELLs, ACCESS for ELLs, or the Alternate ACCESS for ELLs.
- For SWD who participated in the Spring administration of Kindergarten ACCESS for ELLs, ACCESS for ELLs, and Alternate ACCESS for ELLs, and for whom there will be no ESOL level change to the student’s IEP, it is recommended that the ESOL assessment date be documented on the IEP within the first semester of the school year.
- ESE teachers must consider **Inconsistent Test Data** (description on page 3) **and Extension of Services**, if applicable, when conducting an IEP Meeting for an ESOL level update on the IEP.
 - An IEP must always reflect the same ESOL level and ESOL level date as the DSIS J-screen.

Students who *did not* participate in the Spring administration of ACCESS for ELLs Assessment:

- ELL SWD on *Standard Curriculum* will be administered the **CELLA Online** to update the ESOL level and assessment date on the IEP.
- ELL SWD on *Modified Curriculum* will be administered a test from the **Continuum of ESOL Placement Tests for Exceptional Students** to update the ESOL level and assessment date on the IEP.
- Once the appropriate assessment has been administered, the J-Screen must be updated THEN, an interim/annual IEP meeting must be convened to update the ESOL Level and ESOL level date.

The following information must be available to update the ESOL level in the DSIS J-screen:

1. New ESOL level
 2. If the ESOL level did not change when the student was tested, you must type over the ESOL level in the DSIS J-Screen and click enter to update the level.
 3. If the ESOL level decreases (e.g., If in the 2018 Spring Administration of the ACCESS the student scored a level 3 and then in they were administered the CELLA online and scored a level 2) you maintain the previous higher level and update it by following step #2.
- Schools can update ESOL levels on the DSIS J-Screen with the appropriate Quad AAAA access. Schools no longer need to submit requests for J-screen corrections or updates to the Bilingual/ESOL ESE Office.

- If unable to update an ESOL level, complete the Request for Correction on J-Screen for Bilingual ESOL/ESE Student form (#7675) and fax to 305-666-1250 or, for assistance, contact the office at 305-274-8889.
- After the J-Screen has been updated, an interim/annual IEP meeting must be convened to update the ESOL Level and ESOL Level update.

SWD with ESOL Levels 1-4 and the IEP in ESE-EMS:

Locate the Programs for English Language Learners ELL with Disabilities on the left side navigation of ESE-EMS and complete the ELL sections on the IEP:

- Type and Location of ELL Services – (refer to link for Directions Regarding ELL Services in ESE-EMS)
- ESOL Levels I-IV, Present Levels and Goals: Curriculum and Learning Environment – Priority Educational Needs (PEN)
 - At least one of the student’s PENs must reflect the acquisition of English. Choose one pen from the drop-down menu.
- Measurable Annual Goals and Benchmarks and/or Individual Transition Plan
 - Add goals and benchmarks, as needed, based on student’s curriculum needs: standard versus modified. Example: Given a passage, Susana will use oral language skills in English to identify the sequence of events in a story in 4 out of 5 opportunities.
- Transition Statement (Present Level and Goals)
 - The transition statement, if appropriate, should include the acquisition of English to achieve desired school outcomes (e.g., vocational or professional career interests) or post- school outcomes. Example: Increase the student’s English vocabulary to prepare him/her for graduation requirements.
- Assurances
 - The assurances reflecting the communication needs of ELL SWD must be marked for ESOL levels 1-4.
- Classroom Accommodation (select from the drop- down menu)
- Classroom and Flexible (ELL) (select from the drop- down menu)
- Services
 - Specialized instruction, supplementary aides & services, amount and frequency of services and location must be checked in this section and must concur with the Type and Location of ESOL Services.
- Matrix of Services and ELL SWD
Indicate Domain A: (Curriculum and Learning), Level 3- Direct, specialized instruction and/or curriculum for some learning activities

Inconsistent Test Data Report for Grades 3-12

For students listed on the Inconsistent Test Data Report, who did not meet ESOL exit criteria based on State Board Rule (SBR) 6A-6.0903, it is recommended to convene an IEP Meeting at the beginning of the school year, but no later than the end of the first semester. Spring ACCESS for ELLs and FSA/FSAA ELA results must be reviewed, and appropriate actions taken using all available data for the following:

1. If the ELL SWD scored proficient on the Spring ACCESS for ELLs, but did not pass the FSA/FSAA ELA, further ESOL testing is not needed:

Proficient Scores for ACCESS for ELLs		
Grade Clusters	Composite	Reading
K-12	4.0 or greater	4.0 or greater
3-12	4.0 or greater	4.0 or greater
1-12 Alternate Assessment	P1 or greater	N/A

- The student’s academic record will be reviewed, and the IEP team shall consider the results from the Spring ACCESS for ELLs assessment along with all **of the following supporting criteria** to

determine whether the student is English language proficient. The IEP Team must document the records reviewed in the student's IEP. Supporting criteria may include:

- Prior educational and academic experience (e.g., report card grades or other assessment data from other school districts or private schools) social experience, and a student interview; (e.g., documented observation of student socializing with peers in English, documented basic interview with student in English) completed by a current or previous teacher.
 - Written recommendation and observation by a current or previous teacher.
 - Level of mastery of basic competencies or skills in English (ACCESS for ELLs assessments) according to state or national criterion-referenced standards (or other language assessments from other states, if applicable);
 - Test results from other assessments (e.g., FSA, FSAA, iReady Data, etc.)
- Following a review of all pertinent records, if the IEP team determines that the student is English language proficient, the student shall be exited from the ESOL program following the appropriate exit procedures for ELL SWD.
 - If the IEP team determines that the student is not English language proficient, the student must remain enrolled in the ESOL program. The determination must be documented in the conference notes of the student's IEP. The IEP team must consider the impact of the student's disability in its determination and the parents' preference may be considered.

2. If the ELL SWD passed the FSA/FSAA ELA but **did not pass** the Spring ACCESS for ELLs:

- Students on Standard Curriculum: The student **must be administered** the CELLA Online for the IEP Team to determine if exiting the student is the most appropriate action. If the student scores an overall "Proficient" on the CELLA Online, the IEP team may consider exiting the student.
- Students on Modified Curriculum: The student **must be administered** a test from the **Continuum of ESOL Placement Tests for Exceptional Students** for the IEP Team to determine if exiting the student is the most appropriate action. If the student scores a Level 5, then the IEP team may consider exiting the student.

Note: If the student **Does Not** score proficient on the CELLA online or Level 5 on the continuum then nothing will change on the IEP. Even though there will be no ESOL Level change to the student's IEP, it is recommended that the ESOL assessment date be documented on the IEP within the first semester of the school year.

ELL SWD and IEP Exit Procedures

Exiting ELL SWD Participating in any of the ACCESS for ELLs Assessments:

State Board Rule (SBR) 6A-6.0903, *Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program*, requires that the standards for determining whether an ELL SWD has attained sufficient English proficiency to exit the ESOL program must be based on at least two (2) approved assessment instruments administered during the same school year.

- The exit criteria used with ELLs in the general education program will also be used with the ELL SWD who are administered the FSA and the FSAA.
- ESOL levels and exit information will automatically be updated by ITS on the DSIS J-Screen based on the results of the most recent Kindergarten ACCESS for ELLs, ACCESS for ELLs, or Alternate ACCESS for ELLs for each student based on meeting ELL exit criteria.
- An IEP meeting must be convened to exit a student **prior to the October Survey Period**. When the exit date is rolled over to the DSIS J-Screen by ITS, the exit date must be manually changed in DSIS J-Screen to match the IEP Interim/Annual date (**date of the IEP and not the date of the assessment**). The Basis of Exit should **NOT** be changed. The Basis of Exit: H, I or J reflects the student exited based on meeting the ELL Exit Criteria. This process should be done simultaneously after locking the IEP.

Revising Student's Schedules to Reflect Exiting from the ESOL Program:

- Elementary schools must change the ESAP program Code to a non-ESOL ESAP program code before exiting the student in the DSIS J-Screen.
- Secondary schools must first change the student's schedule to remove ESOL courses before exit information can be entered in the DSIS J-Screen.
- The ESOL level must be updated and the information entered to exit the student is the same as for non-disabled ELL students.

ELL Exit Criteria:

- **Students in Kindergarten through Grade 2:** For ELL SWD that participated in the Spring administration of the Kindergarten ACCESS for ELLs, or the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and a 4.0 or greater in the domain of Reading.
- **Students in Grades 3 through 12:** For ELL SWD that participated in the Spring administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and 4.0 or greater in the domain of Reading. Additionally, the ELL SWD must earn a Level 3 or greater on the grade level FSA in the English Language Arts (ELA).
- **Students in Grade 1 and 2 Participating in the Alternate ACCESS for ELLs:** For ELL SWD that participated in the Spring administration of the Alternate ACCESS for ELLs, the English language proficiency level shall be a P1 composite score or greater.
- **Students in Grades through 10 Participating in Alternate ACCESS for ELLs:** For ELL SWD that participated in the Spring administration of the Alternate ACCESS for ELLs, the English language proficiency level shall be a P1 composite score or greater. Additionally, ELL SWD in grades 3-10 must earn a Level 3 or greater on the grade level FSAA in the English Language Arts (ELA).
- **Students in Grades 11 and 12 Participating in Alternate ACCESS for ELLs:** For ELL SWD that participated in the Spring administration of the Alternate ACCESS for ELLs, the English language proficiency level shall be a P1 composite score or greater, unless they are enrolled in the ELA 10 course and taking the FSAA ELA 2 assessment for the first time. In this case they must earn a Level 3 or greater on the FSAA ELA 2.

Grade Clusters	Composite	Reading	FSA/FSAA ELA
K-2	4.0 or greater	4.0 or greater	N/A
3-12	4.0 or greater	4.0 or greater	Level 3 or greater
1-2 Alternate Assessment	P1 or greater	N/A	N/A
3-10 Alternate Assessment	P1 or greater	N/A	Level 3 or greater
11-12 Alternate Assessment	P1 or greater	N/A	Level 3 or greater

Three Years or More in an ESOL Program - Exiting or Extension of Services:

Per State Board Rule 6A-6.09022, Extension of Services in English for Speakers of Other Languages (ESOL) Program:

- The ELL status of a SWD is monitored by reviewing the number of years (continuous semesters) in the ESOL program in addition to the performance on the state assessment and other pertinent data.
- Following the three (3) year date of an ELL's initial enrollment in a school in the United States the IEP team must re-evaluate the student's progress towards English language proficiency at each annual IEP meeting. It is recommended that the IEP meeting be convened, and the result of the ELL review is documented on the IEP within the first semester of the school year.
- If the student's IEP meeting is held between the first day of school and September 30th, and the student participated in the Spring ACCESS for ELLs 2.0 or was administered the CELLA Online at the end of the prior school year, then further assessment is NOT needed unless the school determines that the student will benefit from an additional Language Proficiency Assessment.
- If the student's IEP meeting is held October 1st or later, then the ESE teacher will administer the following Language Proficiency Assessment.
 - ELL SWD in 2-12th on standard curriculum shall be administered the **CELLA Online**.
 - ELL SWD in 2-12th on modified curriculum will be administered a test from the **Continuum of ESOL Placement Tests for Exceptional Students**.

- It is the responsibility of the school to verify that the DEUSS date is correct in PF19 or verify the information via the ELlevation platform.
- A Notice of Meeting (NOM) in ESE-EMS must be completed to schedule the **consideration to Exit/Extension of Services** for ESOL meeting.
- Under **“The Purpose of this Meeting is to”** select **“Other”** and type in: **Consider Exit/Extension of Services for ESOL.**
 - Auditors will verify that the purpose of meeting was documented in the NOM.
- If the student earns a score of Proficient on the ACCESS for ELLs Assessment, CELLA Online or Continuum of ESOL Placement Tests for Exceptional Students, then the IEP Team may consider exiting the student from the ESOL program during the IEP Meeting to consider Exiting based on a review of the criteria referenced in #1 below.
- The IEP Team recommendations must include a clearly noted rationale to exit or extend.
 1. To “exit the ESOL program” based on review of all available data:
 - The student’s academic record will be reviewed holistically and the team shall consider the results from the Spring ACCESS for ELLs, CELLA online or Test from the Continuum assessments along with **a review of the following supporting criteria** to determine whether the student is English language proficient. The IEP Team must document the records reviewed in the student’s IEP.
 - Prior educational and academic experience (e.g., report card grades or other assessment data from other school districts or private schools) social experience, and a student interview; (e.g., documented observation of student socializing with peers in English, documented basic interview with student in English) by a current or previous teacher.
 - Written recommendation and observation by a current or previous teacher.
 - Level of mastery of basic competencies or skills in English (ACCESS for ELLs assessments) according to state or national criterion-referenced standards (or other language assessments from other states, if applicable);
 - Test results from other assessments (e.g., FSA, FSAA, iReady Data, etc.)
 - Following a review of all pertinent records, if the IEP team determines that the student is English language proficient, the student shall be exited from the ESOL program following the appropriate exit procedures for ELL SWD.
 - If the IEP team determines that the student is not English language proficient, the student must remain enrolled in the ESOL program. The determination must be documented in the conference notes of the student’s IEP.
 - The IEP team must consider the impact of the student’s disability in its determination and the parents’ preference may be considered.
 2. To request “Extension of Services” if the student did not meet exit criteria and will remain in the ESOL program.
 - If the IEP team determines that the student is not English language proficient, the student will remain enrolled in the ESOL program.
 - The determination must be documented in the conference notes of the student’s IEP stating that the team is recommending Extension of Services because the student did not meet exit criteria at this time.

Six Years or More in the ESOL Program:

For ELL SWD **with six years or more in the ESOL program**, the IEP Team must meet to consider exiting the student from the ESOL program based on their performance on the state assessments and other pertinent data.

In all cases, when the IEP Team decides to exit a student from the ESOL program, an IEP meeting must be convened.

- **The ESOL exit date on DSIS J-Screen must be the same as the IEP meeting date.**
- The conference notes on the IEP must include a statement indicating that *the student was exited based on a review of the performance on the state assessment, other pertinent data and the consideration of the impact of the student’s disability in the decision to exit the student.*

ESE teachers must consider Inconsistent Test Data and Extension of Services, if applicable, when conducting an Interim/Annual IEP Meeting for to update ESOL Assessment (ESOL Level Update) on the IEP. An Interim/Annual IEP must be convened in order for the IEP to reflect the same ESOL Assessment level update as the J-screen. The ESOL Assessment Level update on the IEP can take place within the first semester of the school year.

DSIS J-Screen Data Update for ESOL Exiting (Level 5):

ELL SWD who are exited from the ESOL program by the IEP Team require exit data to be *manually* entered in the DSIS J-Screen by the school, **SIMULTANEOUSLY AFTER LOCKING** the IEP. ESOL Level -5

- Exit date (**date of the IEP and NOT the date of the assessment**)
- Basis of exit: "L" - EL Committee (IEP team)
- AURAL/ORAL SCORE: N/A
- RAW SCORE: RDG: "N/A" LANG: "N/A"
-

NOTE: If the manual update is not completed simultaneously, the future event in ESE-EMS will populate the previous ESOL Level the student had before exiting. The Annual Language Dominance Proficiency Assessment information will not match the date on the student's IEP.

- Schools can update ESOL levels or exit students regardless of years in the ESOL program with the appropriate Quad AAAA access. Schools no longer need to submit requests for J-Screen corrections to the Bilingual/ESOL ESE Office.
 - When exiting students from ESOL, the ESAP Code (elementary) and the schedule change to remove ESOL course(s) (secondary) must be processed.
- If unable to update an ESOL level, complete the Request for Correction on J-Screen for Bilingual ESOL/ESE Student form (#7675) and fax to 305-666-1250 or, for assistance, contact the office at 305-274-8889.

Post Exit Monitoring in ESE-EMS

The Post Program Review (PPR) Section on the hard copy of the finalized IEP must be documented during each of the PPR dates. During the corresponding PPR dates, the student's Language Arts/ESE teacher provides the recommendation to be entered on the hardcopy kept in the cum. The Language Arts/ESE Teacher must update the "Change in Status" and "Refer to IEP Team" section on the hardcopy of the PPR of the IEP.

- The Language Arts/ESE teacher's name, employee number, date and signature must be documented on the printout.
- Scan the printout and save in the following format:
 - ID #_ELL_PPR#_DATE (e.g., 123456_ELL_PPR1_11_01_2018)
- In ESE-EMS select attachments, select Upload, then upload the corresponding PPR saved under the format specified.
- Follow these steps for each of the four PPR dates.

Free Appropriate Public Education

The **entering or exiting** of a SWD from the ESOL program constitutes a change in the provision of Free Appropriate Public Education (FAPE) since there will be changes to the student's PEN(s), goal(s), and modifications and/or accommodations.

- The **Prior Written Notice of Proposal of Refusal (PWNPR)** form must be completed in ESE-EMS when an ELL SWD enters or exits from the ESOL program at an IEP meeting.

State Board Rule 6A-6.0902 3.d, F.A.C. to Opt-Out of ESOL Services

If a parent refuses placement or is adamant about opting out of ESOL services, then the school must have an IEP meeting to remove ESOL instructional courses and services however, **the student will continue to be classified as ELL until he/she meets exit criteria.** The following rule must be explained to the parent and the

following note **must be documented** in the conference notes area of the IEP:

IEP Conference Notes of IEP:

In accordance with State Board Rule 6A-6.0902 3.d, F.A.C., "Parents have the right to have their child immediately removed from a language instruction educational program and to decline to enroll the student in such a program or choose other instructional options, if available." The Parent has requested to have _____ removed from the ESOL program but understands that their child will still be classified as ELL until they have met exit rule requirements. Parent also understands that their child will no longer be eligible for any Title III services (have parent initial next to conference note).

- Following the meeting, enter The LEP Services: "LN" in the DSIS J-Screen

If the student is secondary, they must be scheduled into English ELA and an Intensive Reading course however, both the ELA and Reading teachers **must still be ESOL endorsed** because rule states that the district cannot forgo responsibility for properly trained teacher to provide instruction.

If the student is in elementary, the ESAP Code must be changed to remove the ESOL course but the teacher **must still be ESOL endorsed**.

- The student will continue to take the Kindergarten ACCESS for ELLS, ACCESS for ELL/Alternate ACCESS for ELLS assessment on a yearly basis and may be exited once they meet the appropriate exit criteria.

Procedures to Request a Language Proficiency Dominance Screening

A Language Proficiency Dominance Screening (LPDS) is conducted by a Bilingual Assessor for ELL students having significant academic and/or behavior difficulties within the general education program to determine if language is a factor in their academic progress.

Referral for Assessment:

An ELL Committee must be convened and documented in **ELlevation** with no exception to review ELL performance and to note that a request for a Language Proficiency Dominance Screening has been requested along with a reason for referral. The following information will also be verified upon receipt of a referral:

ESOL levels 1 and 2 students with less than 2 years in the ESOL Program:

- Student is exhibiting severe academic difficulties in the Home Language Arts (HLA) class as evidenced by failing grades (D's and F's) and/or
- Student is exhibiting severe behavior issues as documented by FBA and BIP. Information is documented on Student Case Management Information (PF-14). Conduct grades in PF-1 should reflect the behavioral issues being exhibited.
- Students who have been in the ESOL program for less than 2 years with no documented evidence of severe academic and/or behavior difficulties will require further review before a LPDS is conducted.

ESOL levels 1- 4 students with more than 2 years in the ESOL program:

- Student is exhibiting severe academic difficulties in the ESOL Language Arts/Reading and Home Language Arts (HLA) class as evidenced by failing grades (D's and F's) and/or
- Student is exhibiting severe behavior issues as documented by FBA and BIP. Information is documented on Student Case Management Information (PF-14). Conduct grades in PF-1 should reflect the behavioral issues being exhibited.
- Student is receiving interventions (Wonder Works)

ESOL level 5 students during Post Program Review Monitoring Period:

- Student is exhibiting severe academic difficulties in Language Arts/Reading as evidenced by failing/regressing grades (D's and F's)
- The Basis of exiting ESOL exit on the DSIS J-Screen was **L** (ELL Committee)

Reevaluation:

- A school psychologist may request an LPDS as part of a reevaluation for a student who is already participating in a program for students with disabilities.

Once the ELL Committee has been convened, student performance has been reviewed, and the ELL Committee has made the determination to request a LPDS, then the school **MUST** fax the appropriate forms (#4961 - #6279) to the Bilingual/ESOL ESE office at 305-666-1250, to initiate the review of the LPDS referral request. **DO NOT EMAIL CONSENT FOR SCREENINGS** directly to the assessors assigned to your school.

Results of Screening:

After a LPDS, the ELL Committee must be convened, and further action must be recommended and documented in the student's ELL plan in ELLevation based on the results reviewed.

LPDS Reports Validity Period:

The results of the LPDS are valid for one to two years and will be determined by the Bilingual Assessor following a review of the student information and documentation.

Retention of ELL SWD

Promotion/Retention of an ELL SWD DOES NOT require the review and recommendations of the IEP Committee. Refer to Student Progression Plan, section H Promotion/Retention Policies for specific information. This is an administrative school-site decision.

Ten Essential Area # 9:
Multi-Tiered Systems of Supports

Multi-Tiered System of Supports (MTSS)

A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities [multiple tiers (see tier description below)] based on student need. “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency. The 2019 MTSS Guidelines can be located at [http://osi.dadeschools.net/19-20 MTSS/M-DCPS MTSS Manual.pdf](http://osi.dadeschools.net/19-20%20MTSS/M-DCPS%20MTSS%20Manual.pdf).

Tier 1	ALL students receive core instruction and universal academic and behavior strategies.
Tier 2	Some students receive small group research-based targeted interventions for an additional thirty minutes daily.
Tier 3	Few students receive increased time in intensive research-based interventions.

