

***Policies and Procedures for the
Provision of
Specially Designed Instruction
and Related Services
for Exceptional Students***

2008-2009



Miami-Dade County Public Schools

Office of Special Education and Psychological Services

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

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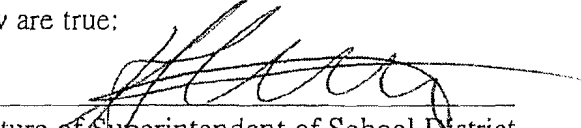
**MR. WILL GORDILLO
ADMINISTRATIVE DIRECTOR
DIVISION OF SPECIAL EDUCATION**

SIGNATURE PAGE

School district:
Administrator of Exceptional Student Education:
This document, as amended for 2007-08, is effective through 2008-09

CERTIFICATION OF APPROVAL

I, Alberto M. Carvalho, do hereby certify that each of the statements below are true:


Signature of Superintendent of School District
or Authorized Representative of Governing
Body or Agency

November 18, 2008
Date of
Board Approval

SPECIAL PROGRAMS AND PROCEDURES

This document, the Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students, was approved by the governing body for submission to the Florida Department of Education on the date indicated.

The contents of this document, which include information preprinted by the Florida Department of Education, have not been altered in any way.

The school district shall implement the requirements of all statutes or State Board of Education rules affecting programs for exceptional students during the effective dates of this document.

The school district shall implement the requirements of the Individuals with Disabilities Education Act of 2004 (P.L. 108-447) and its implementing regulations in Title 34 of the Code of Federal Regulations.

SCHOOL DISTRICT POLICIES AND PROCEDURES

Any district produced policy and procedures documents which meet the following criteria have been submitted to the Florida Department of Education with the Policies and Procedures for the Provision of Specially Designed Instruction and Related Services document for Review. Such documents:

- supplement information contained in the school district's Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students document;
- address school district exceptional education procedures or policies; and,
- are adopted by the school board as school district policy.

POLICIES AND PROCEDURES FOR THE PROVISION OF SPECIALLY DESIGNED INSTRUCTION AND RELATED SERVICES FOR EXCEPTIONAL STUDENTS

Effective: 2007-2008 School Year

The final federal regulations promulgated to implement the 2004 amendments to the Individuals with Disabilities Education Act (IDEA 2004) became effective on Friday, October 13, 2006. The Department of Education is in the process of preparing an initial draft of revised State Board of Education rules applicable to the education of students with disabilities in the state of Florida. These rules will incorporate the provisions of IDEA 2004 and its final regulations.

Until Florida's rules are promulgated, current State Board of Education rules remain in effect. Where there is a discrepancy between the requirements of the federal law/regulations and Florida's rules, the school districts must follow the requirements that provide more protection or entitlements to the student and/or his/her parents.

The attached identifies amendments to the 2004-2005 through 2006-2007 *Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students (SP&P)* document. Some items reflect explicit additions and/or deletions in the language of the SP&P, such as when a new section was added or a section has been rewritten. Others are descriptive statements designed to provide general guidance to school districts in their implementation of federal and state requirements. Each school district must obtain district school board approval of the attached revisions and submit the *Certification of Approval* to the following address:

Kim C. Komisar, Program Director
Exceptional Student Education Monitoring
Bureau of Exceptional Education and Student Services
Florida Department of Education
325 West Gaines Street, Suite 614
Tallahassee, FL 32399
(850) 245-0476

The attached *Certification of Approval* must be received by the Bureau by **August 31, 2007**. If a district's school board approval process requires an extension to this date, please contact Dr. Komisar by e-mail at kim.komisar@fldoe.org or by telephone, at (850) 245-0476.

FLORIDA DEPARTMENT OF EDUCATION
 BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES
**POLICIES AND PROCEDURES FOR THE PROVISION OF SPECIALLY DESIGNED INSTRUCTION AND
 RELATED SERVICES FOR EXCEPTIONAL STUDENTS**

**AMENDMENT TO 2004-2005 THROUGH 2006-2007 SP&P
 EFFECTIVE 2007-2008**

| SP&P SECTION | AMENDMENT | CITATION Title 34, Code of Federal Regulations |
|--|---|---|
| PART I. PROVISION OF SERVICES | <p>See NOTE section: "For students who have not graduated with a standard diploma or GED, the options of"</p> <p>The reference to GED has been removed and the statement now reads:</p> <p>"NOTE: For students with disabilities who have not graduated with a standard diploma, the school district has the options of</p> <ul style="list-style-type: none"> a) providing services to students until the end of the school year in which they turn 22; b) providing services until the day the student turns 22; or, c) providing services to students until the end of the semester in which the student turns 22." | §300.102(a)(3)(iv) |
| PART II. GENERAL PROCEDURES G. 1. <u>Considerations in IEP development, review and revision</u> | <p>THE FOLLOWING PARAGRAPHS HAVE BEEN ADDED AT THE END OF SECTION G. 1:</p> <p>The federal regulations include an exception to required services that applies to children with surgically implanted devices, including cochlear implants. That exception states that related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device.</p> <p>Nothing in the previous statement limits the right of a child with a surgically implanted device (e.g., cochlear implant) to receive related services that are determined by the IEP Team to be necessary for the child to receive FAPE; limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school; or prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly, as required in §300.113(b) of Title 34 of the Code of Federal Regulations.</p> | §300.34 (b) |
| PART II. GENERAL PROCEDURES G. 2. a. <u>Content of the IEP</u> | The federal regulations add that the IEP must contain a statement of the student's present levels of academic achievement and functional performance. | §300.320(a)(1) |
| PART II. GENERAL PROCEDURES G. 2. c. <u>Content of the IEP (cont.)</u> | The federal regulations add that the statement of specially designed instruction, related services, and supplementary aids and services must be based on peer-reviewed research to the extent practicable. | §300.320(a)(4) |

FLORIDA DEPARTMENT OF EDUCATION
 BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES
**POLICIES AND PROCEDURES FOR THE PROVISION OF SPECIALLY DESIGNED INSTRUCTION AND
 RELATED SERVICES FOR EXCEPTIONAL STUDENTS**

**AMENDMENT TO 2004-2005 THROUGH 2006-2007 SP&P
 EFFECTIVE 2007-2008**

| SP&P SECTION | AMENDMENT | CITATION Title 34, Code of Federal Regulations |
|---|---|---|
| PART II. GENERAL PROCEDURES G. 2. f. <u>Content of the IEP</u> (cont.) | The federal regulations revised the requirement to include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on statewide and districtwide assessments. Section 1008.22(3)(c)6, F.S. and Rule 6A-6.03028(7)(e), FAC., add that a parent must provide signed consent for a student to receive classroom instructional accommodations that would not be available or permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations. | §300.320(a)(6) |
| PART II. GENERAL PROCEDURES G. 2. g. <u>Content of the IEP</u> (cont.) | The federal regulations revised the provision regarding participation in assessments by providing that, if the IEP Team determines that the child must take an alternate assessment instead of the FCAT or districtwide assessment of student achievement, the IEP must include a statement of why the child cannot participate in the regular assessment and the particular alternate assessment selected is appropriate for the child. Section 1008.22(3)(c)6, F.S., and Rule 6A-6.03028(7)(e), FAC., add further that if the student does not participate in the FCAT, the school district must notify the student's parent and provide the parent with information regarding implications of such nonparticipation in accordance with Florida law. | §300.320(a)(6)(ii) |
| PART II. GENERAL PROCEDURES G. 3. <u>Transition services</u> | With respect to transition requirements for students age 16, the federal regulations add that beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include (1) appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills ; and (2) the transition services (including courses of study) needed to assist the student in reaching those goals The federal regulations add to the requirement that school districts invite a representative of any other agency that may be responsible for providing or paying for transition services the statement that the parents or a student who has reached the age of majority must give consent to invite such a representative. | §300.320(b) §300.321(b)(3) |
| PART II. GENERAL PROCEDURES | The federal regulations modify the notice requirement to ensure that for a student with a disability beginning not later than the first IEP | §300.322(b)(2) |

FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES
**POLICIES AND PROCEDURES FOR THE PROVISION OF SPECIALLY DESIGNED INSTRUCTION AND
RELATED SERVICES FOR EXCEPTIONAL STUDENTS**

**AMENDMENT TO 2004-2005 THROUGH 2006-2007 SP&P
EFFECTIVE 2007-2008**

| SP&P SECTION | AMENDMENT | CITATION Title 34, Code of Federal Regulations |
|--|---|---|
| G. 3. a. <u>School to post-school transition</u> | to be in effect when the child turns 16 , or younger if determined appropriate by the IEP Team, the notice also must indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the student, and that the agency will invite the student and will identify any other agency that will be invited to send a representative. | |
| PART II. GENERAL PROCEDURES G. 3. b. <u>Early intervention programs to prekindergarten transition</u> | The federal regulations add that the written notice of IEP meeting must advise the parents that they may request that the school district invite a Part C service coordinator or other representatives of the Part C system to the initial IEP Team meeting for a child previously served under Part C of IDEA. | §300.321(f) |
| PART II. GENERAL PROCEDURES G. 5. <u>Review and revision of the IEP</u> | The federal regulations provide that, in making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the school district may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the student's current IEP. If changes are made to the student's IEP in this manner, the school district must ensure that the student's IEP Team is informed of those changes. To the extent possible, the school district must encourage the consolidation of reevaluation meetings for the student and other IEP Team meetings for the student. Changes to the IEP may be made either by the entire IEP Team at an IEP Team meeting, or by amending the IEP via agreement rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated. | §300.324(a)(6) |
| PART II. GENERAL PROCEDURES G. 7. <u>IEP team participants</u> | The federal regulations provide that a member of the IEP Team is not required to attend an IEP Team meeting, in whole or in part, if the parent of a student with a disability and the school district agree, in writing, that the attendance of the member is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting. A member of the IEP Team may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if (a) the parent, in writing, and the school district consent to the excusal; and (b) the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting. | §300.321(e)(2) |
| PART II. GENERAL PROCEDURES | The Florida rules and the federal regulations provide that reevaluation is not required for a student before termination of | §300.305(e)(3) |

FLORIDA DEPARTMENT OF EDUCATION
 BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES
**POLICIES AND PROCEDURES FOR THE PROVISION OF SPECIALLY DESIGNED INSTRUCTION AND
 RELATED SERVICES FOR EXCEPTIONAL STUDENTS**

**AMENDMENT TO 2004-2005 THROUGH 2006-2007 SP&P
 EFFECTIVE 2007-2008**

| SP&P SECTION | AMENDMENT | CITATION Title 34, Code of Federal Regulations |
|--|--|---|
| K. 4. <u>Determination of need for specially designed instruction and related services</u> | eligibility due to graduation with a regular diploma or exiting school upon reaching the student's twenty-second birthday. However, the federal requirements add that a school district must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals. | |
| PART II. GENERAL PROCEDURES O. 3. <u>Informed parental consent</u> | <p>Because the federal law allows for parents to conclusively refuse consent for initial placement in special education and does not allow school districts to initiate mediation or a hearing to override parental refusal to consent, the law also provides that, in the area of discipline, a student whose parent has refused services or not allowed an evaluation is not considered to be a child with a disability for purposes of discipline. The federal provisions control; when a parent has refused consent for services or an evaluation, the student will not be deemed a student with a disability.</p> <p>The federal regulations require a school district to document its reasonable efforts to obtain parental consent in the same manner as it keeps records of its attempts to arrange a mutually-agreed-upon time and place for IEP Team meetings.</p> | <p>§300.534</p> <p>§300.300(d)(5)</p> |
| PART II. GENERAL PROCEDURES O. 9. <u>State complaint procedures</u> | <p>The federal requirements add to the SEA complaint requirements set forth in the Florida rules in several ways. The SEA must provide the school district with the opportunity to respond to the complaint, including, at a minimum – (a) (i) at the discretion of the school district, a proposal to resolve the complaint; and (ii) an opportunity for a parent who has filed a complaint and the school district to voluntarily engage in mediation; (b) the SEA's procedures also must permit an extension of the 60-day time limit if the parent (or individual or organization) and the school district involved agree to extend the time to engage in mediation.</p> <p>The federal regulations also set forth additional remedies for a finding of denial of appropriate services by providing that, on resolving a complaint in which the SEA has found a failure to provide appropriate services, an SEA, pursuant to its general supervisory authority under Part B of IDEA, must address</p> <p>(1) the failure to provide appropriate services, including corrective action appropriate to address the needs of the child (such as compensatory services or monetary reimbursement); and</p> <p>(2) appropriate future provision of services for all children with disabilities.</p> | <p>§300.151 §300.152 §300.153</p> |

FLORIDA DEPARTMENT OF EDUCATION
 BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES
**POLICIES AND PROCEDURES FOR THE PROVISION OF SPECIALLY DESIGNED INSTRUCTION AND
 RELATED SERVICES FOR EXCEPTIONAL STUDENTS**

**AMENDMENT TO 2004-2005 THROUGH 2006-2007 SP&P
 EFFECTIVE 2007-2008**

| SP&P SECTION | AMENDMENT | CITATION Title 34, Code of Federal Regulations |
|--|--|---|
| PART II. GENERAL PROCEDURES <u>S. 2. Hearing rights for all parties</u> | <p>Any party may present a complaint that sets forth an alleged violation that occurred not more than two (2) years before the date the parent or school district knew or should have known about the alleged action that forms the basis of the complaint or if the State has an explicit time limitation for presenting a complaint under this part, in such time as State law allows. The limitations period will not apply to the parent if the parent was prevented from requesting the hearing due to specific misrepresentation by the school district that it had resolved the problem forming the basis of the complaint or by the school district's withholding from the parent information that was required to be provided.</p> <p>Either party presenting the complaint or the attorney representing the party is required to provide a due process complaint notice to the other party and forward a copy of the notice to the state education agency (SEA). The notice content requirements are essentially as they appear in the Florida rules, except the federal law adds that if there is no notice, the party may not have a due process hearing until the notice is filed that meets the specified requirements. A complaint notice shall be deemed sufficient, unless the party receiving the notice notifies the administrative law judge and the other party in writing that it believes that the notice does not meet all of the requirements. The party providing an administrative law judge with notice of insufficiency shall provide the notification within 15 days of receiving the complaint. Within five (5) days of receipt of the notification of insufficiency, the administrative law judge shall make a determination on the face of the notice of whether the notification is sufficient and shall immediately notify the parties in writing of such determination.</p> <p>A party may amend its due process complaint notice only if the other party consents in writing to such amendment and is given the opportunity to resolve the complaint through a resolution session (as described below) or the administrative law judge grants permission. However, the administrative law judge may only grant such permission at any time not later than five (5) days before a due process hearing occurs.</p> <p>If the school district has not sent a prior written notice to the parent regarding the subject matter contained in the parent's due process complaint notice, the school district shall, within 10 days of receiving the complaint, send to the parent a response that shall include all of the requirements of prior written notice. The noncomplaining party shall, within 10 days of receiving the complaint, send to the complainant a response that specifically addresses the issues raised</p> | §300.508 §300.510 |

FLORIDA DEPARTMENT OF EDUCATION
 BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES
**POLICIES AND PROCEDURES FOR THE PROVISION OF SPECIALLY DESIGNED INSTRUCTION AND
 RELATED SERVICES FOR EXCEPTIONAL STUDENTS**

**AMENDMENT TO 2004-2005 THROUGH 2006-2007 SP&P
 EFFECTIVE 2007-2008**

| SP&P SECTION | AMENDMENT | CITATION Title 34, Code of Federal Regulations |
|--|--|---|
| PART II. GENERAL PROCEDURES S. 2. <u>Hearing rights for all parties</u> (cont.) | <p>in the complaint.</p> <p>Prior to the opportunity for a due process hearing, the school district shall convene a meeting with the parents and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the complaint. The session must be convened within 15 days of receiving notice of the parents' complaint, and the meeting shall include a representative of the agency who has decision-making authority on behalf of such agency. In addition, the meeting cannot include the school district's attorney unless the parent is accompanied by an attorney.</p> <p>The meeting will be one where the parents of the child discuss their complaint and the facts that form the basis of the complaint and the school district is provided the opportunity to resolve the complaint. The meeting must be held unless the parents and the school district agree in writing to waive such meeting or agree to use the mediation process. The federal regulations provide that the failure of a parent filing a due process complaint to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting is held. In addition, if the school district is unable to obtain the participation of the parent in the resolution meeting after reasonable efforts have been made and documented, the school district may, at the conclusion of the 30-day resolution period, request that the administrative law judge dismiss the parent's due process complaint.</p> <p>The applicable timeline for a due process hearing shall recommence at the time the party files an amended notice, if required, including the timeline for holding a resolution session. In addition, if the school district has not resolved the complaint to the satisfaction of the parents within 30 days of the receipt of the complaint, the due process hearing may occur, and all of the applicable timelines for a due process hearing shall commence. The federal regulations clarify further that the 45-day timeline for a due process hearing starts the day after one of the following events: (A) both parties agree in writing to waive the resolution meeting; (B) after either the mediation or resolution meeting starts but before the end of the 30-day period, the parties agree in writing that no agreement is possible; or (C) if both parties agree in writing to continue the mediation at the end of the 30-day resolution period, but later the parent or school district withdraws from the mediation process.</p> <p>Where agreement is reached at the meeting, the parties shall execute a legally binding agreement that is signed by both the parent and the representative of the agency who has the authority to bind the agency. The agreement is enforceable in any state court of</p> | |

FLORIDA DEPARTMENT OF EDUCATION
 BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES
**POLICIES AND PROCEDURES FOR THE PROVISION OF SPECIALLY DESIGNED INSTRUCTION AND
 RELATED SERVICES FOR EXCEPTIONAL STUDENTS**

**AMENDMENT TO 2004-2005 THROUGH 2006-2007 SP&P
 EFFECTIVE 2007-2008**

| SP&P SECTION | AMENDMENT | CITATION Title 34, Code of Federal Regulations |
|---|--|---|
| | competent jurisdiction or in a federal district court. If the parties execute such an agreement, a party may void it within three (3) business days of the agreement's execution. | |
| <p>PART II. GENERAL PROCEDURES T. PROCEDURES FOR PROVIDING SERVICES FOR STUDENTS WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS</p> | <p>The federal requirements related to the provision of equitable services to parentally placed private school students were revised. Notable changes/revisions to consider in light of the current Florida rules include the following:</p> <ol style="list-style-type: none"> (1) The school district where the private school is located is responsible for child find and child count activities and the provision of equitable services via the services plan. (2) In calculating the proportionate share of federal funds to be spent on the provision of equitable services, the school district, after timely and meaningful consultation with representatives of children with disabilities parentally placed in private schools, shall conduct a thorough and complete child find process to determine the number of parentally placed children with disabilities attending private schools located in the school district. In so doing, the school district must undertake activities similar to those activities undertaken for the school district's public school children, and such child find process must be completed in a time period comparable to that for other students attending public schools in the school district. The cost of carrying out the child find requirements, including individual evaluations, cannot be considered in determining whether the school district has met its obligation to private school children. (3) To ensure timely and meaningful consultation, a school district shall consult with private school representatives and representatives of parents of parentally placed private school children during the design and development of special education and related services for these children. (4) A private school official shall have the right to submit a complaint to the SEA that the school district did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official. (5) If the private school official wishes to submit a complaint, the official shall provide the basis of the noncompliance by the school district to the SEA and the school district shall forward the appropriate documentation to the SEA. If the private school official is dissatisfied with the decision of the SEA, such official may submit a complaint to the U.S. Secretary by providing the basis of the noncompliance by the school district to the Secretary, and the SEA shall forward the appropriate documentation to the Secretary. | <p>§300.132 §300.133 §300.134</p> |

FLORIDA DEPARTMENT OF EDUCATION
 BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES
**POLICIES AND PROCEDURES FOR THE PROVISION OF SPECIALLY DESIGNED INSTRUCTION AND
 RELATED SERVICES FOR EXCEPTIONAL STUDENTS**

**AMENDMENT TO 2004-2005 THROUGH 2006-2007 SP&P
 EFFECTIVE 2007-2008**

| SP&P SECTION | AMENDMENT | CITATION Title 34, Code of Federal Regulations |
|--|---|---|
| | (6) The provision of services to private school children shall be provided by employees of a school district or through contract by the school district with an individual, association, agency, organization, or other entity. Special education and related services provided, including materials and equipment, shall be secular, neutral, and nonideological. | |
| PART II. GENERAL PROCEDURES W. <u>PROCEDURES FOR DISCIPLINE FOR STUDENTS WITH DISABILITIES</u> | The federal regulations provide for an expedited hearing that may be initiated by a school district or parent. The federal requirement differs from current Florida rules and requires such a hearing to occur within 20 school days of the date the hearing is requested and to result in a determination within 10 school days after the hearing. | §300.532(c)(2) |
| PART II. GENERAL PROCEDURES Y. <u>AGENCY ACCESS TO A STUDENT'S PUBLIC BENEFITS OR INSURANCE</u> | <p>THIS REPRESENTS A NEW SECTION.</p> <p>The federal regulations contain provisions not found in the current Florida rules regarding agency access to a student's public benefits or insurance. Specifically, a school district may use Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under the IDEA, as permitted under the public benefits or insurance program, except as provided below.</p> <p>With regard to services required to provide FAPE to an eligible child, the school district</p> <ol style="list-style-type: none"> (1) may not require parents to sign up for or enroll in public benefits or insurance programs in order for their child to receive FAPE under Part B of IDEA; (2) may not require parents to incur an out-of-pocket expense, such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided, but may pay the cost that the parent otherwise would be required to pay; (3) may not use a child's benefits under a public insurance program if that use would decrease available lifetime coverage or any other insured benefit; result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school; increase premiums or lead to the discontinuation of benefits or insurance; or risk loss of eligibility for home- and community-based waivers, based on aggregate health-related expenditures; and (4) must obtain informed written parental consent each time that | §300.154(d) |

FLORIDA DEPARTMENT OF EDUCATION
 BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES
**POLICIES AND PROCEDURES FOR THE PROVISION OF SPECIALLY DESIGNED INSTRUCTION AND
 RELATED SERVICES FOR EXCEPTIONAL STUDENTS**

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 EFFECTIVE 2007-2008**

| SP&P SECTION | AMENDMENT | CITATION Title 34, Code of Federal Regulations |
|---|---|---|
| PART II. GENERAL PROCEDURES Y. <u>AGENCY ACCESS TO A STUDENT'S PUBLIC BENEFITS OR INSURANCE</u> (cont.) | <p>access to public benefits or insurance is sought; must obtain parental consent, consistent with §300.9, each time that access to public benefits or insurance is sought; and must notify parents that the parents' refusal to allow access to their public benefits or insurance does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.</p> <p>With regard to services required to provide FAPE to an eligible child, a school district may access a parent's private insurance proceeds only if the parent provides informed consent. Each time the school district proposes to access the parent's private insurance proceeds, the agency must</p> <ol style="list-style-type: none"> (1) obtain parental consent; and (2) inform the parents that their refusal to permit the school district to access their private insurance does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents. <p>If a school district is unable to obtain parental consent to use the parents' private insurance, or public benefits or insurance when the parents would incur a cost for a specified service required under this part, to ensure FAPE the school district may use its Part B funds to pay for the service. To avoid financial cost to parents who otherwise would consent to use private insurance, or public benefits or insurance if the parents would incur a cost, the school district may use its Part B funds to pay the cost that the parents otherwise would have to pay to use the parents' benefits or insurance (e.g., the deductible or co-pay amounts).</p> <p>With respect to obtaining consent each time a school district accesses benefits or insurance, the U.S. DOE has clarified that a school district may obtain one consent for all of the projected times within a particular time period that benefits will be accessed.</p> | |
| PART III. PROCEDURES FOR SPECIFIC PROGRAMS B. <u>MENTALLY HANDICAPPED</u> | <p>See Eligibility Criteria section: "Students are eligible for TMH/PMH [trainable mentally handicapped/profoundly mentally handicapped] services from birth and EMH [educable mentally handicapped] services from their third birthday until they graduate (receive a standard diploma or G.E.D.) or until they reach the age of 22."</p> <p>The reference to GED has been removed and the statement now reads:</p> <p>"Students are eligible for services as trainable mentally</p> | N/A |

FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES
**POLICIES AND PROCEDURES FOR THE PROVISION OF SPECIALLY DESIGNED INSTRUCTION AND
RELATED SERVICES FOR EXCEPTIONAL STUDENTS**

**AMENDMENT TO 2004-2005 THROUGH 2006-2007 SP&P
EFFECTIVE 2007-2008**

| SP&P SECTION | AMENDMENT | CITATION Title 34, Code of Federal Regulations |
|---|--|---|
| | handicapped/profoundly mentally handicapped (TMH/PMH) from birth and for services as educable mentally handicapped (EMH) from their third birthday until they graduate with a standard diploma or until age 22." | |
| PART III. PROCEDURES FOR SPECIFIC PROGRAMS C. <u>SPEECH AND LANGUAGE IMPAIRED</u> | See Eligibility Criteria section: "A student is eligible for special programs in speech and language from age three until they graduate (with a standard diploma or GED)" The reference to GED has been removed and the statement now reads: "Students are eligible for services as speech and/or language impaired from age three until they graduate with a standard diploma or until age 22." | N/A |
| PART III. PROCEDURES FOR SPECIFIC PROGRAMS D. <u>DEAF OR HARD- OF-HEARING</u> | <u>D. EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WHO ARE DEAF OR HARD-OF-HEARING</u> This section has been rewritten to align with revised Rule 6A-6.03013, FAC., ESE Eligibility for Students Who Are Deaf or Hard-of-Hearing, with the exception of the sections related to qualified evaluators and dismissal criteria (see Attachment 1). | N/A |
| PART III. PROCEDURES FOR SPECIFIC PROGRAMS E. <u>VISUALLY IMPAIRED</u> | See Eligibility Criteria section: "Students are eligible for services from birth until they graduate (receive a standard diploma or GED)...." The reference to GED has been removed and the statement now reads: "Students are eligible for services as visually impaired from birth until they graduate with a standard diploma or until age 22." | N/A |
| PART III. PROCEDURES FOR SPECIFIC PROGRAMS F. <u>PHYSICALLY IMPAIRED</u> | NOTE: "Programs for Students Who are Identified as Physically Impaired" has been replaced with three sections. F-a <u>EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WHO ARE PHYSICALLY IMPAIRED WITH ORTHOPEDIC IMPAIRMENT</u> This section has been rewritten to align with revised Rule 6A-6.030151, FAC., ESE Eligibility for Students Who Are Physically Impaired with Orthopedic Impairment, with the exception of the sections related to qualified evaluators and dismissal criteria (see Attachment 2). | N/A |

FLORIDA DEPARTMENT OF EDUCATION
 BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES
**POLICIES AND PROCEDURES FOR THE PROVISION OF SPECIALLY DESIGNED INSTRUCTION AND
 RELATED SERVICES FOR EXCEPTIONAL STUDENTS**

**AMENDMENT TO 2004-2005 THROUGH 2006-2007 SP&P
 EFFECTIVE 2007-2008**

| SP&P SECTION | AMENDMENT | CITATION Title 34, Code of Federal Regulations |
|---|---|--|
| PART III. PROCEDURES FOR SPECIFIC PROGRAMS F. <u>PHYSICALLY IMPAIRED</u> (cont.) | <p>NOTE: “Programs for Students Who are Identified as Physically Impaired” has been replaced with three sections.</p> <p>F-b <u>EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WHO ARE PHYSICALLY IMPAIRED WITH OTHER HEALTH IMPAIRMENT</u></p> <p>This section has been rewritten to align with revised Rule 6A-6.030152, FAC., ESE Eligibility for Students Who Are Physically Impaired with Other Health Impairment, with the exception of the sections related to qualified evaluators and dismissal criteria (see Attachment 3).</p> | N/A |
| PART III. PROCEDURES FOR SPECIFIC PROGRAMS F. <u>PHYSICALLY IMPAIRED</u> (cont) | <p>NOTE: “Programs for Students Who are Identified as Physically Impaired” has been replaced with three sections.</p> <p>F-c <u>EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WHO ARE PHYSICALLY IMPAIRED WITH TRAUMATIC BRAIN INJURY</u></p> <p>This section has been rewritten to align with revised Rule 6A-6.030153, FAC., ESE Eligibility for Students Who Are Physically Impaired with Traumatic Brain Injury, with the exception of the sections related to qualified evaluators and dismissal criteria (see Attachment 4).</p> | N/A |
| PART III. PROCEDURES FOR SPECIFIC PROGRAMS G. <u>EMOTIONALLY HANDICAPPED AND SEVERELY EMOTIONALLY DISTURBED</u> | <p><u>G. EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WITH EMOTIONAL/BEHAVIORAL DISABILITIES</u></p> <p>This section has been rewritten to align with revised Rule 6A-6.03016, FAC., ESE Eligibility for Students with Emotional/ Behavioral Disabilities, with the exception of the sections related to qualified evaluators and dismissal criteria (see Attachment 5).</p> | N/A |
| PART III. PROCEDURES FOR SPECIFIC PROGRAMS H. <u>SPECIFIC LEARNING DISABLED</u> | <p>When determining SLD eligibility, the multidisciplinary evaluation team will follow the procedures and use the SLD criteria for eligibility currently set forth in Rule 6A-6.03018, FAC. The federal regulations add that the team determining SLD eligibility must also find that:</p> <p>(1) The child does not achieve adequately for the child’s age in order to meet state-approved grade-level standards in at least one of the seven skill areas related to reading, writing and mathematics already set forth in Rule 6A-6.03018, FAC., and the additional area of reading fluency, when provided with</p> | §300.307 §300.308 §300.309 §300.310 §300.311 |

FLORIDA DEPARTMENT OF EDUCATION
 BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES
**POLICIES AND PROCEDURES FOR THE PROVISION OF SPECIALLY DESIGNED INSTRUCTION AND
 RELATED SERVICES FOR EXCEPTIONAL STUDENTS**

**AMENDMENT TO 2004-2005 THROUGH 2006-2007 SP&P
 EFFECTIVE 2007-2008**

| SP&P SECTION | AMENDMENT | CITATION Title 34, Code of Federal Regulations |
|--------------|--|---|
| | <p>learning experiences and instruction appropriate for the child's age or state-approved grade-level standards; or</p> <p>(2) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of an SLD, using appropriate assessments, consistent with the law; and</p> <p>(3) The team's findings above are not primarily the result of the conditions/disabilities already set forth in Rule 6A-6.03018, FAC., to include the addition of limited English proficiency and a change in wording from cultural differences to cultural factors.</p> <p>The federal regulations added the following requirements regarding data collection as part of the eligibility process to ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math. Specifically, the team must consider as part of the eligibility process:</p> <p>(1) Data that demonstrate that prior to, or as a part of the referral process, the child was provided appropriate instruction in regular education settings delivered by qualified personnel; and</p> <p>(2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.</p> <p>The federal regulations add provisions relative to seeking parental consent for an evaluation in the area of SLD by clarifying that a local education agency (LEA) must promptly request parental consent to evaluate a child to determine if the child needs special education and related services and must adhere to evaluation timelines, unless extended by mutual written agreement between the child's parents and the multidisciplinary team:</p> <p>(1) If prior to a referral, a child has not made adequate progress after an appropriate period of time when provided instruction, as described in the additional data collection provisions above; and</p> <p>(2) Whenever a child is referred for an evaluation.</p> <p>The federal regulations add to the observation requirements specifically as follows:</p> <p>(1) A school district must ensure that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and</p> | |

FLORIDA DEPARTMENT OF EDUCATION
 BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES
**POLICIES AND PROCEDURES FOR THE PROVISION OF SPECIALLY DESIGNED INSTRUCTION AND
 RELATED SERVICES FOR EXCEPTIONAL STUDENTS**

**AMENDMENT TO 2004-2005 THROUGH 2006-2007 SP&P
 EFFECTIVE 2007-2008**

| SP&P SECTION | AMENDMENT | CITATION Title 34, Code of Federal Regulations |
|---|---|---|
| PART III. PROCEDURES FOR SPECIFIC PROGRAMS H. <u>SPECIFIC LEARNING DISABLED</u> (cont.) | <p>behavior in the areas of difficulty;</p> <p>(2) The multidisciplinary team must use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation; or</p> <p>(3) Have at least one member of the multidisciplinary team conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent is obtained;</p> <p>(4) In the case of a child of less than school age or out of school, a team member must observe the child in an environment appropriate for a child of that age.</p> <p>While continuing the use of the severe discrepancy model, the Florida requirements for the preparation of and components to be included in an SLD eligibility report continue to apply. The federal regulations provide that the following additional components be included in an SLD eligibility report:</p> <p>(1) Whether the child does not achieve adequately for the child's age or to meet state-approved grade-level standards consistent with the new requirements set forth above and whether the child does not make sufficient progress to meet age- or state-approved grade level standards consistent with the new requirements above; or</p> <p>(2) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards or intellectual development consistent with the new requirements above.</p> | |
| PART III. PROCEDURES FOR SPECIFIC PROGRAMS H. <u>SPECIFIC LEARNING DISABLED</u> (cont.) | <p>See Eligibility Criteria section: "A student is eligible for services from their third birthday until they graduate (receive a standard diploma or GED)"</p> <p>The reference to GED has been removed and the statement now reads:</p> <p>"Students are eligible for services as specific learning disabled from their third birthday until they graduate with a standard diploma or until age 22."</p> | N/A |
| PART III. PROCEDURES FOR SPECIFIC PROGRAMS K. <u>DUAL SENSORY IMPAIRED</u> | <p>See Eligibility Criteria section: "Students are eligible for services from their third birthday until they graduate (receive a standard diploma or G.E.D) or through the school year in which they turn 22."</p> <p>The reference to GED has been removed and the statement now reads:</p> | N/A |

FLORIDA DEPARTMENT OF EDUCATION
 BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES
**POLICIES AND PROCEDURES FOR THE PROVISION OF SPECIALLY DESIGNED INSTRUCTION AND
 RELATED SERVICES FOR EXCEPTIONAL STUDENTS**

**AMENDMENT TO 2004-2005 THROUGH 2006-2007 SP&P
 EFFECTIVE 2007-2008**

| SP&P SECTION | AMENDMENT | CITATION Title 34, Code of Federal Regulations |
|---|---|---|
| | "Students are eligible for services as dual sensory impaired from birth until they graduate with a standard diploma or until age 22." | |
| PART III. PROCEDURES FOR SPECIFIC PROGRAMS L. <u>AUTISTIC</u> | L. <u>EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WITH AUTISM SPECTRUM DISORDER</u> This section has been rewritten to align with revised Rule 6A-6.03023, FAC., ESE Eligibility for Students with Autism Spectrum Disorder, with the exception of the sections related to qualified evaluators and dismissal criteria (see Attachment 6). | N/A |
| PART III. PROCEDURES FOR SPECIFIC PROGRAMS M. <u>PHYSICAL THERAPY</u> | See Eligibility Criteria section: "Students are eligible for services from birth until they graduate (receive a standard diploma or G.E.D) or through the school year in which they turn 22." The reference to GED has been removed and the statement now reads: "Students are eligible for physical therapy services from birth until they graduate with a standard diploma or until age 22." | N/A |
| PART III. PROCEDURES FOR SPECIFIC PROGRAMS N. <u>OCCUPATIONAL THERAPY</u> | See Eligibility Criteria section: "Students are eligible for services from birth until they graduate (receive a standard diploma or G.E.D) or through the school year in which they turn 22." The reference to GED has been removed and the statement now reads: "Students are eligible for occupational therapy services from birth until they graduate with a standard diploma or until age 22." | N/A |
| PART IV. ASSURANCES G. 3. Consent | THE FOLLOWING PARAGRAPHS HAVE BEEN ADDED AT THE END OF SECTION G. 3: The federal regulations provide that parental consent or the consent of an eligible child, who has reached the age of majority, must be obtained before personally identifiable information is released to officials of participating agencies that provide or pay for transition services. In addition, parental consent or the consent of an eligible child, who has reached the age of majority, must be obtained before any personally identifiable information about a child is released between school district officials where a private school is located and officials in the school district of the parent's residence in situations involving parentally placed private school students. | §300.622 |

FLORIDA DEPARTMENT OF EDUCATION
 BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES
**POLICIES AND PROCEDURES FOR THE PROVISION OF SPECIALLY DESIGNED INSTRUCTION AND
 RELATED SERVICES FOR EXCEPTIONAL STUDENTS**

**AMENDMENT TO 2004-2005 THROUGH 2006-2007 SP&P
 EFFECTIVE 2007-2008**

| SP&P SECTION | AMENDMENT | CITATION Title 34, Code of Federal Regulations |
|--|---|---|
| PART IV. ASSURANCES K. <u>EARLY INTERVENING SERVICES</u> | <p>THIS SECTION REPRESENTS AN ADDITION TO THE CURRENT SP&P.</p> <p>K. <u>EARLY INTERVENING SERVICES</u></p> <p>The school district assures, as applicable, if the school district has been determined to have disproportionate data by race/ethnicity with respect to the 1) identification of children with disabilities, 2) placement of these children in particular educational settings, and 3) disciplinary actions, including suspensions and expulsions, the Florida Department of Education must require that the school district reserve the maximum allowed for intervening services (15%) to provide comprehensive coordinated early intervening services to serve children in the school district, particularly, but not exclusively, children in those groups that were significantly overidentified. School districts must publicly report on the revision of policies, practices, and procedures with respect to identification, placement, and disciplinary actions taken of these children.</p> | §300.646(b) |
| PART IV. ASSURANCES L. <u>EARLY INTERVENING SERVICES (VOLUNTARY)</u> | <p>THIS SECTION REPRESENTS AN ADDITION TO THE CURRENT SP&P.</p> <p>L. <u>EARLY INTERVENING SERVICES (VOLUNTARY)</u></p> <p>The school district assures that no more than 15% of funds may be used to develop and implement activities that support coordinated early intervening services for students in grade K-12 who have not been identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment. In addition to direct services to students, activities may include professional development for teachers to support delivery of scientifically based academic instruction and behavioral interventions. Annual reports identifying the number of children served and the number of children served who subsequently received special education and related services are required. (Note: The amount of funds expended by the school district for early intervening services shall count toward the maximum amount of expenditures the school district may reduce under this flexibility rule.)</p> | §300.226 |
| PART IV. ASSURANCES M. <u>NATIONAL INSTRUCTIONAL MATERIALS ACCESS CENTER</u> | <p>THIS SECTION REPRESENTS AN ADDITION TO THE CURRENT SP&P.</p> <p>M. <u>NATIONAL INSTRUCTIONAL MATERIALS ACCESS CENTER</u></p> <p>The school district assures compliance with 20 U.S.C. 1413 (a)(6), to provide instructional materials to blind persons or other persons</p> | §300.172 |

FLORIDA DEPARTMENT OF EDUCATION
 BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES
**POLICIES AND PROCEDURES FOR THE PROVISION OF SPECIALLY DESIGNED INSTRUCTION AND
 RELATED SERVICES FOR EXCEPTIONAL STUDENTS**

**AMENDMENT TO 2004-2005 THROUGH 2006-2007 SP&P
 EFFECTIVE 2007-2008**

| SP&P SECTION | AMENDMENT | CITATION Title 34, Code of Federal Regulations |
|---|--|---|
| PART IV. ASSURANCES M. <u>NATIONAL INSTRUCTIONAL MATERIALS ACCESS CENTER</u> (cont.) | with print disabilities in a timely manner. Instructional materials may be purchased through the National Instructional Materials Access Center (NIMAC) in the same manner and conditions as authorized by the state. School districts may choose not to coordinate with the NIMAC, but must ensure that children with disabilities who need instructional materials in accessible formats receive those materials in a timely manner. | |
| PART V. APPENDICES APPENDIX A: <u>EVALUATION INSTRUMENTS</u> | This section has been replaced with the new Evaluation Instruments pages (see Attachment 7). | N/A |

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

D. EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WHO ARE DEAF OR HARD-OF-HEARING

Definition

A student who is deaf or hard-of-hearing has a hearing loss, aided or unaided, that impacts the processing of linguistic information and that adversely affects performance in the educational environment. The degree of loss may range from mild to profound.

Statutory and Regulatory Citations

Title 34 Code of Federal Regulations (CFR) §§300.8(c)(3), 300.8(c)(5), 300.34(b), 300.34(c), 300.42, 300.113, 300.114, 300.116, 300.172, 300.324(a)(2)(iv), 300.324(a)(2)(v)
 Sections 1003.01(3)(a), 1003.55, 1003.57, 1003.575, and 1003.576, Florida Statutes (F.S.)
 Rules 6A-6.03013, 6A-6.0331, and 6A-2.0010, Florida Administrative Code (FAC.)

Eligibility Criteria

A student who is deaf or hard-of-hearing is eligible for exceptional student education if all of the following criteria are met:

1. Medical: An audiological evaluation documents a permanent or fluctuating hearing threshold level that interferes with progress in any one (1) of the following areas: developmental skills or academic performance, social-emotional development, or linguistic and communicative skills as evidenced by:
 - a. 25 decibel (dB) \pm 5 dB or greater based on pure tone average of 500, 1000, and 2000 Hz unaided in the better ear; or
 - b. A high frequency hearing threshold level of 25 dB \pm 5 dB or greater based on pure tone average of 1000, 2000, and 3000 Hz unaided in the better ear; or
 - c. A unilateral hearing threshold level of 50 dB \pm 5 dB or greater based on pure tone average of 500, 1000, and 2000 Hz unaided; or
 - d. Auditory Evoked Potential responses evidencing permanent hearing loss at multiple frequencies equivalent to or in excess of the decibel hearing loss threshold criteria for pure tone audiometric testing specified above; and
2. Educational: The student needs special education as defined in Rule 6A-6.03411(1)(c), FAC.

Student Evaluation

Selection of assessment instruments shall take into consideration the student's functioning level, degree of hearing loss, and method of communication. Accommodations shall be provided in accordance with Rule 6A-6.0331(4)(j), FAC.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

D. EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WHO ARE DEAF OR HARD-OF-HEARING

In addition to the provision in subsection 6A-6.0331(4), FAC., the minimum evaluations necessary for determining eligibility shall include all of the following components:

1. Audiological evaluation,
2. Evaluation of developmental skills or academic achievement, including information on the student's academic strengths and weaknesses,
3. Evaluation of social development,
4. Evaluation of receptive and expressive communication, and
5. Individual assessment of intellectual functioning, including comprehensive non-verbal or developmental scales if more appropriate for students under age six (6).

Reevaluation

A reevaluation shall occur at least every three (3) years and shall include at a minimum an audiological evaluation.

Instructional Program

1. Philosophy
Each student with a disability is entitled to receive a free appropriate public education in the least restrictive environment which will enable the student to progress in the general curriculum to the maximum extent possible. Special education, which refers to specially designed instruction and related services, is provided to meet the unique needs of the student that result from the student's disability and to prepare the student for further education, employment, and independent living. Specially designed instruction means adapting, as appropriate, the content, methodology, and/or delivery of instruction. It may employ universal design for learning principles that include assistive technology, accommodations, and modifications.
2. Curriculum
Students will access the Sunshine State Standards through appropriate programming, support from special education and regular education teachers, support in the use of assistive technology, and through the use of universal design principles to maximize accessibility to the curriculum. For most students with disabilities, these supports enable progress toward a standard high school diploma.
3. Instructional Support
Students receive instructional support through specially designed instruction and related services as determined through the IEP process. Teachers are trained in how to design and implement individualized programs to address the learning needs of each student. Teachers are provided with administrative support to assure reasonable class size/workload, adequate funds for materials, and professional development. Teachers provide instruction in the unique skills considered necessary for students to access and benefit from the core curriculum. These skills include, but are not limited, to curriculum and learning strategies, compensatory skills, independent functioning, social/emotional behavior, use of assistive technology, and communication. A range of service delivery

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

D. EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WHO ARE DEAF OR HARD-OF-HEARING

options is available to meet the student's needs, including consultative, itinerant, resource, special class, residential placement, hospitals, community-based or home services.

School districts may provide related services to students and professional development for teachers in coordination with community agencies, the Florida School for the Deaf and the Blind, discretionary projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government including, but not limited to, the DOE, Division of Blind Services, and Division of Vocational Rehabilitation; the Department of Children and Families; and the Department of Health, Children's Medical Services, as appropriate.

Unique Philosophical, Curricular, or Instructional Considerations

In accordance with State Board of Education Rule 6A-6.03013(5), FAC., all students who are identified as deaf or hard-of-hearing will be screened for Usher syndrome at least one time between the grades of 6 and 12.

Students shall have access to instruction using the method of communication most readily understood by the student. Each student who is deaf or hard-of-hearing shall have the opportunity to develop expressive and receptive language skills using any or all of the following:

- Residual hearing
- Speech reading
- Manual communication systems
- Speech
- Appropriate amplification

In accordance with 34 CFR §300.324(a)(2)(iv), the school district shall consider the communication and language needs of students who are deaf or hard of hearing, including 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.

In accordance with 34 CFR §300.113, 34, routine checking of hearing aids worn in school by students with hearing loss and the external components of surgically implanted medical devices (i.e., cochlear implants) is required to ensure that these devices are functioning properly.

In accordance with 34 CFR §§300.5 and 300.6, the definitions of assistive technology and related services do not include a medical device that is surgically implanted, or the replacement of such device. However, 34 CFR §300.34(b)(2) states that, although cochlear implants are not considered assistive technology, children with cochlear implants maintain the right to receive related services that are determined by the IEP Team to be necessary for the student. School districts are responsible for providing appropriate services for the

PART III. PROCEDURES FOR SPECIFIC PROGRAMS**D. EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WHO ARE DEAF OR HARD-OF-HEARING**

students. In accordance with IDEA 2004, however, appropriate services do not include maintaining, optimizing (i.e., mapping), or replacing cochlear implants.

In accordance with 34 CFR §300.34(c)(4), interpreting services includes – (i) The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and (ii) special interpreting services for children who are deaf-blind.

Each learning environment shall have appropriate acoustic treatment (re: ANSI s12.60-2002), lighting, and auditory amplification equipment to meet the individual needs of each student. Auditory equipment shall be made available through the school district (e.g., Personal or Soundfield FM systems, infrared systems, induction loop systems, and other assistive listening devices). Auditory equipment will be calibrated annually, maintained, and considered for replacement on a five (5) year cycle. Visual alarm devices shall be provided in all areas where students who are deaf or hard of hearing may be separated from persons with normal hearing—group bathrooms, corridors, specific areas designated for the deaf, etc.—in accordance with State Board of Education Rule 6A-2.0010, FAC.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

F-a. EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WHO ARE PHYSICALLY IMPAIRED WITH ORTHOPEDIC IMPAIRMENT

Definition

Orthopedic impairment means a severe skeletal, muscular, or neuromuscular impairment. The term includes impairments resulting from congenital anomalies (e.g., including but not limited to skeletal deformity or spina bifida) and impairments resulting from other causes (e.g., including but not limited to cerebral palsy or amputations).

Regulatory Citations

Title 34 Code of Federal Regulations (CFR) §300.300.8(c)(8)
Sections 1003.01(3)(a) and 1003.57, Florida Statutes (F.S.)
Rules 6A-6.030151 and 6A-6.0331, Florida Administrative Code (FAC.)

Eligibility Criteria

A student with an orthopedic impairment is eligible for exceptional student education if all of the following criteria are met:

1. There is evidence of an orthopedic impairment that adversely affects the student's performance in the educational environment in any of the following: ambulation, hand movement, coordination, or daily living skills, and
2. The student needs special education as defined in rule 6A.6-03411(1)(c), FAC.

Student Evaluation

In addition to the provisions in subsection 6A-6.0331(4), FAC., the minimum student evaluations shall include all of the following:

1. A report of a medical examination, within the previous twelve-month (12) period, from a Florida licensed physician(s) (in accordance with Chapter 458 or 459, Florida Statutes) who is qualified to assess the student's orthopedic impairment. The physician's report must provide a description of the impairment and any medical implications for instruction; and
2. An educational evaluation that identifies educational and environmental needs.

Instructional Program

1. **Philosophy**
Each student with a disability is entitled to receive a free appropriate public education in the least restrictive environment which will enable the student to progress in the general curriculum to the maximum extent possible. Special education, which refers to specially designed instruction and related services, is provided to meet the unique needs of the student that result from the student's disability and to prepare the student for further

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

F-a. EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WHO ARE PHYSICALLY IMPAIRED WITH ORTHOPEDIC IMPAIRMENT

education, employment, and independent living. Specially designed instruction means adapting, as appropriate, the content, methodology, and/or delivery of instruction. It may employ universal design for learning principles that include assistive technology, accommodations, and modifications.

2. Curriculum

Students will access the Sunshine State Standards through appropriate programming, support from special education and regular education teachers, support in the use of assistive technology, and through the use of universal design principles to maximize accessibility to the curriculum. For most students with disabilities, these supports enable progress toward a standard high school diploma.

3. Instructional Support

Students receive instructional support through specially designed instruction and related services as determined through the IEP process. Teachers are trained in how to design and implement individualized programs to address the learning needs of each student. Teachers are provided with administrative support to assure reasonable class size/workload, adequate funds for materials, and professional development. Teachers provide instruction in the unique skills considered necessary for students to access and benefit from the core curriculum. These skills include, but are not limited to curriculum and learning strategies, compensatory skills, independent functioning, social/emotional behavior, use of assistive technology, and communication. A range of service delivery options is available to meet the student's needs, including consultative, itinerant, resource, special class, residential placement, hospitals, community-based or home services.

School districts may provide related services to students and professional development for teachers in coordination with community agencies, the Florida School for the Deaf and the Blind, discretionary projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government including, but not limited to, the DOE, Division of Blind Services, and Division of Vocational Rehabilitation; the Department of Children and Families; and the Department of Health, Children's Medical Services, as appropriate.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

F-b. EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WHO ARE PHYSICALLY IMPAIRED WITH OTHER HEALTH IMPAIRMENT

Definition

Other health impaired means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems. This includes, but is not limited to, asthma, attention deficit disorder or attention hyperactivity disorder, Tourette syndrome, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and acquired brain injury.

Regulatory Citations

Title 34 Code of Federal Regulations (CFR) §300.300.8(c)(9)
 Sections 1003.01(3)(a) and 1003.57, Florida Statutes (F.S.)
 Rules 6A-6.030152 and 6A-6.0331, Florida Administrative Code (FAC.)

Eligibility Criteria

A student with a health impairment is eligible for exceptional student education if the following criteria are met:

1. There is evidence of a health impairment that results in reduced efficiency in schoolwork and adversely affects the student's performance in the educational environment; and
2. The student needs special education as defined in rule 6A-6.03411(1)(c).

Student Evaluation

In addition to the provisions in subsection 6A-6.0331(4), FAC., the minimum student evaluations shall include all of the following:

1. A report of a medical examination, within the previous twelve-month (12) period, from a Florida licensed physician(s) (in accordance with Chapter 458 or 459, Florida Statutes) who is qualified to assess the student's health impairment. The physician's report must provide a description of the impairment and any medical implications for instruction; and
2. An educational evaluation that identifies educational and environmental needs.

Instructional Program

1. **Philosophy**
 Each student with a disability is entitled to receive a free appropriate public education in the least restrictive environment which will enable the student to progress in the general curriculum to the maximum extent possible. Special education, which refers to specially designed instruction and related services, is provided to meet the unique needs of the student that result from the student's disability and to prepare the student for further

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

F-b. EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WHO ARE PHYSICALLY IMPAIRED WITH OTHER HEALTH IMPAIRMENT

education, employment, and independent living. Specially designed instruction means adapting, as appropriate, the content, methodology, and/or delivery of instruction. It may employ universal design for learning principles that include assistive technology, accommodations, and modifications.

2. Curriculum

Students will access the Sunshine State Standards through appropriate programming, support from special education and regular education teachers, support in the use of assistive technology, and through the use of universal design principles to maximize accessibility to the curriculum. For most students with disabilities, these supports enable progress toward a standard high school diploma.

3. Instructional Support

Students receive instructional support through specially designed instruction and related services as determined through the IEP process. Teachers are trained in how to design and implement individualized programs to address the learning needs of each student. Teachers are provided with administrative support to assure reasonable class size/workload, adequate funds for materials, and professional development. Teachers provide instruction in the unique skills considered necessary for students to access and benefit from the core curriculum. These skills include, but are not limited to curriculum and learning strategies, compensatory skills, independent functioning, social/emotional behavior, use of assistive technology and communication. A range of service delivery options is available to meet the student's needs, including consultative, itinerant, resource, special class, residential placement, hospitals, community-based or home services.

School districts may provide related services to students and professional development for teachers in coordination with community agencies, the Florida School for the Deaf and the Blind, discretionary projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government including, but not limited to, the DOE, Division of Blind Services, and Division of Vocational Rehabilitation; the Department of Children and Families; and the Department of Health, Children's Medical Services, as appropriate.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

F-c. EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WHO ARE PHYSICALLY IMPAIRED WITH TRAUMATIC BRAIN INJURY

Definition

A traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to mild, moderate, or severe open or closed head injuries resulting in impairments in one (1) or more areas, such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, or speech. The term includes anoxia due to trauma. The term does not include brain injuries that are congenital, degenerative, or induced by birth trauma.

Regulatory Citations

Title 34 Code of Federal Regulations (CFR) §300.300.8(c)(12)
 Sections 1003.01(3)(a) and 1003.57, Florida Statutes (F.S.)
 Rules 6A-6.030153 and 6A-6.0331, Florida Administrative Code (FAC.)

Eligibility Criteria

A student with a traumatic brain injury is eligible for exceptional student education if all of the following criteria are met:

1. There is evidence of a traumatic brain injury that impacts one or more of the areas listed in the student evaluation, section 2 below; and
2. The student needs special education as defined in rule 6A.6-03411(1)(c), FAC.

Student Evaluation

In addition to the provisions in subsection 6A-6.0331(4), FAC., the minimum student evaluations shall include all of the following:

1. A report of a medical examination, within the previous twelve-month (12) period, from a Florida licensed physician(s) (in accordance with Chapter 458 or 459, Florida Statutes) who is qualified to assess the student's traumatic brain injury. The physician's report must provide a description of the traumatic brain injury and any medical implications for instruction; and
2. Documented evidence by more than one person, including the parent, guardian, or primary caregiver, in more than one situation. The documentation shall include evidence of a marked contrast of pre- and post-injury capabilities in one or more of the following areas: cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual, and motor abilities, psychosocial behavior, physical functions, information processing or speech; and

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

F-c. EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WHO ARE PHYSICALLY IMPAIRED WITH TRAUMATIC BRAIN INJURY

3. An educational evaluation that identifies educational and environmental needs.
4. The evaluation may also include a neuropsychological evaluation when requested by the ESE administrator or designee.

Instructional Program

1. Philosophy

Each student with a disability is entitled to receive a free appropriate public education in the least restrictive environment which will enable the student to progress in the general curriculum to the maximum extent possible. Special education, which refers to specially designed instruction and related services, is provided to meet the unique needs of the student that result from the student's disability and to prepare the student for further education, employment, and independent living. Specially designed instruction means adapting, as appropriate, the content, methodology, and/or delivery of instruction. It may employ universal design for learning principles that include assistive technology, accommodations, and modifications.

2. Curriculum

Students will access the Sunshine State Standards through appropriate programming, support from special education and regular education teachers, support in the use of assistive technology, and through the use of universal design principles to maximize accessibility to the curriculum. For most students with disabilities, these supports enable progress toward a standard high school diploma.

3. Instructional Support

Students receive instructional support through specially designed instruction and related services as determined through the IEP process. Teachers are trained in how to design and implement individualized programs to address the learning needs of each student. Teachers are provided with administrative support to assure reasonable class size/workload, adequate funds for materials, and professional development. Teachers provide instruction in the unique skills considered necessary for students to access and benefit from the core curriculum. These skills include, but are not limited to curriculum and learning strategies, compensatory skills, independent functioning, social/emotional behavior, use of assistive technology, and communication. A range of service delivery options is available to meet the student's needs, including consultative, itinerant, resource, special class, residential placement, hospitals, community-based or home services.

School districts may provide related services to students and professional development for teachers in coordination with community agencies, the Florida School for the Deaf and the Blind, discretionary projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government including, but not limited to, the DOE, Division of Blind Services, and Division of Vocational Rehabilitation; the Department of Children and Families; and the Department of Health, Children's Medical Services, as appropriate.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

G. EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WITH EMOTIONAL/BEHAVIORAL DISABILITIES

Definition

A student with an emotional/behavioral disability (E/BD) has persistent (is not sufficiently responsive to implemented evidence-based interventions) and consistent emotional or behavioral responses that adversely affect performance in the educational environment that cannot be attributed to age, culture, gender, or ethnicity.

Regulatory Citations

Title 34 Code of Federal Regulations (CFR) §300.8(4)(i)
 Sections 1003.01(3) and 1003.57, Florida Statutes (F.S.)
 Rules 6A-6.0331 and 6A-6.03016, Florida Administrative Code (FAC.)

Eligibility Criteria

A student is eligible for a special program for emotional/behavioral disabilities if the following criteria in (1), (2), and (3) are met.

1. A student with an emotional/behavioral disability must demonstrate an inability to maintain adequate performance in the educational environment that cannot be explained by physical, sensory, socio-cultural, developmental, medical, health (with the exception of mental health) factors; and must demonstrate one or more of the following characteristics, in 1.a or 1.b:
 - a. Internal factors characterized by:
 1. Feelings of sadness or frequent crying or restlessness or loss of interest in friends and/or school work, or mood swings, or erratic behavior; or
 2. The presence of symptoms, such as fears, phobias, or excessive worrying and anxiety, regarding personal or school problems; or
 3. Behaviors that result from thoughts and feelings that are inconsistent with actual events or circumstances, or difficulty maintaining normal thought processes, or excessive levels of withdrawal from persons or events; or
 - b. External factors characterized by:
 1. An inability to build or maintain satisfactory interpersonal relationships with peers, teachers, and other adults in the school setting; or
 2. Behaviors that are chronic and disruptive, such as noncompliance, verbal and/or physical aggression, and/or poorly developed social skills, and are manifestations of feelings, symptoms, or behaviors as specified above, in section 1.a.
2. The characteristics as described in (1) (a) or (b) must be present for a minimum of six (6) months duration and in two or more settings, including, but not limited to, school,

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

G. EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WITH EMOTIONAL/BEHAVIORAL DISABILITIES

educational environment, transition to and/or from school, or home/community settings. At least one setting must be school.

3. The student needs special education as defined in rule 6A-6.03411(1)(c), FAC.
4. In extraordinary circumstances, activities prior to referral for evaluation and the criteria for eligibility described in 2 above may be waived when immediate intervention is required to address an acute onset of an internal emotional/behavioral characteristic as listed in 1.a. above.

Student Evaluation

1. In addition to the provisions in subsection 6A-6.0331(4), FAC., the minimum evaluation shall include the following in a – d:
 - a. a review of the functional behavioral assessment (FBA) previously completed to assist in the development of individual interventions. The FBA should identify the conditions under which the behavior is most and least likely to occur, the functions of the student's behavior, and document the student's response to implemented interventions. It may be necessary to revise the FBA as part of the evaluation. If a formal FBA has not been completed, one must be completed as part of the evaluation.
 - b. a psychological evaluation conducted in accordance with Rule 6A-6.0031(4)(a), FAC. The psychological evaluation should include assessment procedures necessary to identify the factors contributing to the development of an emotional/behavioral disability, which include behavioral observations and interview data relative to the referral concerns, and assessment of emotional and behavioral functioning, and may also include information on developmental functioning and skills. The psychological evaluation shall include a review of evidence-based interventions that have already been implemented and the criteria used to evaluate their success, and;
 - c. a review of educational data which includes information on the student's academic levels of performance, and the relationship between the student's academic performance and the emotional/behavioral disability; additional academic evaluation may be completed if needed; and,
 - d. a social/developmental history compiled from a structured interview with the parent or guardian that addresses developmental, familial, medical/health, and environmental factors impacting learning and behavior, and which identifies the relationship between social/developmental and socio-cultural factors, and the presence or non-presence of emotional/behavioral responses beyond the school environment.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

G. EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WITH EMOTIONAL/BEHAVIORAL DISABILITIES

2. A medical evaluation must be conducted when it is determined by the administrator of the exceptional student program or the designee that the emotional/behavioral responses may be precipitated by a physical problem.

Instructional Program

1. Philosophy

Each student with a disability is entitled to receive a free appropriate public education in the least restrictive environment which will enable the student to progress in the general curriculum to the maximum extent possible. Special education, which refers to specially designed instruction and related services, is provided to meet the unique needs of the student that result from the student's disability and to prepare the student for further education, employment, and independent living. Specially designed instruction means adapting, as appropriate, the content, methodology, and/or delivery of instruction. It may employ universal design for learning principles that include assistive technology, accommodations, and modifications.

2. Curriculum

Students will access the Sunshine State Standards through appropriate programming, support from special education and regular education teachers, support in the use of assistive technology, and through the use of universal design principles to maximize accessibility to the curriculum. For most students with disabilities, these supports enable progress toward a standard high school diploma.

3. Instructional Support

Students receive instructional support through specially designed instruction and related services as determined through the IEP process. Teachers are trained in how to design and implement individualized programs to address the learning needs of each student. Teachers are provided with administrative support to assure reasonable class size/workload, adequate funds for materials, and professional development. Teachers provide instruction in the unique skills considered necessary for students to access and benefit from the core curriculum. These skills include, but are not limited to curriculum and learning strategies, compensatory skills, independent functioning, social/emotional behavior, use of assistive technology, and communication. A range of service delivery options is available to meet the student's needs, including consultative, itinerant, resource, special class, residential placement, hospitals, community-based or home services.

School districts may provide related services to students and professional development for teachers in coordination with community agencies, the Florida School for the Deaf and the Blind, discretionary projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government including, but not limited to, the DOE, Division of Blind Services, and Division of Vocational Rehabilitation; the Department of Children and Families; and the Department of Health, Children's Medical Services, as appropriate.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS**G. EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WITH EMOTIONAL/BEHAVIORAL DISABILITIES**Unique Philosophical, Curricular, or Instructional Considerations

When making a distinction between students with internalized or externalized characteristics, the IEP Teams will consider these presenting manifestations as they determine the needs of the students when recommending: (1) goals; (2) objectives/benchmarks; (3) specially designed instruction and related services; and (4) the location of such services.

Services for students with emotional/behavioral disabilities (E/BD) provide an integrated curriculum of academic, affective, and behavioral interventions. These services are designed to support the improvement of academic and social functioning through academic (e.g., differentiated instruction, mastery learning), affective (e.g., individual or group counseling, parent education and support), and behavioral (e.g., behavior support, and consultation from mental health, medical, or other professionals) interventions. Student improvement is measured through continuous progress monitoring of responses to intervention. A critical component of effective E/BD services is parent involvement and on-going communication about implementation and outcomes of interventions.

When students with emotional/behavioral disabilities receive services for the full school week in a comprehensive public school or center school setting, the results of prior interventions and progress monitoring data support the need for: a lower adult-to-pupil ratio than offered in other ESE delivery models; a highly structured academic and affective curriculum; extensive support services that shall include individual or group counseling, and parent education and support; and, when appropriate, consultation from mental health, medical, or other professionals. The IEP team must determine that services cannot be provided in a less restrictive environment.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

L. EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WITH AUTISM SPECTRUM DISORDER

Definition

Autism spectrum disorder is defined as a range of pervasive developmental disorders that adversely affects a student's functioning and results in the need for specially designed instruction and related services. Autism spectrum disorder is characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction and communication and the presence of restricted repetitive and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe. Autism spectrum disorder may include autistic disorder, pervasive developmental disorder not otherwise specified, Aspergers syndrome, or other related pervasive developmental disorders.

Regulatory Citations

Title 34 Code of Federal Regulations (CFR) §300.8(c) (1)
 Sections 1003.01(3)(a) and 1003.57, Florida Statutes (F.S.)
 Rules 6A-6.03023 and 6A-6.0331, Florida Administrative Code (FAC.)

Eligibility Criteria

The following criteria, consistent with the definition, shall be used to determine each student's eligibility for a special program:

1. Evidence of all of the following:
 - a. *Uneven developmental profile* as evidenced by inconsistencies in the development of language, social interaction, adaptive behavior, and/or cognitive skills. These inconsistencies can be evidenced across or within these developmental domains; and,
 - b. *Impairment in social interaction* as evidenced by the delay, difference, absence, or abnormality in the ability to relate to people or the environment. These may include one or more of the following behavioral indicators, such as: limited joint attention and limited use of facial expressions directed toward others; lack of showing or bringing things to others to indicate an interest in the activity; difficulties in relating to people, objects, and events; a gross impairment in ability to make and keep friends; significant vulnerability and safety issues due to social naiveté; preference for isolated or solitary activities; misinterpretation of others' behaviors and social cues; and
 - c. *Impairment in verbal and/or nonverbal language or social communication skills* as evidenced by one or more behavioral indicators, such as: lack of spontaneous imitations or lack of varied imaginative play; absence or delay of spoken language; limited understanding and use of nonverbal communication skills, such as gestures, facial expressions, or voice tone; odd production of speech including intonation, volume, rhythm, or rate; repetitive or idiosyncratic language or inability to initiate or maintain a conversation when speech is present; lack of using a finger to point or request; and

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

L. EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WITH AUTISM SPECTRUM DISORDER

- d. *Restricted repetitive and/or stereotyped patterns of behavior, interests, or activities as evidenced by one or more behavioral indicators such as: insistence on following rules or rituals; demonstration of distress or resistance to changes in activity; repetitive hand or body mannerisms; lack of true imaginative play versus reenactment; over-reaction or under-reaction to sensory stimuli; rigid or rule-bound thinking; encompassing preoccupation with one or more stereotyped or restricted patterns of interest that are abnormal either in intensity or focus; and*
2. The student needs special education as defined in Rule 6A-6.03411 (1)(c), FAC.

Student Evaluation

1. In addition to the procedures identified in subsection 6A-6.0331(4), FAC., the minimum student evaluations shall include all of the following:
 - a. Documented and dated behavioral observations conducted by members of the evaluation team targeting social interaction, communication skills, and stereotyped patterns of behavior, interests, or activities, across settings. Activities conducted prior to referral may be used to meet this criterion, if the activities address the elements identified in this section; and
 - b. A comprehensive social/developmental history compiled with the parents(s) or guardian(s) that addresses the core features of autism spectrum disorder; and
 - c. A comprehensive psychological evaluation to identify present levels of performance and uneven patterns of development in language, social interaction, adaptive behavior, and cognitive skills; and
 - d. A comprehensive speech/language evaluation.
2. Medical information provided shall be considered.

Instructional Program

1. Philosophy

Each student with a disability is entitled to receive a free appropriate public education in the least restrictive environment which will enable the student to progress in the general curriculum to the maximum extent possible. Special education, which refers to specially designed instruction and related services, is provided to meet the unique needs of the student that result from the student's disability and to prepare the student for further education, employment, and independent living. Specially designed instruction means adapting, as appropriate, the content, methodology, and/or delivery of instruction. It may employ universal design for learning principles that include assistive technology, accommodations, and modifications.
2. Curriculum

Students will access the Sunshine State Standards through appropriate programming, support from special education and regular education teachers, support in the use of assistive technology, and through the use of universal design principles to maximize

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

L. EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WITH AUTISM SPECTRUM DISORDER

accessibility to the curriculum. For most students with disabilities, these supports enable progress toward a standard high school diploma.

3. Instructional Support

Students receive instructional support through specially designed instruction and related services as determined through the IEP process. Teachers are trained in how to design and implement individualized programs to address the learning needs of each student. Teachers are provided with administrative support to assure reasonable class size/workload, adequate funds for materials, and professional development. Teachers provide instruction in the unique skills considered necessary for students to access and benefit from the core curriculum. These skills include, but are not limited to curriculum and learning strategies, compensatory skills, independent functioning, social/emotional behavior, use of assistive technology, and communication. A range of service delivery options is available to meet the student's needs, including consultative, itinerant, resource, special class, residential placement, hospitals, community-based or home services.

School districts may provide related services to students and professional development for teachers in coordination with community agencies, the Florida School for the Deaf and the Blind, discretionary projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government including, but not limited to, the DOE, Division of Blind Services, and Division of Vocational Rehabilitation; the Department of Children and Families; and the Department of Health, Children's Medical Services, as appropriate.

Unique Philosophical, Curricular, or Instructional Considerations

While students with autism spectrum disorder (ASD) share instructional needs with other students, there are characteristics that are specific to ASD, including the development and use of language and communication skills, the development of appropriate social skills, and the development of appropriate behavioral skills. The need to tailor instruction to the individual learning styles and needs of each student requires that teachers of students with ASD be knowledgeable in a variety of educational strategies.

Inherent in the program for students with ASD is the recognition that ASD is a developmental disability that severely impacts the student's communication, social, and behavioral skills. It is important to take into consideration the student's strengths and needs in all three areas when tailoring an educational program for the student.

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

The purpose of *Evaluation Instruments* appendix is to provide school districts with a *representative* list of individually administered, standardized instruments available for conducting a comprehensive evaluation. The instruments listed were selected based on their technical adequacy (e.g., reliability, validity), appropriateness of standardization, and recency of test development. There are multiple distributors for many of the evaluation instruments listed but the listing has attempted to identify the publisher of the test instrument.

This appendix is organized by cognitive and developmental areas and, with the exception of *Specialized Evaluations*, does not correspond to a specific disability classification. The determination of what constitutes a comprehensive evaluation is made by a team of individuals based on the reason for referral, student history, and other relevant information. Depending on the purpose of the assessment, there may be a number of professionals competent to administer the test.

School districts are not limited to, or required to use, the instruments included in this appendix.

School districts are responsible for using the current edition of the instrument and administering evaluation instruments in accordance with the test publisher's instructions, IDEA evaluation procedures (34 CFR §300.304), and ethical/professional standards (e.g., *Standards for Educational and Psychological Testing*).

IDEA requires that school districts use a variety of assessment tools and strategies to gather information, use technically sound instruments, and not use any single assessment tool as the sole criteria for determining eligibility. The evaluation procedures used should assist in determining whether the student is a student with a disability and the educational needs of the student. Standardized evaluation instruments (e.g., test instruments listed) should be used in conjunction with informal assessment strategies, data used in monitoring student progress and response to intervention, and with other available evaluation data when making decisions about eligibility and educational need.