MTSS is **not a means** to identify students for exceptional student education (ESE) (see below for a description of what it is). All schools must identify an MTSS Coordinator. The school’s designated LEA must know who their school’s MTSS Coordinator is. It should be noted that at times the school’s designated LEA may also be the MTSS Coordinator. In addition, all schools must have established MTSS School Based Problem Solving Teams.

MTSS is NOT	MTSS is
<ul style="list-style-type: none"> • The only way to identify students for ESE • Paperwork • A checklist to complete • Seeing the student as the problem 	<ul style="list-style-type: none"> • Identifying student needs • Knowing when a student is not progressing • Teaching all students at the intensity needed based on student need • Intervening to increase learning • Tracking the effectiveness of instruction and intervention • Focusing on increasing student achievement • Seeing learning as the goal

Through the school-based problem-solving process the teams review data. The data is different depending on the student’s tier of instruction. Decisions are made related to academic and behavioral programming.

The M-DCPS MTSS Flowchart and the School Site Multi-Tiered System of Support (MTSS) Checklist provide guidance with the implementation of MTSS.



M-DCPS MTSS Flowchart



Note: A parent of a student suspected of having a disability may request, at any time, an evaluation to determine if the student is eligible for specially designed instruction and related services as a student with a disability. The District must conduct the evaluation or notify the parent in writing of the reasons for refusing to conduct an evaluation and the refusal for evaluation notice must be provided to the parent within 30 days.

START HERE Data confirms student is not attaining grade-level academic standards. (SAT-10, FSA, i-Ready Diagnostics, retained, etc.) Refer to criteria in Intervention [Placement Charts](#).

WEEK 1: Teacher collaborates with grade-level and/or relevant staff to identify differentiated strategies/activities that will assist students in succeeding at grade-level. Refer to the Intervention [Placement Charts](#) for research-based program, growth monitoring, frequency of intervention, and correct course codes. Notify parent in writing of Tier 2 interventions and progress monitoring. Conduct data chat with student. Continue all Tier 1 strategies. Teacher completes [Request for Assistance \(RFA\) FM-7073](#).

[MTSS Coordinator](#) begins to gather the following forms and documents in preparation for initial MTSS Meeting: [Consent for Screening FM-6279](#), [Physician Statement FM-1920](#), [Vision Screening FM-2125](#), [Audiometric Screening FM-7409](#), [MTSS Individual Student Screening FM-7075](#), [Home Lang. Screening Questionnaire FM-4219](#), Student Profile on PBI, J-Screen & LEP Meeting for EL students.

WEEKS 2-5: Teacher delivers targeted Tier 2 interventions along with Tier 1 core instruction. Teacher monitors progress and triangulates data from i-Ready, in-program core and intervention weekly/bi-weekly assessments, student grades, student attendance, and work folders. Ongoing communication with parents is critically important at this stage.

Data indicates Tier 1 and Tier 2 Strategies have resulted in positive outcomes. Teacher will continue to monitor.

Poor Response

WEEK 5: Ensure strategic Tier 2 interventions have taken place with fidelity and integrity. Review student's attendance logs and complete [Tier 2 Fidelity Monitoring Chart FM-6493](#) and ensure all forms, screenings and questionnaires have been compiled and reviewed. Lastly, schedule initial MTSS and provide parent with Notification of Meeting.

MTSS Meeting is conducted to inform parent of the need for additional, more intensive, Tier 3 interventions. At meeting, [Tier 3 Intervention Plan FM-6290](#) is developed. If applicable, Language Proficiency Assessment is shared. [Consent Mutual Exchange FM-2128](#) should be secured. Date of MTSS meeting is recorded on [PF16 Screen in DSIS](#).

WEEKS 6-10+
Intensive Tier 3 interventions are ongoing (along with Tier 1 and 2) and monitored to ensure fidelity to the plan. All relevant data is collected and analyzed across tiers weekly. Tier 3 "Intensive" intervention must be provided by a reading endorsed or certified teacher beginning in July of 2020.

Data indicates Tier 2 and Tier 3 Interventions are successful. Teacher will continue to provide support, monitor and communicate with parent.

Poor Response

[MTSS Coordinator](#) schedules **SST Meeting** where all student data and observations are discussed. [Tier 3 Fidelity Checklist FM-7451](#) is completed and signed by the administrator. If the team determines to move forward with an evaluation, [FM-6572](#) & [FM-4961](#) are completed. SST meeting date is recorded on the [PF16 Screen in DSIS](#).

Evaluation must be completed within 60 calendar days.

School Site Multi-Tiered System of Support (MTSS) Checklist

Student Name:		ID:	DOB:			
Teacher(s):		Grade:	ESOL Level:			
Referral Concern * (Circle any/all that apply) Academic / Speech / Language / Behavior					Reviewed & Approved:	
MTSS Meeting Date/Time:			2nd Meeting Date/Time (if applicable):			
Form #	Description	Purpose/Description	Required for	Person Responsible	Date Received/Completed	Initials
Documentation for School Support Team (SST) to be Collected & Reviewed Prior to the MTSS Meeting (Initial SST)						
7073	Request for Assistance (RFA)	Initial documentation to identify student need	Academic, Language and/or Behavior	Referring Teacher		
Most Current	Student Profile Report (Power BI)	Provides various data points		Administrator		
1920	Physician's Statement	Statement provided by Physician to identify a medical need		Parent		
6279	Notice of Intent & Parent/Guardian Consent for Screening	Parent consent		Administrator & Referring Teacher		
6493	Tier 2 Fidelity Monitoring Chart	Ensures Tier 2 intervention has been provided with fidelity and integrity		MTSS Coordinator/ LEA		
2125	Vision Screening	Rules out conditions impeding learning		Social Worker or Qualified Personnel		
7409	Audiometric Screening	Rules out conditions impeding learning				
7075	MTSS Individual Student Screening	Social History of Student				
J-Screen	ESOL Level on DSIS	Rule out conditions impeding learning (LP/DS -Screening Assessment in Home Lang.)	ELL students only	Registrar		
4219	Home Language Screening Questionnaire	Rules out home language as barrier impeding learning		ESOL Coordinator		
LEP Plan	LEP Committee Meeting	Only for current ELL students	Acad., Language and/or Behavior	MTSS Coordinator/ LEA		
	Notification of Meeting	Informs parent of scheduled MTSS Mtg. / initial MTSS				
Developed / Signed at the MTSS Meeting (Initial SST)						
Accelify	Medicaid Consent	Assists with providing resources	Academic, Language and/or Behavior	Retrieved from Accelify		
	Non-Disencouragement Form	Ensures parents' rights are upheld				
	Meeting Signature Page	Documents attendees at meeting				
	Meeting Documents Page	Documents meeting				
6290	Tier 3 Intervention Plan	Develop Tier 3 intervention plan	Academic	Administrator		
e-mail	Language Proficiency Assessment	Bilingual Assessor testing results	ELL L3 or L4 students only	Bilingual Assessor		
2128	Consent Mutual Exchange	Permission for M-DCPS to collaborate with other entities	Not Required	Parent		
Developed / Signed at 2nd SST Meeting						
7451	Tier 3 Fidelity Checklist	Ensure Tier 3 intervention is provided with fidelity	Academic	Administrator		
6572	Request for Evaluation	Parent gives MTSS team permission to conduct evaluation	Academic, Language and/or Behavior	MTSS Team		
4961	Consent to Conduct an Evaluation	Used to secure parental/guardian consent for a psycho-educational evaluation		Psychologist		
Special						
7087	Receipt of Private Evaluation/Documents	Time Stamp of receipt of private evaluation	N/A	Administrator		

* If MTSS team suspects Autism Spectrum Disorder or Intellectual Disability, schedule SST meeting immediately with parent and school psychologist.

* If concern is strictly behavioral in nature, refer to FM 8997 for guidance.

Ten Essential Area # 10:

Initial Evaluations

Initial Evaluation Process

All M-DCP schools are implementing the MTSS School Support Team/ Problem Solving Team (SST/PST) process. The SST/PST consists of the MTSS Coordinator/Assistant Principal assigned to oversee the SST/PST process, school psychologist, school social worker, one of the child's teachers, and a parent/guardian. In addition, a target area specialist may attend depending on the nature of the referral and/or the results of the screening process (e.g., reading coach, math specialist, school counselor, FBA specialist, 504 Coordinator). Please note, all students, regardless of suspected area of disability, must receive general education interventions prior to an initial evaluation (Rule 6A-6.0331(1), F.A.C). As a result, all referrals for evaluation require that a Tier 3 intervention plan be in place while the formal evaluation process is underway; academic intervention plans to address scholastic concerns and social-emotional behavioral intervention plans to address behavioral concerns.

Initial MTSS Meeting:

1. FM 7073, Request for Assistance packet must be created, accompanied by all the supporting documents justifying your request.
2. FM 6279 Notice of Intent and Parental/Guardian Consent to Conduct a Screening must be secured.
3. All data must be **collected and previewed** prior to setting a meeting date. In addition, this informal preview meeting should generate hypotheses regarding the nature of the concern(s) and possible intervention(s) to address said concerns (e.g., FM 7450 - *Tier 3 Academic Problem Solving Form* and/or FM 7678 – *Tier 3 Problem Behavior Questionnaire*) Data includes: the data profile section(s) of the RFA packet, the student's Progress Monitoring Plan (PMP), current grades, attendance, current English for Speakers of Other Languages (ESOL) levels (if applicable), assessment scores (e.g., SAT-10, FSA, EOC, i-Ready, and so on), vision and hearing screenings, two (2) teacher observations (Page 2 of the RFA packet), the School Social Worker (SSW) Student Background Screening, if behavioral concerns, Functional Behavior Assessment (FBA) data, and if private evaluations/documents are provided, a review of that information.
4. The parent/guardian must be provided a *Notification of Meeting (NOM)*. The NOM is created, completed and distributed through ESE-EMS.
5. At the MTSS meeting, all collected data must be reviewed and discussed

6. The outcome of the first MTSS meeting for all students **may include one or a combination of the following:**

- a. The development of a Tier III intervention plan (i.e., FM 6290 Tier 3 Academic Intervention Plan or FM 6287 Social Emotional – Behavioral Intervention Plan),
- b. A 504 referral, or
- c. The securing of FM 4961, Notice of Intent and Parental/Guardian Consent to Conduct an Evaluation

NOTE: In the case of a student who presents any of the following difficulties, the MTSS Team must refer the student for an immediate evaluation and parental consent for evaluation must be obtained: severe cognitive delay, severe motor difficulties, medical issues, traumatic brain injury, hearing difficulties, vision difficulties, behaviors associated with Autism Spectrum Disorder, or is a danger to themselves or others. PF 16 in DSIS must be updated with the SST Conference date.

Follow-up SST meeting:

The procedures below are followed for cases not referred for an immediate evaluation at the SST meeting and a follow-up SST is needed:

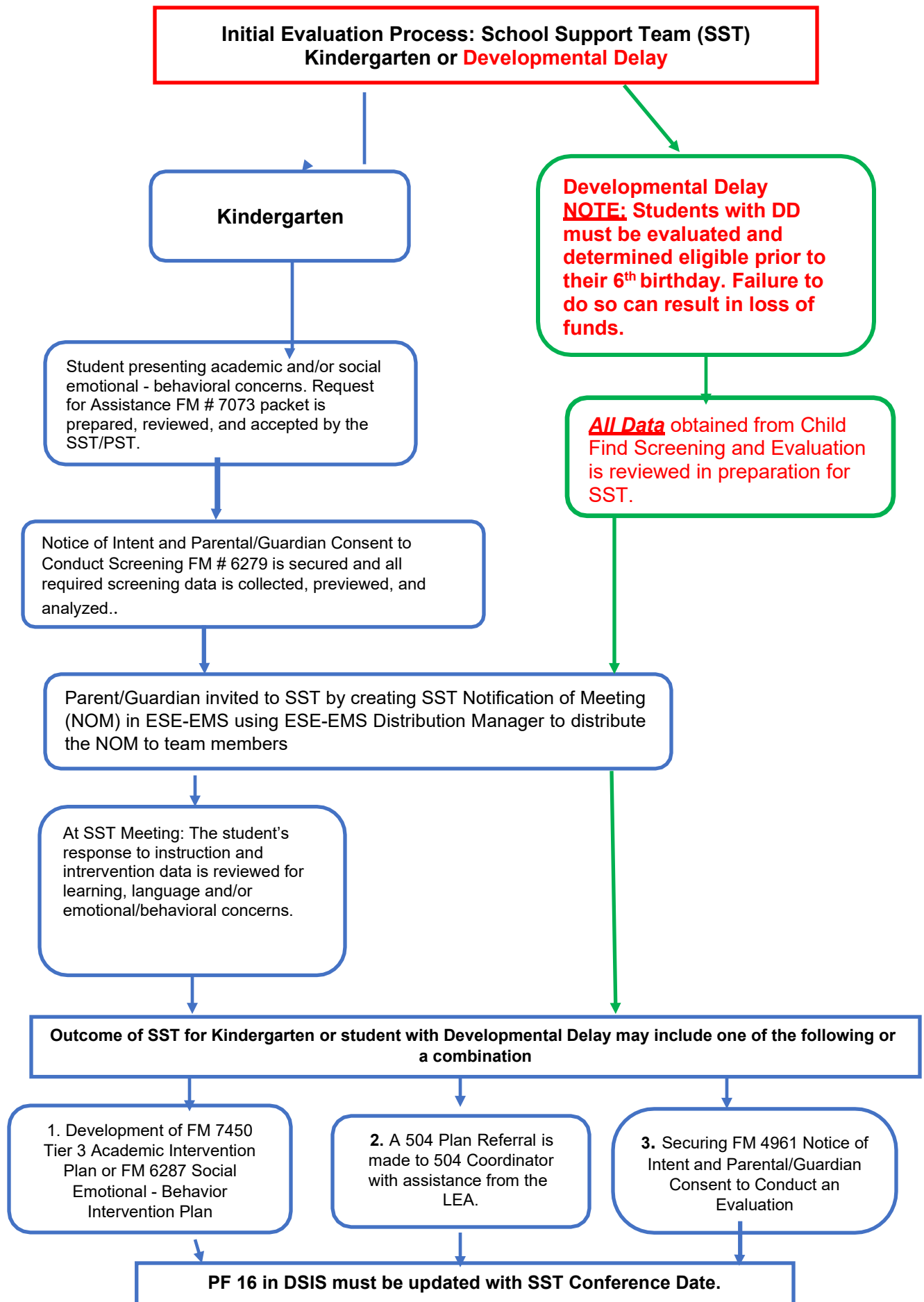
1. Provide a *Notification of Meeting* created, completed and distributed through ESE-EMS
2. At the Meeting, the team must review all of a student's intervention data (Tiers 1-3), PMP, grades, and any additional diagnostic and/or private evaluation/documentation data provided.
3. The SST/PST reviews the data using the Tier 3 Fidelity Checklist (FM 7451) to verify that interventions were implemented with fidelity. Once verified, the SST/PST revisits the Tier 3 Intervention Plan (FM 6290) and completes the final section entitled *Tier 3 Response*, to determine the next appropriate course of action. If a referral for evaluation is made, FM 4961 Notice of Intent and Parental/Guardian Consent to Conduct an Evaluation must be obtained.
4. Input in DSIS: "Consent for Evaluation date on PF 16 with outcome "P" for all psycho-educational referrals and the employee number of the person making the referral (Administrator/LEA).

Evaluation types: P – Psychological,
S - Speech/Language
M - Medical

The school administrator must sign the fidelity assurance, "Administrator Verification of Intervention Implementation Fidelity". Completed packets need to be initialed by the school psychologist after all the required *Open Case Checklist* items are secure.

Procedures for Completed Evaluations:

1. Once the evaluation has been completed by the school psychologist, the evaluation date is entered in DSIS (Date Evaluated) and the report is written.
2. When the report is submitted to the appropriate ESE Service Center, the Report Submitted line in PF16 is filled, and the School Staffing Specialist is assigned the case.
3. The Staffing Specialist will schedule a staffing to discuss the results of the evaluation and determine eligibility/non-eligibility.



Student Presenting Academic and/or Social Emotional-Behavioral Concerns

Request for Assistance FM#7073 packet is prepared, reviewed and approved

Notice of Intent and Parental/Guardian Consent to Conduct Screening FM # 6279 is obtained.

ALL Screening Data must be collected, previewed and analyzed prior to setting up an SST meeting

Parent/Guardian invited to SST by creating SST Notification of Meeting (NOM) in ESE-EMS using ESE-EMS Distribution Manager to distribute the NOM to SST team members

At SST meeting: All student data is reviewed (for learning, language and/or emotional/behavioral concerns), interventions are designed, and monitoring plans put in place.

Outcome of First MTSS meeting for ALL STUDENTS may include one of the following or a combination

1. Development of FM 7450 Tier 3 Academic Intervention Plan or FM 6287 Social Emotional – Behavioral Intervention Plan.

2. A 504 Plan referral is made to 504 Coordinator with assistance from the LEA

3. Securing FM 4961 Notice of Intent and Parental/Guardian Consent for an Evaluation

NOTE: In the case of a student who presents any of the following difficulties, the SST/PST **must** refer the student for an immediate evaluation and parental consent for evaluation must be obtained: severe cognitive delay, severe motor difficulties, medical issues, traumatic brain injury, hearing difficulties, vision difficulties, behaviors associated with Autism Spectrum Disorder, or is a danger to themselves or others. PF 16 in DSIS **must** be updated with the SST Conference date.

Initial Evaluation Process: School Support Team – Follow UP (SST)*
***Cases not referred for immediate evaluation at SST**

Parent/Guardian invited to Follow up SST by creating SST Notification of Meeting (NOM) in ESE-EMS using ESE-EMS Distribution Manager to distribute the NOM to SST team

SST Reviews:

- Progress Monitoring Plan
- Grades
- Additional Diagnostic Assessment Data
- All RTI data using Tier 3 Fidelity Checklist (FM 7451)
- Completes the Tier 3 Response Sheet (FM 7453), to determine the next appropriate course of action.

SST- Follow Up Outcome can result in one or a combination of the following:

1. Securing FM 4961 Notice of Intent and Parental/Guardian Consent to Conduct an Evaluation

2. A 504 Plan Referral is made to 504 Coordinator with assistance from the LEA.

PF 16 in DISIS must be updated as follows:

- **SST Conference Date**
- **“Consent for Evaluation” Date with Outcome “P” (for all psychologicals)**
- **Evaluation Types:**
 - P- Psychological;**
 - S- Speech/Language;**
 - M- Medical**

Parental Request for a Psycho-Educational Evaluation

The LEA should follow the procedures below if a parent requests an evaluation, verbally or in writing, prior to the initiation or completion of general education interventions:

1. The recipient of that request immediately informs a member the Multi-Tiered System of Supports (MTSS) Team
2. The designated MTSS Member must secure from the Parent:
 1. Any documentation supporting the request (e.g., Medical, Intervention, Classroom)
 2. Notice of Intent and Parental/Guardian Consent to Conduct a Screening (6279)
 3. Consent for Mutual Exchange of Information (2128)
 4. School Support Team/Problem Solving Team (SST/PST) Request for Assistance (7073)
3. The designated MTSS Member must provide to the Parent:
 - a. Receipt of Private Evaluation or Documentation (7087)
 - b. Provide IDEA Procedural Safeguards
4. The MTSS Team must decide within 30 calendar days, or within a mutually agreed upon timeline that is put in writing between the School and the Parent/Guardian, which option listed below to pursue:

Option #1 – conduct a School Support Team (SST) Meeting

1. Conduct a SST Meeting
2. Generate an intervention (Tier 3 only or Tiers 2 & 3 simultaneously) to be implemented and monitored concurrently during the formal evaluation process
3. Secure a Notice of Intent and Parental/Guardian Consent to Conduct an Evaluation (4961)
4. Begin the formal psycho-educational evaluation process (the 60-Day Timeline begins)

* DSIS (PF16): MTSS, SST and the Consent for Eval line all have the same date inputted

Option #2 – conduct a School Support Team (SST) Meeting

1. Conduct a SST Meeting
2. Give the Prior Written Notice of Proposal or Refusal (PWNPR), found in ESE-EMS, communicating the District's reason for the refusal to conduct an evaluation at this time

* DSIS (PF16): SST line is completed - *only*

Parent Request for a Psycho-Educational Evaluation

The recipient of that request immediately informs a member the Multi-Tiered System of Supports (MTSS) Team

The designated MTSS Member must secure from the Parent:

1. Any documentation supporting the request (e.g., Medical, Intervention, Classroom)
2. Notice of Intent and Parental/Guardian Consent to Conduct a Screening (6279)
3. Consent form for Mutual Exchange of Information (2128)
4. School Support Team/Problem Solving Team (SST/PST) Request for Assistance (7073)

The designated MTSS Member must provide to the Parent:

- a. Receipt of Private Evaluation or Documentation (7087)
- b. Provide IDEA Procedural Safeguards

The MTSS Team must decide within 30 calendar days, or within a mutually agreed upon timeline that is put in writing between the School and the Parent/Guardian, which option listed below to pursue:

Option #1 – conduct a School Support Team (SST) Meeting

1. Conduct a SST Meeting
2. Generate an intervention (Tier 3 only or Tiers 2 & 3 simultaneously) to be implemented and monitored concurrently during the formal evaluation process
3. Secure a Notice of Intent and Parental/Guardian Consent to Conduct an Evaluation (4961)
4. Begin the formal psycho-educational evaluation process (the 60-Day Timeline begins)

* DSIS (PF16): MTSS, SST and the Consent for Eval line all have the same date inputted

Option #2 – conduct a School Support Team (SST) Meeting

1. Conduct a SST Meeting
2. Give the Prior Written Notice of Proposal or Refusal (PWNPR), found in ESE-EMS, communicating the District's reason for the refusal to conduct an evaluation at this time

* DSIS (PF16): SST line is completed - *only*

Evaluation Process: Independent Educational Evaluation (IEE)

A parent has the right to request, in writing or verbally, an IEE if they disagree with the evaluation the district produced. If a parent requests an IEE at public expense, the district must (without unnecessary delay) either:

- (a) Provide an IEE at public expense or,
- (b) File a due process hearing request to show that its evaluation is appropriate.