In the selection and administration of evaluation instruments (34 CFR §300.305), school districts must ensure that the formal and informal evaluation methods used are:

- Selected and administered so as not to be discriminatory on a racial or cultural basis
- Administered in the child's native language and in the form likely to yield accurate information on what the child knows and can do
- Used for the purposes for which the assessments are valid and reliable
- Administered by trained and knowledgeable personnel
- Administered in accordance with instructions provided by the test developer

For children with known impairments (i.e., sensory, manual, or speaking), the school district must ensure that assessment results accurately reflect the child's aptitude or achievement rather than reflecting the impaired sensory, manual, or speaking skills. [34 CFR §300.304 (c) (3)]

PART V. APPENDICES
APPENDIX A: EVALUATION INSTRUMENTS

INTELLIGENCE & COGNITIVE ABILITY

| Evaluation Instrument | Publisher | Ages |
|--|--------------------------------|---------------------|
| <i>Cognitive Assessment System (CAS) 1997</i> | <i>Riverside Publishing</i> | <i>5 to 17.11</i> |
| <i>Differential Abilities Scales – Second Edition (DAS-II) 2006</i> | <i>Harcourt/PsychCorp</i> | <i>2.5 to 17.11</i> |
| <i>Kaufman Adolescent and Adult Intelligence Test (KAIT) 1993</i> | <i>AGS/Pearson Assessments</i> | <i>11 to 85+</i> |
| <i>Kaufman Assessment Battery for Children, Second Edition (KABC-II) 2004</i> | <i>AGS/Pearson Assessments</i> | <i>3 to 18</i> |
| <i>Reynolds Intellectual Assessment Scale (RIAS) 2003</i> | <i>PAR</i> | <i>3 to 94</i> |
| <i>Stanford-Binet Intelligence Scale – Fifth Edition (SB5) 2003</i> | <i>Riverside Publishing</i> | <i>2 to 85+</i> |
| <i>Stanford-Binet Intelligence Scales for Early Childhood – Fifth Edition (Early SB5) 2005</i> | <i>Riverside Publishing</i> | <i>2 to 7.3</i> |
| <i>Wechsler Adult Intelligence Scale – Third Edition (WAIS-III) 1997</i> | <i>Harcourt/PsychCorp</i> | <i>16 to 89</i> |
| <i>Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV) 2003</i> | <i>Harcourt/PsychCorp</i> | <i>6 to 16.11</i> |
| <i>Wechsler Preschool and Primary Scale of Intelligence, Third Edition (WPPSI-III) 2002</i> | <i>Harcourt/PsychCorp</i> | <i>2.6 to 7.3</i> |
| <i>Woodcock-Johnson III Tests of Cognitive Abilities (WJIII) 2001</i> | <i>Riverside Publishing</i> | <i>2 to 90</i> |

PART V. APPENDICES
APPENDIX A: EVALUATION INSTRUMENTS

NONVERBAL TESTS OF INTELLIGENCE/NONVERBAL ABILITY

| Evaluation Instrument | Publisher | Ages |
|---|-----------------------------|---------------------|
| <i>Comprehensive Test of Nonverbal Intelligence (C-TONI) 1996</i> | <i>ProEd</i> | <i>6 to 18.11</i> |
| <i>Leiter International Performance Scale – Revised (Leiter-R) 1997</i> | <i>Stoelting Company</i> | <i>2 to 18</i> |
| <i>Naglieri Nonverbal Ability Test – Individual Administration 2003</i> | <i>Harcourt/PsychCorp</i> | <i>4 to 17.11</i> |
| <i>Ravens Progressive Matrices – Colored (CPM) and Standard (SPM) Progressive Matrices 1998</i> | <i>Harcourt/PsychCorp</i> | <i>5 to adult</i> |
| <i>Test of Nonverbal Intelligence-3 (TONI-3)1997</i> | <i>ProEd</i> | <i>6.0 to 85.11</i> |
| <i>Universal Nonverbal Intelligence Test (UNIT) 1998</i> | <i>Riverside Publishing</i> | <i>5.0 to 17.11</i> |
| <i>Wechsler Nonverbal Scale of Ability (WNV) 2006</i> | <i>Harcourt/PsychCorp</i> | <i>4.0 to 21.11</i> |

ADAPTIVE BEHAVIOR

| Evaluation Instrument | Publisher | Ages/Grades |
|--|--------------------------------|-----------------------|
| <i>AAMR Adaptive Behavior Scales – School, Second Edition (ABS-S:2) 1993</i> | <i>ProEd</i> | <i>3 to 18.11</i> |
| <i>Adaptive Behavior Assessment System, Second Edition (ABAS, 2nd) 2003</i> | <i>Harcourt/PsychCorp</i> | <i>5 to 21</i> |
| <i>Scales of Independent Behavior – Revised (SIB-R) 1996</i> | <i>Riverside Publishing</i> | <i>infancy to 80+</i> |
| <i>Vineland Adaptive Behavior Scales – Second Edition (Vineland-II) 2005</i> | <i>AGS/Pearson Assessments</i> | <i>birth to 90</i> |

PART V. APPENDICES
APPENDIX A: EVALUATION INSTRUMENTS

EARLY CHILDHOOD/DEVELOPMENTAL

| Evaluation Instrument | Publisher | Ages |
|--|---------------------------------------|---------------------------|
| <i>Battelle Developmental Inventory (BDI-2, Fall 2004)</i> | <i>Riverside Publishing</i> | <i>birth to 8</i> |
| <i>Bayley Scales of Infant Development, Third Edition (BSID-III) 2005</i> | <i>Harcourt/PsychCorp</i> | <i>1 to 42 months</i> |
| <i>Bracken Basic Concept Scale – Third Edition: Expressive (BBCS-3:E) 2006</i> | <i>Harcourt/PsychCorp</i> | <i>3 to 6.11</i> |
| <i>Bracken Basic Concept Scale – Third Edition: Receptive (BBCS-3:R) 2006</i> | <i>Harcourt/PsychCorp</i> | <i>3 to 6.11</i> |
| <i>Brigance Inventory of Early Development – Revised 1999</i> | <i>Curriculum Associates</i> | <i>birth to 7</i> |
| <i>Developmental Assessment of Young Children (DAYC)</i> | <i>ProEd</i> | <i>birth to 5.11</i> |
| <i>Developmental Profile 3 (DP-3) 2007</i> | <i>Western Psychological Services</i> | <i>birth to 12.11</i> |
| <i>Kaufman Survey of Early Academic and Language Skills (K-SEALS) 1993</i> | <i>AGS/Pearson Assessments</i> | <i>3.0 to 6.11</i> |
| <i>Mullen Scales of Early Learning 1995</i> | <i>AGS/Pearson Assessments</i> | <i>birth to 68 months</i> |
| <i>Peabody Developmental Motor Scale, Second Edition (PDMS-2) 2000</i> | <i>ProEd</i> | <i>birth to 6.11</i> |

PART V. APPENDICES
APPENDIX A: EVALUATION INSTRUMENTS

NEUROPSYCHOLOGICAL, VISUAL-MOTOR-PERCEPTUAL

| Evaluation Instrument | Publisher | Ages/Grades |
|---|-------------------------------|--------------------|
| <i>Behavior Rating Inventory of Executive Function (BRIEF) 2000</i> | PAR | 5 to 18 |
| <i>Bender Visual-Motor Gestalt Test, Second Edition (Bender-Gestalt II) 2003</i> | Riverside Publishing | 4 to 85 |
| <i>BOT-2: Bruininks-Oseretsky Test of Motor Proficiency, 2nd Edition</i> | AGS/Pearson Assessments | 4 to 21 |
| <i>Children's Memory Scale (CMS) 1997</i> | Harcourt/PsychCorp | 5 to 16 |
| <i>Dean-Woodcock Neuropsychological Battery (DW) 2003</i> | Riverside Publishing | 4 to adult |
| <i>Delis-Kaplan Executive Function System (D-FES) 2001</i> | Harcourt/PsychCorp | 8 to 89 |
| <i>Developmental Test of Visual-Motor Integration, 5th Edition (VMI-5) 2003</i> | AGS/Pearson Assessments | 2 to 18 |
| <i>NEPSY: A Developmental Neuropsychological Assessment 1997</i> | Harcourt/PsychCorp | 3 to 12 |
| <i>Scales of Cognitive Ability for Traumatic Brain Injury (SCATBI) 1993</i> | ProEd | 3 to 9.0 |
| <i>Test of Auditory-Processing Skills – 3rd Edition (TAPS-3)</i> | ProEd | 4 to 13 |
| <i>Test of Visual-Perceptual Skills – 3rd Edition (TVPS-3)</i> | Academic Therapy Publications | 4 to 13 |
| <i>Wide Range Assessment of Memory & Learning, 2nd Edition (WRAML2) 2003</i> | PAR | 5 to 90 |
| <i>Wide Range Assessment of Visual Motor Ability (WRAVMA)</i> | PAR | 3 to 17.11 |

PART V. APPENDICES
APPENDIX A: EVALUATION INSTRUMENTS

GENERAL ACHIEVEMENT

| Evaluation Instrument | Publisher | Ages/Grades |
|---|--------------------------------|--------------------|
| <i>Basic Achievement Skills Inventory (BAS-I)</i> | <i>AGS/Pearson Assessments</i> | <i>8 to 80</i> |
| <i>Brigance Comprehensive Inventory of Basic Skills – Revised (CIBS-R)</i> | <i>Curriculum Associates</i> | <i>pre-K to 9</i> |
| <i>Diagnostic Achievement Battery – Third Edition (DAB-3) 2001</i> | <i>ProEd</i> | <i>6 to 14.11</i> |
| <i>Kaufman Test of Educational Achievement, Second Edition (KTEA-II) 2004</i> | <i>AGS/Pearson Assessments</i> | <i>4.6 to 90</i> |
| <i>Wechsler Individual Achievement Test - Second Edition (WIAT-II) 2001</i> | <i>Harcourt/PsychCorp</i> | <i>4 to 85</i> |
| <i>Wide Range Achievement Test 4 (WRAT4) 2006</i> | <i>PAR</i> | <i>5 to 94</i> |
| <i>Woodcock – Johnson III Tests of Achievement (WJ-III) 2001</i> | <i>Riverside Publishing</i> | <i>2 to 90</i> |

MATH ACHIEVEMENT

| Evaluation Instrument | Publisher | Ages/Grades |
|---|--------------------------------|----------------------|
| <i>Early Math Diagnostic Assessment (EMDA) 2001</i> | <i>Harcourt/PsychCorp</i> | <i>pre-K to 3</i> |
| <i>Key Math Revised (NU): A Diagnostic Inventory of Essential Mathematics</i> | <i>AGS/Pearson Assessments</i> | <i>grades K to 9</i> |
| <i>Test of Early Mathematics – Second Edition (TEMA-2) 1990</i> | <i>ProEd</i> | <i>3.0 to 8.11</i> |
| <i>Test of Mathematical Abilities (TOMA-2) 1994</i> | <i>Riverside Publishing</i> | <i>8.0 to 18.11</i> |

PART V. APPENDICES
APPENDIX A: EVALUATION INSTRUMENTS

READING/ORAL & WRITTEN LANGUAGE

| Evaluation Instrument | Publisher | Ages/Grades |
|--|--------------------------------------|----------------------|
| READING/LITERACY | | |
| <i>Comprehensive Test of Phonological Processing (CTOPP) 1999</i> | <i>ProEd</i> | <i>5.0 to 24.11</i> |
| <i>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</i> | <i>University of Oregon FCRR</i> | <i>grades K to 6</i> |
| <i>Early Reading Diagnostic Assessment, Second Edition (ERDA) 2003</i> | <i>Harcourt/PsychCorp</i> | <i>grades K to 3</i> |
| <i>Gray Oral Reading Tests: Fourth Edition (GORT-4) 2001</i> | <i>ProEd</i> | <i>6.0 to 18.11</i> |
| <i>Test of Phonological Awareness – Second Edition Plus (TOPA-2+) 2004</i> | <i>ProEd</i> | <i>grades K to 2</i> |
| <i>Test of Reading Comprehension – Third Edition (TORC-3) 1995</i> | <i>ProEd</i> | <i>7.0 to 17.11</i> |
| <i>Test of Word Reading Efficiency (TOWRE) 1999</i> | <i>ProEd</i> | <i>6.0 to 24.11</i> |
| <i>The Phonological Awareness Test, Second Edition 2007</i> | <i>LinguiSystems</i> | <i>5 to 10 +</i> |
| <i>Woodcock Diagnostic Reading Battery (WDRB) 1997</i> | <i>Riverside Publishing</i> | <i>4 to adult</i> |
| <i>Woodcock Reading Mastery Tests – Revised (WRMT-R/NU) 1998</i> | <i>AGS/Pearson Assessments</i> | <i>5 to adult</i> |
| WRITTEN LANGUAGE | | |
| <i>Oral and Written Language Scales (OWLS) 1996</i> | <i>AGS/Pearson Assessments</i> | <i>3 to 21</i> |
| <i>Test of Early Written Language – Second Edition (TEWL-2) 1996</i> | <i>ProEd</i> | <i>3 to 10.11</i> |
| <i>Test of Written Language – Third Edition (TOWL-3) 1996</i> | <i>ProEd</i> | <i>6 to 18</i> |

PART V. APPENDICES
APPENDIX A: EVALUATION INSTRUMENTS

READING/ORAL & WRITTEN LANGUAGE (cont.)

| Evaluation Instrument | Publisher | Ages/Grades |
|--|--------------------------------|---------------------------|
| LANGUAGE/ORAL LANGUAGE | | |
| <i>Clinical Evaluation of Language Fundamentals, 4th Edition (CELF-4) 2006</i> | <i>Harcourt/Psych Corp</i> | <i>3.6 to 6</i> |
| <i>Comprehensive Assessment of Spoken Language (CASL) 1999</i> | <i>AGS/Pearson Assessments</i> | <i>3 to 21</i> |
| <i>Comprehensive Receptive and Expressive Vocabulary Test, 2nd Edition (CREVT-2) 2002</i> | <i>ProEd</i> | <i>4 to 89</i> |
| <i>Expressive Language Test (ELT) 1998</i> | <i>LinguiSystems</i> | <i>5 to 11</i> |
| <i>Expressive One-Word Picture Vocabulary Test (EOWPVT-R) 2000</i> | <i>AGS/Pearson Assessments</i> | <i>2.0 to 18.11</i> |
| <i>Expressive Vocabulary Test, 2nd Edition (EVT-II) 2006</i> | <i>AGS/Pearson Assessments</i> | <i>2.6 to 90</i> |
| <i>Language Processing Test, 3rd Edition: Elementary (LPT-3:Elementary) 2005</i> | <i>LinguiSystems</i> | <i>5 to 11</i> |
| <i>Oral and Written Language Scales (OWLS) 1996</i> | <i>AGS/Pearson Assessments</i> | <i>3.0 to 21.11</i> |
| <i>Peabody Picture Vocabulary Test – Fourth Edition (PPVT-IV) 2006</i> | <i>AGS/Pearson Assessments</i> | <i>2.6 through 90</i> |
| <i>Preschool Language Scale, 4th Edition (PLS-4) 2002</i> | <i>Harcourt/PsychCorp</i> | <i>birth through 6.11</i> |
| <i>Receptive One Word Picture Vocabulary Test (ROWPVT) 2000</i> | <i>AGS/Pearson Assessments</i> | <i>2 to 18.11</i> |
| <i>Test of Adolescent & Adult Language – Fourth Edition (TOAL-4) 2007</i> | <i>ProEd</i> | <i>12 to 24.11</i> |
| <i>Test of Auditory Comprehension of Language – Third Edition (TACL-3) 1999</i> | <i>AGS/Pearson Assessments</i> | <i>3.0 to 9.11</i> |
| <i>Test of Early Language Development – Third Edition (TELD-3) 1999</i> | <i>ProEd</i> | <i>2 to 7.11</i> |
| <i>Test of Language Development – Intermediate (TOLD-I:3) 1997</i> | <i>ProEd</i> | <i>8.0 to 12.11</i> |

PART V. APPENDICES
APPENDIX A: EVALUATION INSTRUMENTS

READING/ORAL & WRITTEN LANGUAGE (cont.)

| Evaluation Instrument | Publisher | Ages/Grades |
|--|--------------------------------|-------------------------------------|
| LANGUAGE/ORAL LANGUAGE (cont.) | | |
| <i>Test of Language Development - Primary (TOLD-P:3) 1997</i> | <i>ProEd</i> | <i>4 to 8.11</i> |
| <i>Test of Pragmatic Language (TOPL) 1992</i> | <i>Harcourt</i> | <i>5 to 13</i> |
| <i>Test of Semantic Skills – Primary (TOSS-P) 2002</i> | <i>LinguiSystems</i> | <i>4 to 8</i> |
| <i>Test of Word Finding, Second Edition (TWF-2) 2000</i> | <i>AGS/Pearson Assessments</i> | <i>6.6 to 12.11</i> |
| <i>Token Test for Children, 2nd Edition (TTFC-2) 2007</i> | <i>ProEd</i> | <i>3.0 to 12.11</i> |
| <i>Utah Test of Language Development – Fourth Edition (UTLD-4)</i> | <i>ProEd</i> | <i>3.0 to 9.11</i> |
| <i>Woodcock Language Proficiency Battery – Revised), (WLPB-R) 1991</i> | <i>Riverside Publishing</i> | <i>2 to adult</i> |
| <i>Word Test – 2: Elementary 2004</i> | <i>ProEd</i> | <i>6.0 to 11.11 12.0 and up</i> |
| <i>Word Test – 2: Adolescent 2005</i> | <i>ProEd</i> | <i>6.0 to 11.11 12.0 and up</i> |

PART V. APPENDICES
APPENDIX A: EVALUATION INSTRUMENTS

SOCIAL/EMOTIONAL AND BEHAVIORAL

| Evaluation Instrument | Publisher | Ages/Grades |
|---|--------------------------------|--------------------|
| <i>Achenbach System of Empirically Based Assessment (ASEBA) 2003</i> | <i>ASEBA</i> | <i>1.5 to 59</i> |
| <i>Beck Youth Inventories – 2nd Edition (BYI-II) 2005</i> | <i>Harcourt/PsychCorp</i> | <i>7 to 18.11</i> |
| <i>Behavior Assessment System for Children, Second Edition (BASC-II) 2004</i> | <i>AGS/Pearson Assessments</i> | <i>4 to 18</i> |
| <i>Behavior Rating Profile – 2 (BRP-2)</i> | <i>ProEd</i> | <i>6.6 to 18.6</i> |
| <i>Conners Rating Scales – Revised (CRS-R) 1997 Parent, Teacher</i> | <i>MHS</i> | <i>3 to 17</i> |
| <i>Clinical Assessment of Behavior (CAB) 2004</i> | <i>PAR</i> | <i>5 to 18</i> |
| <i>Devereaux Scales of Mental Disorders (DSMD) 1994</i> | <i>Harcourt/PsychCorp</i> | <i>5 to 18</i> |
| <i>Emotional Disturbance Decision Tree (EDDT) 2007</i> | <i>PAR</i> | <i>5 to 18</i> |
| <i>Social Skills Rating System (SSRS) 1990</i> | <i>AGS/Pearson Assessments</i> | <i>3 to 18.11</i> |

PART V. APPENDICES
APPENDIX A: EVALUATION INSTRUMENTS

ARTICULATION, VOICE, AND FLUENCY

| Evaluation Instrument | Publisher | Ages/Grades |
|--|--------------------------------|--|
| <i>Arizona Articulation Proficiency Scale, 3rd Edition (Arizona-3) 1999</i> | <i>ProEd</i> | <i>1.5 to 18.0 years</i> |
| <i>Clinical Assessment of Articulation and Phonology (CAAP) 2004</i> | <i>ProEd</i> | <i>2.6 to 8.11 years</i> |
| <i>Goldman – Fristoe Test of Articulation-2 (G-FTA-2) 2000</i> | <i>ProEd</i> | <i>2 to 21 years</i> |
| <i>Kahn-Lewis Phonological Analysis, 2nd Edition (KLPA-2) 2002</i> | <i>AGS/Pearson Assessments</i> | <i>2 to 21 years</i> |
| <i>Photo-Articulation Test, 3rd Edition (PAT-3) 1997</i> | <i>Harcourt Assessment</i> | <i>3 to 8 years</i> |
| <i>*Boone Voice Program for Children, 2nd Edition 1980</i> | <i>ProEd</i> | <i>3 to 14 years</i> |
| <i>Voice Assessment Protocol for Children and Adults (VAP) 1987</i> | <i>ProEd</i> | <i>all ages</i> |
| <i>*Cooper Personalized Fluency Control Therapy for Children, Third Edition (PFCT-3) 2002</i> | <i>ProEd</i> | <i>preschool and school-age children</i> |
| <i>Stuttering Prediction Instrument for Young Children (SPI) 1981</i> | <i>ProEd</i> | <i>3 to 8 years</i> |
| <i>Stuttering Severity Instrument for Children and Adults, 3rd Edition (SSI-3) 1994</i> | <i>ProEd</i> | <i>2.10 years through adult</i> |

***Please note that some of the evaluation instruments listed are part of a comprehensive program, involving evaluation and treatment.**

PART V. APPENDICES**APPENDIX A: EVALUATION INSTRUMENTS****SPECIALIZED EVALUATIONS**

| Evaluation Instrument | Publisher | Ages/Grades |
|---|---|-------------------------------|
| <i>AUTISM SPECTRUM DISORDERS (ASD)</i> | | |
| <i>Autism Diagnostic Interview – Revised (ADI-R) 1994</i> | <i>Western Psychological Services</i> | <i>2 to adult</i> |
| <i>Autism Diagnostic Observation Schedule (ADOS) 1989</i> | <i>Western Psychological Services</i> | <i>2 to adult</i> |
| <i>Asperger Syndrome Diagnostic Scale (ASDS) 2000</i> | <i>ProEd</i> | <i>5 to 18</i> |
| <i>CARS: Childhood Autism Rating Scale (CARS) 1999</i> | <i>Western Psychological Services</i> | <i>2 to adult</i> |
| <i>GADS: Gilliam Asperger's Disorder Scale (GADS) 2000</i> | <i>ProEd</i> | <i>3 through 22</i> |
| <i>GARS-2: Gilliam Autism Rating Scale-Second Edition (GARS-2) 1995</i> | <i>ProEd</i> | <i>3 through 22</i> |
| <i>PEP-3: Psychoeducational Profile – Third Edition (PEP-3) 2005</i> | <i>ProEd/Western Psychological Services</i> | <i>6 months to 6.11</i> |
| <i>Pervasive Developmental Disorders Screening Test-II (PDDST-II) 2004</i> | <i>Harcourt/PsychCorp</i> | <i>18 months to 48 months</i> |
| <i>Social Responsiveness Scale (SRS)</i> | <i>Western Psychological Services</i> | <i>4 to 18</i> |
| <i>GIFTED</i> | | |
| <i>Gifted and Talented Evaluation Scales (GATES)</i> | <i>ProEd</i> | <i>5 to 18</i> |
| <i>Gifted Evaluation Scale (GES) 1998</i> | <i>Hawthorne</i> | <i>5 to 18</i> |
| <i>Gifted Rating Scale (GRS) 2003</i> | <i>Harcourt/PsychCorp</i> | <i>4 to 13.11</i> |
| <i>Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)</i> | <i>Creative Learning Press</i> | <i>grades 3 to 12</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

SPECIALIZED EVALUATIONS (cont.)

| Evaluation Instrument | Publisher | Ages/Grades |
|---|--|--|
| DEAF/HARD OF HEARING | | |
| <i>Carolina Picture Vocabulary Test 1985</i> | <i>ProEd</i> | <i>4 to 11.5</i> |
| <i>Checklist for Expressive and Receptive Modes of Communication and Functional Pragmatic Use of Language</i> | <i>Texas Education Agency</i> | <i>children</i> |
| <i>Checklist for Language Skills</i> | <i>Texas Education Agency</i> | <i>children</i> |
| <i>Craig Lipreading Inventory 1971</i> | <i>Western Pennsylvania School for the Deaf</i> | <i>2 to 15</i> |
| <i>Grammatical Analysis of Elicited Language</i> - <i>Pre-Sentence Level (GAEL-PS) 1983</i> - <i>Simple Sentence Level (GAEL-S) 1985</i> - <i>Complex Sentence Level (GAEL-C) 1980</i> | <i>Central Institute for the Deaf</i> | <i>3 to 12</i> |
| <i>Phonetic Phonologic Speech Evaluation 2002</i> | <i>A.G. Bell Association</i> | <i>children</i> |
| <i>Scales of Early Communication Skills for Hearing Impaired Children 1975</i> | <i>Central Institute for the Deaf</i> | <i>2 to 8</i> |
| <i>Test of Early Reading Ability – Deaf or Hard-of-Hearing 1991</i> | <i>ProEd</i> | <i>grades 3 to 9</i> |
| <i>Total Communication Receptive Vocabulary Test 1981</i> | <i>Mental Health and Deafness Resources</i> | <i>5 to 18</i> |
| VISION | | |
| <i>Assessment of Braille Literacy Skills (ABLS) 1995</i> | <i>Region IV Education Service Center</i> | <i>All</i> |
| <i>Assessment Kit 1997</i> | <i>Texas School for the Blind and Visually Handicapped</i> | <i>All</i> |
| <i>Callier-Azusa Scale: G Edition 1978</i> <i>Callier-Azusa Scale: H Edition 1984</i> | <i>University of Texas-Dallas</i> | <i>pre-K to 12</i> <i>(deaf-blind and multiply handicapped)</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

SPECIALIZED EVALUATIONS (cont.)

| Evaluation Instrument | Publisher | Ages/Grades |
|--|---|-----------------------------|
| <i>VISION (cont.)</i> | | |
| <i>Functional Vision and Learning Media Assessment</i> | <i>Consultants for the Visually Impaired</i> | <i>all</i> |
| <i>Learning Media Assessment 1993</i> | <i>Texas School for the Blind and Visually Handicapped</i> | <i>all</i> |
| <i>Minnesota Braille Skills Inventory 1995</i> | <i>Minnesota Dept of Education</i> | <i>all</i> |
| <i>Oregon Project for Visually Impaired and Blind Preschool Children 1986</i> | <i>Jackson County Educational Service District, Medford, Oregon</i> | <i>grades pre-K to 2</i> |
| <i>Program to Develop Efficiency in Visual Functioning: Diagnostic Assessment Procedure (DAP) 1978</i> | <i>American Printing House for the Blind</i> | <i>all</i> |
| <i>Reynell-Zinken Scales: Developmental Scales for Young Visually Impaired Children Part 1 – Mental Development 1979</i> | <i>NFER – Nelson Publishing Company</i> | <i>15 months to 7 years</i> |
| <i>SIB-R Short Form for the Visually Impaired 1996</i> | <i>Riverside Publishing</i> | <i>infancy to 80+</i> |
| <i>TAPS: Orientation Mobility Curriculum for Students with Visual Impairments 1993</i> | <i>Texas School for the Blind & Visually Impaired</i> | <i>3 to 21</i> |
| <i>Visual Functioning Assessment Tool (VFAT) 1989</i> | <i>Stoelting Company</i> | <i>all</i> |

PART V. APPENDICES**APPENDIX A: EVALUATION INSTRUMENTS****BILINGUAL/SPANISH**

| Evaluation Instrument | Publisher | Ages/Grades |
|--|--------------------------------|-------------------------------|
| <i>Adaptive Behavior Assessment System, Second Edition (ABAS, 2nd) 2003</i> | <i>Harcourt/PsychCorp</i> | <i>5 to 21</i> |
| <i>Assessment of Basic Skills – Revised (ABS-R) (Brigance CIBS-R Spanish Edition)</i> | <i>Curriculum Associates</i> | <i>K to 8</i> |
| <i>Behavior Assessment System for Children (BASC-2) 2003 PRS, SRP, SDH</i> | <i>AGS/Pearson Assessments</i> | <i>2.0 to 21.11</i> |
| <i>Bateria III Woodcock-Muñoz 2005</i> | <i>Riverside Publishing</i> | <i>2.0 to 90</i> |
| <i>Battelle Developmental Inventory (BDI-2 Spanish) 2005</i> | <i>Riverside Publishing</i> | <i>birth to 7.11</i> |
| <i>Bilingual Verbal Ability Test – Normative Update (BVAT-NU) 2005</i> | <i>Riverside Publishing</i> | <i>5.0 to adult</i> |
| <i>Bracken Basic Concept Scale Third Edition (BBCS-E:R) and Bracken Basic Concept Scale: Receptive (BBCS:E) 2002</i> | <i>Harcourt/PsychCorp</i> | <i>3.0 through 6.11</i> |
| <i>Bracken School Readiness Assessment (BSRA) 2002</i> | <i>Harcourt/PsychCorp</i> | <i>2.6 to 7.11</i> |
| <i>Clinical Evaluation of Language Fundamentals (CELF-4 Spanish) 2006</i> | <i>Harcourt/PsychCorp</i> | <i>5 to 21</i> |
| <i>Expressive and Receptive One Word Picture Vocabulary Tests (EOWPVT) & (ROWPVT) 2000</i> | <i>Academic Therapy</i> | <i>2 to 18.11</i> |
| <i>Pervasive Developmental Disorders Screening Test–II (PDDST–II) 2004</i> | <i>Harcourt/PsychCorp</i> | <i>18 months to 48 months</i> |
| <i>Preschool Language Scale, Spanish Edition (PLS-4) 2002</i> | <i>Harcourt/PsychCorp</i> | <i>birth through 6.11</i> |
| <i>Test de Vocabulario en Imagenes Peabody (TVIP) 1990</i> | <i>AGS/Pearson Assessments</i> | <i>2.6 to 17.11</i> |
| <i>Test of Phonological Awareness in Spanish (TPAS)</i> | <i>ProEd</i> | <i>4.0 to 10.11</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

BILINGUAL/SPANISH (cont.)

| Evaluation Instrument | Publisher | Ages/Grades |
|---|-----------------------------|---------------------|
| <i>Wechsler Intelligence Scale for Children – Fourth Edition Spanish (WISC-IV Spanish) 2004</i> | <i>Harcourt/PsychCorp</i> | <i>6.0 to 16.11</i> |
| <i>Woodcock Language Proficiency Battery – Revised Spanish Form (WLPB-R Sp) 1995</i> | <i>Riverside Publishing</i> | <i>2 to adult</i> |
| <i>Woodcock-Muñoz Language Survey-Revised (WMLS-R) 2005</i> | <i>Riverside Publishing</i> | <i>2.0 to adult</i> |

Return Date:

Return To:

Administrator
ESE Program Administration and Quality Assurance
Bureau of Exceptional Education and Student Services
325 West Gaines Street
614 Florida Education Center
Tallahassee, Florida 32399-0400

FLORIDA DEPARTMENT OF EDUCATION

DIVISION OF K-12 PUBLIC SCHOOLS

BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES

School District

Miami-Dade

**POLICIES AND PROCEDURES FOR THE PROVISION OF SPECIALLY DESIGNED
INSTRUCTION AND RELATED SERVICES FOR EXCEPTIONAL STUDENTS**

EFFECTIVE DATES:

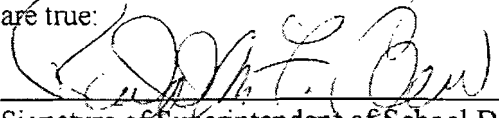
2004-2005 through 2006-2007

SIGNATURE PAGE

School district:
Administrator of Exceptional Student Education:
This document is effective for 2004-2005 through 2006-2007
Rudolph F. Crew, Ed.D.

CERTIFICATION OF APPROVAL

I, Rudolph F. Crew, Ed.D., do hereby certify that each of the statements ~~are~~ ^{are} true:



Signature of Superintendent of School District
or Authorized Representative
of Governing Body or Agency

October 19, 2005

Date of
Board Approval

SPECIAL PROGRAMS AND PROCEDURES

This document, the Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students, was approved by the governing body for submission to the Florida Department of Education on the date indicated.

The contents of this document, which include information preprinted by the Florida Department of Education, have not been altered in any way.

The school district shall implement the requirements of all statutes or State Board of Education rules affecting programs for exceptional students during the effective dates of this document.

The school district shall implement the requirements of the 1997 Individuals with Disabilities Education Act as reflected in this document, and the requirements of Sections 300, 301, and 303 of Title 34 of the Code of Federal Regulations.

The school district shall implement the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (P.L. 108-447), effective July 1, 2005, unless otherwise indicated in the Act.

SCHOOL DISTRICT POLICIES AND PROCEDURES

Any district produced policy and procedures documents which meet the following criteria have been submitted to the Florida Department of Education with the Policies and Procedures for the Provision of Specially Designed Instruction and Related Services document for review. Such documents:

- supplement information contained in the school district's Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students document;
- address school district exceptional education procedures or policies; and,
- are adopted by the school board as school district policy

TABLE OF CONTENTS
2004-2005 THROUGH 2006-2007

Signature Page.....1

Legal Requirement4

Part I. Provision Of Services.....5

Special Program Availability.....5

Part II. General Procedures.....7

A. Appropriate Placement7

B. Procedures For Screening.....9

C. Procedures For Activities Conducted Prior to Referral.....11

D. Procedures For Referral.....13

E. Procedures For Student Evaluation.....17

F. Procedures For Determining Eligibility.....23

G. Procedures For Providing An Individual Educational Plan For
Students With Disabilities25

H. Procedures For Providing An Individualized Family Support Plan For Children With
Disabilities Ages Birth Through Five Years.....33

I. Procedures For Providing An Educational Plan For Students Who Are Gifted.....37

J. Procedures For Temporary Assignment Of Transferring Exceptional Students.....40

K. Procedures For Reevaluation Of Students With Disabilities.....42

L. Procedures For Dismissal44

M. Procedures For Participation In State And District Assessment Of
Students With Disabilities45

N. Procedures For Determining Extended School Year Services For
Students With Disabilities51

O. Procedural Safeguards For Students With Disabilities.....52

P. Procedural Safeguards For Children Ages Birth Through Two60

Q. Procedural Safeguards For Exceptional Students Who Are Gifted.....62

R. Procedural Safeguards For Students With Disabilities Enrolled In Private Schools By
Their Parents66

S. Procedures For Due Process Hearings For Exceptional Students69

T. Procedures For Providing Services For Students With Disabilities Enrolled In Private
Schools.....74

U. Procedures For Student Participation In Opportunity Scholarships.....83

V. Procedures For Participation In McKay Scholarships For Students With Disabilities
Program86

W. Procedures For Discipline Of Students With Disabilities89

X. Plan For Program Evaluation.....98

Part III. Procedures For Specific Programs.....100

A. Eligible Exceptional Students.....100

B. Programs For Students Who Are Identified As Mentally Handicapped101

C. Programs For Students Who Are Identified As Speech And Language Impaired109

| | |
|--|------------|
| D.....Programs For Students Who Are Identified As Deaf Or Hard-Of-Hearing | 119 |
| E. Programs For Students Who Are Identified As Visually Impaired | 126 |
| F. Programs For Students Who Are Identified As Physically Impaired | 134 |
| G. Programs For Students Who Are Identified As Emotionally Handicapped And Severely Emotionally Disturbed | 143 |
| H. Programs For Students Who Are Identified As Specific Learning Disabled | 153 |
| I. Programs For Students Who Are Identified As Gifted..... | 163 |
| J. Programs For Students Who Are Identified As Homebound Or Hospitalized..... | 170 |
| K. Programs For Students Who Are Identified As Dual Sensory Impaired | 176 |
| L. Programs For Students Who Are Identified As Autistic | 183 |
| M. Programs For Students Who Are Identified As Needing Physical Therapy | 191 |
| N. Programs For Students Who Are Identified As Needing Occupational Therapy..... | 195 |
| O. Programs For Prekindergarten Children With Disabilities..... | 199 |
| P. Programs For Prekindergarten Children With Developmental Delays | 210 |
| Q. Programs For Prekindergarten Children With Established Conditions..... | 215 |
| Part IV. Assurances | 219 |
| A. Written Agreements | 219 |
| B. Contractual Arrangements With Private Schools | 221 |
| C. Surrogate Parents | 223 |
| D. Limited English Proficient Students..... | 224 |
| E. Full Educational Opportunity Goal..... | 224 |
| F. Child Find | 224 |
| G. Confidentiality Of Student Records..... | 225 |
| H. Free And Appropriate Public Education..... | 227 |
| I. Transition From Part C To Part B..... | 227 |
| J. Revised Funding Formula..... | 227 |
| Part V. Appendices..... | 229 |
| Appendix A: Evaluation Instruments | 229 |
| Appendix B: Alternate Assessment Instruments | 260 |
| Appendix C: Additional Information for Programs for Students Who are Identified as Gifted ... | 263 |

LEGAL REQUIREMENT

The legal requirement for this document is based on s. 1003.57(4), Florida Statutes (F.S.), and Rule 6A-6.03411, FAC. For a school district or agency under contract to the Department of Education to be eligible to receive state or federal funding for specially designed instruction and related services for exceptional students, it shall:

1. develop a written statement of procedures for providing an appropriate program of specially designed instruction and related services for exceptional students as required by s. 1003.57(4), F.S.;
2. submit its written statement of policies and procedures to the Chancellor, K-12 Public Schools, for approval; and,
3. report to the Chancellor, K-12 Public Schools the total number of students in the school district receiving instruction in each special program for exceptional students in the manner prescribed by the Department.

The Individuals with Disabilities Education Act, corresponding federal regulations, and State Board of Education rules relating to special programs for exceptional students serve as criteria for the review and approval of the district's Policies and Procedures for the Provision of Specially Designed Instruction and Related Services document.

Beginning July 1, 2005, the Individuals with Disabilities Education Improvement Act of 2004, P.L. 108-447, will be effective. All school districts will receive guidance regarding the implementation of the Individuals with Disabilities Education Improvement Act of 2004 as it becomes available.

All school districts are required to submit their Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students document in accordance with timelines established in s. 1003.57(4), F.S. and Rule 6A-6.03411, FAC.

PART I. PROVISION OF SERVICES

Fill in the appropriate code from page 5.

Definition: Specially designed instruction and related services are required for each eligible exceptional student and may be provided directly, in cooperation with other school districts or agencies, or through contractual arrangements with nonpublic schools as defined in Rule 6A-6.03411(2), FAC. The information below indicates the methods through which the district makes special programs available. The following chart indicates ages of students served and methods used for providing services.

Explanation of codes used on the following chart:

- D: This district makes provisions for students in this program to be served in a special program operated by this district.
- M: Provisions have been made for students in this district to be served in another district through a multidistrict agreement (Rule 6A-6.0311(3)(a), FAC).
- I: Provisions have been made for students in this program to be served through an agreement that provides for the assignment of district instructional personnel to a facility operated by another agency or organization (Rule 6A-6.0311(3)(b), FAC).
- C: Provisions have been made for serving some students in this program through contractual arrangements with a nonpublic school or a community facility in accordance with Rule 6A-6.0361, FAC.
- O: Other special arrangements have been made for serving students in this program; these are described following the chart.
- N/A: Not applicable to this category/age.

NOTE: For students who have not graduated with a standard diploma or G.E.D., the district has the options of

- a. providing services to students until the end of the school year in which they turn 22,
- b. providing services until the day of the student turns 22, or
- c. providing services to students with disabilities until the end of the semester in which the student turns 22.

Please indicate in the box below which option the district chooses:

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The district will provide services to students with disabilities until the end of the school year in which the student turns 22. |
| <input type="checkbox"/> | The district will provide services to students with disabilities until the day the student turns 22. |
| <input type="checkbox"/> | The district will provide services to students with disabilities until the end of the semester in which the student turns 22. |

PART I. PROVISION OF SERVICES

Fill in the appropriate code from page 5.

| <i>Special Program</i> | <i>Birth to 1 Year Old</i> | <i>1 - 2 Years Old</i> | <i>2 - 3 Years Old</i> | <i>3-5 Years Old</i> | <i>Elementary Grades</i> | <i>Junior/ Middle Grades</i> | <i>Secondary Grades</i> |
|------------------------|----------------------------|------------------------|------------------------|----------------------|--------------------------|------------------------------|-------------------------|
| EMH | N/A | N/A | N/A | DI | D | D | D |
| TMH | C | C | C | DI | D | D | DC |
| PMH | C | C | C | DCI | DC | DC | DC |
| SL * | C * | C * | C * | DI | D | D | D |
| DHH | C | C | C | DCI | DC | D | DC |
| VI | C | C | C | DI | D | D | DC |
| PI | C | C | C | DI | D | D | DC |
| EH | N/A | N/A | N/A | DI | DC | DC | DC |
| SED | C | C | C | DI | DCI | DCI | DCI |
| SLD | N/A | N/A | N/A | DI | D | D | D |
| GIFTED | N/A | N/A | N/A | N/A | D | D | D |
| H/H | N/A | N/A | N/A | D | D | D | D |
| DSI | C | C | C | DI | D | D | D |
| AUTISM | C | C | C | DI | D | D | DC |
| PT** | C * | C * | C * | D | D | D | D |
| OT** | C * | C * | C * | D | D | D | D |
| DD | C | C | C | DI | N/A | N/A | N/A |
| EC | C | C | C | N/A | N/A | N/A | N/A |

* Students under age 3 must be eligible under another program in order to be eligible for S/L, OT, or PT. However, they may receive S/L, OT or PT as their only service.

** Students ages 3 and over must be eligible and receiving services under another program in order to receive OT or PT services.

PART II. GENERAL PROCEDURES

A. APPROPRIATE PLACEMENT

Segregation of students with disabilities occurs only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (s. 1003.57(6), F.S.). Procedures for placement, as found in 34 CFR 300.550(b), shall include the following provisions: (1) to the maximum extent appropriate, students with disabilities in public or private institutions or other facilities, are educated with students who are not disabled; and, (2) special classes, separate schooling or other removal of students with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aides and services cannot be achieved satisfactorily. In accordance with Rule 6A-6.0311(1), FAC, the school district ensures that a continuum of alternative placements, including regular class placement, is available to meet the needs of exceptional students. This continuum of alternative placements is also provided for students identified as gifted.

1. Special programs are organized so that an exceptional student receives services in one or more of the following placements (Rules 6A-6.0311 and 6.03411(3)(a)3, FAC):
 - a. Regular class placement;
 - b. Supplementary consultation or related services;
 - c. Resource room;
 - d. Special class;
 - e. Special day school;
 - f. Residential school;
 - g. Special class in a hospital or facility operated by a non-educational agency;
 - h. Individual instruction in a hospital or home; and,
 - i. Assignment of instructional personnel to public or nonpublic preschool or child care programs for the instruction of prekindergarten children with disabilities.

The various alternative placements listed above are available to the extent necessary to implement each student's individual educational plan (IEP) or educational plan (EP). The provisions for special programs are indicated in the chart on page 6.

2. Role of the IEP or EP committee in determining appropriate placements in the least restrictive environment.

In providing for the education of exceptional students, the superintendent, principals, and teachers utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate. Segregation of students with disabilities occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The specific responsibilities of the IEP or EP committee, as referenced, are to:

- a. Make placement decisions and ensure that these are based on the individual instructional needs of the student as reflected in the student's IEP or EP. The term "placement" refers to the continuum of alternative placements listed in A.1 above;
- b. Review placement decisions at each IEP or EP review meeting;

PART II. GENERAL PROCEDURES

A. APPROPRIATE PLACEMENT

- c. Ensure that placement is as close as possible to the student's home;
- d. Ensure that placement is in the school the student would attend if he or she were not an exceptional student, unless the student's IEP or EP requires some other arrangement;
- e. Ensure that placements are selected giving consideration to any potential harmful effect on the student or on the quality of services that the student needs; and,
- f. Ensure that a student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

3. Varying exceptionalities

A varying exceptionalities class is a setting which may provide for assignment of students of more than one disability area to one teacher per instructional class period, or more than one disability area to one teacher during a school week (Rule 6A-6.0311(2), FAC).

4. Parent Involvement

To assist parents in their role as participants, schools/districts should continue to make information available regarding how placement decisions are made (in alternative formats and the parents' native language, if requested, consistent with each district's current practices regarding the provision of information in languages other than English and in alternative formats). Such information should be made available prior to IEP meetings and could be made available at the beginning of each school year.

5. Facilities for students with disabilities

In providing for the education of students with disabilities, the superintendent, principals, and teachers utilize the regular school facilities and adapt them to the needs of students with disabilities to the maximum extent appropriate. When placement in regular school facilities, even with adaptations, does not appropriately provide for the educational needs of a student with disabilities, the IEP committee ensures that the alternative placement is as close as possible to the student's home; and, is in the school the student would attend if he or she were not a student with disabilities, unless the student's IEP requires some other arrangement. The IEP committee also ensures that placements are selected giving consideration to any potential harmful effect on the student or on the quality of services that the student needs. School board policies provide for equal opportunities for students with disabilities to participate with basic education students in nonacademic and extracurricular activities to the maximum extent appropriate to the needs of the student. Principals, administrators, and teachers support the participation of a student with disabilities, in these activities through the student's participation in basic or vocational programs and the goals and objectives listed in the student's IEP.

PART II. GENERAL PROCEDURES

B. PROCEDURES FOR SCREENING

Definition: As defined by Rule 6A-6.03411(1)(g), FAC, screening is a process for ruling out sensory deficits that may interfere with the student’s academic and behavioral progress.

1. Vision screening is conducted in accordance with the school district’s school health plan. A medical eye report takes the place of a vision screening report.

a. Population and frequency

Students being considered for exceptional student programs, excluding gifted and homebound or hospitalized who may be screened on a referral basis, are screened for vision prior to conducting an evaluation to determine the student’s eligibility as a student with a disability.

b. Instruments used for vision screening include but are not limited to:

- (1) Near Vision Test for Children
- (2) New York Flash Card Vision Test
- (3) Snellen Eye Chart
- (4) Titmus Vision Test
- (5) Keystone Telebinocular

2. Hearing screening is conducted in accordance with the school district’s health plan.

a. Population and frequency

Students being considered for exceptional student programs, excluding gifted and homebound or hospitalized who may be screened on a referral basis, are screened for hearing problems prior to conducting an evaluation to determine the student’s eligibility as a student with a disability.

b. Instruments used for hearing screening include but are not limited to:

- (1) Pure tone audiometric screening
- (2) Impedance screening

3. Speech and Language screening that is conducted includes:

a. Population and frequency

Students being considered for exceptional student programs, excluding gifted and homebound or hospitalized who may be screened on a referral basis, are screened for language, articulation, fluency, and voice disorders prior to conducting an evaluation to determine the student’s eligibility as a student with a disability.

PART II. GENERAL PROCEDURES

B. PROCEDURES FOR SCREENING

- b. Instruments used for speech and language screening include but are not limited to:
- (1) CELF-R Screening Test
 - (2) Denver Developmental Screening Test
 - (3) Florida Language Screening System (FLASC)
 - (4) Fluharty Preschool Speech Test
 - (5) Kindergarten Auditory Screening Test (KAST)

PART II. GENERAL PROCEDURES

C. PROCEDURES FOR ACTIVITIES CONDUCTED PRIOR TO REFERRAL

Definition: As defined by Rule 6A-6.03411(1)(h), FAC, general education interventions are required activities to address and resolve a student's learning or behavioral areas of concern in the general education environment prior to a referral for evaluation to determine eligibility for a student suspected of having a disability. For students with academic learning problems, these activities must include the use of an academic improvement plan (AIP) as required by s. 1008.25(4)(a)-(c), F.S.

Prior to the submission of a referral for evaluation to determine eligibility as a student with a disability, the following activities must be completed:

1. Parent Conferences

At least two (2) conferences concerning the student's learning or behavioral areas of concern are held. These conferences shall include the parent(s) or guardian(s) and the student's regular education teacher, and may include other educators with special expertise in the areas of concern, such as special education teachers, administrators, and student services personnel. Initial conferences with the parents must include discussion of the student's learning or behavioral areas of concerns, the general education interventions planned, and the anticipated effects of the interventions. Other conferences must include discussion of the student's responses to interventions and anticipated future actions to address the areas of concern.

2. Anecdotal records/behavioral observations

Anecdotal records or behavioral observations are made by at least two (2) persons, one of whom is the student's classroom teacher, in more than one situation, which cite the specific behaviors indicating the need for referral.

3. General education interventions

A minimum of two (2) general education interventions or strategies are attempted with the student. These interventions may include, but are not limited to: supplemental academic instruction, change in the student's class schedule or teacher, change in instructional strategies and techniques, interventions provided by student services personnel, or community agency intervention. For students with academic learning problems, the general education interventions include the use of an academic improvement plan (AIP), as required by s. 1008.25(4)(a)-(c), F.S. and the provision of remedial instruction for a reasonable period of time. Pre- and post- intervention measures of the academic and behavioral areas of concern must be conducted to assist in identifying appropriate interventions and measuring their effects.

PART II. GENERAL PROCEDURES

C. PROCEDURES FOR ACTIVITIES CONDUCTED PRIOR TO REFERRAL

4. Review of records

Records of social, psychological, medical, and achievement data in the student's cumulative folder are reviewed. Attendance records shall be reviewed, and where appropriate, investigation of reasons for excessive absenteeism shall be conducted.

5. Screenings

Screening for speech, language, hearing and vision for the purpose of ruling out sensory deficits that may interfere with the student's academic and behavioral progress shall be conducted.

6. Exceptions

The general education interventions described in paragraph three (3) above are not required for students who demonstrate speech disorders, severe cognitive, physical, or sensory disorders, or severe social/behavioral deficits that require immediate intervention to prevent harm to the student or others. The activities described in this section are not required for students considered for eligibility for specially designed instruction for students who are homebound or hospitalized as described in Rule 6A-6.03020, FAC; students who are gifted as described in Rule 6A-6.03019, FAC; or prior to the permanent assignment of a temporarily assigned exceptional student. General education intervention activities are also not required for children below entry age to kindergarten.

PART II. GENERAL PROCEDURES

D. PROCEDURES FOR REFERRAL

Definition: As defined by Rule 6A-6.03411(1)(i), FAC, referral is the process whereby a written request is made for a formal individual evaluation to determine a student's eligibility for specially designed instruction and related services.