School Procedures:

1. School personnel must immediately inform the respective ESE Center Instructional Supervisor of the parent's request.
2. School personnel must immediately provide the ESE Center Instructional Supervisor with the student's evaluation referral packet, including the evaluation in question, and the student's IEP.
3. The school district may ask the parent why there is an objection to the evaluation, but the parent is not required to provide a reason for the request.

ESE Center Procedures:

1. The ESE Center Instructional Supervisor must contact the Instructional Supervisor for Psychological Services within 48 hours of parent request.
2. The ESE Center Instructional Supervisor must provide the referral packet and related documents to the Instructional Supervisor for Psychological Services within five (5) days of initial parent request.

District Procedures:

1. District personnel will review the provided documentation and determine the adequacy of the report considering the referral question(s) and concern(s).
2. District personnel will inform the parent (in writing) as to the decision to provide the IEE or request a due process hearing.
3. District personnel will inform the school administrator and ESE Center Instructional Supervisor of the district's decision.

It is imperative that the procedures are followed without unnecessary delay. The timeline must not exceed 30 calendar days. Please ensure that all appropriate staff review and follow these procedures.

Ten Essential Area # 10:

Reevaluations

Reevaluation

Under IDEA students with disabilities are to be reevaluated every three years. The reevaluation procedures as subsequently indicated should be followed by the school's LEA.

Before the Reevaluation Team meeting, you need to:

1. Secure and Review a copy of the student's:
 - a. Grades
 - b. Schedule
 - c. SAT-10, FSA, and/or EOC scores
 - d. Progress Monitoring Plan (PMP); additional progress monitoring data from Tiers 1, 2 and 3
 - e. Current ESOL levels (if applicable)
 - f. Attendance data
2. Send a *Notification of Meeting* (NOM) by creating a Reevaluation Event in ESE-EMS. In the NOM, check Reevaluation as the purpose of the meeting; also ensure that the required Multi-Disciplinary Team (M-Team) members (see below) of the RT team are notified:
 - a. ESE teacher
 - b. General education teacher
 - c. Parent
 - d. ESE program specialist or administrator (principal or assistant principal) may attend
 - e. School psychologist **must be available** for all RT meetings; and **must attend** if a formal assessment is considered.
 - f. Related service personnel, other program personnel (e.g., SLP), if applicable, may attend

During a Reevaluation Team (RT) meeting

The RT Event created in ESE-EMS is used to complete the RT document.

The team can decide:

1. Student does not need further evaluation
2. Student needs additional assessments and/or data collection to address needs
3. Student needs a comprehensive evaluation; Consent for Reevaluation must be obtained from the parent. *Notice of Reevaluation Review Meeting and/or Consent for Reevaluation* – form on ESE-EMS is completed and distributed to parent.

Forms that need to be complete, if a comprehensive evaluation is required.

- Updated Social History/adaptive behavior Request through SCM form (if requested)
- Two Teacher Observations (use second page from Request for Assistance, FM 7073, for 2 separate observations)
- FM 2480, *Anecdotal Records*, if referring to E/BD Documentation for Response to Intervention; if appropriate
- Any other documents as deemed necessary by school psychologist

After the RT Meeting the following occurs:

If a comprehensive evaluation needs to be conducted:

- a. A completed packet must be signed by the school psychologist and sent to the appropriate ESE Service Center for the case to be opened.
- b. PF 16 Screen in DSIS needs to be documented with the date in which the RT was completed. The outcome must be marked "R" for additional reevaluation data and the LEAs employee number must be entered

If there is no need for additional assessment (Option 4 – no formal reevaluation is recommended) decided by the RT:

- a. PF 16 Screen in DISIS needs to be documented with the date in which the RT was completed.
- a. The outcome must be marked "N" for no additional reevaluation data is needed and the LEAs employee number must be entered.
- b. The "Current Evaluation" date is the date of the RT.

Evaluation Process - Reevaluation Team (RT) Meeting

Before the RT meeting the LEA:

Secures and reviews:

- Grades
- Schedule
- SAT-10; FSA; EOC Scores
- Progress Monitoring Plan
- Tiers 1, 2, and 3 Data
- ESOL Level, if any
- Attendance Data
- Additional monitoring data

Invites all RT Members:

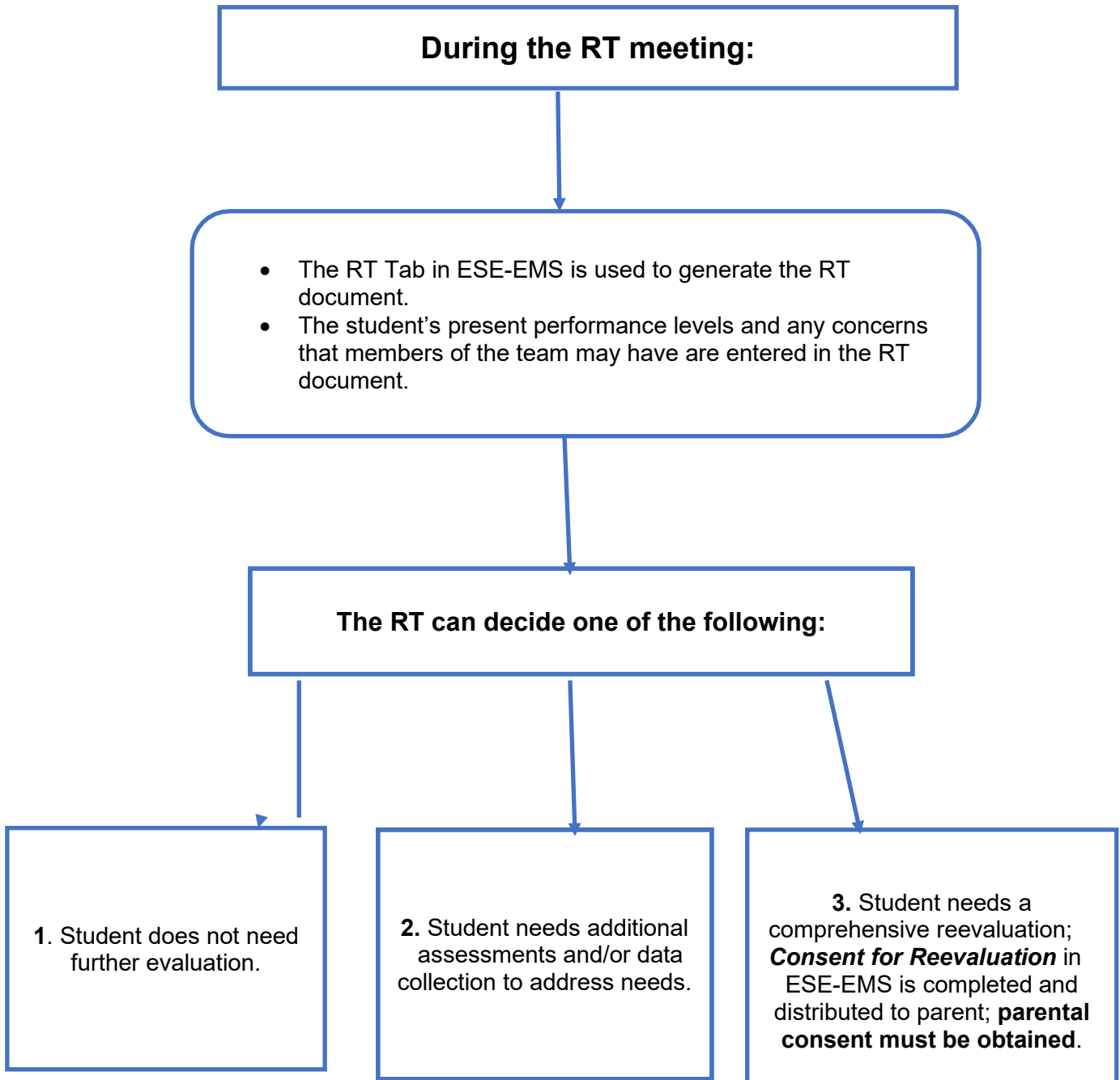
- Parent/Guardian is invited to RT by creating an RT Event in ESE-EMS .
- The Notification of Meeting (NOM) for the RT Event is created and checked with Reevaluation as the purpose of meeting
- Distribution Manager is used to distribute the NOM to RT team members, including the parents

Ensures that required Multi-Disciplinary Team (M-Team) members of the RT are notified:

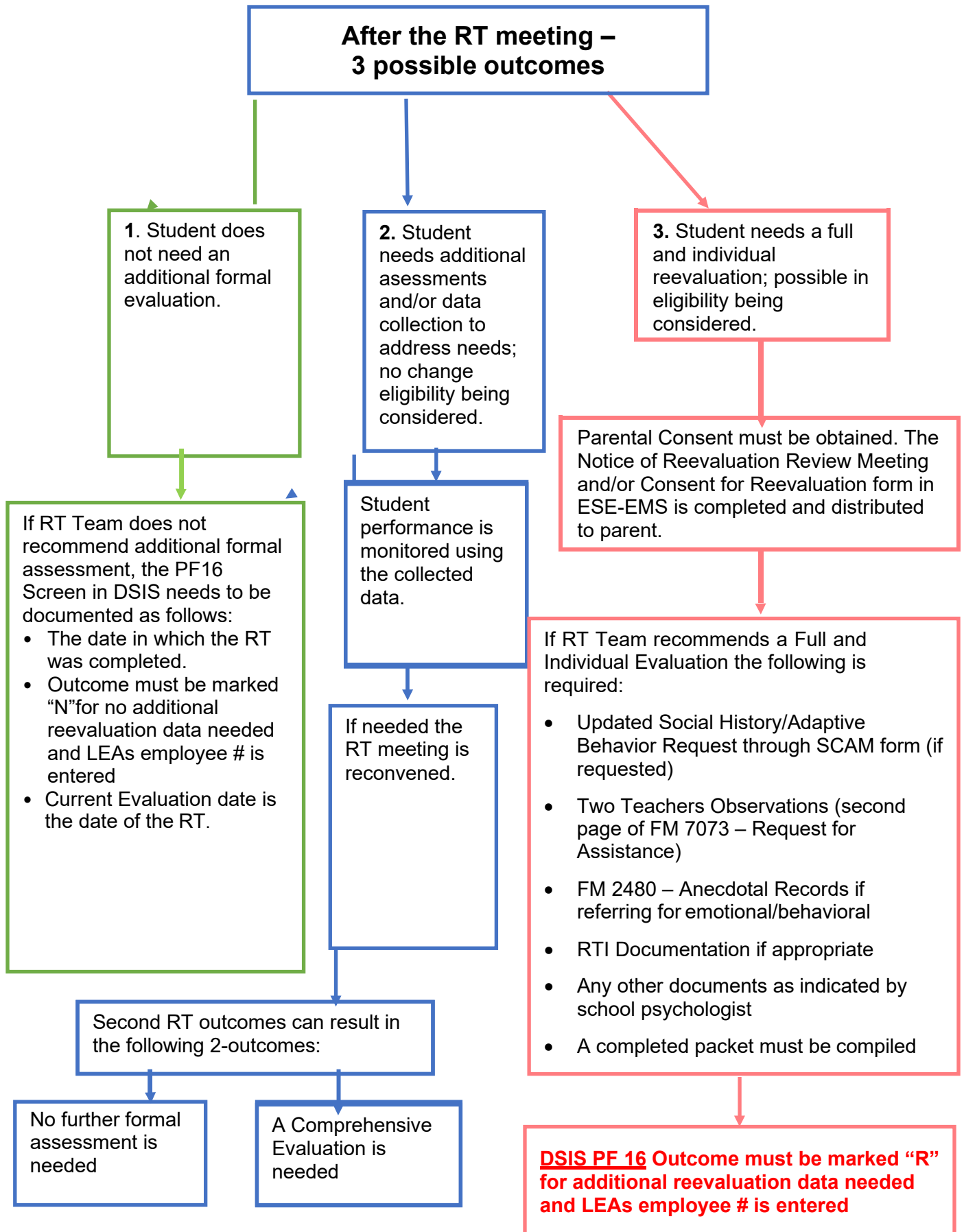
• ESE Teacher	• ESE Program Specialist or administrator (may attend)
• General Education Teacher	• School Psychologist*
• Parent	• Related Services Personnel, as appropriate

*Must attend if a formal assessment is being considered.

Evaluation Process - Reevaluation Team (RT) Meeting



Evaluation Process - Reevaluation Team (RT) Meeting



GENERAL PROCEDURES

Nursing Services

Procedures for Requesting In-School Nursing Services: Initial Orders

In-school nursing services may be considered for students after the IEP/504 team reviews the health-related needs, develops necessary accommodations, and implements all appropriate options available through the Comprehensive Health Services Office. In-school nursing services may be appropriate for students who are unable to self-administer treatment with supervision by trained school staff in accordance with Florida Statute 1006.062.

The LEA needs to follow the steps below when in-school nursing services are to be considered:

1. School site staff provides parent the necessary forms with the student's name and demographic information completed. Forms include:
 - a. FM 4560, Physician's Request for In-School Nursing and or Respiratory Therapy.
NOTE: Refer to Weekly Briefing #14320.
 - b. An Action Plan, when student has a diagnosis of one of the categories below.

The LEA must be aware of the appropriate authorization forms to be completed. The Authorization for Medication, FM 2702 form and Action Plans are required for students diagnosed with seizures, asthma, and allergies to comply with the requirements under the Florida School Health Administrative Guidelines. For students with diabetes, utilize FM 7596, Diabetes Medical Management Plan/Treatment Authorization (DMMP) to meet this requirement.

Copies of the authorization forms can be obtained from the Weekly Briefings as follows:

1. Asthma, Briefing ID#20487
2. Allergies, Briefing ID#19576
3. Seizures, Briefing ID#16094
4. Diabetes, Briefing ID#20287

The Action Plan is completed by physician. Parent signs the plan in the designated area.

- c. FM 2702 - Authorization for Medication; a separate form is completed by the physician for each medication and each treatment. Parent signs in the designated area.
 - For diabetes, utilize FM 7596, Diabetes Medical Management Plan/Treatment Authorization, as this takes the place of both b and c, above.
2. Parent follows up with physician and returns the completed forms to school staff.
3. School site staff provides parent with FM 2128, Consent Form for Mutual Exchange of Information. Staff verifies the name of the physician completing the medical documentation is listed on FM 2128.
4. School site staff mails, or hand delivers the in-school nursing request packet to the respective ESE Service Center. The in-school nursing packet must include:
 - a. FM 4560, Physician's Request for In-School Nursing and or Respiratory Therapy, original
 - b. Action Plan (specific to student's medical condition) copy (Seizure Action Plan, Asthma Action Plan, Allergy Action Plan. For Diabetes Action Plan utilize FM-7596)

- c. FM-2702, Authorization for Medication copy (for diabetes, utilize FM-7596)
 - d. FM-2128, Consent Form for Mutual Exchange of Information, copy
 - e. IEP copy of page 1, Related Services, Other Pertinent Information, and Conference Notes or a copy of the Section 504 Accommodation Plan
 - f. ***Do not add Nursing Services to the IEP or 504 until a start date is provided.***
5. ESE Service Center personnel verify packet is complete. Packet is forwarded to the District liaison with a cover memo. Packet may be scanned, and originals mailed, or hand delivered.
6. The District liaison reviews the packet and determines if packets document and supports the need for nursing services, determines where services can be delivered, and contacts the contracted company for nurse assignment.
- a. Nursing services will be clustered at designated sites wherever appropriate;
 - b. Students may be recommended for reassignment to a new school.
7. Following review, the District liaison will email directions for documenting nursing services on the IEP/504 Plan and a date when nursing services are scheduled to begin. If a packet is incomplete or services are unclear, an email will be sent requesting clarification.

Guidance for Supporting Students with Health-Related Needs

FM 2702

Health need is reported involving oral/inhaled meds, EpiPen, ear/nose/eye drops, and/or supervision for self-administration of treatments/medications.

FM 4560

Health need is reported involving catheterization, G-tube feedings, tracheotomy care, and/or injectable/treatments for students not able to self-administer.

If services/supports may be needed during the school day, the **Authorization for Medication Form** (FM 2702) is provided to the parent and is completed by the physician. Refer to the Medication Administration Handbook.

- Action Plans are needed for allergies, asthma, and seizures.
- For diabetes use FM-7596. This form is new for 2015-16 and fulfills the requirements of both the FM-2702 and the Diabetes Medical Management Plan.

Pending submission of completed forms, parent provides the services/supports.

The **Physician's Referral for In-School Nursing Services** (FM 4560) is provided to the parent and is completed by the physician. Refer to LEA Guide for procedures.

- Authorization for Medication Forms (FM-2702) are also required.
- Action Plans are needed.
- For diabetes use FM-7596.

Section 504 Accommodation Plan

A 504 plan may be developed/updated, if eligible, when additional supports are needed and/or contracted nursing services are warranted.

Individual Educational Plan (IEP)

An IEP may be updated, if eligible, when additional supports are needed and/or contracted nursing services are warranted.

Requests for contracted nursing services

(via Integrity Health Care Svcs) are routed through the ESE Service Center. A review of submitted documentation is completed by the District liaison and recommendations are provided via email.

School Staff

School staff supports/ supervises, based on physician documentation, the oral/inhaled meds, EpiPen, ear/nose/eye drops, and the self-administration of treatments/ medications.

HCiOS Sites

(Health Connect in Our Schools)
School staff collaborates with HCiOS Clinic staff for assistance.

- Students need to be able to communicate and follow basic directions.
- HCiOS nurses provide training and coordinate the development of care plans.

Department of Health Sites

School staff, at sites without HCiOS Clinics, collaborate with Wilma Steiner, Director, Comprehensive Health Services, to schedule trainings and coordinate the development of care plans with a nurse from the Health Department.

Contracted nursing services must be reviewed annually at the IEP/504 meeting and the updated nursing packet is routed.

When appropriate, nursing services are discontinued, and students may receive supports following the Comprehensive Health Services Office guidelines.

Refer to Weekly Briefings for periodic updates.

Speech/Language Therapy

Speech and Language services are provided to students who meet criteria in one or more of the following areas; Articulation, Voice, Fluency (stuttering), and Language

Speech and Language services can be provided to a student in one of two ways:

1. Related Service - These are services provided to a student already identified with a disability and requires speech/language to access their curriculum, or
2. Speech Program and/or Language Program- Services provided to a student who may or may not have already been identified as a student with a disability with an IEP.

Referral Process

Initial Eligibility for Speech/Language

The LEA ensures that the procedures below are followed:

A student is referred for Speech/Language by the teacher who completes FM 7073 - School Support Team/Problem Solving Team (SST/PST) Request for Assistance (RFA).

Language Referral:

1. If the referral is for Language, the Response to Intervention (Rtl) process is initiated.
2. Data is collected on the interventions conducted by the classroom teacher.
3. If the Rtl team determines the need to move the student to Tier III evaluation, then the Speech/Language Pathologist (SLP) will evaluate Language using a global test which measures both receptive and expressive Language to include pragmatics.

Speech Referral:

1. If the referral is for Speech, a classroom observation is complete; the Rtl process is not necessary, and the student can be moved to Tier III evaluation.

Once all the documents (**Hearing Screening, Classroom Observation, Parental Consent for Evaluation, and The Speech an Language Evaluation**) are completed, they are sent to the Chairperson for Speech and Language at the respective ESE Service Center for review.

NOTE: If the student has already been identified as a student with disability (SWD) and has a current IEP, Related Services may be considered through the convening of an IEP.

Private Evaluation

Parents are welcome to turn in a Speech/Language Evaluation conducted outside of the M-DCPS, the report is **NOT** to be given to the school's Speech Pathologist. It should be turned in to the school's SST/Rtl coordinator or designee (e.g., LEA).

Procedure when Receiving a Speech/Language Evaluation Originating outside M-DCPS

The LEA should follow the procedures below when receiving speech/language evaluations outside of M-DCPS:

1. Obtain a signed FM 4961, Notice of Intent and Parental Consent to Conduct an Evaluation. Check Other and write in "Permission to review Speech/Language evaluation originating outside M-DCPS."
2. Review report and complete FM 7383 - Review of Speech-Language Reports Originating Outside Miami-Dade County. To obtain the license number of the Speech Language Pathologist who completed the report, go to the Florida Department of Health, see link below.

<http://ww2.doh.state.fl.us/IRM00PRAES/PRASLIST.ASP>
3. For Prekindergarten, if the evaluation reflects scores that are below average, proceed to conduct a hearing screening and classroom observation by completing FM 7413-Observation of Speech-Language Skills Prekindergarten (2) and FM 7415-Observation of Speech-Language Skills Prekindergarten. Have a discussion with the teacher regarding academic concerns.
4. For Prekindergarten, submit the completed FM 4961-Notice of Intent and Parental Consent to Conduct and Evaluation, FM 7383-Review of Speech-Language Reports Originating Outside of Miami-Dade County Public Schools, FM 7413-Observation of Speech-Language Skills Prekindergarten (2) and FM 7415-Observation of Speech-Language Skills Prekindergarten and submit to the Chairperson for Speech/ Language at respective ESE Service Center for review.
5. For K-12, submit the completed FM 4961-Notice of Intent and Parental/Guardian Consent to Conduct an Evaluation, FM 7383 - Review of Speech-Language Reports Originating Outside Miami-Dade County, and the Private Speech-Language evaluation to the Chairperson for Speech and Language at the respective ESE Service Center for review.