Prior to a referral for students suspected of having a disability, school personnel must make one of the following determinations and include appropriate documentation in the student's educational record:

- a. For students who present speech disorders, severe cognitive, physical, or sensory disorders, and/or severe social/behavioral deficits that require immediate attention in order to prevent harm to the student or others, the activities described in paragraph three (3) of the procedures for general education interventions section of this manual would be inappropriate in addressing the immediate needs of the student;
 - b. The activities described in paragraph three (3) of the procedures for general education interventions section of this manual have been implemented but have been unsuccessful in addressing the areas of concern for the student;
 - c. The parents of the child receiving general education interventions requested, prior to the completion of the interventions, that the school conduct an evaluation to determine the child's eligibility for specially designed instruction and related services as a student with a disability. In this case, the activities described in the general education interventions section of this manual are completed concurrently with the evaluation but prior to the determination of the student's eligibility for specially designed instruction.
1. Step by step procedures for referring students who may have disabilities and students who may be gifted who are enrolled in the public school system and the personnel responsible:

If a student is suspected of having a disability consistent with School Support Team/Student Development Team (SST/SDT) guidelines, the following procedures are to be followed:

1. A parent or guardian, teacher, or administrator may refer the student to the SST/SDT general education review committee. This committee should include the following individuals as appropriate: SST/SDT coordinator, parent (s)/guardian(s), teacher(s), target area specialist(s) for reading, mathematics and/or Functional Assessment of Behavior, school psychologist, LEP representative, and school counselor. The school psychologist and the teacher must attend all SST/SDT general education review committee meetings.
2. The SST/SDT, including a member familiar with the cultural/linguistic background of the student, will meet to review the implementation and effectiveness of general education interventions. The SST/SDT verifies the preferred language of the parent(s) and makes arrangements for a qualified interpreter, as appropriate. The committee's review shall include, but is not limited to, the Academic Improvement Plan (AIP), the Limited English Proficiency (LEP) plan, social family background history (if appropriate), the Home Language Screener Questionnaire form, and general education history.

PART II. GENERAL PROCEDURES

D. PROCEDURES FOR REFERRAL

3. If it is determined that the student has received appropriate educational interventions and they have been ineffective in addressing the student's educational needs, a referral for evaluation may be made. The SST/SDT determines whether the student must be evaluated in English, in a language other than English, or both languages. The following information must be included in the request packet of limited English proficient (LEP) students: the individual LEP Student Plan with current results and data; the Home Language Screening Questionnaire form; language proficiency/dominance tests (formal and/or informal) in both English and the native language (if appropriate) with information to include dominant language at home; and the student's prior levels of formal education.

4. At anytime, a parent may request an evaluation prior to the completion of general education interventions. A referral for evaluation is made and the evaluation is completed concurrently with the implementation of general education interventions for those students suspected of having a disability and in need of specially designed instruction and related services.

5. In circumstances where a parent seeks assistance through a request for evaluation and there is an insufficient basis for suspecting a disability, the SST/SDT will assist in the development of general education interventions, and a refusal for evaluation notice will be provided to the parents.

For those students who may be gifted, the following procedures are to be followed:

1. The screening process for the district includes the development of a talent pool of students who demonstrate unusual ability. Students should be screened using criteria such as one of the following:

- academic achievement, as indicated by standardized test scores of stanines 7,8, or 9 or course work grades of A or B
- unusual creative output in artistic, literary, scientific, or mathematics endeavors
- very rapid learning rate or unusually insightful conclusions
- multiple nominations from teachers and staff who observe unique talent
- parental reports of advanced developmental behavior, such as early reading, verbal precocity and use of complex syntax, or evidence of mechanical aptitude
- outstanding academic, creative, or leadership abilities, self-reported or peer-reported.

2. A student profile is developed for a student being referred to the SST/SDT. The student profile includes the following:

- Teacher Nomination Form for Gifted Programs - Rating Scale (Students need to demonstrate a majority of gifted characteristics on the rating scale [50% plus one, or a score of 79] to continue in the process); and
- any information that can be utilized to demonstrate the student's ability and need for gifted program services.

This information may include, but is not limited to:

- a. standardized test scores (A standardized achievement test is administered to students who do not have a Stanford Achievement Test or FCAT scores; additionally, the Aprenda can be used to measure the achievement of Spanish-speaking ESOL Level 1-4 students).
- b. c-classroom performance indicators such as report card grades, class work, and/or projects.

3. A SST/SDT is convened in order to review the information gathered in the student's profile. The SST/SDT makes the determination of whether or not to continue the evaluation process, based on the supporting documentation and a minimum score of 79 on the Teacher Nomination Form for Gifted Programs-Rating Scale. +

PART II. GENERAL PROCEDURES

D. PROCEDURES FOR REFERRAL

2. Procedures for referring students who are enrolled in nonpublic schools or agency programs and the personnel responsible:

For students who may be experiencing behavioral or academic problems, the following procedures are in effect:

1. The parents/guardians can contact the M-DCPS home school their child would attend if enrolled in M-DCPS .
2. Communication should be addressed to the School Support Team/Student Development Team (SST/SDT) Coordinator at the school. This person may be a teacher, counselor, or administrator. Therefore, it is important to identify the person who holds this position.
3. The parents/guardians may request that a SST/SDT meeting be scheduled for their child. Holding a SST/SDT meeting is the first step in addressing the student's educational needs.
4. The parents/guardians need to provide to the SST/SDT general education review committee information regarding the academic and behavioral functioning of their child. This information should include behavioral observations from teachers and parents/guardians, school grades, attendance records, group or individual testing results, and the results of interventions that have been implemented and monitored in the nonpublic school or agency program setting. The administrator of the nonpublic school or agency program must indicate that interventions were appropriately implemented and monitored.
5. The SST/SDT, including a member familiar with the cultural/linguistic background of the student, will meet to review the implementation and effectiveness of general education interventions. The SST/SDT verifies the preferred language of the parents/guardians and makes arrangements for a qualified interpreter, as appropriate.
6. If the parents/guardians have been unable to provide information regarding educational interventions attempted in the nonpublic school or agency program setting, the parents/guardians will be asked to sign consent for mutual exchange of information. This consent allows the SST/SDT coordinator to make direct contact with nonpublic school or agency program personnel regarding the behavioral and academic functioning of the student.
7. If it is determined that the student has received appropriate educational interventions and they have been ineffective in addressing the student's educational needs, a referral for evaluation may be made. The SST/SDT determines whether the student must be evaluated in English, in a language other than English, or both languages. The following information must be included in the request packet of limited English proficient (LEP) students: the Home Language Screening Questionnaire form; language proficiency/dominance tests (formal and/or informal) in both English and the native language (if appropriate) with information to include dominant language at home; and the student's prior levels of formal education. Screening activities for vision, hearing, speech and language will be conducted at the M-DCPS home school the child would attend if enrolled in M-DCPS.
8. At anytime, a parent may request an evaluation prior to the completion of general education interventions. A referral for evaluation is made and the evaluation is completed concurrently with the implementation of general education interventions for those students suspected of having a disability and in need of specially designed instruction and related services.
9. In circumstances where a parent seeks assistance through a request for evaluation and there is insufficient basis for suspecting a disability, the SST/SDT will assist in the development of general education interventions, and a refusal for evaluation notice will be provided to the parents.

For those students who may be gifted, the procedures as outlined on page 14, paragraphs (1), (2) and (3) must be completed.

PART II. GENERAL PROCEDURES

D. PROCEDURES FOR REFERRAL

3. Procedures for referring students who are not enrolled in any school and the personnel responsible:

For students who may be experiencing behavioral or academic problems, the following procedures are in effect:

1. The parents/guardians can contact the M-DCPS home school their child would attend if enrolled in M-DCPS.
2. Communication should be addressed to the School Support Team/Student Development Team (SST/SDT) Coordinator at the school. This person may be a teacher, counselor, or administrator. Therefore, it is important to identify the person who holds this position.
3. The parents/guardians may request that a SST/SDT meeting be scheduled for their child. Holding a SST/SDT meeting is the first step in addressing the student's educational needs.
4. The parents/guardians need to provide to the SST/SDT general education review committee information regarding the academic and behavioral functioning of their child. This information should include behavioral observations from parents/guardians, school grades, attendance records, group or individual testing results and the results of interventions that have been implemented and monitored, as appropriate. The parents/guardians must indicate that interventions were appropriately implemented and monitored.
5. The SST/SDT, including a member familiar with the cultural/linguistic background of the student, will meet to review the implementation and effectiveness of general education interventions. The SST/SDT verifies the preferred language of the parents/guardians and makes arrangements for a qualified interpreter, as appropriate.
6. If it is determined that the student has received appropriate educational interventions and they have been ineffective in addressing the student's educational needs, a referral for evaluation may be made. The SST/SDT determines whether the student must be evaluated in English, in a language other than English, or both languages. The following information must be included in the request packet of limited English proficient (LEP) students: the Home Language Screening Questionnaire form; language proficiency/dominance tests (formal and/or informal) in both English and the native language (if appropriate) with information to include dominant language at home; and the student's prior levels of formal education. Screening activities for vision, hearing, speech and language will be conducted at the M-DCPS home school the child would attend if enrolled in M-DCPS.
7. At anytime, a parent may request an evaluation prior to the completion of general education interventions. A referral for evaluation is made and the evaluation is completed concurrently with the implementation of general education interventions for those students suspected of having a disability and in need of specially designed instruction and related services.
8. In circumstances where a parent seeks assistance through a request for evaluation and there is insufficient basis for suspecting a disability, the SST/SDT will assist in the development of general education interventions, and a refusal for evaluation notice will be provided to the parents.

For those students who may be gifted, the procedures as outlined on page 14, paragraphs (1), (2) and (3) must be completed.

PART II. GENERAL PROCEDURES

E. PROCEDURES FOR STUDENT EVALUATION

Definition: Student evaluation is the systematic examination of all areas related to the student's needs, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic and classroom performance, communicative status, and motor abilities.

1. Responsibility for evaluation

The school board is responsible for the medical, physical, psychological, social, and educational evaluations of students who are suspected of being exceptional students, by competent evaluation specialists. Evaluation specialists include, but are not limited to, persons such as physicians, school psychologists, psychologists, speech/language pathologists, teachers, audiologists, and social workers, with each such person licensed in the professional's field as evidenced by a valid license or certificate to practice such profession in Florida. Educational evaluators not covered by a license or certificate to practice a profession in Florida either hold a valid Florida teacher's certificate or are employed under the provisions of Rule 6A-1.0502, FAC. Tests of intellectual functioning are administered and interpreted by a professional person qualified in accordance with Rule 6A-4.0311, FAC, or licensed under Chapter 490, F.S.. For students suspected of having a mental handicap, the standardized assessment of adaptive behavior includes parental input regarding the child's adaptive behavior in accordance with Rule 6A-6.0331(4)(a)2. FAC. The school board ensures that a student suspected of having a disability is evaluated within a period of time, not to exceed sixty (60) school days of which the student is in attendance, after

- a. the completion of required activities in general education procedures section of this document;
- b. the receipt of the referral for evaluation; and,
- c. the receipt of the parental consent for evaluation.

The determination of whether a student is "in attendance" must be made consistent with the school boards' policies implementing rule 6A-1.044, FAC, which requires the reporting of students' attendance.

For a student whose parent has requested that an evaluation be conducted concurrently with the activities required prior to referral under Rule 6A-6.0331(2)(a)-(f), the evaluation must be completed within the sixty (60) day timeline.

Due to the unique infrastructure of each school district, the district must define each of these components. The date on which the last one is completed is the beginning of the sixty day timeline.

PART II. GENERAL PROCEDURES

E. PROCEDURES FOR STUDENT EVALUATION

In the box below, the district must describe what “receipt of referral” and “receipt of parental consent” means and thereby define the initiation date of the sixty (60) day timeline.

"Receipt of referral" and "receipt of parental consent" refer to the date the completed referral package, including parental consent, is received by the region or district office and entered into the data-base system. For purposes of determining timeline compliance, this date is identified as the "Case Opened" date. However, at no time will the date of receipt of referral be more than 10 working days after the actual date the parent has provided a signed consent for evaluation form to school or district staff.

PART II. GENERAL PROCEDURES

E. PROCEDURES FOR STUDENT EVALUATION

[Empty rectangular box for student evaluation procedures]

Circumstances that cause delay in meeting the sixty (60) day timeline of the evaluation are documented in the student’s educational record and reported to the parents. The school board also ensures that students suspected of being gifted are evaluated within a reasonable period of time.

Define below the reasonable period of time for evaluations of students who may be gifted in your district:

Reasonable period of time shall be defined as 90 days the child has been in attendance. However, at no time will the date of receipt of referral be more than 10 working days after the actual date the parent has provided a signed consent for evaluation form to school or district staff.

PART II. GENERAL PROCEDURES

E. PROCEDURES FOR STUDENT EVALUATION



In evaluating a student suspected of having an exceptionality, the district uses a variety of assessment tools and strategies to gather functional and developmental information about the student. These should include information provided by the parents, information related to enabling the student to be involved and progress in the general curriculum, (or for a prekindergarten child, to participate in appropriate activities), information to help determine if the student is a child with a disability and/or may be gifted, and information that will assist in writing an IEP, EP or individualized family support plan (IFSP). The student is comprehensively assessed in all areas of the suspected exceptionality, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. The evaluation should be comprehensive enough to identify all of the student's specially designed instruction and related services needs, whether or not commonly linked to the eligibility category for which the student is identified.

The school district obtains an informed written consent from the parent before the evaluation is conducted. Parental consent for evaluation is not construed as consent for placement for receipt of specially designed instruction and related services. For a student being evaluated to determine eligibility as a student with a disability, if the parent refuses consent for the evaluation, the school district may continue to pursue consent for the evaluation by utilizing the mediation and due process procedures.

The school district conducts a full and individual initial evaluation before the initial provision of specially designed instruction and related services to an exceptional student. As part of an initial evaluation, existing evaluation data on the student including evaluations and information provided by the parents of the student and the student as appropriate, current classroom-based assessments and observations by the teacher and related services provider(s) are reviewed. Based

PART II. GENERAL PROCEDURES

E. PROCEDURES FOR STUDENT EVALUATION

on this review, input from the student's parents, and any additional data and/or evaluations, a determination must be made regarding the following: (1) whether the student has an exceptionality; (2) the present levels of performance and educational needs of the student; (3) whether the student needs specially designed instruction and related services; and, (4) whether any additions or modifications to the specially designed instruction and related services are needed to enable the student to meet the measurable annual goals set out in the IEP or IFSP, or goals on the EP, and to participate, as appropriate, in the general curriculum.

In order to assist parents in their role as informed participants, the district will make information available to parents regarding the identification and determination of eligibility of exceptional students for specifically designed instruction, specifically the timeframe for an evaluation set forth in Rule 6A-6.0331(4)(b), the activities required prior to referral set forth in Rule 6A-6.0331(2), and the referral procedures set forth in Rule 6A-6.0331(3). It is required that parents are informed of the circumstances, which caused a district to fail to complete an evaluation within the timeframe mandated by Rule 6A-6.0331(4)(b) and (c).

2. Valid tests

The district's evaluation procedures provide for the use of valid tests and evaluation materials, administered and interpreted by trained personnel, in conformance with instructions provided by the producer of the tests or evaluation materials. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from the standard conditions is included in the evaluation report. Tests, and other evaluation materials, are selected and administered so as not to discriminate on a racial or cultural basis. For children and students not proficient in the English language, the district's evaluation procedures provide for the use of the language or other mode of communication commonly used by the student as required by Rule 6A-6.0331(4)(e),FAC, and the tests are selected and administered to ensure that they measure the extent to which the student has an exceptionality and needs specially designed instruction and related services rather than to measure English language skills. Any standardized tests that are given to a student have been validated for the specific purpose for which they are used and are administered by trained and knowledgeable personnel in accordance with instructions provided by the producer of the tests. For all students, no single assessment is used as the sole criterion for determining whether a student has an exceptionality or for determining an appropriate educational program.

Tests and other evaluation materials also are selected to ensure that the test results accurately reflect the student's aptitude or achievement level, or other factors that the test purports to measure, rather than reflecting the sensory, manual, or speaking skills unless those are the factors being measured. Tests and other evaluation materials include those tailored to assess specific areas of educational need rather than those merely designed to provide a single general intelligence quotient. The district uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. The district also chooses tools and strategies that provide relevant information that directly assists in determining the educational needs of the student.

PART II. GENERAL PROCEDURES

E. PROCEDURES FOR STUDENT EVALUATION

3. Independent evaluation

The school district provides the parent of a student with a disability the right to an independent evaluation; provides, on request, information about where an independent educational evaluation may be obtained; and, considers the results of such evaluation in any decision regarding the student. Procedures for providing an independent evaluation are described in the Procedural Safeguards section of this document.

4. Consideration of evaluations obtained by parent

For all students, if the parent obtains an independent educational evaluation at his/her own expense, the results shall be considered by the school district in any decision regarding the student, if the evaluation meets school district criteria.

PART II. GENERAL PROCEDURES

F. PROCEDURES FOR DETERMINING ELIGIBILITY

Definition: Determining eligibility for students with disabilities is the process whereby the staffing committee determines that the student has a disability, in accordance with eligibility criteria designated in Rules 6A-6.03011 through 6A-6.03018, FAC, Rules 6A-6.03020 through 6A-6.03023, FAC, Rules 6A-6.03026 through 6A-6.03027, FAC, and Rules 6A-6.03030 through 6A-03031, FAC, and needs specially designed instruction and related services (or early intervention services for children ages birth through two years). Determining eligibility for students who are gifted is the process whereby the staffing committee determines that the student is gifted in accordance with eligibility criteria specified in Rule 6A-6.03019, FAC, and needs gifted services.

1. Eligibility staffing committee

A staffing committee, utilizing the process of reviewing student data including but not limited to diagnostic, evaluation, educational, or social data, determines a student's eligibility. A minimum of three (3) professional personnel, one (1) of whom is the district administrator of exceptional students or designee, meet as a staffing committee. For students being considered for eligibility as a student with a disability, the parent is invited to participate in this meeting. Additional personnel may be involved in the eligibility recommendation by providing information or by attending the staffing meeting. The staffing committee determines whether the student is a student with a disability. A speech-language pathologist is a member of any eligibility staffing committee reviewing speech and language evaluation data.

2. Staffing process

When interpreting the evaluation data, the staffing committee draws upon information from various sources. These sources include aptitude and achievement tests, parent input, student input as appropriate, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The staffing committee makes sure that information obtained from all these sources is documented and carefully considered. Eligibility must be determined in accordance with criteria in Rules 6A-6.03011 through 6A-6.03023, FAC, Rules 6A-6.03026 through 6A-6.03027, FAC and Rules 6A-6.03030 through 6A-6.03031, FAC. It shall also be determined in accordance with the procedures in Rule 6A-6.03411(3)(f)1-3, FAC.

In making a determination of eligibility, a student may not be determined eligible for specially designed instruction and related services if the determinant factor is lack of instruction in reading or math, limited English proficiency, or lack of attendance for a student of compulsory school age. For students suspected of being gifted, eligibility may not be denied if the determinant factor is limited English proficiency. For students suspected of having a learning disability, as defined in Rule 6A-6.03018, FAC, the determination of whether a student suspected of having a specific learning disability is a student with a disability, must be made by the student's parents and a team of qualified professionals which must include the student's regular teacher.

The staffing process provides for a student to be determined eligible or ineligible for a program of exceptional student education. When the result of the staffing meeting is that the student is

PART II. GENERAL PROCEDURES

F. PROCEDURES FOR DETERMINING ELIGIBILITY

ineligible, parents are provided informed written notice of this. Procedures for providing informed notice are found in the following sections of this document: Procedural Safeguards for Students with Disabilities, Procedural Safeguards for Children Ages Birth Through Two, Procedural Safeguards for Exceptional Students who are Gifted, and Procedural Safeguards for Students With Disabilities Enrolled in Private Schools by Their Parents.

If a student is determined eligible for specially designed instruction and related services, an IEP or EP is developed. For children ages three through five years, an IFSP may be developed in lieu of an IEP, and for students identified as gifted, an EP is developed.

The eligibility staffing meeting may be combined with the IEP or EP meeting. Placement options may be discussed during an eligibility staffing meeting; however, placement is not determined until after the IEP or EP is developed. A speech-language pathologist is involved in the development of the individual educational plans for eligible speech and language students. A copy of the evaluation report, and the documentation of determination of eligibility, is given at no cost to the parents.

3. Review by administrator or designee

The ESE administrator or designee is responsible for reviewing the determination of the eligibility staffing committee.

PART II. GENERAL PROCEDURES

G. PROCEDURES FOR PROVIDING AN INDIVIDUAL EDUCATIONAL PLAN FOR STUDENTS WITH DISABILITIES

Definition: An individual educational plan (IEP) or individualized family support plan (IFSP) is developed, reviewed, and revised for each eligible child with a disability served by the school district, or other state agency that provides special education and related services either directly, by contract, or through other arrangements. The procedures for the development of the IEPs for students with disabilities are in accordance with Rule 6A-6.03028, FAC, and are as follows:

1. Considerations in IEP development, review, and revision

The IEP team considers the following factors in the development, review, and revision of the IEP:

- a. strengths of the student and concerns of the parents for enhancing the education of their child;
- b. results of initial or most recent evaluation;
- c. as appropriate, results of performance on state or district assessments;
- d. in the case of a student whose behavior impedes learning or learning of others, if appropriate, strategies including positive behavioral interventions, strategies and supports to address that behavior;
- e. in the case of a student with limited English proficiency, the language needs of the student as related to the IEP;
- f. as appropriate, provision for instruction in or use of Braille, unless the team determines after evaluation of reading and writing skills, needs (including future), and reading and writing media that instruction in or use of Braille is not appropriate;
- g. the communication needs of the student and, as appropriate, for a student who is deaf or hard of hearing, the language and communication needs, opportunity for direct communication in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in that language and mode;
- h. whether the student needs assistive technology devices or services. On a case-by-case basis, the use of school-purchased assistive technology devices in a student's home or other settings is required if the IEP team determines that the student needs access to those devices in order to receive a Free and Appropriate Public Education (FAPE); and,
- i. at least annually, whether extended school year services are necessary for the provision of FAPE in accordance with Rule 6A-6.03028(6)(i), FAC.

If, after considering all the factors mentioned above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other modification, in order to receive a free and appropriate public education (FAPE), the IEP includes a statement to that effect.

PART II. GENERAL PROCEDURES

G. PROCEDURES FOR PROVIDING AN INDIVIDUAL EDUCATIONAL PLAN FOR STUDENTS WITH DISABILITIES

2. Content of the IEP

Each student with a disability has an IEP. For children with disabilities ages three (3) through five (5), an IEP or an IFSP may be developed. Each IEP consists of written statements that are clearly understood by all team participants and include the following:

- a. a statement of the student's present levels of educational performance including, how the student's disability affects the student's involvement and progress in the general curriculum. For students with disabilities who participate in the general statewide assessment program, consistent with the provisions of Rule 6A-1.0943, FAC, a statement of the remediation needed for the student to achieve a passing score on the statewide assessment, or for prekindergarten children, as appropriate, how the disability affects the student's participation in appropriate activities;
- b. a statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs that result from the student's disability, in order to enable the student to be involved and progress in the general curriculum (or age appropriate activities for prekindergarten children), and meeting each of the student's other educational needs that result from the student's disability;
- c. a statement of the specially designed instruction and related services, and supplementary aids and services to be provided to the student, or on behalf of the student;
- d. a statement of the classroom accommodations, modifications, or supports for school personnel that will be provided for the student in order to: (1) advance appropriately toward attaining annual goals; (2) be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities; and, (3) be educated and participate with other students with disabilities and nondisabled students in activities;
- e. an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class or activities;
- f. a statement of any individual accommodations in the administration of state or district-wide assessments of student achievement that are needed in order for the student to participate in these assessments. In accordance with s. 1008.22(3)(c)6., F.S., parents must provide signed consent for a student to receive instructional modifications that would not be permitted on statewide assessments; this consent may be included on the IEP or on a separate document;
- g. if the IEP team determines, in accordance with Rule 6A-1.0943, FAC, that the student will not participate in a particular state or district-wide assessment (or part of such an assessment), a statement of why that assessment is not appropriate, and how the student will be assessed; parents are notified of such nonparticipation and provided with information regarding the implications of the nonparticipation;
- h. the projected date for the beginning of the specially designed instruction and related services, accommodations, and modifications described and the anticipated frequency, location, and duration of those services and modifications;
- i. beginning at age 14 (or younger if determined appropriate by the IEP team), and updated annually, a statement of the student's desired post-school outcome to be developed through a student-centered process, a statement of the transition service needs of the

PART II. GENERAL PROCEDURES

G. PROCEDURES FOR PROVIDING AN INDIVIDUAL EDUCATIONAL PLAN FOR STUDENTS WITH DISABILITIES

- student related to applicable components of the IEP that focuses on the student's courses of study (such as participation in a vocational education program or advanced placement courses), and consideration of training or the provision of information in the area of self-determination so that the student may actively and effectively participate in IEP meetings and self-advocate;
- j. during the student's eighth grade year or during the school year of the student's fourteenth birthday, whichever comes first, a statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma;
 - k. beginning at age 16 (or younger if determined by the IEP team), a statement of needed transition services including, when appropriate, a statement of the interagency responsibilities or any needed linkages;
 - l. beginning at least one year before the student reaches the age of majority, a statement that the student has been informed of his or her rights that will transfer to the student on reaching the age of majority; and,
 - m. a statement of how the student's progress toward the annual goals will be measured and how the student's parents will be regularly informed at least as often as parents are informed of their nondisabled student's progress. Parents are informed of their student's progress toward the annual goals and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.

In order to assist parents in their role as informed participants, the district will make information available to parents regarding diploma options, including the requirements for obtaining a waiver of the requirement to obtain a passing score on the Florida Comprehensive Assessment Test (FCAT) to obtain a high school diploma. However, note that the decision to waive the requirement to achieve a passing score on the Grade 10 FCAT cannot be made until after the March administration of the FCAT during the student's senior year. The decision regarding diploma options must be available in alternative formats and the parents' native language, if requested, consistent with each district's current practices regarding the provision of information in languages other than English and in alternative formats at appropriate times.

3. Transition services

a. School to post-school transition

Transition services are a coordinated set of activities for a student with a disability designed within an outcome-oriented process and based upon the student's desired post-school outcomes that promotes movement from school to post-school activities. Services may include:

- (1) postsecondary education;
- (2) vocational training;
- (3) integrated employment (including supported employment);
- (4) continuing and adult education;
- (5) adult services;

PART II. GENERAL PROCEDURES

G. PROCEDURES FOR PROVIDING AN INDIVIDUAL EDUCATIONAL PLAN FOR STUDENTS WITH DISABILITIES

- (6) independent living; or,
- (7) community participation.

The coordinated set of activities are based on the student's needs and take into account the student's preferences and interests. The activities focus on the student's desired post-school outcome, and include needed activities in the areas of instruction, related services, community experiences, employment development, and other post-school adult living objectives; and, if appropriate, acquisition of daily living skills and a functional vocational evaluation.

In order to assist parents in their role as informed participants, the district will make information available to parents regarding the requirements for transition services prior to transition IEP meetings (in alternative formats and the parents' native language, if requested, consistent with each district's current practices regarding the provision of information in languages other than English and in alternative formats).

If the IEP team determines that transition services are not needed in one or more of the areas identified above, the IEP includes a statement to that effect.

If a participating agency, other than the school district, fails to provide the transition services described in the IEP, the school district must reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP. Nothing in this part relieves any participating agency, including a state vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency. When a student is provided services by Vocational Rehabilitation Services or another agency, the Individual Plan for Employment or other agency plan should be coordinated with the IEP as appropriate.

The district shall identify an IEP team member or designee who will follow-up with agencies, as needed. This will be done to verify the provision of services by other agencies to the student and/or the parents as provided for in the IEP.

b. Early intervention programs to prekindergarten transition

By the third birthday of a child participating in an early intervention program for infants and toddlers with disabilities or any of the school readiness programs under the authority of the local school readiness coalitions as defined in s. 411.01, F.S., who will participate in prekindergarten programs for children with disabilities operated by school districts, in accordance with sections 1003.21(1)(e) and 1003.57, F.S., an IEP consistent with this rule or an IFSP consistent with Rule 6A-6.03029, FAC, is developed and implemented.

PART II. GENERAL PROCEDURES

G. PROCEDURES FOR PROVIDING AN INDIVIDUAL EDUCATIONAL PLAN FOR STUDENTS WITH DISABILITIES

The school district participates in transition planning conferences arranged by the Florida Department of Health and Children's Medical Services, lead agency for the infants and toddlers early intervention program.

If the child's third birthday occurs during the summer, the child's IEP team determines the date when services under the IEP or IFSP will begin.

4. Timelines

Timelines for IEP meetings for students with disabilities include the following:

- a. An IEP which has been reviewed and revised if appropriate, within the past year, is in effect at the beginning of each school year for each student with a disability who is continuing in a special program.
- b. An IEP is developed within thirty (30) calendar days following the determination of eligibility for new students and is in effect before specially designed instruction and related services are provided.
- c. Meetings are held to develop, review and revise the IEP. A meeting is held at least once every twelve (12) months to review and, as appropriate, revise each IEP.

5. Review and revision of the IEP

The district ensures that the IEP team reviews and revises the IEP in accordance with the following guidelines. The IEP team:

- a. reviews the IEP not less than annually to determine whether the annual goals for the student are being achieved; and,
- b. revises the IEP appropriately to address any lack of expected progress toward annual goals and in the general curriculum, results of any reevaluations conducted, information provided to or by the parents, the student's anticipated needs or other matters, consideration of the factors described under G1, and remediation of skills needed to obtain a passing score on the statewide assessment;
- c. responds to a parent's right to ask for revision of the IEP or to invoke due process procedures if the parent feels that the efforts to provide specially designed instruction and related services are not being made.

6. IEP implementation

The district is responsible for IEP implementation and accountability. The district provides the specially designed instruction and related services to students with disabilities in accordance with students' IEPs. The district, teachers, or other persons are not required to be held accountable if a student does not achieve the growth projected in the annual goals and objectives or benchmarks. An IEP is in effect before specially designed instruction and related services are provided to an eligible student. The IEP is implemented as soon as

PART II. GENERAL PROCEDURES

G. PROCEDURES FOR PROVIDING AN INDIVIDUAL EDUCATIONAL PLAN FOR STUDENTS WITH DISABILITIES

possible after the IEP meeting. The IEP is accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation. Each of the above persons are informed of specific responsibilities related to the implementation of the IEP, and the specific modifications, accommodations and supports that must be provided. The district must make a good faith effort to assist the student to achieve the goals and objectives or benchmarks listed on the IEP.

7. IEP team participants

IEP meetings for students with disabilities are comprised of a reasonable number of participants that include:

- a. the parents: The role of the parents in developing IEPs includes, but is not limited to:
 - (1) providing critical information regarding the strengths of their child;
 - (2) expressing their concerns for enhancing the education of their child so that their child can receive FAPE;
 - (3) participating in discussions about their child's needs for specially designed instruction and related services;
 - (4) participating in deciding how the child will be involved and progress in the general curriculum, including participation in state and district assessments;
 - (5) participating in the determination of what services the district will provide to their child and in what setting; and,
 - (6) participating in the determination of whether the child is pursuing a course of study leading to a standard diploma or a special diploma;
- b. at least one regular education teacher, if the student is or may be participating in the regular education environment. The regular education teacher of a student with a disability participates, to the extent appropriate, in the development, review, and revision of the student's IEP, including assisting in the determination of positive behavioral interventions and strategies, supplementary aids and services, accommodations, modifications, or supports for school personnel to be provided for the student;
- c. at least one special education teacher of the student;
- d. a representative of the local district who is qualified to provide or supervise the provision of specially designed instruction for students with disabilities and is knowledgeable about the general curriculum and the availability of resources of the local district. At the discretion of the district, the student's special education teacher may be designated to also serve as the representative of the district if the teacher meets the requirements;
- e. an individual who can interpret the instructional implications of the evaluation results. This individual may be a member of the committee as described in "b" through "d" above;
- f. at the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel; the determination of the knowledge or special expertise shall be made by the party who invited the individual to participate in the IEP meeting;

PART II. GENERAL PROCEDURES

G. PROCEDURES FOR PROVIDING AN INDIVIDUAL EDUCATIONAL PLAN FOR STUDENTS WITH DISABILITIES

- g. the student, beginning by the student's 14th birthday, or younger if determined appropriate by the IEP team; if the student does not attend, and the purpose of the meeting is to consider transition service needs, the district takes steps to ensure that the student's preferences and interests are considered;
- h. agency representatives; if the purpose of the IEP meeting is to consider transition services, the district invites a representative of any agency that may be responsible for providing or paying for transition services; if the agency representative does not attend, the district takes other steps to obtain the participation of the agency in transition planning.

8. Parent participation in IEP meetings

The district has established procedures that provide for parents, guardians, surrogate parents, or persons acting in loco parentis to participate in decisions concerning the individual educational plan. Parents of each student with a disability must be members of any group that makes decisions on the educational placement of their child.

- a. The following steps are taken to ensure that parents are present at each meeting, or are afforded the opportunity to participate at each meeting:
 - (1) notify parents of the meeting early enough to ensure that they have an opportunity to attend; and,
 - (2) schedule the meeting at a mutually agreed upon time and place.
- b. A written notice to the parent indicates the purpose, time, location of the meeting, who, by title or position, will be in attendance, and includes a statement informing the parents that they have the right to invite an individual with special knowledge or expertise about their child.
- c. If the purpose of the meeting is to develop a plan for transition service needs for a student with a disability beginning at age 14 (or younger, if appropriate), the notice also indicates this purpose, and notes that the district will invite the student.
- d. If the purpose of the meeting is to develop a plan for transition services for a student with a disability beginning at age 16 (or younger, if appropriate), the notice also indicates this purpose, identifies any other agency that will be invited to send a representative, and notes that the district will invite the student.
- e. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls.
- f. A meeting may be conducted without a parent in attendance if the district is unable to obtain the attendance of the parent. In this case, the district maintains a record of its attempts to arrange a mutually agreed upon time and place. These records include such items as:

PART II. GENERAL PROCEDURES

G. PROCEDURES FOR PROVIDING AN INDIVIDUAL EDUCATIONAL PLAN FOR STUDENTS WITH DISABILITIES

- (1) detailed records of telephone calls made or attempted, and the results of those calls;
 - (2) copies of correspondence sent to the parents and any responses received; or,
 - (3) detailed records of visits made to the parent's home or place of employment, and the results of those visits.
- g. The district takes whatever action is necessary to ensure that the parents and the student, beginning at age fourteen, understand the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.
- h. The district provides the parent with a copy of the individual educational plan at no cost to the parent.
9. Students placed by the district through contracted arrangements

For students placed by the district in private schools or community facilities through contractual arrangements, the following apply:

- a. If a student with a disability is placed in a private school by the school district in consultation with the student's parents, the school district:
 - (1) ensures that the student has all of the rights of a student with a disability who is served by the district;
 - (2) initiates and conducts meetings to develop, review, and revise an IEP for the student, in accordance with Rule 6A-6.03028, FAC, or for students ages three (3) through five (5), an IFSP in accordance with Rule 6A-6.03029, FAC; and,
 - (3) ensures the attendance of a representative of the private school at each meeting. If the representative cannot attend, the school district ensures participation of the private school through the use of other means, including individual or conference telephone calls.

- b. If a student with a disability is placed in a private school by the school district and if IEP meetings are initiated and conducted by the private school, the school district's representatives and parents are involved in decisions about the IEP and agree to proposed changes in the plan prior to those changes being implemented by the private school.

PART II. GENERAL PROCEDURES

H. PROCEDURES FOR PROVIDING AN INDIVIDUALIZED FAMILY SUPPORT PLAN FOR STUDENTS WITH DISABILITIES AGES BIRTH TO FIVE YEARS

Definition: An individualized family support plan (IFSP) is a written plan identifying the specific concerns and priorities of a family of children with disabilities, ages birth through five years, related to enhancing a child's development and the resources to provide early intervention services. A planning process involving the family, professionals, and others is used to prepare the document. An IFSP must be utilized for children ages birth through two years. At the option of the district and with written parental consent, an IFSP may be utilized in lieu of an individual educational plan (IEP) for children with disabilities ages three through five years. Parents must be provided with a detailed explanation of the differences between an IFSP and an IEP.

1. Content of an individualized family support plan (IFSP)

The individualized family support plan (IFSP) is in writing and includes:

- a. a statement of the child's present levels of physical development (including vision, hearing, and health status), cognitive development, communication development, social or emotional development, and adaptive development based on objective criteria;
- b. with concurrence of the family, a statement of the family's resources, priorities, and concerns related to enhancing the development of the family's child with disabilities;
- c. a statement of the major outcomes expected to be achieved by the child and the family, and the criteria, procedures, and timelines used to determine the degree to which progress toward achieving the outcomes is being made and whether modifications or revisions of the outcomes or services are necessary;
- d. a statement of the specific early intervention services, or for children ages three (3) through five (5) years, the specially designed instruction and related services, necessary to meet the unique needs of the child and the family including the frequency, intensity, and the method of delivering services;
- e. a statement of the natural environments in which early intervention services, or for children ages three (3) through five (5) years, specially designed instruction and related services are to be provided, and a justification of the extent, if any, to which the services will not be provided in a natural environment.
- f. the projected dates for initiation of services and the anticipated duration of such services; and,
- g. the name of the service coordinator from the profession most immediately relevant to the child's or family's needs or the individual who is otherwise qualified to be responsible for the implementation of the plan and coordination with other agencies and persons. In meeting this requirement, the district may assign the same service coordinator who was appointed at the time that the child was initially referred for evaluation, or may appoint a new service coordinator.

2. Content of individualized family support plans (IFSP) for children ages birth through two years

Individualized family support plans developed for children with disabilities ages birth through two years must also include:

PART II. GENERAL PROCEDURES

H. PROCEDURES FOR PROVIDING AN INDIVIDUALIZED FAMILY SUPPORT PLAN FOR STUDENTS WITH DISABILITIES AGES BIRTH TO FIVE YEARS

- a. the frequency, intensity, and method of delivery of the early intervention services;
- b. the location of the early intervention services;
- c. the payment arrangements, if any;
- d. other services to the extent appropriate; and,
- e. the steps to be taken to support the transition of the child, upon reaching age three, to preschool services for children with disabilities ages three through five years, to the extent that those services are considered appropriate or other services that may be available, if appropriate. The steps required for transition include:
 - (1) discussions with parents regarding future placements and other matters related to the child's transition;
 - (2) procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting; and,
 - (3) with parental consent, the sharing of information about the child to the school district to ensure continuity of services, including evaluation and assessment information and copies of individualized family support plans that have been developed and implemented.

3. Timelines and requirements for individualized family support plans (IFSP)

- a. Timelines for individualized family support plans developed for children ages birth through two years include:
 - (1) A meeting to develop the initial individualized family support plan, for a child who has been evaluated for the first time and determined eligible, must be conducted within 45 days from referral;
 - (2) A review of the individualized family support plan for a child and the child's family must be conducted every six months or more frequently if conditions warrant, or if the family requests such a review.
- b. The purpose of the periodic review is to determine:
 - (1) the degree to which progress toward achieving the outcomes is being made; and,
 - (2) whether modifications or revisions of the outcomes or services are necessary.The review may be carried out at a meeting or by another means that is acceptable to the parents and other participants.

A meeting is conducted on at least an annual basis to evaluate the individualized family support plan and, as appropriate, revise its provisions. The results of any current evaluations, and other information available from the ongoing assessment of the child and family, are used in determining what services are needed and will be provided. IFSP meetings are held in accordance with the following:

PART II. GENERAL PROCEDURES

H. PROCEDURES FOR PROVIDING AN INDIVIDUALIZED FAMILY SUPPORT PLAN FOR STUDENTS WITH DISABILITIES AGES BIRTH TO FIVE YEARS

- a. Individualized family support plan meetings are conducted in settings and at times that are convenient to families; and, in the native language of the family or other mode of communication used by the family unless it is clearly not feasible to do so;
- b. Meeting arrangements are made with and written notice provided to the family and other participants early enough before the meeting date to ensure that they will be able to attend;
- c. The contents of the individualized family support plan are fully explained to the parents and informed written consent from the parents is obtained prior to the provisions of early intervention services described in the plan. If the parents do not provide consent with respect to a particular early intervention service, that service may not be provided. The early intervention services to which parental consent is obtained must be provided;
- d. Requirements for individualized family support plans for children ages three through five are in accordance with the requirements in 6A-6.03028 (3)-(6), (10), and (11), FAC.

4. Participants in individualized family support plan meetings (age birth through two years)

Participants in the development of individualized family support plans (both initial and annual) for children with disabilities ages birth through two years include:

- a. the parent or parents of the child;
- b. other family members as requested by the parents, if feasible to do so;
- c. an advocate or person outside of the family, if the parents request that the person participate;
- d. the service coordinator who has been working with the family since the initial referral of the child for evaluation, or the person designated responsible for implementation of the individualized family support plan;
- e. for initial individualized family support plan meetings, at least two professionals from two different disciplines directly involved in conducting the evaluations and assessments. For subsequent IFSP meetings, at least two professionals from two different disciplines; and,
- f. as appropriate, persons who will be providing services to the child or family.

If any of these participants is unable to attend a meeting, arrangements must be made for the person's involvement through other means, including:

- a. participating in a conference call;
- b. having a knowledgeable authorized representative attend the meeting; or
- c. making pertinent records available at the meeting.

Each periodic review provides for the participation of the persons listed above. If conditions warrant, provisions must be made for the participation of other representatives.

PART II. GENERAL PROCEDURES

H. PROCEDURES FOR PROVIDING AN INDIVIDUALIZED FAMILY SUPPORT PLAN FOR STUDENTS WITH DISABILITIES AGES BIRTH TO FIVE YEARS

5. Participants in individualized family support plan meetings (ages 3 through 5 years)

Participants in individualized family support plan meetings for children with disabilities ages three through five years include:

- a. the parents;
- b. at least one regular education teacher, if the child is or may be participating in the regular education environment, to the extent appropriate;
- c. at least one special education teacher;
- d. a representative of the local district who is qualified to provide or supervise the provision of specially designed instruction for children with disabilities and is knowledgeable about the general curriculum and the availability of resources of the local district;
- e. an individual who can interpret the instructional implications of the evaluation results. This individual may be a member of the committee as described in “b” through “d” above;
- f. at the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the child, including related services personnel; (**Note:** The determination of the knowledge or special expertise shall be made by the party who invited the individual to participate in the IFSP meeting); and,
- g. whenever appropriate, the child.

6. Early Intervention Services

Early intervention services for a child with disabilities ages birth through two years and the child’s family may commence before the completion of the evaluation and assessments if:

- a. parental consent is obtained;
- b. an interim individualized family support plan is developed that includes the name of the service coordinator and the services that have been determined to be needed immediately by the child and the family; and,
- c. the evaluation and assessments are completed within 45 days from the referral.

7. Financial responsibility

For children ages birth through two, the school district is only responsible for the early intervention services specified and agreed to through the individualized family support plan process.

For children ages three through five, the school district is only responsible for the provision of specially designed instruction and the related services necessary for the child to benefit from the specially designed instruction.

PART II. GENERAL PROCEDURES

I. PROCEDURES FOR PROVIDING AN EDUCATIONAL PLAN FOR STUDENTS WHO ARE GIFTED

The district is responsible for developing Educational Plans (EP) for students who are identified solely as gifted. The procedures for the development of EPs for students identified as gifted are as follows:

1. Educational plans for students identified as gifted

Educational plans for students identified as gifted are consistent with the following:

- a. The EP includes:
 1. a statement of the student's present levels of educational performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results;
 2. a statement of goals, including benchmarks or short term objectives;
 3. a statement of the specially designed instruction to be provided to the student;
 4. a statement of how the student's progress toward the goals will be measured and reported to the parents; and,
 5. the projected dates for the beginning of services and the anticipated frequency, location, and duration of these services.
- b. The EP team considers the following during development, review, and revision of the EP:
 1. the strengths of the student and the needs resulting from the student's giftedness;
 2. the results of recent evaluations, including class work and state or district assessments;
 3. in the case of a student with limited English proficiency, the language needs of the student as they relate to the EP.
- c. Timelines for development of the EP include the following:
 1. an EP is in effect at the beginning of each school year for each student identified as gifted who is continuing in a special program;
 2. an EP is developed within thirty (30) calendar days following the determination of eligibility for specially designed instruction in the gifted program and is in effect prior to the provision of these services;
 3. meetings are held to develop and revise the EP at least once every three (3) years for students in grades K-8 and at least every four (4) years for students in grades 9-12; and,
 4. EPs may be reviewed more frequently, as needed, such as when a student transitions from elementary to middle school or from middle to high school.
- d. EP participants include:
 1. the parents, whose role includes providing strengths of the student, expressing concerns for enhancing the education of their child, participating in discussions about the child's need for specially designed instruction, participating in deciding how the child will be involved and participate in the general curriculum, and participating in

PART II. GENERAL PROCEDURES

I. PROCEDURES FOR PROVIDING AN EDUCATIONAL PLAN FOR STUDENTS WHO ARE GIFTED

- b. scheduling the meeting at a mutually agreed on time and place.

A written notice to the parent indicates the purpose, time, location of the meeting, and who, by title or position, will be in attendance. It also includes a statement informing the parents that they have the right to invite an individual with special knowledge or expertise about their child. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls.

A meeting may be conducted without a parent in attendance if the district is unable to obtain the attendance of the parents. In this case, the district maintains a record of its attempts to arrange a mutually agreed on time and place. These records include such items as:

- a. detailed records of telephone calls made or attempted and the results of those calls;
- b. copies of correspondence sent to the parents and any responses received; or,
- c. detailed records of visits made to the parent's home or place of employment and the results of those visits.

The district takes whatever action is necessary to ensure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English. A copy of the EP shall be provided to the parent at no cost.

3. Implementation of the EP

An EP is in effect before specially designed instruction is provided to an eligible student and is implemented as soon as possible following the EP meeting. The EP is accessible to each of the student's teachers who are responsible for the implementation, and each teacher of the student is informed of specific responsibilities related to the implementation of the EP.

PART II. GENERAL PROCEDURES

J. PROCEDURES FOR TEMPORARY ASSIGNMENTS FOR TRANSFERRING EXCEPTIONAL STUDENTS

Definition: A transferring exceptional student is one who was previously enrolled as an exceptional student in any other school or agency and who is enrolling in a Florida school district or in an educational program operated by the Department through grants or contractual agreements pursuant to s. 1003.57(4), F.S..

An exceptional student who is transferring from one Florida public school district to another who has a current IEP, EP or is 3 years of age or older and has an IFSP is placed in the appropriate educational program(s), consistent with the plan. The IEP, EP, or IFSP may be reviewed and revised if determined necessary by the receiving district in accordance with sections G, H, or I of the General Procedures part of this document, as appropriate.

An exceptional student who is transferring from an out-of-state public school who has a current IEP, EP or IFSP and evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs or does not meet the district's dismissal criteria, may be placed immediately in the appropriate educational program(s), without temporary assignment. The receiving district may review and revise the current IEP, EP, or IFSP as necessary. Procedures for placement are in accordance with Rule 6A-6.0331, FAC.

1. Temporary assignment

Procedures for the temporary assignment of a transferring student include the following:

- a. The student's previous program eligibility in the sending school or agency is verified through telephone calls, record review, or both, by the ESE administrator or designee.
- b. An eligibility staffing is conducted with or without a formal meeting. For students with disabilities, the staffing committee and the parent determine eligibility. If a formal meeting is conducted, the parent of a student with a disability is invited to attend. A recommendation regarding the student's eligibility or ineligibility for temporary assignment to a special program is based on verified information regarding the student's previous program eligibility or assignment and is made to the ESE administrator or designee.
- c. The exceptional student education administrator or designee reviews the recommendation of the eligibility staffing committee.
- d. If the student is determined to be ineligible for temporary assignment to a special program based on the verified information regarding the student's previous program assignment, the student's parent receives written notice. Procedures for providing written notice are described in the Procedural Safeguards sections of this document.
- e. A temporary IEP, EP or IFSP is developed for students determined eligible for temporary assignment. IEP, EP or IFSP development procedures are described previously in General Procedures sections G, H and I of this document.
- f. If there is evidence of the parent's consent to the student's initial placement in a special program, or for those exceptional students who are adjudicated and placed in commitment programs, awaiting assignment to commitment programs for delinquent

PART II. GENERAL PROCEDURES

J. PROCEDURES FOR TEMPORARY ASSIGNMENTS FOR TRANSFERRING EXCEPTIONAL STUDENTS

dependents, or detained awaiting adjudication, only informed parental notice of temporary assignment is required.