Note: The procedure is different for PK (see # 3 and 4) than for K-12

SLP Attendance at IEP Meetings:

1. The SLP is a required IEP team member when the student is receiving services only through Speech or Language.
2. The SLP is also a required team member for Reevaluation Team meeting for a student who is receiving services only through Speech or Language.
3. The SLP must attend any IEP meeting when a change in frequency of services is going to be considered as well as any consideration for Dismissal.

Speech/Language Program vs. Related Service Dismissals:

A student can be found eligible for dismissal from the Program when, **the student no longer needs Speech and/or Language Services to access their curriculum.**

Related Services are not dismissed but are **Discontinued.**

An IEP is conducted and a change in frequency or dismissal must be reflected in the Prior Written Notice of Proposal and/or Refusal (PWNPR). Frequency of services and group size are determined on an individual basis as determined at the IEP meeting.

Course Codes for Speech and Language Services

Service	Grade	Course Code
Speech (Program or Related)	Pre-K-5 th	7763030
Language (Program or Related)	Pre-K-5 th	7763040
Speech (Program or Related)	6 th -8 th	7866030
Language (Program or Related)	6 th -8 th	7866040
Speech (Program or Related)	9 th -12 th	7966030
Language (Program or Related)	9 th -12 th	7966040

Form Numbers:

- FM 1544, Speech and Language Evaluation Report
- FM 4196, Hearing Screening Referral Letter
- FM 4958, Informed Notice of Reevaluation Review Meeting and/or Consent for Reevaluation
- FM 4961, Notice of Intent and Parental Consent to Conduct an Evaluation
- FM 6279, Notice of Intent and Parent/Guardian Consent to Conduct a Screening
- FM 7073, School Support Team/Problem Solving Team (SST/PST) Request for Assistance (RFA)
- FM 7383, Review of Speech-Language Reports Originating Outside of M-DCPS
- FM 7408, Assessment of Oral Mechanism
- FM 7409, Audiometric Screening
- FM 7410, Observations Related to Speech/Language Skills Grades K-12
- FM 7411, Assessment of Voice
- FM 7413, Observation of Speech-Language Skills Prekindergarten (2)
- FM 7414, Observation of Speech, Fluency, Voice Characteristics K-12
- FM 7415, Observation of Speech-Language Skills Prekindergarten
- FM 7418, speech and Language Evaluation Summary Report
- FM 7496, School Support Team Head Start Prekindergarten Request for Assistance
- FM 7621, Receipt of Private Speech and/or Language Evaluation

Occupational and Physical Therapy

Occupational Therapy (OT) and Physical Therapy (PT) are related services designed to support a student's educational goals. These are educationally relevant services which are not indicated for medical or rehabilitative reasons. A student's need for PT and/or OT should be discussed at an IEP or Section 504 meeting. A request for an assessment should be documented on the respective plan.

OCCUPATIONAL AND PHYSICAL THERAPY			
OCCUPATIONAL THERAPY (OT)	Provided by a qualified occupational therapist	Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.	Provided to student's whose physical, motor or neurological deficits result in significant dysfunction in daily living skills, academic learning skills, or adaptive, social or emotional behaviors to a degree not otherwise provided for in the exceptional student education instructional environment.
Physical Therapy (PT)	Provided by a qualified physical therapist	A specially prescribed program directed toward the development, improvement, or restoration of neuromuscular or sensorimotor function, relief of pain, or control of postural deviations to attain the exceptional student's functional performance in an educational setting.	A student must have one or both following: identified physical impairment, motor deficits, or developmental delays that significantly interfere with the achievement of learning; muscular or neuromuscular conditions, skeletal deformities, trauma, and physically debilitating conditions that limit the student's ability to attain functional performance within the educational setting.

LEAs must use the following procedures to request OT and/or PT:

The request for an OT or PT assessment is done at a Section 504 or IEP meeting:

The LEA documents that a request has been made for an OT and/or PT evaluation on the 504 Plan or Conference Notes section of the IEP.

Procedure for OT:

An assessment for OT does not require a medical referral.

1. Implement the 504 Plan and document results of strategies and accommodations prior to a request for an OT/PT assessment.
2. Complete FM 6552 - Request and Consent for PT/OT Assessment.
3. Send copy of FM 6552 along with a copy of the IEP/504 Plan to the District Supervisor for OT/PT to: Mail Code 9953, OT/PT Services. If the student is not in Exceptional Student Education (ESE), include a copy of the Section 504 Accommodation Plan listing the strategies and accommodations which address the student's issues. Indicate the outcome or results of strategies which have been implemented but may require support from OT.
4. Review the *"Writing/Composing Strategies, Tools and Trials"* portion of FM 7067 - Assistive Technology Assessment and Implementation Plan K-12 if the issue is related to handwriting or written communication.

Procedure for PT:

1. Complete FM 6552-Request and Consent for PT/OT Assessment.
2. Give parent/guardian a copy of FM 2515-Physician's Referral for Physical Therapy Assessment to be completed by the Physician.
3. Send originals of completed FM 6552, along with a copy of the IEP/504 Plan and completed FM 2515 to: Mail Code #9553, OT/PT Services. On the copy of the Section 504 Plan please be sure the strategies and accommodations are listed with an indication of the outcome or results of strategies which have been implemented but may require support from PT.

NOTE: Do not send forms separately as a complete packet is needed for processing.

Private PT or OT Evaluations Submitted by Parents:

When parents submit a private PT or OT Evaluation, it should be received by the school LEA and forwarded via school mail to: OT/PT Services located at JRE Lee Educational Center, Mail Code 9953. The LEA follows procedures below:

1. Include the private evaluation in the referral packet and FM 6552 - Request and Consent for PT/OT Assessment signed by parents.
2. School-based therapist conducts the Assessment, the private evaluation is reviewed and considered as an additional source of information.

The therapist will provide Input to assist the Individual Educational Plan (IEP), Educational Plan (EP) or Individual Family Service Plan (IFSP) team when the educational need for therapy as a related service is being determined and when an IEP, EP or IFSP for a student who is receiving Occupational or Physical Therapy is reviewed.

Assessments are defined as:

- 1) The use of skilled observation or the administration and interpretation of standardized or non-standardized tests and measurements to identify areas for OT services.
- 2) The use of observational, verbal or manual determination of the function of the musculoskeletal or neuromuscular system relative to physical therapy, including, but not limited to, range of motion of a joint, motor power, postural attitudes, biomechanical function locomotion or functional abilities, for making recommendations for treatment.

Reference: Florida Department of Education, Technical Assistance Paper "Provision of Occupational or Physical Therapy as a Related Service DPS: 2013 -119, Date December 31, 2013

Procedures for Changing the Frequency of OT or PT Services/Dismissals:

The LEA follows procedures below to change OT/PT services

1. Recommendations for changing the frequency of PT or OT services are sent to the Assistant Principal (AP) or designated school LEA.
2. AP or designated school LEA schedules an Interim IEP meeting to review recommendations. The OT/PT should be included as a team member on the Notification of Meeting.
3. Record the IEP team's decision on the bottom of the form, Request for a Change in PT and/or OT Services and send to: Mail Code 9953, OT/PT Services or fax to 786-268-4746.
4. Complete the Prior Written Notice of Proposal or Refusal (PWNPR) when discontinuing or changing frequency for OT and/or PT services to document this change in Free Appropriate Public Education (FAPE). When discontinuing OT and/or PT, use the expiration date of the last active IEP.
5. Reference in the conference notes the new frequency or removal of services.

Student Transfers into M-DCPS from another state, with an active IEP indicating OT

1. The frequency for OT is recorded on the new M-DCPS IEP.
2. School-based therapist conducts the Assessment, the private evaluation is reviewed and considered as an additional source of information.

Student Transfers into M-DCPS from another state, with an active IEP indicating PT

1. A referral from a Florida licensed physician must be obtained for a PT evaluation. Please do not add PT to M-DCPS IEP.
2. FM 6552 and FM 2515 (Physicians Referral for Physical Therapy Assessment) must be obtained.

Occupational Therapy and Physical Therapy Courses

Course Codes	Grades
OT 7763050	Pre-K- 5th
PT 7763070	Pre-K- 5th
OT 7866050	6 th – 8 th
PT 7866070	6 th – 8 th
OT 7966020	9 th – 12 th
PT 7966010	9 th – 12 th

Form Numbers:

FM 2515 - Physician's Referral for Physical Therapy Assessment

FM 4502 - Physician's Referral for Change in Health Status for Physical and Occupational Therapy

FM 6552 - Request and Consent for PT/OT Assessment

FM 7067 - Assistive Technology Assessment and Implementation Plan K-12

PDF OT/PT Procedures for Students Transferring into MDCPS and Transitions to Hospital-Homebound

Procedures to Determine Eligibility for the Visually Impaired Program

LEAs need to complete the following procedures when a student is suspect of having a visual impairment.

1. Form FM 1665 - Physicians Report of Eye Examination is completed by an Optometrist or an Ophthalmologist in the State of Florida and returned to the school.
2. Provide the Receipt of Private Evaluation or Documentation(s) FM 7087
3. School sends form to the Department Chairperson of the Visually Impaired program to determine whether the student is eligible for the program for students with visual impairments. If the student meets the qualifications, then the parent is given the consent form FM 4961 - Notice of Intent and Parental/Guardian Consent to Conduct an Evaluation to conduct a Functional Vision/Learning Media Assessment.
4. After the consent is signed, the Teacher for the Visually Impaired reviews all documents in the cumulative file. If the student is new to the district, a review of documents that have been delivered to the school is conducted.
5. Observations and interviews are done to determine how the student is working in the educational setting at the school site.
6. The process moves on to the Functional Vision/Learning Media Assessment. This will assess how the student uses their vision to access their educational needs. It also determines the best media for the student.
7. Orientation and Mobility (O&M) screening is also conducted to determine if the student needs an O&M evaluation. After all this data is collected the Teacher of the Visually Impaired analyses it to determine the services that the student will receive.

Orientation and Mobility

Orientation and Mobility (O&M) is a related service that provides instruction to a student with visual impairments in how to travel safely and independently. The purpose of the service is to teach the student skills and techniques so that the student can move safely and efficiently in the school, neighborhood and community.

1. For a student with a visual impairment to receive specialized instruction in O&M, an assessment must be conducted by an O&M Specialist.
2. A recent Functional Vision Assessment/Learning Media Assessment (FVA/LMA) by a Teacher of the Visually Impaired must be available prior to the O&M Assessment.
3. As part of the FVA/LMA, the Teacher of the Visually Impaired may refer the student to the O&M Specialist for assessment.
4. The IEP team may also make a referral. Before the O&M Assessment can be conducted, a signed consent FM 4961 - Notice of Intent and Parental/Guardian Consent to Conduct and Evaluation "Orientation and Mobility Assessment" must be obtained.
5. The O&M Specialist conducts the assessment and determines need for service.

Specialized Transportation Services

The IEP/504 Team is responsible for determining whether specialized transportation services are necessary for a student to receive a free and appropriate public education (FAPE). If a determination is made that specialized transportation services are required to address a student's need to receive FAPE, the requirements must be documented in the IEP/504 Plan.

Prior to Convening an IEP/504 Meeting

The LEA should follow the next 4 steps before;

- 1) assigning specialized transportation to a student for the first time,**
- 2) changing a student's assigned school because the program has moved to a new location**
or,
- 3) when considering a change in the student's pick up/drop offsite:**

- Prior to convening an IEP/504 meeting, the LEA should contact their assigned School Bus Routing Office to speak with the assigned Routing Specialist or the Route Manager to discuss the student's unique needs.
- If there is an expectation that there may be questions or concerns regarding transportation during the IEP/504 meeting, the Routing Specialist or Route Manager should be asked to attend the meeting to provide direct input into the decisions regarding specialized transportation services.
- When Transportation staff agrees to participate in the IEP/504 meeting (including a telephone conference or written recommendations) the participation must be documented on both the Notice of Meeting and IEP/504 Plan.
- If Transportation staff participates in the meeting (including telephone conference or written recommendations), and is not listed on the Notice of Meeting, the LEA must document on the IEP/504 Plan that the parent requested or approved of the participation of the additional team member(s).

General Requirements for Specialized Transportation Services

The student must be eligible for IDEA services under an exceptional education program or be eligible for Section 504 services to be considered for specialized transportation. Special Transportation can include such services as Individualized Bus Stop, Individualized Bust Stop with or without Parent Supervision.

Transportation under Two Miles

Students who ONLY have one or more of the six disabilities listed below and no others, may not be eligible for specialized transportation if they live within the 2-mile walk boundary. Exceptions to this rule may be authorized if the student's IEP/504 Plan includes a specific explanation of why the student is not physically capable of walking to the school.

Exceptionality Codes	
Specific Learning Disability	K
Gifted	L

Speech Impaired	F
Language Impaired	G
Established Conditions (age: 0-2)	U
Other Health Impaired	V

Providing Specialized Transportation Services

Individualized Bus Stop

An individualized bus stop is defined as a stop that is located as close to a student’s residence as is possible. It does **not** necessarily warrant “door-to-door” bus service. When establishing an individualized bus stop, Transportation will place the stop at the entrance to the student’s residence whenever it is possible, practical and – most of all – safe to do so. However, there are certain circumstances that preclude placing an individualized bus stop at the entrance to a student’s residence. Examples include but are not limited to:

- The residence is located on a dead-end street, from which a bus cannot exist without having to back up.
- The residence is located on a street with a cul-de-sac which does not have enough space for a bus to be able to turn around to exit without having to backup.
- The residence is located within a gated community which has an unattended entrance/exit gate. Drivers are not permitted to leave the bus to open/close a gate.
- The residence is in an area with narrow streets that do not provide sufficient clearance for a school bus to safely transit without damage.
- The residence is located within an area which can be accessed only via privately owned/maintained roads and the property owner/manager has prohibited school buses from operating on the property.

In all cases where it is not possible to establish an individualized bus stop at a student’s residence, Transportation will locate the stop at the closest point to the student’s residence which can be safely accessed by the bus.

Individualized Bus Stop with or without Parent Supervision

The student needs to be supervised when being picked or dropped off by the parent/guardian for the safety of the student if it is determined by an IEP/504 team. If the “Individualized Stop with Supervision” is indicated on the student’s IEP/504, the parent/guardian (or other responsible adult authorized by the parent/guardian) must accompany the student to the stop in the morning and must wait with the student until the student is safely on the bus. In the afternoon, the parent/guardian (or other responsible adult authorized by the parent/guardian) must be at the bus stop to receive the student when the bus arrives to drop off the child; otherwise, the student may be returned to the school and must be picked-up by the parent/guardian.

Medically Fragile Student

Medically fragile students have unique needs that may require a nurse or other medically trained individual provider to ride with them on the bus. Examples would include students with a tracheotomy who may require suctioning while riding, and students subject to seizures or other medical conditions

that may require the immediate administering of medication. The following documentation is required for these students:

- a. Inform the parent of the need for a letter from the treating physician detailing the medical needs of the student. Provide the parent with a copy of FM 1920 - Physician's Statement. (Note: If the physician does not use the district's form but provides a letter with all the components of the district's form, that letter may be used in lieu of the district's form.) The completed documentation must be forwarded to the school LEA immediately.
- b. Obtain a completed FM 2128 - Consent Form for Mutual Exchange of Information from the parent/guardian.
- c. Provide a copy of that Physician's Statement/letter, the consent form, and the student's IEP or 504 Plan to your respective ESE Service Center.
- d. The ESE Service Center will prepare a copy of FM 6546 - Request for Review of Medical Documentation for Specialized Transportation and/or Medical Consultation and provide all documents to the Medical Consultant Liaison at Mail Code 9956, JRE Lee Educational Center, and Attention PT/OT Services.
- e. The District Medical Review Consultant will review the documentation and determine whether the need for the requested specialized transportation service is substantiated.
- f. Once the determination of the District Medical Review Consultant is known:

If the District Medical Review Consultant verifies the student's medically fragile status, the ESE Service Center will send a copy of the completed FM 6546 - Request for Review of Medical Documentation for Special Transportation and/or Medical Consultation and a copy of FM 6545 - Request for Special Transportation Services Due to Medical Needs to their respective School Bus Routing Office.

The ESE Service Center will also contact the school site LEA to schedule an interim IEP/504 Plan meeting to discuss the results with the parent/guardian.

Medical Equipment

Medical equipment is defined as a specific device that meets the unique needs of the student's disabilities. Medical equipment may include, but is not limited to:

- Wheelchair
- Crutches
- Walker
- Cane
- Tracheotomy equipment
- Oxygen equipment
- Special seat positioning device (e.g. safety vest or safety belt)

If the IEP/504 Team verifies that medical equipment is required when transporting the student, a descriptive statement must be included in the textbox section of the IEP/504 Plan in ESE-EMS which details the need for such equipment and the reasons for it.

Air Conditioned Transportation

A requirement for air-conditioned transportation should be considered for a student with disabilities only when the student has a physical disability that would be negatively impacted by the lack of it. A medical review is required before air-conditioned transportation can be authorized as a special transportation service in a student's IEP/504 Plan. The process is the same as previously listed in #2,

the Medically Fragile Student section.

Bus Aides

- a. A Bus Aide should be included in the student's IEP/504 Plan ONLY when data indicates the need to ensure a **safe ride** for the student, based on the unique needs of the student.
- b. A bus aide must ALWAYS be authorized for students who will be transported in wheelchairs as two adults (a driver and an aide) are required to safely operate the wheelchair lift on school buses.
- c. A Bus Aide shall **not** be authorized for a student when the student does not require parental supervision at the bus stop unless the IEP/504 Team describes in specific detail, the individual/unique circumstance that warrants the Bus Aide.
- d. Pursuant to State Board Rule 6A-3.0121 of the State Board of Education, bus aides and school bus drivers are **not** permitted to administer medications to students.

Child Safety Restraint Seats

Child safety restraint seats may be authorized for ESE Pre-K students when:

The student weighs no more than forty (40) pounds (Note – the student's weight must be verified by the school), **AND**

The student's unique needs are such that transport in a safety restraint seat is deemed necessary to assure a safe ride for the student. Examples of conditions that may require the authorization of a safety restraint seat include:

1. Postural control and support
2. Seizure Disorder
3. Impulsivity
4. Unaware of Danger
5. Cognitive Limitations
6. Short Stature
7. Cerebral Palsy
8. Neuromuscular Disorder

A descriptive statement is required in the textbox section of the IEP in ESE-EMS to document the reason for the child safety restraint.

Alternate Stop (pick-up or drop-off)

The school must complete FM 7224 - Request for Alternate Transportation Stop for Special Education Students. When completing the form, the school or ESE Service Center must ensure that it is signed by the School LEA and the Parent; otherwise, it will not be accepted. The school must fax it to Transportation (the fax number is on the form). Transportation will review the request to determine if it meets the criteria of the Board Rule. The bottom of the form will be completed with Transportation's decision and then it will be signed by a Route Manager. FM 7224 **must** be completed yearly, as it does not automatically roll over from year-to-year.

Criteria for Alternate Stop

- a. Transportation must have an existing bus, with an available seat, to which the alternate stop can be assigned.

- b. The change must not increase the mileage for the trip by more than $\frac{3}{4}$ of a mile or the riding time for other students on the bus by more than eight (8) minutes.
- c. The school bus must be able to safely access the requested location for the alternate stop.
- d. School bus drivers and aides **CANNOT** escort students from the bus to building entrances or from buildings to the bus. Parents are responsible to make all necessary arrangements to have a responsible adult bring the student to/from the bus
- e. Alternate stops may be changed only one (1) time during any school year.

If the Alternate Stop is approved, the Request for Alternate Transportation Stop for Special Education Students, FM 7224 will be signed by the transportation department. The school must enter the alternate address into the "L" screen in DSIS which will transfer over to Edulog. Transportation will route the student to the alternate address.

Documenting Special Transportation Services on the IEP or 504 Plan

Once the IEP/504 Team determines special transportation services, the service must be documented on the student's Transportation section of the IEP/504 Plan in ESE-EMS.

The IEP/504 Plan

- a. Only ONE **Primary** Transportation Mode is selected.
Only a staffing specialist may request and receive authorization for an *Alternate Mode of Transportation*. The staffing specialist will confer with Transportation prior to the IEP/504 meeting.
- b. All **secondary** transportation modes that apply are selected.
Only a staffing specialist may request and receive authorization to provide the *Student Transported out of District* service. The staffing specialist will confer with transportation prior to the IEP/504 meeting.
- c. When *specific details* are required to document the justification for authorizing a specialized transportation service, those details must be documented in the IEP/504 Plan. This can be done by checking the appropriate selection(s) from the drop-down menu when provided, or by including a descriptive statement in the textbox section of the IEP/504 Plan.

Assistive Technology

The goal of Assistive Technology (AT) is to enable independence and to provide students with disabilities access to the curriculum and participation in school activities.

AT is a continuum ranging from simple to complex. The IEP team should consider the least restrictive AT (simplest solution) before a more complex solution. The School Support Team (SST), which may consist of teachers, parents, therapists, AT Contact person (ATC), paraprofessionals, and school administrators, will identify the student and determine the area(s) of concern within the curriculum.

AT consideration

IDEA requires each IEP team to consider Assistive Technology for the student at every IEP meeting. For information on AT consideration, please see [this video](#).

AT Assessment Process

If the IEP Team, after considering assistive technology for the student, determines that (a) the student needs AT to access his/her IEP goals and/or curriculum tasks, or (b) the student's assistive technology needs have changed and need to be reviewed, then parental consent for AT assessment will be secured, using FM 7641 - **Notice of Intent and Parental/Guardian Consent to Conduct an Assistive Technology Assessment**.

Members of the AT assessment team may include members of the SST and other district support personnel, such as ESE Curriculum Support Specialists, or Local Assistive Technology Specialists (LATS).

Section 1003.575, Florida Statutes, states that "an assistive technology evaluation must be completed within 60 school days. The 60-school day timeline begins when the IEP team makes the recommendation for such an evaluation. This timeline begins on the date the parent signs consent for the AT evaluation.

When consent is secured, the SST/IEP Team will commence the assessment using the FM 7067, **Assistive Technology Assessment and Implementation Plan K-12 (ATIP)**. The ATIP includes embedded web links to AT resources, such as photos of AT tools and ideas, information on AT tools/strategies and free downloads of digital tools. School teams are encouraged to explore the links when completing the ATIP and considering appropriate tools for the student.

Once the ATIP has been initiated and some data has been collected, if any of the following types of support are needed from District AT staff,

1. support with AT currently being used by the student,
2. trial of an AT device that is not accessible at the school
3. on-site training,
4. or email or phone support from a LATS.

A member of the SST may request such support using the "AT Help Desk" (large orange icon) on the AT website at <http://assistivetech.dadeschools.net>. The completed original documents (FM 7067 and FM 7641) should be stored in the student's cumulative folder.

Assistive Technology Assessment Report

If ATIP strategies and tools are successful, the FM 7067 - **Assistive Technology Assessment Report** (page 3) is completed by the IEP outlining the recommendations for AT tools and services required for the student to access his/her IEP goals and/or curriculum tasks. At least yearly, the IEP team will review the ATIP and update page 3.

An IEP meeting is convened to review the AT Assessment. Information from the ATIP and the Assistive Technology Assessment Report will be documented in the IEP (and updated at least yearly) in one or more of the following sections: **Present Levels of Educational Performance, Goals, Assurances, Assistive Technology and Conference Notes.**

Timelines for Completion of Assistive Technology Assessment

Obtain baseline data on student performance without AT (observation of the student)	Prior to IEP meeting or within 10 school days after IEP meeting
Obtain parental/guardian consent for Assistive Technology Assessment and Implementation Plan	At or after IEP meeting
Schedule next IEP meeting to review the results of Assessment	At IEP meeting when consent is obtained
Determine team member roles for assessment and implementation	AT IEP meeting or within 5 school days after IEP meeting or parental/guardian consent
Assessment and implementation of ATIP strategies, tools and trials	Over the course of the assessment
Data collection of the ATIP strategies, tools and trials	At least weekly during the assessment period
Document the results on the AT Assessment Report and conduct IEP meeting to discuss the results of the assessment	No more than 60 school days after obtaining consent for assessment/evaluation
Review of the Assistive Technology in place and update the AT Assessment Report (page 7 of FM 7067) and the IEP.	At least annually.

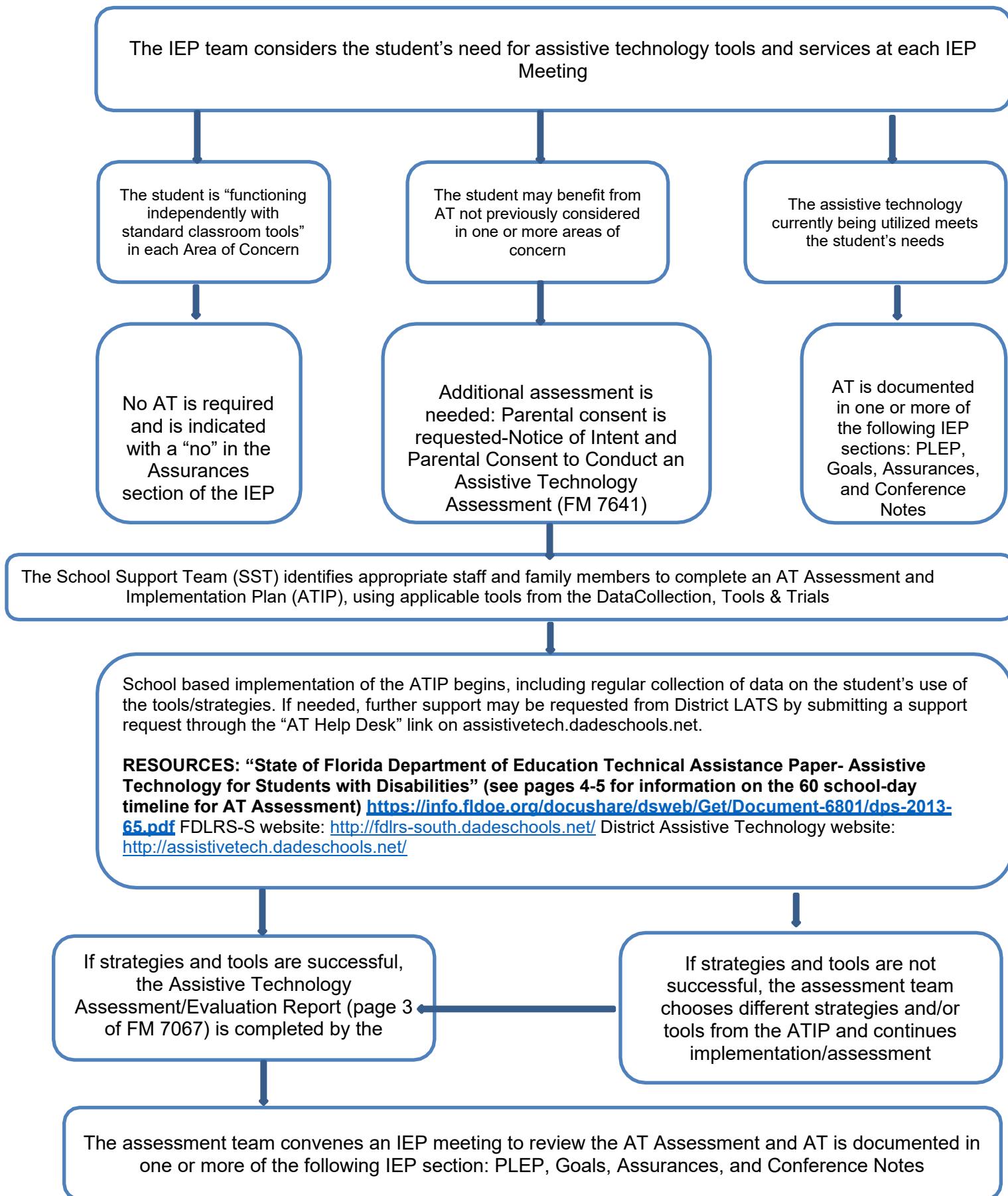
Form Numbers:

FM 7641 Notice of Intent and Parental/Guardian Consent to Conduct an Assistive Technology Assessment

FM 7067 Assistive Technology Assessment and Implementation Plan (K-12)

FM 6790 Assistive Technology Equipment Release/Transfer from M-DCPS to Family, Other School District or Agency

Assurances: Assistive Technology M-DCPS Assistive Technology Procedures Flow Chart



Model Communication Plan

Effective March 2014 [FS 1003.55 (6)], the Model Communication Plan (MCP) must be used to address, the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode. The MCP is a required component of the initial/annual Individual Education Plan (IEP) process for students who have been identified as deaf or hard of hearing (DHH) or dual sensory impaired (DS).

1. The MCP must be reviewed and updated with any new information at every IEP meeting.
2. A representative from the Deaf and Hard of Hearing Services Department or a teacher of the Deaf and Hard of Hearing must be invited and attend these initial/annual IEP meetings to ensure that the MCP is addressed effectively.

Extended School Year

Extended School Year (ESY) services are exceptional student education and related services provided to students with disabilities beyond the regular 180-day school year at no cost to the parent. School districts are not required to provide ESY services to all students with disabilities.

Students with disabilities, ages 3 to 21, who have an IEP, may be eligible for ESY services, even if Summer Services Program eligibility criteria are not met. ESY services include exceptional student education and related services provided beyond the regular 180-day school year. The determination of whether a student receives ESY services, the type of services, and the duration and frequency of services, is an individual decision made by the IEP Team. The decision is based on the individual goals delineated on each student's IEP, in accordance with District procedures and federal mandates. Students who are eligible for ESY services can participate at any time within the timeframes specified. Services vary in intensity, type, and location depending upon the students' needs. Services are typically provided using the same calendar allotted for the basic summer school program; however, the calendar may be individualized based on the IEP Team.

1. The IEP team, which includes the student's parents, determines whether the student is eligible for ESY services to receive a free and appropriate public education.
2. An IEP team decision to provide ESY services may be made at any time during the school year.
3. A student's emerging skills, regression and recoupment of critical life skills, rate of progress, and the nature or severity of the student's disability is used to determine the need for ESY services.
4. The IEP team must use at least two data sources when considering Extended School Year services. These data sources can include performance on alternate assessment.
5. The following guiding questions must be answered in ESE-EMS to determine the need for ESY Services:
 - a. Significant or substantial regression will occur on IEP goal/related services without extended school year services?
 - b. Emerging critical life skills will be significantly impacted without extended school year services?
 - c. Behaviors related to the disability will be significantly impacted without extended school year services?
 - d. Previously learned critical life skills/goals will be significantly impacted without extended school year services?
 - e. Is the student in need of ESY services?
6. ESY services must be documented on ESE-EMS in the following ESY Sections:
 - a. ESY Goals
 - b. ESY Accommodations
 - c. ESY Assistive Technology
 - d. ESY Services
 - e. ESY Transportation
 - f. ESY Medications
7. ESY services **cannot** exceed services provided during the school year.

Service Animals

The Americans with Disabilities Act (ADA) requires public schools to make reasonable accommodations to programs and services to allow access for persons with disabilities. Service animals are recognized as reasonable accommodations under the ADA.

Animals are personal property and permitted in schools, on other District property, District transportation, and District-sponsored events only with prior approval and where necessary to serve as service animals as required by law.

A service animal is defined as “an animal that is trained to work or perform tasks for an individual with a disability.” The tasks performed by a service animal must be directly related to the handler’s disability. A non-exhaustive list of examples of work or tasks is included in School Board policy 8390.

When a request for a service animal is made, please contact the ESE Compliance Office immediately at 305-995-2037.

Due Process/Mediation

Due Process:

A Due Process hearing request may be initiated by a parent or the District (typically the parent) on any matters related to the proposal or refusal to initiate or change the identification, evaluation, eligibility determination or educational placement of a child or provision of a Free and Appropriate Public Education (FAPE) to the student. This starts a process that may lead to a formal hearing conducted by the administrative law judge (ALJ) with Florida's Division of Administrative Hearings (DOAH).

1. The Request for Exceptional Student Education (ESE) Due Process form is completed by individuals who request a due process hearing.
2. When a request for ESE Due Process is filed by parents or District personnel, "stay put" goes into effect.
3. A parent doesn't need an attorney to file a due process complaint.
4. Most due process complaints are resolved without the need for a hearing, often at resolution meetings.
5. Due process hearing requests must allege a violation that occurred not more than two years before the complaining party knew/should have known about the alleged action that is the basis of the complaint.
6. An expedited due process hearing may be requested by the parent if the Commissioner of Education denies a request for an extraordinary exemption from a given state assessment and or if the parent is requesting a hearing related to disciplinary issues.

Mediation:

The Florida Department of Education provides parents of students with disabilities and the District the opportunity to resolve disputes involving any matter related to a proposal or refusal to initiate or change the identification, evaluation, educational placement of the student or the provision of FAPE to the student, including matters arising prior to the filing of a request for due process, through the mediation process.

1. The mediation process is voluntary for both the parent and the District. Both parties must agree to participate.
2. It is conducted by a qualified and impartial mediator assigned by the Florida Department of Education.
3. The parent must complete a Request for Mediation form.
4. All discussions shared during mediation are confidential.
5. Parents do not waive their rights to a due process hearing by requesting mediation.
6. The mediation agreement is a legally binding contract, which is enforceable in a state court of competent jurisdiction or in a U.S. district court.
7. When parents file for mediation, "stay put" does not go into effect.

The school's Local Education Agency (LEA) representative is to follow the procedures below if a parent disagrees with the Individual Education Plan (IEP) team decision:

1. Document the disagreement in the Conference Notes of the IEP on the Exceptional Student Education-Electronic Monitoring System (ESE-EMS).
2. Provide the parent with:

- a) A copy of the IEP, including the completed Prior Written Notice of Proposal or Refusal (PWNPR) and Notice of Procedural Safeguards for Students with Disabilities, distributed and downloaded from ESE-EMS;
 - b) FM-5773 Request for Exceptional Student Education (ESE) Due Process; and,
 - c) FM-6331 Request for Mediation.
3. Check with the Parent for understanding of the Procedural Safeguards, Request for Due Process and Request for Mediation.
 4. Notify the Staffing Specialist who must notify respective ESE Service Center administrator/designee.

Informed Notice of Revocation of Consent for Special Education Services

If, at any time after the initial provision of special education and related services, the parent of a student revokes consent in writing for the continued provision of special education and related services, the District may not continue to provide special education and related services to the student and must provide prior written notice before ceasing the provision of special education and related services. 34 CFR §300.300(b)(4)

When the parent(s) revoke consent for special education and related services:

1. The request for revocation must be in writing;
2. The District is not required to amend the child's education records to remove any reference to the child's previous receipt of such services;
3. The District may not continue to provide special education and related services to the child;
4. The District must distribute to the parent the Written Notice and Parental Revocation of Consent for Special Education Services is created on ESE-EMS before ceasing the provision of special education and related services;
5. The District may not utilize mediation or due process procedures to challenge the parent's revocation of consent;
6. The District will not be out of compliance with IDEA for failure to provide a free appropriate public education (FAPE) to an otherwise eligible child; and
7. The District is not required to convene an Individual Education Plan (IEP) team or develop an IEP for further provision of special education and related services.

Once the parent revokes consent for special education and related services, the child is considered a general education student. The general education teachers are not required to provide the previously identified IEP accommodations, the student will be subject to the same disciplinary procedures applicable to general education students. The parent may seek services for the child again by requesting an initial evaluation to determine if the child is eligible for special education and related services.

The school will need to follow the procedures below:

1. The LEA must create the Event IEP Revocation of Special Ed Services Consent on ESE-EMS;
2. The LEA is to complete the Revocation of Consent for Placement, including the contacts of who the parent may request assistance from in understanding the Notice of Procedural Safeguards for Students with Disabilities or additional information regarding the student's educational placement and the date of discontinuation of services;
3. The form is provided to the Parent and the LEA for their Signature;
4. The document is to be uploaded into ESE-EMS and the Event is to be locked to remove all future Events; and,
5. The parent is to be provided with a copy of the written notice and the original notice must be filed in the student's cumulative folder.
6. The District must discontinue all special education and related services to the child by the next school day.

Notice of Procedural Safeguards for Parents of Students with Disabilities

Parents of students with disabilities who have IEPs must receive a copy of Procedural Safeguards at least one time during the school year. Procedural Safeguards provide parents with the right to prior written notice, parental consent, access to educational records, the availability of mediation and the opportunity to present and resolve complaints through the state complaint and due process hearing procedures. Also, Procedural Safeguards address independent educational evaluations, procedures for students who are subject to placement in an interim alternative educational setting, requirements for placement of students with disabilities in private school by their parents at public expense, and civil actions and attorney's fees.

Procedures:

The LEA must provide a copy of the Procedural Safeguards with the written notice of the annual IEP review meeting.

- Through Distribution Manager on ESE-EMS, Procedural Safeguards are to be distributed to the parent with the written Notice of Meeting.
- If it is distributed through ESE-EMS, the date the parent was provided with a copy of the Procedural Safeguards will be printed on the IEP.

The LEA must ensure that a copy of the Procedural Safeguards is also provided to the parent:

- Upon initial referral or parent request for an evaluation
- In accordance with the discipline procedures when a change in placement occurs,
- Upon receipt of the first state complaint from the parent in a school year,
- Upon the receipt of the first request for a due process hearing from the parent in a school year,
- Upon request by a parent, and/or,
- Upon the school district superintendent's recommendation to the commissioner of education that an extraordinary exemption for a given state assessment be granted or denied.

The Procedural Safeguards shall be written in a language understandable to the general public and shall be provided in the native language or other mode of communication used by the parents, unless it is clearly not feasible to do so. Procedural Safeguards are available on ESE-EMS in English, Spanish and Haitian-Creole. The document is available in additional languages on the Florida Department of Education and M-DCPS Department of ESE websites, (see links below).

<http://ese.dadeschools.net/>

<http://www.fldoe.org/academics/exceptional-student-edu/beess-resources/presentations-pubs/#p>

The IEP team should ensure that parents understand their rights and responsibilities identified in the procedural safeguards document.

Parental Consent for Specified Services

The District is required to obtain parental consent Section 1003.5715, F.S for the following actions included in a student's IEP:

1. Placement of a student in an ESE Center
2. Instruction in the State Standards Access Points Curriculum and Florida Standards Alternate Assessment (see page 41 of this guide)

Placement in an ESE Center

1. If the IEP meeting is convened for the consideration of placement of the student in an ESE center or special day school, the school must provide a notice to the parents at least 10 days before the meeting. On ESE-EMS, the purpose of the Notice of Meeting should be: consider student placement in an ESE Center.
2. Parents can agree to waive the 10-day prior notice requirement when considering placement in an ESE center or special day school.
3. Parents have the right to consent or refuse placement. Written consent or refusal must be obtained on the District's Parental Consent Form and documented in the conference notes of the IEP.
4. If the parent signs, "I do not consent for placement", within ten school days, the District must reconvene to develop and implement a new placement in accordance with a new IEP or must request a Due Process hearing. The school's LEA must notify the ESE Center.
5. This right to consent or refusal does not apply for a change to an Interim Alternate Educational Setting (IAES) for a student with disability who violates a District School Board's Code of Student Conduct (carries or possesses a weapon; knowingly possesses, uses or sells illegal drugs; inflicts serious bodily injury upon another person). s. 1003.57(1)(h), F.S.,
6. The District may not proceed without parental consent unless the District documents reasonable efforts to obtain the parent's consent and the parent has failed to respond or the District obtains approval through a Due Process hearing.

Discipline and Manifestation Determination

The M-DCPS Code of Student Conduct defines distinct violations that frequently cause disruption of the educational process. Students with disabilities (SWD), students without disabilities, and students who are gifted may engage in behaviors which, under normal circumstances, could warrant disciplinary action.

Manifestation Determination (MD)

In accordance with the District's initiative to decommission traditional outdoor suspensions, the necessary procedures for conducting a Manifestation Determination (MD) meeting when a student with a disability has been referred to an Alternative Educational Setting (AES), School Center for Special Instruction (SCSI), the Student Success Center (SSC), Pathways, or at any time the SWD is removed from the traditional settings are listed below.

Manifestation Determination Procedures:

1. A Manifestation Determination-Individual Education Plan (MD-IEP) meeting must be conducted by the school-based LEA following IDEA requirements. The school based LEA must be aware that when a SWD is assigned to the SCSI, SSC, Pathways or excluded from the traditional classroom setting (which includes bus suspensions), the removal constitutes a change of placement and the MD-IEP **MUST** be conducted within the specific time period outlined below. The MD-IEP meeting event on the Exceptional Student Education-Electronic Management System (ESE-EMS) is created.
 - a. A SWD must not reach the 10th day of the assignment to a SCSI, the SSC, Pathways or exclusion from the traditional classroom setting, including bus suspensions without having an MD-IEP meeting. This requirement is valid with the start of each new school year.
2. After the initial 10-day assignment to SCSI, the SSC, Pathways, or exclusion from the traditional classroom setting, including bus suspensions, a MD-IEP meeting must be convened on ESE-EMS after each assignment. A procedural error will result if IDEA guidelines to conduct an MD-IEP are not met.
 - a. For example, if the student is assigned to a SSC for 1 day after the initial 10-day assignment, **a MD-IEP meeting must be convened**. The MD-IEP meeting must be created and completed on ESE-EMS for **each** assignment of a SWD to SCSI, SSC, Pathways, or any exclusion from the traditional classroom setting, including bus suspensions.
3. All procedures for preparing and conducting an Individual Education Plan (IEP)/Section 504 Plan meeting (e.g., creating, completing and distributing Notice of Meeting to parents and team members) on ESE-EMS must be followed. Parents must receive a 10-Day notice unless the parent waves the right to reasonable notice.
4. The MD decision must be made on a case-by-case (individual incident) basis, considering the circumstances and facts and not based on the disability category.
5. A Staffing Specialist **must** be the LEA and conduct MD-IEP meetings on ESE-EMS in all cases where an Interim Alternative Educational Setting (IAES) is being considered and discussed.
6. The School Psychologist **must** be present at all manifestation determination conferences and the student's most recent evaluation must be reviewed in conjunction with an annual/interim IEP/Section 504 Plan meeting conducted on ESE-EMS.

Procedures if a MD is Determined

If the behavior **is** a manifestation of the student's disability, the team must consider additional interventions and other resources, and review and modify the existing Social Emotional-Behavior Intervention Plan (SE-BIP). If the student does not have a SE-BIP, the team must secure parental consent to conduct a Functional Behavior Assessment (FBA) and then develop/implement a SE-

BIP. The student must immediately be returned to the current placement unless the parent and district agree to a change in placement.

Procedures for Implementing the 45 School Day Alternative Placement Rule for Students with Disabilities

- An Interim Alternative Educational Setting (IAES) is a different location where educational services are provided for a specific time period due to disciplinary reasons and that meets the requirements of Rule 6A-6.03312, F.A.C.
- IDEA 2004 at 20 USC 1415 (k)(1)(G)(i)-(iii) identifies three specific instances of conduct that may trigger unilateral placement of a student with a disability in an IAES, without regard to whether the behavior is determined to be a manifestation of the child's disability.
- School personnel may remove a student to an IAES for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, in cases where a child:
 - i. carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a state or local educational agency;
 - ii. knowingly possesses or uses illegal drugs*, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency; or
 - iii. has inflicted serious bodily injury** upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency.

When a student commits one of the special circumstances listed above, [FM 7603, NOTICE OF 10-DAY TEMPORARY ASSIGNMENT TO PATHWAYS: CONSIDERATION OF EXPULSION](#), must be given to the student by the school where the violation occurred. Copies of this document must be retained for future meetings.

The school where the incident occurred must immediately place an E5 in the Student Case Management System (SCMS), send FM 6562 Rev. (07-15) to ALTED@DADESCHOOLS.NET, and follow up to ensure that the SPAR is in the SCMS as quickly as possible. The student will be assigned to the Alternative placement as soon as is possible. Upon placement by School Operations/Division of Educational Opportunity and Access (DEOA), the Exceptional Student Education (ESE) Department Chairperson or Program Specialist must contact the assigned alternative school and forward a copy of the student's existing Individual Educational Plan (IEP). The assigned alternative school must implement the student's current IEP, including all related services upon the student's arrival.

Note: If the student is arrested and sent to the Juvenile Detention Center (JDC), the time at the JDC is not included in the 45 school day timeline at the Alternative Placement. The student should go immediately to the 45 school day placement upon dismissal from the JDC.

Within 10 school days of the incident, an MD-IEP meeting must be convened at the Alternative Education site to determine if the behavior is a manifestation of the student's disability. Personnel from the sending school must be represented at the IEP meeting. **The representative must bring the cumulative folder AND A DRAFT IEP, as well as a copy of the Structured Interview: Functional Behavior Assessment (FBA)-FM 6660 and the Social Emotional -Behavior Intervention Plan (SE-BIP)-FM 6287 to the meeting convened by a representative from DEOA.**

For those students where the behavior **was** found to be a manifestation of the disability, the receiving alternative education school is responsible for maintaining a record of the number of days the student is enrolled. Ten days prior to the end of the mandatory 45 **school** day placement, the alternative school shall notify the referring school and corresponding ESE Service Center to schedule an IEP meeting. The IEP meeting will be held at the alternative school with representatives from the home and/or referring school. The IEP team shall determine the next appropriate placement for the student. The following placements shall be considered:

- Remain at the Interim Alternative Education Setting under appropriate circumstances
- Return to sending school
- Assignment to another school
- Consider other IEP placement options

* Possession of marijuana for personal consumption is exempt from this special circumstance.

** Serious Bodily injury applies only when there is:

- ✓ a substantial risk of death;
- ✓ extreme physical pain;
- ✓ protracted and obvious disfigurement; or
- ✓ protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

For those students where the behavior is found **not** to be a manifestation of the disability, the relevant disciplinary procedures for students without disabilities will be applied.

**Discipline and Manifestation Determination:
45-School Day Interim Alternative Educational Setting (IAES)
(See page 98 of LEA Guide for more specific details)**

SWD behavior at school, school premises, or at a school function under the jurisdiction of a state or local educational agency:

1. Carries or **possesses a weapon** to or at school, on school premises, or to or at a school function under the jurisdiction of a state or local educational agency;
2. Knowingly possesses, uses, solicits, or sells **illegal drugs** (possession of marijuana for personal consumption is exempt from this special circumstance);
or
3. Has **inflicted serious bodily injury** upon another person

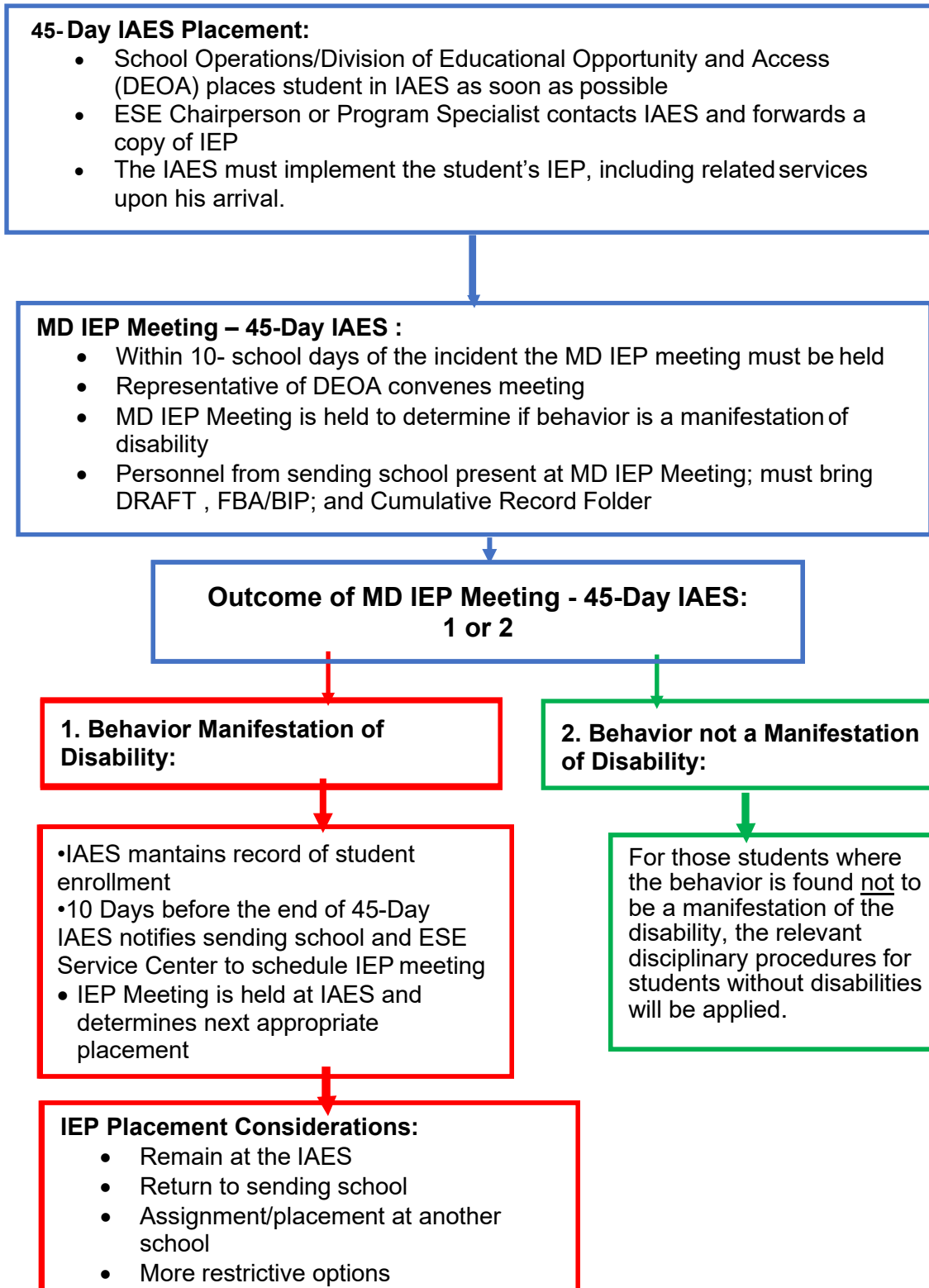
The Notice of 10-Day Temporary Assignment to Pathways: Consideration of Expulsion – FM # 7603 must be given to the student or parent by the school where the violation occurred.

- Copies of the form must be retained for future meetings.

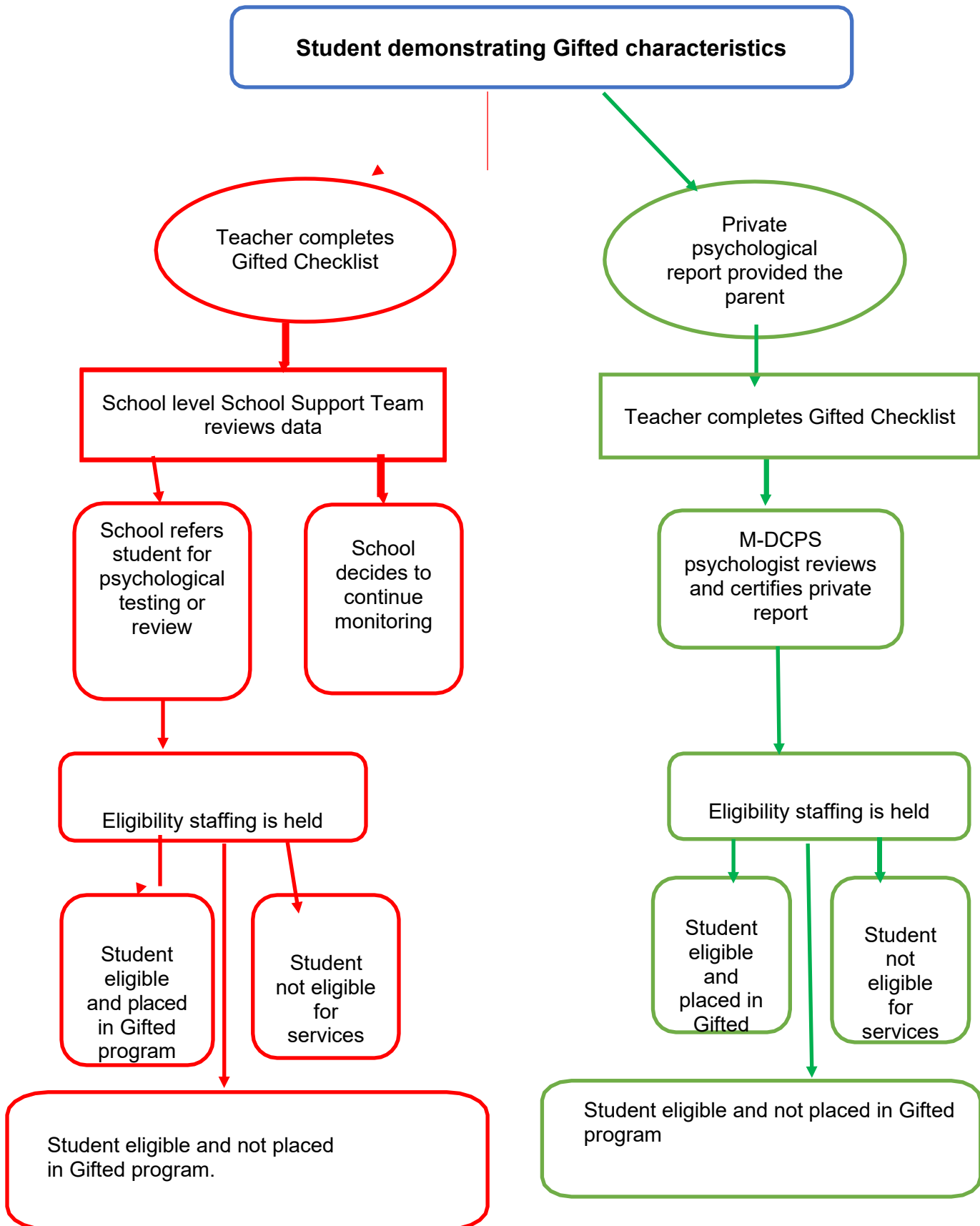
School where incident occurred with Immediacy:

- Enters an E5 in Student Case Management System (SCMS)
- Sends FM 6562 Rev. (07-15) – Expulsion Request to ALTED@dadeschools.net
- Follows up to ensure that the SPAR is in the SCMS

**Discipline and Manifestation Determination:
45-School Day Interim Alternative Educational Setting (IAES) - continued**
(See page 93 of LEA Guide for more specific details)



Referral Process for Gifted Eligibility



Homebound or Hospitalized Instructional Program

The Homebound/Hospitalized Instructional Program (HHIP) is available for students who are confined to the home or hospital. Medical authorization signed by a licensed physician is required for participation in this most restrictive program. Based upon the Individual Education Plan (IEP) a certified teacher provides instruction either in the student's home or hospital room, or the student is assigned to participate from home in tele-class (class conducted via telephone and/or computer). Parents and students must sign an agreement which specifies their responsibilities during enrollment in this program.

CRITERIA FOR HHIP

Referral to the HHIP can be made by the student's doctor, hospital personnel, teacher, counselor or parent. Eligibility requirements include medical certification that the student is expected to be absent from school a minimum of fifteen (15) consecutive days. Application should be made before the student has been absent 15 days; there is no need to wait until 15 absences have occurred.

A Request for Consideration of Enrollment in the Homebound/Hospitalized Instructional Program (FM-5539) must be completed by the parent and the physician. The form must be faxed (or mailed) to Brucie Ball Educational Center (BBEC) with a completed Consent Form for Mutual Exchange of Information (FM-2128) authorizing BBEC staff to contact the physician.

The steps below are followed for a student to be considered for the HHIP Program

1. If the physician indicates the student is homebound due to a medical diagnosis, a staff member from Brucie Ball Education Center will contact the family to arrange a staffing to consider placement as a Homebound/Hospitalized student and to develop an IEP.
 - The meeting will be held at Brucie Ball Educational Center. Personnel from the sending school are welcome to attend the meeting. If their presence is not practical, their input will be sought prior to the staffing. At the meeting, the parent and student will be required to sign the Parent/Student Agreement.
2. If the physician indicates the student is homebound due to a psychiatric diagnosis, the procedures outlined in Weekly Briefing #16640 will be followed:
 3. The Request of Consideration of Enrollment in the Hospital Homebound Instructional Program (FM-5539) and Consent Form for Mutual Exchange of Information (FM-2128) forms will be used to refer the student to the appropriate ESE Service Center to schedule a staffing to be held at the student's current school, to determine the range of options that may be available for the student.
 4. If the student is already a student with Emotional/Behavioral Disability (E/BD), Intellectual Disability (IND), and/or Autism Spectrum Disorder (ASD), a representative from the appropriate ESE program must be present at the staffing.
 5. The staffing will be scheduled at the student's current school to facilitate participation by all stakeholders.
 6. At the staffing, the team must consider all available information, including the physician's statement, and determine if the student is eligible for Homebound placement.
 7. If the team determines that the student needs to access education at home, while stabilizing medication or passing through an acute phase of their disorder (that prohibits the student from leaving the home to attend school) the multidisciplinary team may determine that the student is eligible for Homebound/Hospitalized services for a period of *up to six months*

8. Upon completion of the projected placement period (up to six months), the results of a reevaluation, if conducted, along with consideration of the student's present levels of academic achievement and functional performance (PLAFF) and educational needs will be used to choose from the following options:
 - a. Continue Homebound/Hospitalized placement for an additional specified period;
 - b. Return to the home school with supports, as needed;
 - c. Receive specially designed instruction and/or related services in the assigned school as an ESE student.

Dismissal for students who have an exceptionality in addition to Homebound:

1. The BBEC placement specialist will schedule a meeting at BBEC to consider dismissal from Homebound placement and to develop a new IEP to be implemented at the receiving school.
2. The principal/designee of the student's receiving school will be noticed and invited to attend.
3. The receiving school must be represented at this meeting. If needed, the school representative may participate via telephone. The school representative will need access to the ESE-EMS system to follow the progress of the meeting.
4. If a student reports to his or her regular school without having had the dismissal meeting at Brucie Ball Educational Center, the school must not enroll the student. The school must refer the family to Brucie Ball Educational Center for the meeting to consider the dismissal from Homebound placement.

Dismissal for students whose only exceptionality is Homebound:

1. The BBEC staffing specialist will schedule a meeting at BBEC to consider dismissal from Homebound placement.
2. This dismissal meeting must be held prior to the student's return to the traditional school.
3. If a student reports to his or her regular school without having had the dismissal meeting at BBEC, the school must not enroll the student. The school must refer the family to BBEC for the meeting to consider the dismissal from Homebound placement.

Homebound or Hospital Instructional Program (H/HIP) Eligibility

HHIP Eligibility Initial Procedures:

Referral by student's doctor, hospital personnel, teacher, counselor or parent.

- Eligibility requirements:
 - Medical certification that student is expected to be absent from school a minimum of 15 days. **NOTE:** Application should be made before the student has been absent for 15 days.
 - Request for Consideration of Enrollment in H/HIP (FM # 5539) completed by parent or physician
 - Mutual Exchange of Information (FM # 2128) authorizing Brucie Ball Center staff to contact the physician

H/HIP Placement Determined by Physician Diagnosis:

Medical

Enrollment in HHIP - Medical:

- Brucie Ball (BB) staff contacts family and arranges for staffing
- IEP Meeting held at Brucie Ball
- Sending school may be invited or info is obtained
- Parent/Student sign agreement related to responsibilities

Psychiatric

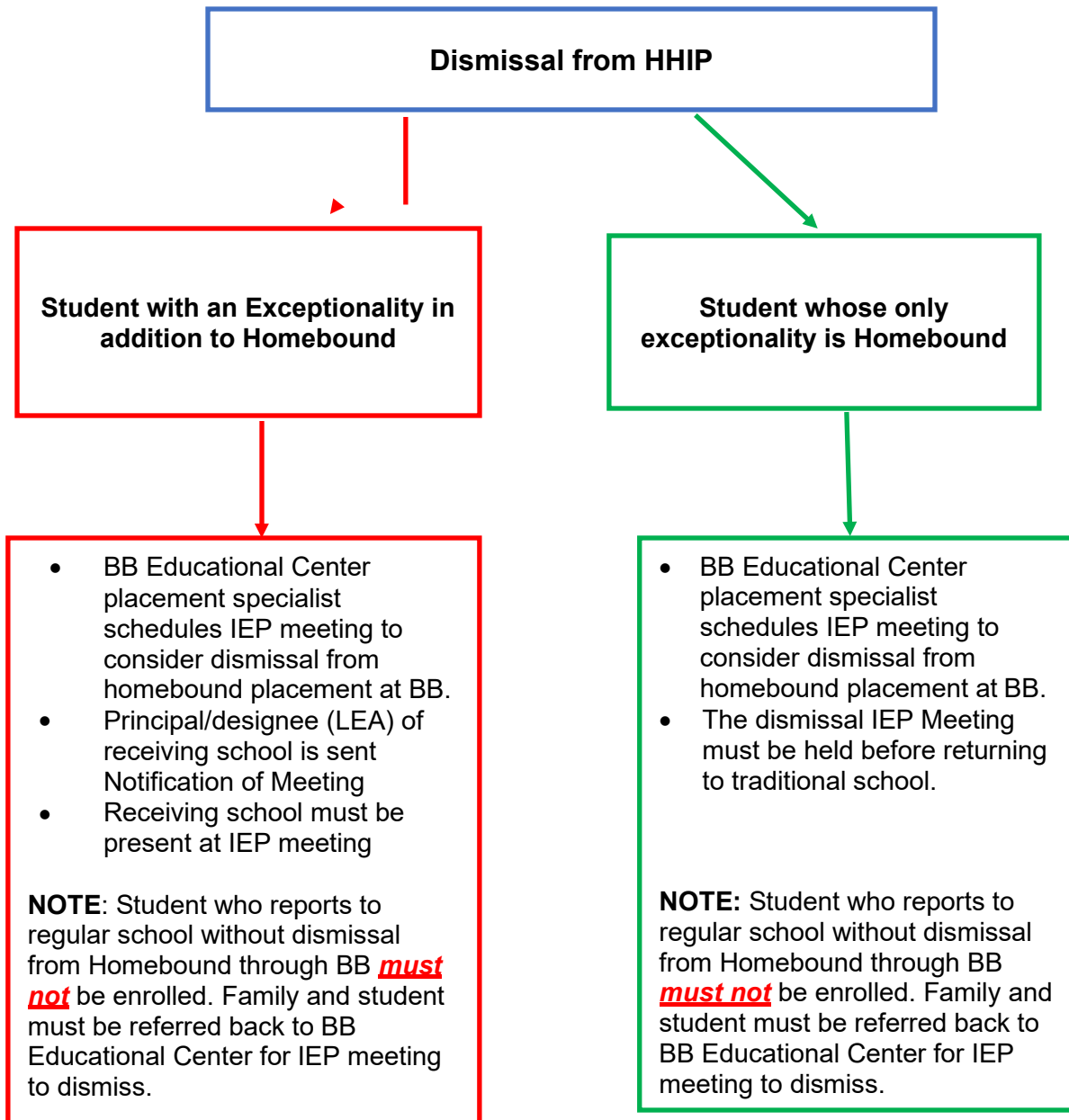
Enrollment in HHIP – Psychiatric:

- Case referred to ESE Service Center based on info on forms 5539 and 2128
- ESE Service Center schedules IEP Meeting at student's current school
- Program representative must be present for student with EBD, IND, and/or ASD
- IEP Team considers all information
- If IEP Team determines need for HHIP for **up to six months**

Upon conclusion of specific HHIP placement (up to six months) period, IEP Team will review reevaluation, if conducted, to determine:

- Continue HHIP for specific period
- Return to home school
- Implementation of IEP in assigned school

Homebound or Hospital Instructional Program (H/HIP)



Physical Restraint: Safe Crisis Management

Safe Crisis Management (SCM) is the physical restraint procedure that is used by M-DCPS. SCM is used to prevent injury to self and others; it is not to be used to punish a student or “teach a student a lesson.” SCM is used only in emergency situations when an imminent risk of serious injury or death to the student or others exists, and in the manner, that conveys respect and dignity of the student. The Prone Bridge Restraint technique MUST NEVER be utilized.

ONLY Qualified Personnel can implement SCM

School personnel **MUST** be trained on the use of SCM techniques **BEFORE** implementing a technique on any student. SCM techniques should only be implemented on students who have physical restraint delineated on the SE-BIP (Part 5, Crisis Management Plan).

Procedures to follow PRIOR to the use of Physical Restraint

1. Consider and discuss the use of physical restraint at the individual educational plan (IEP) meeting and/or during the development/revision of the Social Emotional - Behavior Intervention Plan (SE-BIP).
2. When the IEP team determines that physical restraint may be utilized, document the procedure on the SE-BIP (Part 5, Crisis Management Plan).
3. Complete and obtain parental/guardian signature on FM 3446 - Parent Notification Physical Restraint Procedures.
4. Upload the **original** signed Parent Notification of Physical Restraint Procedures document to the ESE EMS system and file in the student’s cum. A copy is provided to the parent/guardian.
5. If the parent refuses to sign the *Parent Notification of Physical Restraint Procedures*, or is not in agreement with the IEP team decision to provide physical restraint:
 - a. document the disagreement on the Conference Notes section of the IEP,
 - b. file the unsigned *Parent Notification of Physical Restraint Procedures* in the student’s cum,
 - c. but, still document physical restraint procedure on the SE-BIP (Part 5, Crisis Management Plan).
 - d. upload the unsigned *Parent Notification of Physical Restraint Procedures* document to the ESE EMS system and provide a copy to the parent/guardian

M-D CPS Document: FM 3446 - Parent Notification Physical Restraint Procedures is in Forms Management.

Procedures to follow AFTER the use of Physical Restraint

1. Notify the parent/guardian by telephone and/or email each time SCM is utilized **BEFORE** the end of the school day. If the parent/guardian cannot be reached; call an authorized contact listed on the student’s Emergency Contact Card.
2. Complete and send the FM 7637 - *Notification of the Use of Physical Restraint* to the parent/guardian. The *Notification of the Use of Physical Restraint* may be hand delivered, emailed or sent home via US Mail the same day the physical restraint occurred.
3. A **signed** *Notification of the Use of Physical Restraint* must be obtained from the parent/guardian and uploaded to the ESE EMS system. **Otherwise**, attempts to retrieve a signed *Notification of the Use of Physical Restraint* **must** be documented.
4. **PROCEDURE IN ESE-EMS TO DOCUMENT** If the parent does not return the signed *Notification of the Use of Physical Restraint*; the school must maintain a log documenting a

minimum of two attempts to retrieve the signed *Notification of the Use of Physical Restraint* and upload the unsigned *Notification of Use of Physical Restraint* form to the ESE-EMS system.

5. Within twenty-four (24) hours of the implementation of SCM, the person who initiated the restraint must complete FLDOE Restraint Incident Form Template. If the SCM occurs on a day before school closes for the weekend or holiday; FLDOE Restraint Incident Form Template must be completed by the end of the day that school re-opens.
6. A **DRAFT** of the FLDOE Restraint Incident Report Form must be completed by the designated FLDOE Physical Restraint **School-Level User** (Briefing #23474), on the FLDOE web-based reporting system within 24 – 48 hours of the use of physical restraint.
7. The **DRAFT** FLDOE Restraint Incident Report Form will be reviewed by a FLDOE Physical Restraint **District-Level User**.
8. Following review of the FLDOE Restraint Incident Report from the **District**, the designated FLDOE Physical Restraint **School-Level User** will proceed with finalization into the FLDOE web-based reporting system.
9. When finalized, a copy of the FLDOE Restraint Incident Report will be sent to the parent/guardian for signature via **certified mail** within **3 school days from the time of the physical restraint incident**.
10. A **signed** FLDOE Restraint Incident Form must be obtained from the parent/guardian and uploaded to the ESE EMS system. **Otherwise**, attempts to retrieve a signed FLDOE Restraint Incident Report **must** be documented.
11. **PROCEDURE IN ESE-EMS TO DOCUMENT** If the parent does not return the signed FLDOE Restraint Incident Report, the school must maintain a log documenting a minimum of two attempts to retrieve the signed document and upload an unsigned copy of the FLDOE Restraint Incident Report to the ESE-EMS system.
12. If an injury occurs to either the student or staff, it must be documented appropriately by using the district accident report form.
13. Principals are responsible for ensuring that school personnel adhere to all required procedures and timelines.

M-DCPS Document:

Note: FM 7637 Notification of the Use of Physical Restraint is in Forms Management.

FLDOE:

Restraint Incident Form Template, <http://web01.fldoe.org/RestraintSeclusionIncident/Default.aspx>

FLDOE Restraint Incident Report, <http://web01.fldoe.org/RestraintSeclusionIncident/Default.aspx>

MONITORING THE USE OF PHYSICAL RESTRAINT

M-DCPS DOCUMENT: FM 7481 - Use of Physical Restraint Log is in Forms Management.

The *Use of Physical Restraint Log* must be used to track physical restraint incidents and be submitted to the Principal or designee **weekly**. Ongoing analysis of the *Use of Physical Restraint Log* components should alert the administration to the overuse of SCM (settings, by staff, or with specific students) that may require reviews of student IEPs and/or behavioral plans, request technical assistance to help staff make changes in the classroom or other settings and identify teachers or other staff in need of additional support and/or training.

Procedures for Secured Seclusion are not included within this advisory. Secured Seclusion is only approved to be used at Ruth Owens Kruse Educational Center and Robert Renick Educational Center.

Permitting Private Service Providers Therapy in the Educational Setting

Florida Senate Bill 1108 became effective on July 1, 2013 and requires public schools to permit private service providers-Applied Behavior Analysts, Speech-Language Pathologists, Occupational Therapists, Physical Therapists, Psychologists, and Clinical Social Workers, to observe students in the educational setting, collaborate with public school instructional personnel in the educational setting, and provide services in the educational setting.

1. Providers must meet the standards of good moral character applicable to public school personnel.
2. Hold a valid and current certificate or license in their field.
3. Principals should require proof of certificate/license and refer private providers to the district Fingerprinting Office to comply with required Level 2 background screening, prior to the provider's access. **NOTE:** Technicians or other personnel who are not licensed/certified for the field shall not be granted access to observe or provide services to students. Refer to Weekly Briefing # 20154 for further clarification.

Request for private services:

1. Must be made in writing by the parent or the service provider on FM 7514 - Application for Public-Private Collaboration.
2. Request must articulate the purpose and requested frequency, duration, and location for the private service.
3. Principal and public school personnel must consent to the time and place for private collaborative services in the educational setting.
4. Every effort should be made to ensure that private services should not disrupt instructional time. The service provider cannot intrude on the school's instructional program
- 5. Principals must ensure that the private therapy is not taking place on the same day that M-DCPS is providing the same type of therapy.**
6. Private service providers must sign in and out in the main office.
7. Private service providers and parents must sign FM 7515 - Agreement-Public-Private Collaboration.
8. Parent must sign FM 2128 - Consent Form for Mutual Exchange of Information.

Public school services must continue to be provided in accordance with IEPs/504 Plans. The private therapy services should not be documented in the content areas of the student's IEP but can be documented in the Conference Notes section.

Procedures for Requesting Sign Language Interpreters, American Sign Language (ASL) Interpretation or Transliteration Services

When requesting the services of a sign language interpreter the LEA needs to be aware of the difference between interpretation and transliteration. Below are the definitions of those terminology.

Interpretation: The process of creating equivalent meaning from the source language to the target language.

Transliteration: The process of creating a message in a different mode within the same language, using literal translation.

Requests must be submitted two (2) weeks prior to the meeting/event/activity. Due to the shortage of qualified sign language interpreters and their sometimes-limited availability, requests made with less lead time and without required information may result in the District's inability to provide an interpreter.

Form FM 7247, Sign Language Interpreter Services Request for K-12 Students

Submit form to: Debbie McKinney at dmckinney@dadeschools.net fax: 305 - 995-2049

The following information is required when requesting services:

1. Date of the Event: Make accommodations for the interpreter to be a part of your program or event.
2. Start and End Time: Include any set up/preparation time, if the event runs over the scheduled time, the interpreter will try to accommodate.
3. If for select dates, times, e.g., for block scheduling, please include days, dates, times and/or a copy of the schedule(s) in which interpreting services are needed.
4. Address and Location: Correct address with any room number or specific location.
5. Language/Transliteration Method: not all persons who are DHH use ASL. Please contact Mrs. Debbie McKinney at 305 995-1531, for assistance.
6. Include the name of the student who is DHH.
7. Include the name of the person requesting the services.
8. Include the name of the onsite contact person (if different from the person requesting).
9. Include the telephone, fax, cellular numbers and email address of the contact person.

Any cancellations or changes in the request must be done as soon as possible with at least 48 hours' notice.

Forms:

FM 6931 Sign Language Interpreter Services Request for Post-Secondary Adult/Vocational Education Students

FM 7247 Sign Language Interpreter Services Request for K-12 Students

FM 7248 Sign Language Interpreter Services Request for Parents and/or Employees

Requesting Interpreters - Spoken Language

The Individuals with Disabilities Education Act (IDEA) and the State Board of Education versus League of United Latin American Citizens (LULAC), et. al., Consent Decree provides that the school district must ensure that parents understand meeting proceedings. The LEA must be able to arrange for a spoken language interpreter for parents/guardians whose native language is other than English.

Parents/Guardians must be informed in their home language or other mode of communication unless it is clearly not feasible to do so.

1. Parents/Guardians may require a spoken language interpreter to ensure that they understand the proceedings at meetings regarding their child's identification, evaluation, educational placement and/or FAPE.
2. Spoken language interpreters must be proficient in English and the language they are being requested to interpret.
3. Evaluation specialists must use a spoken language interpreter when assessing students who are at ESOL Levels 1-4 and whose dominant language has not been determined not to be English by a Language Proficiency Dominance Screening.
4. If a spoken language interpreter is not available at the school, a spoken language interpreter may be secured by contacting the Bilingual/ESOL ESE Program several weeks prior to the meeting.
5. The district supervisor may authorize the school's LEA and/or administrator to secure a community or family member as the designated spoken language interpreter in the unlikely event that a district employee or contracted spoken language interpreter cannot be secured.

Requesting an Interpreter – To request an interpreter, the following information must be sent by email to afrieder@dadeschools.net :

1. Type of event for which request is being made (e.g., IEP)
2. Date, start and estimated end time
3. Address and location: correct address with any room number or specific location
4. Include the name of the student, ID # and ESOL Level
5. Include the name of the person requesting the service
6. Include the name, telephone number and email of the onsite contact person (if different from the person requesting)

When you know in advance that the parents will require a spoken language interpreter:

1. Document the name of the spoken language interpreter on the Notification of Meeting.
2. Ensure that the spoken language interpreter signs the signature page of the IEP (the interpreter will sign twice if he/she has another role on the IEP team).
3. If the parent requests an impartial spoken language interpreter, the LEA should make arrangements to comply with the request.

When you DO NOT know in advance that the parents will require a spoken language interpreter:

1. If it becomes evident during the meeting that the meeting or a portion of the meeting needs to be conducted in a language other than English, the LEA must designate a member of the team as the spoken language interpreter.
2. Document the use of the spoken language interpreter on the conference notes section of the IEP.
3. Ensure that the interpreter signs the signature page of the IEP (The interpreter will sign twice if he/she has another role on the IEP team).
4. If the parent requests an impartial spoken language interpreter, the LEA should make arrangements to comply with the request.

Referrals to Ruth Owens Kruse or Robert Renick Educational Centers

Ruth Owens Kruse Educational Center and Robert Renick Educational Center are specialized schools designed to provide a structured, therapeutic educational setting for certain elementary, middle, and high school students identified as students with E/BD, ASD, OHI, and InD. The goals of the programs are to enable students to increase self-control, develop more appropriate social skills and progress into a less restrictive environment. The overall structure of the schools includes:

- Instructional and support personnel for a low pupil/teacher ratio (approximately 10-12 students) serviced through varying educational placements.
- School-wide behavior management plan
- Block scheduling
- Clinical services infused throughout the school day

LEAs and staffing specialists from referring schools should collaborate while preparing a referral packet and forward it to the appropriate center school personnel whenever a referral is being considered. **The referral packet must be complete and sent to the respective region office.**

Basic content for a referral packet may include:

- Psychological (no more than 2 years old) with IQ and projectives, including adaptive behavior scales, if appropriate
- Functional Behavior Assessment (FBA) and Social Emotional – Behavior Intervention Plan (SE-BIP) with data and graphing that address current problem behaviors
- Current IEP
- Current psychiatric information and evaluation, if applicable
- Hard copies of Student Case Management Referrals (SCMs) for previous 6 months
- Current academic evaluation with grade levels
- Hard copy of classroom observation/anecdotal
- Copy of Manifestation Determination (if any)
- Notice of Intent and Parental Consent to Conduct Screening (FM6279)
- Consent for Mutual Exchange of Information form (FM 2128)
- Refer to the school's website for additional documentation or information needed

Surrogate Parents

A “surrogate parent” is an individual appointed to act in the place of a parent in educational decision-making and in safeguarding a child’s rights under the Individuals with Disabilities Education Act (IDEA). A student needs a surrogate parent when the student's parent, after reasonable efforts, cannot be located by the school district, the student is a ward of the State under State law, or the student is an unaccompanied homeless youth. A surrogate parent is appointed using FM 4551 - Request for a Surrogate Parent.

Critical Notes:

It is imperative that LEAs take necessary measures, by referring to FM 4551, Request for a Surrogate Parent to comply with IDEA by ensuring that they invite the surrogate parent to attend all meetings that involve the education of students with disabilities or students suspected of needing exceptional student education services. This also pertains to notifying surrogate parents of the student’s progress (i.e., progress notes, progress towards IEP goals, etc.). NOTE: The act of sending a *Notification of Meeting* form to the student’s home address and/or making a phone call to the home of the student who has been assigned a surrogate parent does not satisfy IDEAs requirement of notifying and inviting a parent to participate in the education decision-making process.

A surrogate parent will represent the child in **ALL** matters relating to identification, evaluation and educational placement. In addition, they will represent the interests and safeguard the rights of the child in educational decisions that affect the child.

A surrogate parent’s participation in the educational decision-making process is ongoing. Individuals appointed to serve as surrogate parents **MUST** be invited, just as a natural parent would be, to all meetings (i.e., IEPs, SSTs, Reevaluation, Manifestation Determination, interim reviews, annual review, 10- day suspension, review of progress, etc.) that involve the education of students with disabilities or students suspected of needing special education services.

Employees of the Department of Education, the child’s local school district, a community-based care provider, the Department of Children and Family Services (DCFS), or any other public or private agency involved in the education or care of the child; group home staff; and therapeutic foster home parents **MAY NOT** serve as surrogate parents.

- ◆ *DCFS Case Managers are **NOT** allowed to sign as a parent nor serve as a “parent” when it comes to making educational decisions for students with disabilities or students suspected of needing special education services. They are to be considered participants in the meeting and should never take the role of a parent in the special education decision-making process.*
- ◆ *The title of Guardian Ad Litem does not give a Guardian Ad Litem the right to make educational decisions for students with disabilities or students suspected of needing special education services. A Guardian Ad Litem can only serve as a “parent” after they have been appointed by the school district by way of, FM 4551-**Request for a Surrogate Parent** form.*

Students with surrogate parent assignments do not typically live with their assigned surrogate parents.

**School Site LEA Monthly
Organizational Recommendations**

	- Review of all IEPs completed for compliance and accuracy	
December	<p>Monthly ESE-EMS Reports:</p> <ul style="list-style-type: none"> • Upcoming IEPs • Upcoming Reevaluation Team (RT) • Overdue IEPs Report • Accommodations Report <p>- Review of all IEPs completed for compliance and accuracy</p>	
January	<p>-Monthly ESE-EMS Reports:</p> <ul style="list-style-type: none"> • Upcoming IEPs • Upcoming Reevaluation Team (RT) • Overdue IEPs Report • Accommodations Report <p>-Completion of Status of Goals on ESE-EMS - Review of all IEPs completed for compliance and accuracy</p>	<p>By January 30th, Inform parents of students with disabilities graduation requirements have been met</p> <p>Beginning/Ending of Grading Period</p>
February	<p>-Monthly ESE-EMS Reports:</p> <ul style="list-style-type: none"> • Upcoming IEPs • Upcoming Reevaluation Team (RT) • Overdue IEPs Report • Accommodations Report <p>-Reports available from File Download Manager:</p> <ul style="list-style-type: none"> • Course Codes • IEP Dates • RT Dates • Matrix Cost Factor <p>-DSIS Screens: PF 4, PF 17, PF16, PF18 -Review of all IEPs completed for compliance and accuracy</p>	<p>Begin planning for articulation meetings</p> <p>Cross comparison of Reports in Preparation for FTE</p> <p>Florida Standards Alternate Assessment (FSAA)</p>
March	<p>Monthly ESE-EMS Reports:</p> <ul style="list-style-type: none"> • Upcoming IEPs • Upcoming Reevaluation Team (RT) • Overdue IEPs Report • Accommodations Report <p>-Completion of Status of Goals on ESE-EMS - Review of all IEPs completed for compliance and accuracy</p>	<p>Conduct articulation meetings</p> <p>Florida Standards Alternate Assessment (FSAA)</p> <p>Beginning/Ending of Grading Period</p>
April	<p>-Monthly ESE-EMS Reports:</p> <ul style="list-style-type: none"> • Upcoming IEPs • Upcoming Reevaluation Team (RT) • Overdue IEPs Report • Accommodations Report <p>- Review of all IEPs completed for compliance and</p>	<p>Florida Standards Alternate Assessment (FSAA)/ Florida Standards Assessment (FSA)</p> <p>SAT-10</p> <p>Begin the review of all IEPs</p>

	accuracy	with duration dates through September 30 th
May	<p>Monthly ESE-EMS Reports:</p> <ul style="list-style-type: none"> • Upcoming IEPs • Upcoming Reevaluation Team (RT) • Overdue IEPs Report • Accommodations Report <p>- Review of all IEPs completed for compliance and accuracy</p>	<p>May 15th, deadline for deferral of diplomas</p> <p>Florida Standards Assessment (FSA)/End of Course Assessments</p> <p>Begin preparation for ESY</p> <p>Review of all IEPs with duration dates through September 30th</p>
June	<p>Monthly ESE-EMS Reports:</p> <ul style="list-style-type: none"> • Upcoming IEPs • Upcoming Reevaluation Team (RT) • Overdue IEPs Report <p>- Review of all IEPs completed for compliance and accuracy</p> <p>-Completion of Status of Goals on ESE-EMS</p>	<p>Closing of Schools</p> <p>Graduation</p> <p>Review of all IEPs with duration dates through September 30th</p> <p>Beginning/Ending of Grading Period</p>

Appendices

Appendix A - ACRONYMS

(used within this document)

AES	A lternative E ducation S chool
AT	A ssistive T echnology
ALJ	A dministrative L aw J udge
CSS	C urriculum S upport S pecialist
CCSS	C ommon C ore S tate S tandards
DOAH	D ivision of A dministrative H earings
EOC	E nd of C ourse
EP	E ducation P lan
ELL/ESOL	E nglish L anguage L earner/ E nglish for S peakers of O ther L anguages
ESE	E xceptional S tudent E ducation
ESY	E xtended S chool Y ear
FBA/SE-BIP	F unctional B ehavior A ssessment/ S ocial E motional - B ehavioral I ntervention P lan
FAPE	F ree and A ppropriate P ublic E ducation
FLDOE	F lorida D epartment of E ducation
FSA	F lorida S tandards A ssessment
FSAA	F lorida S tandards A lternate A ssessment
HHIP	H omebound or H ospitalized I nstructional P rogram
IDEA	I ndividuals with D isabilities E ducation A ct
IEE	I ndependent E ducational E valuation
IEP	I ndividual E ducational P lan (State) or I ndividualized E ducation P rogram (IDEA)
ISP	I ndividual S tudent P lanning
LEA	L ocal E ducation A gency/ L ocal E ducational A gency
LEP	L imited E nglish P roiciency
LRE	L east R estrictive E nvironment
LULAC	L eague of U nited L atin A merican C itizens
NGSSS	N ext G eneration S unshine S tate S tandards
O & M	O rientation & M obility
OT	O ccupational T herapy or O ccupational T herapist
PLEP	P resent L evels of E ducation P erformance
PBS	P ositive B ehavior S upport
PMP	P rogress M onitoring P lan
PPEC	P rescribed P ediatric E xtended C are
PT	P hysical T herapy or P hysical T herapist
RtI	R esponse to I ntervention
S & D	S tore & D istribution
SCSI	S chool C enter for S pecial I nstruction (Indoor Suspension)
SLP	S peech/ L anguage P athologist
SOP	S ummary of P erformance
ESE-EMS	E xceptional S tudent E ducation- E lectronic M anagement S ystem
ESE	E xceptional S tudent E ducation
SP & P	E xceptional S tudent E ducation P olicies and P rocedures document
SSS, NGSSS	S unshine S tate S tandards, N ext G eneration S unshine S tate S tandards
SST/PST	S chool S upport T eam/ P roblem S olving T eam

Appendix B Exceptionality Codes
(Please refer to the S P & P for definitions of programs)

Code

P	Autism Spectrum Disorder	(ASD)
H	Deaf or Hard-of-Hearing	(DHH)
T	Developmental Delay, ages: 0-5	(DD)
O	Dual-Sensory Impairments	(DSI)
J	Emotional/Behavioral Disability	(E/BD)
U	Established Condition, ages: 0-2	(EC)
L	Gifted	
M	Homebound or Hospitalized	(HHIP)
W	Intellectual Disabilities	(InD)
G	Language Impairment	(LI)
D	Occupational Therapy	(OT)
E	Physical Therapy	(PT)
C	Orthopedic Impairment	(OI)
V	Other Health Impairment	(OHI)
K	Specific Learning Disabilities	(SLD)
F	Speech Impairment	(SI)
S	Traumatic Brain Injury	(TBI)
I	Visual Impairment	(VI)

Resources

The Individual Education Plan

1. The Role of the Local Education Agency Representative
2. Scheduling the IEP Team Meeting
3. Recording IEP Meetings
4. Conducting an IEP Annual Meeting
5. Monitoring and Implementation of the IEP
6. Transition Planning
7. Diploma Options
8. Transition Planning: Summary of Performance
9. Deferral of Standard High School Diploma
10. Statewide District Testing: Florida Standards Alternate Assessment (FSAA)
11. Accommodations and Modifications
12. Classroom Assistance
13. Counseling
14. Nursing Services
15. Speech/Language Therapy
16. Related Services: Occupational/Physical Therapy
17. Orientation and Mobility
18. Determine Eligibility for the Visually Impaired Program
19. Special Transportation Services
20. Assistive Technology
21. Behavior Intervention Plan
22. Model Communication Plan
23. English Speakers of Other Languages/English Language Learners (ESOL/ELL)
24. Extended School Year
25. Matrix of Services
26. Medicaid Reimbursement Programs
27. Service Animals
28. John M. McKay Scholarships for Students with Disabilities

1. The Role of the Local Education Agency Representative

Resources:

Exceptional Student Education Compliance Self-Assessment: Process and Procedures Manual -
<http://www.fldoe.org/ese/mon-home.asp>

Developing Quality Individual Educational Plans www.fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf

Websites:

Exceptional Student Education Policies and Procedures (S P & P) 2016-2018
<http://ehandbooks.dadeschools.net/policies/149.pdf>

Contact: Department of Exceptional Student Education
Mail to: eselea@dadeschools.net

2. Scheduling the IEP Team Meeting

Resources:

Weekly Briefing ID #20718 **Information Regarding Team Participants for the Development and Review of an Individual Education Plan (IEP)**

Exceptional Student Education Policies and Procedures (S P & P), 2016-2019

<http://beess.fcim.org/sppDistrictDocSearch.aspx>

Websites:

Developing Quality Individual Educational Plans

www.fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf

Contact:

Region Staffing Specialist

3. Recording IEP Meetings

Contact:

Department of Exceptional Student Education

<mailto:eselea@dadeschools.net>

4. Conducting an IEP Annual Meeting

Resources:

Weekly Briefing ID #20718 Information Regarding Team Participants for the Development and Review of an Individual Education Plan (IEP)

Developing Quality Individual Educational Plans

www.fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf

Contact:

Region Staffing Specialists

5. Monitoring and Implementation of the IEP

Resource:

Developing Quality Individual Educational Plans

www.fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf

Contact:

Region Staffing Specialists

6. Transition Planning

Resource:

Florida Department of Education Exceptional Student Education Compliance Manual

Websites:

Transition website: <http://transition.dadeschools.net>

Transition Planning for Students with Disabilities-A Guide for Families:
<http://www.project10.info/files/TranGuide050911Final.pdf>

Contact: Transition Specialist assigned to school

7. Diploma Options

Resources:

Student Progression Plan

School Policies and Procedures (SP&P)

Technical Assistance Paper:

8. Transition Planning: Summary of Performance

Form Number:

FM 6969 Summary of Performance (SOP)

9. Deferral of Standard High School Diploma

Technical Assistance Paper:

Florida Department of Education (FLDOE) Technical Assistance Paper: High School Graduation Options for Students with Disabilities - DPS: 2015-34, April 15, 2016

Form Number:

FM 7644 Request for Deferral of Standard High School Diploma

Contacts:

School Site Local Education Agent

Department of Exceptional Student Education

<mailto:eselea@dadeschools.net>

10. Statewide District Testing: Florida Standards Alternate Assessment (FSAA)

RESOURCES:

Florida Standards/Sunshine State Standards Access Points: www.cpalms.org

Statewide Assessment for Students with Disabilities, 6A-1.0943, F.A.C. <http://fsaa.dadeschools.net>

Technical Assistance Paper:

Florida Department of Education

Statewide Assessment for Students with Disabilities DPS: 2014-208

11. Accommodations and Modifications

Resources:

[Accommodations: Assisting Students With Disabilities](#)
[Selecting Accommodations: Guidance for IEP Teams](#)
[Accommodations for Florida's Statewide Student Assessments](#)

Tools to Track Accommodations:

[Classroom Accommodations Tracking Sheet](#)
[Individual Student Accommodations Monitoring Sheet](#) (stapled to graded assignment or assessment)

Websites:

sldinclusion.dadeschools.net
sldinclusion.wikispaces.com/Accommodations

12. Classroom Assistance

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

13. Counseling

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

14. Nursing Services

Resource:

Florida Statue 1006.062, Administration of medication and provision of medical services by district school board -personnel - <http://www.flsenate.gov/Laws/Statutes/2011/1006.062>.

Weekly Briefing ID# 10473 [Change of Provider for In-School Nursing Services \(RN & LPN\) Effective 10/01/2011](#)

Weekly Briefing ID# 14320 [In-School Nursing Services for Students with Disabilities](#)

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

15. Speech/Language Therapy

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

16. Related Services: Occupational/Physical Therapy

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

17. Orientation and Mobility

Contact: Department of Exceptional Student Education
<mailto:ese.dadeschools.net>

18. Determine Eligibility for the Visually Impaired Program

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

19. Special Transportation Services

Website:

<http://ehandbooks.dadeschools.net/policies/42.pdf>

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

20. Assistive Technology

Technical Assistance Paper:

State of Florida Department of Education Technical Assistance Paper – “Assistive Technology for Students with Disabilities” (see pages 4-5 for information on the 60-school-day timeline for AT Assessment):

<http://info.fldoe.org/docushare/dsweb/Get/Document-6801/dps-2013-65.pdf>

Websites:

District Assistive Technology website: <http://assistivetech.dadeschools.net>

District Assistive Technology web bank: <http://www.skloog.com/user/AssistiveTech>

AT Assessment and Implementation (slide show):

http://assistivetech.dadeschools.net/docs/ATIP_presentation.pdf

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

21. Behavior Intervention Plan

Resource:

School Support Team Manual, 2012

Website:

http://ebdprogram.dadeschools.net/pdfs/EBD_program_manual.pdf

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

22. Model Communication Plan

Contact: Department of Exceptional Student Education
<mailto:ese.dadeschools.net>

23. English Speakers of Other Languages/English Language Learners (ESOL/ELL)

Resources:

Policies and Procedures for the Provision of Specially Designed Instructions and Related Services

Division of Bilingual Education and World Languages Procedures Manual

District ELL Plan

Website:

http://ese.dadeschools.net/ESOL_ESE/

Contact: Department of Exceptional Student Education

<mailto:eselea@dadeschools.net>

24. Extended School Year

Website:

<http://ese.dadeschools.net/ESY/>

Contact: Department of Exceptional Student Education

<mailto:eselea@dadeschools.net>

25. Matrix of Services

Resource:

2017 Matrix of Services Handbook

Website:

<http://www.fldoe.org/core/fileparse.php/7567/urlt/2017-Matrix-of-Services.pdf>

Contact: Department of Exceptional Student Education

<mailto:eselea@dadeschools.net>

26. Medicaid Reimbursement Programs

Resources:

Medicaid Certified School Match Handbook

<http://sss.usf.edu/resources/format/pdf/MedicaidCertifiedSchoolMatchDec2005.pdf>

Medicaid Administrative Claiming System (MACS) Tutorial

<http://sss.usf.edu/resources/format/pdf/macs-web.pdf>

Agency for Health Care Administration (AHCA) – Florida's State Medicaid Agency

Shared Services Network – University of South Florida

NAME – National Alliance for Medicaid in Education

Title 42 of the Code of Federal Regulations

Chapter 409, Florida Statutes; Chapter 59G, Florida Administrative Code

Contact: Department of Exceptional Student Education

<mailto:eselea@dadeschools.net>

27. Service Animals

Technical Assistance Paper:

Updated Guidelines for the Use of Service Animals by Students with Disabilities DPS: 2015-60
<http://info.fldoe.org/docushare/dsweb/Get/Document-7345/dps-2015-60.pdf>

Resource:

School Board Policy 8390-Animals on District Property <http://www.neola.com/miamidade-fl/>

Contact: Department of Exceptional Student Education

<mailto:eselea@dadeschools.net>

28. John M. McKay Scholarships for Students with Disabilities

The John M. McKay Scholarships for Students with Disabilities Program provides the option for students with disabilities for whom an IEP or a Section 504 Accommodation Plan (excluding temporary 504 plans) has been written to attend a public school other than the one to which the student is assigned, or to provide a scholarship to enable a student to attend a private school of choice.

You may choose a school other than your child's current assigned public school if:

- 1 Your child was enrolled and reported for the October and February surveys in a Florida public school (grades pre-K -12), or the Florida School for the Deaf and Blind, and
2. Your child is eligible for a program for students with disabilities and has an IEP or a Section 504 Accommodation Plan

Websites:

Florida Department of Education- School Choice website
<http://www.fldoe.org/schools/school-choice/>

John M. McKay Scholarships for Students with Disabilities Program
<http://ese.dadeschools.net/mckay/>

Contact: Department of Exceptional Student Education

<mailto:ese.dadeschools.net>

Parent Information

1. Due Process/Mediation
2. Free Appropriate Public Education
3. Informed Notice of Revocation of Consent for Special Education Services
4. Notice of Procedural Safeguards for Parents of Students with Disabilities
5. John M. McKay Scholarships for Students with Disabilities
6. Parental Consent for Specified Services
7. Prohibiting School District Personnel from Discouraging Parents/Guardians from Inviting Another Person of their Choice to a Meeting

1. Due Process/Mediation

Resources:

Request for Exceptional Student Education (ESE) Due Process Form

<http://www.fldoe.org/core/fileparse.php/7675/urlt/0064501-requestforesedueprocess.pdf>

Mediation Request Form

<http://www.fldoe.org/core/fileparse.php/7675/urlt/0064494-mediationrequestform.pdf>

Notice of Procedural Safeguards for Students with Disabilities (Revised May 2014)-available in English, Spanish, Haitian-Creole, Russian, German, Vietnamese, Arabic, Chinese, French, Portuguese and Tagalog

<http://www.fldoe.org/academics/exceptional-student-edu/beess-resources/presentations-pubs/#p>

Contact: Department of Exceptional Student Education

<mailto:ese.dadeschools.net>

2. Free Appropriate Public Education

Technical Assistance Paper:

Education Related Florida Statutes and Rules 6A-6.03311 Procedural Safeguards and Due Process Procedures for Parents and Student with Disabilities

<http://www.fldoe.org/core/fileparse.php/7690/urlt/1BTOC.pdf>

Website:

Developing Quality Individual Educational Plans www.fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf

Contact: Department of Exceptional Student Education

<mailto:ese.dadeschools.net>

3. Informed Notice of Revocation of Consent for Special Education Services

Resources

Notice of Procedural Safeguards for Students with Disabilities (Revised May 2014)-available in English, Spanish, Haitian-Creole, Russian, German, Vietnamese, Arabic, Chinese, French, Portuguese and Tagalog

<http://www.fldoe.org/academics/exceptional-student-edu/beess-resources/presentations-pubs/#p>

Notice of Procedural Safeguards for Students with Disabilities (Revised May 2014)-available in English, Spanish, Haitian-Creole, Russian, Vietnamese, German, and Portuguese

<http://ese.dadeschools.net/>

Exceptional Student Education Policies and Procedures

<http://ehandbooks.dadeschools.net/policies/149.pdf>

Contact: Department of Exceptional Student Education

<mailto:ese.dadeschools.net>

4. Notice of Procedural Safeguards for Parents of Students with Disabilities

Resources:

Developing Quality Individual Educational Plans www.fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf

Notice of Procedural Safeguards for Students with Disabilities (Revised May 2014)-available in English, Spanish, Haitian-Creole, Russian, German, Vietnamese, Arabic, Chinese, French, Portuguese and Tagalog

<http://www.fldoe.org/academics/exceptional-student-edu/beess-resources/presentations-pubs/#p>

Contact: Department of Exceptional Student Education

<mailto:ese.dadeschools.net>

5. John M. McKay Scholarships for Students with Disabilities

Resource:

2017 Matrix of Services Handbook

Website:

<http://www.fldoe.org/core/fileparse.php/7567/urlt/2017-Matrix-of-Services.pdf>

Resource:

School Board of Miami-Dade County Public Schools 5131 – Student Transfers and Controlled Open Enrollment

<http://www.neola.com/miamidade-fl/>

Florida Department of Education-Office of Parental Choice Information Hotline:

1-800-447-1636

McKay Scholarship Fact Sheet for Parents

http://ese.dadeschools.net/mckay/pdfs/scholarship_fact_sheet.pdf

John McKay Scholarship 2017-2018 Public School List
http://ese.dadeschools.net/mckay/pdfs/JMS_school_list.pdf

Websites:

Florida Department of Education- School Choice website
<http://www.fldoe.org/schools/school-choice/>

John M. McKay Scholarships for Students with Disabilities Program
<http://ese.dadeschools.net/mckay/>

Contact: Department of Exceptional Student Education
<mailto:ese.dadeschools.net>

6. Parental Consent for Specified Services

Parental Consent Form/Prior Written Notice: Student Placement in an Exceptional Education Center
DPS: 2013-105
<http://www.flrules.org/Gateway/reference.asp?No=Ref-03384>

Parental Consent Form/Prior Written Notice: Instruction in the State Standards Access Points
Curriculum and Florida Alternate Assessment Administration
DPS: 2013-105
<https://www.flrules.org/gateway/reference.asp?No=Ref-04779>

Contact
Region Staffing Specialist

Contact: Department of Exceptional Student Education
<mailto:ese.dadeschools.net>

7. Prohibiting School District Personnel from Discouraging Parents/Guardians from Inviting Another Person of their Choice to a Meeting

Contact: Department of Exceptional Student Education
<mailto:ese.dadeschools.net>

General Policies and Procedures

1. Discipline and Manifestation Determination
2. Procedures for Implementing the 45-School Day Alternative Placement Rule for Students with Disabilities
3. Prekindergarten Students with Disabilities
4. Initial Evaluation Process/Independent Educational Evaluation
5. Evaluation Process: Reevaluation
6. Parental Request for an Evaluation
7. Intake Procedures for Private Evaluations
8. Exceptional Student Education Records and Student Folder
9. Florida Department of Education ESE Compliance Self-Assessment
10. Gifted: Referral Process

11. Gifted
12. Homebound or Hospitalized Instructional Program
13. Inclusion/Individual Student Planning
14. Physical Restraint: Safe Crisis Management
15. Prekindergarten Program for Children with Disabilities
16. Private School Students with Disabilities, Parentally Placed
17. Permitting Private Service Providers Therapy in the Educational Setting
18. Interpreters
19. Requesting Interpreters: Spoken Language
20. Referrals to Ruth Owens Kruse or Robert Renick Educational Centers
21. Surrogate Parents
22. Special Education to Qualified Students with Disabilities Ages Three Through 21
23. Waiver- End of Course Results
24. Waiver of FCAT Graduation Requirement

General Policies and Procedures

1. Discipline and Manifestation Determination

Resource:

Weekly Briefing ID# 21730, [2017-2018 Manifestation Determination Procedures](#)

Technical Assistance Papers:

Manifestation of the Disability and Related Discipline Issues FY: 2001-7

<http://www.fldoe.org/core/fileparse.php/7571/urlt/ManifestationDetermination.pdf>

Functional Behavioral Assessment and Behavioral Intervention Plans FY: 1999-3

<http://www.fldoe.org/core/fileparse.php/7590/urlt/0107234-tap99-3.pdf>

Contacts:

Region Staffing Specialist

Contact: Department of Exceptional Student Education

<mailto:eselea@dadeschools.net>

2. Procedures for Implementing the 45-School Day Alternative Placement Rule for Students with Disabilities

Resource:

Weekly Briefing #21730, 2017-2018 [Manifestation Determination Procedures](#)

Technical Assistance Papers:

Manifestation of the Disability and Related Discipline Issues FY: 2001-7

<http://www.fldoe.org/core/fileparse.php/7571/urlt/ManifestationDetermination.pdf>

Functional Behavioral Assessment and Behavioral Intervention Plans FY: 1999-3

<http://www.fldoe.org/core/fileparse.php/7590/urlt/0107234-tap99-3.pdf>

Contacts:

Region Staffing Specialist

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

3. Prekindergarten Students with Disabilities

Resource:

Pre-K ESE Staffing Specialist

Prekindergarten Program for Children with Disabilities Teacher Handbook

<http://prekese.dadeschools.net/For%20Teachers/teacherhandbook/appendixN.html>

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

4. Initial Evaluation Process/Independent Educational Evaluation

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

5. Evaluation Process: Reevaluation

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

6. Parental Request for an Evaluation

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

7. Intake Procedures for Private Evaluations

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

8. Gifted: Referral Process

Website:

<http://advancedacademicprograms.dadeschools.net>

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

9. Gifted

RESOURCES:

Division of Academic Support, Advanced Academic Programs

CONTACTS:

Region Staffing Specialist

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

10. Homebound or Hospitalized Instructional Program

Program Specialist
305-514-5100 extension 5208

Student Service Department Chairperson
305-514-5100 extension 5207

Staffing Specialist
305-514-5100 extension 5212

Intake Specialist
305-514-5100 extension 5234 or 5203

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

11. Inclusion/Individual Student Planning

Websites:

<http://www.floridainclusionnetwork.com>
<http://sldinclusion.dadeschools.net>

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

12. Physical Restraint: Safe Crisis Management

M-DCPS Document:

FM 7637 Notification of the Use of Physical Restraint is in Forms Management.

FLDOE:

Restraint Incident Form Template, <https://app1.fldoe.org/ESE/RestraintSeclusionIncident/>
FLDOE Restraint Incident Report, <https://app1.fldoe.org/ESE/RestraintSeclusionIncident/>

Resources:

Weekly Briefing ID# 19778 Procedures Relating to Identifying School Level Users for the Florida Department of Education Restraint Incident Report Form for Students with Disabilities
Safe Crisis Management Participant's Guide Revised September, 2015 (for trained personnel only)

Technical Assistance Paper:

Florida Department of Education Technical Assistance Paper: Guidelines for the Use, Documentation, Reporting, and Monitoring of Restraint and Seclusion with Students with Disabilities
DPS: 2011-165 Date: October 14, 2011

Forms:

FM 3446 Parent Notification Physical Restraint Procedures
FM 7637 Notification of the Use of Physical Restraint
FM 7481 Use of Physical Restraint Log

Websites:

Restraint Incident Form Template, <https://app1.fldoe.org/ESE/RestraintSeclusionIncident/>

FLDOE Restraint Incident Report, <https://app1.fldoe.org/ESE/RestraintSeclusionIncident/>

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

13. Prekindergarten Program for Children with Disabilities

Website:

<http://prekese.dadeschools.net>

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

14. Private School Students with Disabilities, Parentally Placed

Website:

<http://privateschoolsidea.dadeschools.net>

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

15. Permitting Private Service Providers Therapy in the Educational Setting

Resource:

Weekly Briefing ID#14660

Permitting Private Service Providers Therapy in the Educational Setting

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

16. Interpreters

Sign Language Interpreter Services/ Procedures for Requesting American Sign Language (ASL) Interpretation or Transliteration Services)

Two (2) weeks' notice prior to the meeting/event/activity is required. Due to the shortage of qualified sign language interpreters and their sometimes-limited availability, requests made with less lead time and without required information may result in the District's inability to provide an interpreter.

Complete FM 7247, Sign Language Interpreter Services Request for K-12 Students Submit form to:
Division of Exceptional Student Education/Deaf/Hard of Hearing
Mail Code: 9953, Fax: 786-268-4747

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

17. Requesting Interpreters: Spoken Language

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

18. Referrals to Ruth Owens Kruse or Robert Renick Educational Centers

NOTE: Typically, students attending Robert Renick and Ruth O. Kruse have already met criteria for exceptional student education and have participated in separate class E/BD settings at other schools. All attempts should be made to consider less restrictive settings before considering students for a Center School. In some instances, however, a Center School may be considered for a first-time ESE placement. The District ESE staff, ESE Service Center staff, and the Center School staff will consult each other on such cases.

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

19. Surrogate Parents

RESOURCES:

Florida Department of Education Technical Assistance Paper DPS: 2012-17
Surrogate Parents for Students with Disabilities:

<https://info.fldoe.org/docushare/dsweb/Get/Document-6290/dps-2012-17.pdf>

Get in the Game: Become a Surrogate Parent for an Exceptional Student in Our Community,

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

19. Special Education to Qualified Students with Disabilities Ages 3-21

Resource:

School Policies and Procedures (SP&P) 2015-2016 through 2017-2018

Technical Assistance Paper:

Florida Department of Education High School Graduation Options for Students with Disabilities
DPS 2015-34, April 17, 2015.

20. Waiver- End of Course Results

Contact:

ESE Satellite Office Staffing Specialists

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

21. Waiver of FSA/FCAT Graduation Requirement

Contact: Department of Exceptional Student Education
<mailto:eselea@dadeschools.net>

22.. Discipline and Manifestation Determination Resource Information

Resource:

Weekly Briefing ID# 21730, [2017-2018 Manifestation Determination Procedures](#)

Technical Assistance Papers:

Manifestation of the Disability and Related Discipline Issues FY: 2001-7

<http://www.fldoe.org/core/fileparse.php/7571/urlt/ManifestationDetermination.pdf>

Functional Behavioral Assessment and Behavioral Intervention Plans FY: 1999-3

<http://www.fldoe.org/core/fileparse.php/7590/urlt/0107234-tap99-3.pdf>

Contacts:

Region Staffing Specialist

Contact: Department of Exceptional Student Education

<mailto:eselea@dadeschools.net>

23. Prekindergarten Program for Students with Disabilities

Resource:

Pre-K ESE Staffing Specialist

Prekindergarten Program for Children with Disabilities Teacher Handbook

<http://prekese.dadeschools.net/For%20Teachers/teacherhandbook/appendixN.html>

Contact: Department of Exceptional Student Education

<mailto:eselea@dadeschools.net>

Federal and State Laws

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - Prohibits discrimination against employees or applicants because of genetic information.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

Rev. (05-12)