2. Permanent assignment

Within six months of a temporary assignment, a staffing committee meets and a decision on eligibility for permanent assignment is made. An IEP, EP or IFSP committee determines placement in accordance with sections G, H and I of the General Procedures section of this document and Rule 6A-6.03311, FAC. However, the district is not required to document anecdotal records, observations, conferences, and interventions required by Rule 6A-6.0331, FAC, or notice and consent for previous evaluations, or previous placements, if such data are not transferred from the sending school or agency. A student's eligibility for permanent assignment may be based on evidence of previous program eligibility or assignment in the sending school district or agency that meets the receiving district's eligibility criteria. The student's eligibility may also be based on the fact that the student does not meet the dismissal criteria set forth in the Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students document (SP&P) of the district to which the student has transferred.

PART II. GENERAL PROCEDURES

K. PROCEDURES FOR REEVALUATION OF STUDENTS WITH DISABILITIES

Definition: Reevaluation of students with disabilities is the process whereby information about a student is gathered and reviewed to determine whether the student continues to have a disability.

1. Frequency of reevaluation

The district completes a reevaluation of each student with a disability at least once every three years or more frequently if conditions warrant a reevaluation, in accordance with Rules 6A-6.03011 through 6A-6.03018, 6A-6.03020, 6A-6.03022, 6A-6.03023, and 6A-6.03027, FAC, or if the student's parent or teacher requests a reevaluation, or prior to the determination that the student is no longer a student with a disability in need of specially designed instruction.

2. Review of information

The IEP team conducts a review which includes the examination of existing data on the student, including evaluations and information provided by the parents of the student and the student, as appropriate, current classroom-based assessments and observations, and teacher and related services providers' observations. This review may be conducted without a meeting. If the review is conducted without a meeting, there must be documentation to verify this. If the review is conducted during a meeting, the parent must be invited.

3. Additional data

- a. On the basis of the review and input from the student's parents and the student, as appropriate, a decision is made regarding the need for additional data. The purpose of obtaining additional data is to determine the following:
 - (1) whether the student continues to have a disability;
 - (2) the present levels of performance and educational needs of the student;
 - (3) whether the student continues to need specially designed instruction and related services; and,
 - (4) whether any additions or changes to the specially designed instruction and related services are needed to enable the student to meet the annual goals set out in the student's IEP and to participate, as appropriate, in the general curriculum.
- b. If a determination is made that additional data are needed and a formal assessment is required, written parental consent is obtained prior to the administration of any assessment instruments recommended through the reevaluation process described above, as per Rule 6A-6.03311(3)(c). Attempts to secure consent from the parent prior to the reevaluation are documented. If the parents do not respond after reasonable attempts to obtain consent for reevaluation, the school district may proceed with the administration of the formal assessment.
- c. If the IEP team decides that no additional data are required to make a determination that the student continues to be a student with a disability, the school district:
 - (1) notifies the parent of this determination and the reasons for it; and,

PART II. GENERAL PROCEDURES

K. PROCEDURES FOR REEVALUATION OF STUDENTS WITH DISABILITIES

- (2) notifies the parents of their right to request an assessment to determine whether the student continues to be a student with a disability. The district is not required to conduct a formal assessment unless requested to do so by the student's parents.

NOTE: The following rules require the administration of specific assessments as a part of a student's reevaluation. Those rules include the following: Rule 6A-6.03013, FAC, Special Programs for Students Who Are Deaf or Hard-of Hearing; Rule 6A-6.03014, FAC, Special Programs for Students Who are Visually Impaired; and, Rule 6A-6.03022, FAC, Special Programs for Students Who Are Dual-Sensory Impaired. For students determined eligible under these program rules, the administration of formal assessments at reevaluation must be continued in accordance with the requirements of these rules. Required assessments are listed in Part III of this document.

4. Determination of need for specially designed instruction and related services

A meeting of the individual educational plan team is convened to review all available information about the student including reports from the additional evaluations, and to consider the need for continuation of specially designed instruction and related services. If specially designed instruction and related services are to continue, the student's individual educational plan is reviewed and revised, as appropriate, in accordance with sections G or H of this document.

If the reevaluation indicates that specially designed instruction and related services are no longer needed or that program eligibility changes may be warranted, the applicable dismissal or eligibility staffing procedures are followed.

Reevaluation is not required for a student before termination of eligibility due to graduation with a standard diploma or exiting upon reaching the student's twenty-second birthday.

PART II. GENERAL PROCEDURES

L. PROCEDURES FOR DISMISSAL

Definition: Dismissal is the process whereby a student is determined to no longer need specially designed instruction and related services. Criteria for dismissal are described in Part III of this document.

1. Dismissal procedures

Dismissal procedures for students with disabilities include the following:

- a. Before determining that a student with disabilities is no longer a student with disabilities, the school district conducts a reevaluation of the student in accordance with section K of this document entitled "Procedures for Reevaluation of Students with Disabilities."
- b. Based on the results of the reevaluation process, at the IEP or individualized family support plan meeting, it is determined that the student is no longer a student with a disability. Procedures for conducting IEP meetings and individualized family support plan meetings are described in the General Procedures section of this document.
- c. Parents are provided prior written notice of an action to dismiss a student as no longer being a student with disabilities as described in the Procedural Safeguards for Students with Disabilities.
- d. Reevaluation is not required for a student before the termination of eligibility due to graduation with a standard diploma or exiting upon reaching the age of twenty-two, in accordance with Rule 6A-6.0331, FAC.

2. Dismissal of a student who is gifted occurs as a result of the following:

- a. Based on the decision of the EP team, it is determined that the student no longer requires gifted services. Procedures for conducting EP meetings are described in the General Procedures section of this document.
- b. Parents are provided prior written notice of an action to dismiss a student as no longer requiring gifted services as described in the Procedural Safeguards for Students Who Are Gifted.

PART II. GENERAL PROCEDURES

M. PROCEDURES FOR PARTICIPATION IN STATE AND DISTRICT ASSESSMENT OF STUDENTS WITH DISABILITIES

Procedures for the participation of students with disabilities in the Florida Comprehensive Assessment Test (FCAT) are described in Rule 6A-1.0943, FAC.

1. The school district ensures that:
 - a. Each student with a disability has the opportunity to participate in the FCAT or any district assessment of student achievement with allowable accommodations if determined appropriate by the individual educational plan (IEP) team and recorded on the student's IEP. Accommodations identified for testing situations are those identified in the test manual and previously utilized by the student in the classroom. A parent must provide signed consent for a student to receive instructional modifications that are not permitted on the FCAT and must indicate in writing, that they understand the implications of the use of those accommodations. (Students who are identified solely as gifted are not eligible for state assessment accommodations.) Such accommodations include:
 - (1) Presentation. The student may be administered the FCAT through the following presentation formats:
 - (a) enlargement of regular print version of the test through mechanical or electronic means
 - (b) large print versions
 - (c) braille versions
 - (d) means to maintain or enhance visual attention to items
 - (e) signed or oral presentation for all directions and items other than reading items
 - (2) Responding. Students may respond to the test using varied methods including:
 - (a) responses dictated to a proctor or tape recorder
 - (b) responses signed to an interpreter
 - (c) answers entered directly in test booklet
 - (d) responses Brailled on separate paper
 - (e) special paper with raised, shaded, or color-coded lines
 - (f) gridded paper to organize computation
 - (g) writing guide for legibility
 - (h) speech-to-text technology
 - (i) alternative keyboards, pointing devices, and switches
 - (j) communication devices to generate oral or written responses
 - (k) monitoring to determine if student is marking in the correct space and sequence
 - (l) calculator as allowed in the FCAT manual for grades 7-10
 - (m) abacus for students with visual impairments in all grades
 - (3) Scheduling. The student may be administered a test at a specific time of day, during several brief sessions, allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test.

PART II. GENERAL PROCEDURES

M. PROCEDURES FOR PARTICIPATION IN STATE AND DISTRICT ASSESSMENT OF STUDENTS WITH DISABILITIES

- (4) Setting. The student may be administered a test individually or in a small group setting, and may be provided with adaptive or special furniture, lighting, or acoustics. The setting may have reduced stimuli or the student may have increased/decreased opportunity for movement.
 - (5) Assistive devices. The student may use the following assistive devices typically used in classroom instruction.
 - (a) If the purpose of the assessment requires complex computation, calculators may be used as authorized in the test administration manual. A calculator may not be used on assessments of basic computation as specified in the test administration manual.
 - (b) Visual magnification and auditory amplification devices may be used. For students with visual impairments, an abacus may be used.
 - (c) Technology may be used without accessing spelling or grammar checking applications for writing assessments and without using speech output programs for reading items assessed. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must assure that test responses are the independent work of the student. Unusual circumstances of accommodations through assistive devices must be approved by the Department of Education before use.
- b. The IEP team has used the criteria set forth in Rule 6A-1.0943(1)(a)(1-2), FAC, in making the decision of appropriate exclusion from the FCAT or district assessment of student achievement, which includes the following:
 - (1) the student's demonstrated cognitive ability prevents the student from completing required coursework and achieving the Sunshine State Standards even with appropriate and allowable accommodations; **and**,
 - (2) the student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.
 - c. Each student's IEP indicates a statement of any individual accommodations in the administration of the FCAT or any district-wide assessments of student achievement that are needed in order for the student to participate in such assessments.
 - d. If the IEP team determines that the student will not participate in the FCAT or a district assessment of student achievement, a statement of why that assessment is not appropriate for the child and how the child will be assessed will be indicated on the IEP. If a student does not participate in the FCAT, the district notifies the student's parent and provides the parent with information regarding the implications of this nonparticipation.
 - e. An alternate assessment procedure will be provided for each student who is excluded from FCAT or district assessment of student achievement at each grade level where FCAT or district assessment is required for other students in the district.
 - f. Alternate assessment procedures provide documentation of specific student performance and the scoring criteria used to assess the student's progress.

PART II. GENERAL PROCEDURES

M. PROCEDURES FOR PARTICIPATION IN STATE AND DISTRICT ASSESSMENT OF STUDENTS WITH DISABILITIES

- g. Alternate assessment procedures match the instructional goals (standards and benchmarks) determined appropriate for the student.
- h. Alternate assessment procedures address, at a minimum, areas that correspond to areas assessed through the state and district assessment of student achievement. For example, reading, writing, and mathematics would correspond to the Sunshine State Standards for Special Diploma Functional Academics and Communication Domains.
- i. Efforts are made to meet or exceed the state's inclusion goal of all students with disabilities participating in the state and district assessments for student achievement based on grade level standards for the grade in which students are enrolled. The State demonstrates that students with disabilities are fully included in the State Accountability System.

Florida's accountability program expects schools to provide the opportunity to learn for students with disabilities with the intent of preparing them for graduation with a standard diploma. In order to assist parents in their role as informed participants, the district will make information available to parents regarding diploma options, including the requirements for obtaining a waiver of the requirement to obtain a passing score on the FCAT to obtain a high school diploma.

The State has committed to the inclusion of all students with disabilities in State and district assessments, under the accountability of the No Child Left Behind Act (NCLB). The Florida assessment program, FCAT, emphasizes the participation of all students. Students with disabilities are provided a wide variety of accommodations. Students with disabilities who do not participate in FCAT are assessed with an alternate assessment process, the results of which are combined with the FCAT proficiency ratings to determine adequate yearly progress for the school, district and state.

The space below describes the efforts that have been made by this district to meet this goal for inclusion of the district's students with disabilities in the state and district assessments for student achievement:

Miami-Dade County Public Schools Exceptional Student Education (ESE) teachers should include their ESE students in state and district assessments to the maximum extent possible. FCAT trainings have been conducted for ESE teachers in reading, writing, and mathematics strategies.

Staff from the Division of Student Assessment & Educational Testing supports efforts to include ESE students in the administration of standardized tests when disseminating information.

Alternate Assessment professional development has been provided to teachers and administrators, clarifying the criteria for a student taking the alternate assessment instead of the FCAT. Training on accommodations for the FCAT and the alternate assessment has been conducted.



PART II. GENERAL PROCEDURES

M. PROCEDURES FOR PARTICIPATION IN STATE AND DISTRICT ASSESSMENT OF STUDENTS WITH DISABILITIES

When ESOL students with disabilities participate in the state and district assessments, they are provided accommodations as indicated for ESOL students in conjunction with those accommodations appropriate for students with disabilities.

PART II. GENERAL PROCEDURES

M. PROCEDURES FOR PARTICIPATION IN STATE AND DISTRICT ASSESSMENT OF STUDENTS WITH DISABILITIES

Students who do not participate in the general district and state assessments are assessed through alternate assessment. In the chart below, the alternate assessment procedures used by the district for each grade level 3 through 10 for students with disabilities at independent, supported and participatory levels are indicated. Definitions of these levels are:

Independent: Students functioning at the independent level are generally considered to be capable of meeting their own needs and working and living successfully in their communities as adults without overt support from others.

Supported: Students functioning at the supported level are generally considered to be capable of achieving supported independence in adulthood.

Participatory: Students functioning at the participatory level are generally considered to have significant cognitive and physical limitations that preclude their ability to generalize or transfer their learning. These students will be dependent on others for most, if not all, of their daily living needs as adults.

Alternate assessment procedures used by the district include:

| <i>Level of Functioning</i> | <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|-----------------------------|---|--|---|
| 3 rd grade | Brigance Diagnostic Comprehensive Inventory of Basic Skills Revised (Green Brigance) | Brigance Inventory of Early Development II (Yellow Brigance) or Green Brigance | Assessment Learning Profile for students with severe disabilities (ALP) |
| 4 th grade | Brigance Diagnostic Comprehensive Inventory of Basic Skills Revised (Green Brigance) | Brigance Inventory of Early Development II (Yellow Brigance) or Green Brigance | Assessment Learning Profile for students with severe disabilities (ALP) |
| 5 th grade | Brigance Diagnostic Comprehensive Inventory of Basic Skills Revised (Green Brigance) | Brigance Inventory of Early Development II (Yellow Brigance) or Green Brigance | Assessment Learning Profile for students with severe disabilities (ALP) |
| 6 th grade | Brigance Diagnostic Comprehensive Inventory of Basic Skills Revised (Green Brigance) | Stetson Targeted Life Skills or Brigance Life Skills Inventory (Blue Brigance) or Green Brigance | Assessment Learning Profile for students with severe disabilities (ALP) |

PART II. GENERAL PROCEDURES

M. PROCEDURES FOR PARTICIPATION IN STATE AND DISTRICT ASSESSMENT OF STUDENTS WITH DISABILITIES

| <i>Level of Functioning</i> | <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|-----------------------------|---|--|--|
| 7 th grade | Brigance Diagnostic Comprehensive Inventory of Basic Skills Revised (Green Brigance) | Stetson Targeted Life Skills or Blue Brigance or Green Brigance | Assessment Learning Profile for students with severe disabilities (ALP) |
| 8 th grade | Brigance Diagnostic Comprehensive Inventory of Basic Skills Revised (Green Brigance) | Stetson Targeted Life Skills or Blue Brigance or Green Brigance | Assessment Learning Profile for students with severe disabilities (ALP) |
| 9 th grade | Brigance Diagnostic Comprehensive Inventory of Basic Skills Revised (Green Brigance) | Stetson Targeted Life Skills or Blue Brigance or Green Brigance | Assessment Learning Profile for students with severe disabilities (ALP) |
| 10 th grade | Brigance Diagnostic Comprehensive Inventory of Basic Skills Revised (Green Brigance) | Stetson Targeted Life Skills or Blue Brigance or Green Brigance | Assessment Learning Profile for students with severe disabilities (ALP) |
| 11 th grade | Alternate Assessment in Science for Students with Disabilities (FLDOE '04) | Alternate Assessment in Science for Students with Disabilities (FLDOE '04) | Alternate Assessment in Science for Students with Disabilities (FLDOE '04) |
| 12 th grade | N.A. | N.A. | N.A. |

For a listing of possible alternate assessments, please refer to Appendix B.

PART II. GENERAL PROCEDURES

N. PROCEDURES FOR DETERMINING EXTENDED SCHOOL YEAR SERVICES FOR STUDENTS WITH DISABILITIES

Definition: Extended School Year (ESY) means specially designed instruction and related services that are provided to a student with a disability beyond the normal school year of the district, in accordance with the student’s IEP, at no cost to the parent.

The school district ensures that:

1. extended school year services are available as necessary to provide a free appropriate public education (FAPE);
2. extended school year services are provided when a student’s IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the student; and,
3. criteria used to determine whether a student requires ESY may include, but are not limited to:
 - a. regression and recoupment;
 - b. critical points of instruction;
 - c. emerging skills;
 - d. nature and/or severity of disability;
 - e. interfering behaviors;
 - f. rate of progress; or,
 - g. special circumstances;
4. the school district will not limit extended school year services to particular categories of disability, or unilaterally limit the type, amount or duration of those services.

Describe the district’s policies and procedures for determining the extended school year needs of students with disabilities:

Miami-Dade County Public Schools’ policy for determining the extended school year needs of students with disabilities includes reviewing all pertinent information at each IEP meeting to determine the likelihood that the provision of a free appropriate public education for an individual student would be jeopardized without ESY services. The determination of the type, amount, and duration of ESY services is made by the individual educational plan team with consideration to the level of services provided during the school year and the amount of progress made.

Student records are reviewed throughout the school year and as requested by parents to ensure the determinations for ESY services are appropriate. It is recommended this be completed a minimum of 45 days prior to the close of the school year to allow sufficient time for parents to exercise their procedural safeguards if they disagree with the decision of the IEP team.

PART II. GENERAL PROCEDURES

O. PROCEDURAL SAFEGUARDS FOR STUDENTS WITH DISABILITIES

Providing parents with information regarding their rights under Rule 6A-6.03311, FAC, is critical to ensuring that parents have the opportunity to be partners in decisions regarding their children. It is also critical that appropriate district and school personnel be informed of these procedural safeguards so that the needs of students with disabilities can be identified and met.

The school board's policy and procedures for procedural safeguards for students with disabilities includes adequate provisions for the following:

1. Provision of written notice

The district provides prior written notice within a reasonable time to the parent whenever the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the student, or the provision of a free appropriate public education.

Graduation from high school with a standard diploma constitutes a change in placement, and requires written prior notice.

The written notice to the parents is written in language understandable to the general public. The district provides all such notices in writing in the native language of the parents unless it is clearly not feasible to do so. If the native language is not a written language or if the parent is deaf or blind, the school district provides the notice in a mode of communication that the parent understands. There is written evidence that this requirement has been met. The school district ensures that the parent understands the content of the notice.

2. Content of written notice

The prior written notice includes sufficient detail to inform parents concerning the following items:

- a. a description of the action proposed or refused by the school district;
- b. an explanation of why the school district proposes or refuses to take the action;
- c. a description of any other options that the school district considered and the reasons why those options were rejected;
- d. a description of each evaluation procedure, test, record, or report the school district used as a basis for the proposed or refused action;
- e. a description of any other factors that are relevant to the school district's proposal or refusal;
- f. a statement that the parents of a student with a disability have protections under the procedural safeguards;
- g. a statement of the means by which a copy of a description of the procedural safeguards can be obtained; and,
- h. sources for parents of a student with disabilities to contact to obtain assistance in understanding the procedural safeguard provisions.

PART II. GENERAL PROCEDURES

O. PROCEDURAL SAFEGUARDS FOR STUDENTS WITH DISABILITIES

3. Informed parental consent:

- a. Parents are fully informed of all information relevant to the activity for which consent is sought in his or her native language or other mode of communication, unless it is clearly not feasible to do so.
- b. Parents understand and agree in writing to the carrying out of the activity for which consent is sought, and the consent describes the activity and lists any records that will be released and to whom they will be released.
- c. Written parental consent is obtained prior to conducting an initial, individual evaluation to determine eligibility for specially designed instruction and related services, or prior to conducting a reevaluation for students with disabilities except as provided in Rule 6A-6.03311(3)(e). Consent for initial evaluation may not be construed as consent for initial placement for receiving specially designed instruction and related services.
- d. Parental consent is obtained prior to the initial provision of specially designed instruction and related services.
- e. Attempts to secure consent from the parent prior to evaluation to determine eligibility for a special program for students with disabilities, or reevaluation, or initial placement are documented.
 - (1) If consent is not obtained and the school district believes that such services are required in order for the student to be provided free appropriate public education, school district personnel may use mediation or may request a due process hearing.
 - (2) The district may evaluate or initially provide specially designed instruction and related services to the student without the parent's consent only if an administrative law judge provides for such in the final decision in a due process hearing.
- f. Parental consent is voluntary and may be revoked at any time before the action occurs.
- g. Parent consent is required for reevaluation unless the school district can demonstrate that it has taken reasonable measures to obtain that consent, and the student's parents have failed to respond.
- h. Except for formal, individual evaluation, reevaluation, and initial provision of specially designed instruction and related services, consent may not be required as a condition of any benefit to the parent or student. Any proposal or refusal to initiate or change the identification, educational placement of the student, or the provision of a free appropriate public education to the student after the initial placement are subject to prior notice, rather than consent.
- i. Parental consent is not required before:
 - (1) reviewing existing data as part of an evaluation or reevaluation; or,
 - (2) administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all students.

4. Independent educational evaluation

Independent educational evaluation (IEE) is defined to mean an evaluation conducted by a qualified evaluation specialist as described in Rule 6A-6.0331(4)(a), FAC, who is not an

PART II. GENERAL PROCEDURES

O. PROCEDURAL SAFEGUARDS FOR STUDENTS WITH DISABILITIES

employee of the school district. The following procedures are implemented by the district regarding IEEs:

- a. The school district notifies the parent of a student with a disability of the right to an independent evaluation and provides to the parents, on request, information about where an independent educational evaluation may be obtained.
- b. A parent has the right to an independent evaluation at public expense if the parent disagrees with an evaluation obtained by the school district.
- c. Public expense is defined to mean that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.
- d. If a parent requests an independent educational evaluation at public expense, the school district, without unnecessary delay, either:
 - (1) ensures that an independent educational evaluation is provided at public expense; or
 - (2) initiates a hearing under due process to show that its evaluation is appropriate or that the evaluation obtained by the parent did not meet the school district's criteria.
- e. If the district initiates a hearing and the final decision from the due process hearing is that the district evaluation is appropriate, the independent evaluation will be at the parent's expense.
- f. The school district may ask the parent to give a reason why he or she objects to the school district's evaluation. However, the explanation by the parent may not be required and the school district may not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the school district's evaluation.
- g. If the parent obtains an independent educational evaluation at private expense, the school district considers the results of such evaluation in any decision regarding the student if such evaluation meets the criteria of the agency. The results of such evaluation may be presented as evidence at any due process hearing.
- h. Whenever an independent educational evaluation is conducted, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the evaluation specialist, are the same as the criteria prescribed by Rule 6A-6.0331(4)(a), FAC, for use by the school district when it initiates an evaluation to the extent that those criteria are consistent with the parent's right to an independent educational evaluation. The school district may not impose any conditions or timelines for obtaining an independent educational evaluation at public expense other than those related to the location of the evaluation and the qualifications of the examiner.
- i. If an administrative law judge requests an independent educational evaluation as part of a hearing, the cost of the evaluation is at public expense.

5. Mediation

The Department of Education ensures that procedures are established and implemented to allow parents of children with disabilities and school district personnel to resolve disputes through a mediation process. The nature of the dispute may involve any matter related to a proposal or refusal to initiate or change the identification, evaluation or educational

PART II. GENERAL PROCEDURES

O. PROCEDURAL SAFEGUARDS FOR STUDENTS WITH DISABILITIES

placement of the student or the provision of a free appropriate public education to the student.

- a. Mediation procedures meet the following requirements and ensure that the process:
 - (1) is voluntary on the part of both parties;
 - (2) is not used to deny or delay a parent's right to a due process hearing;
 - (3) is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.
- b. The Department of Education (DOE) maintains a list of individuals who are qualified mediators and knowledgeable in laws and regulations relating to the provision of specially designed instruction and related services.
- c. If a mediator is not selected on a random or rotational basis from the DOE list, both parties must be involved in selecting the mediator and agree with the selection of the individual who will mediate.
- d. The Department of Education bears the cost of the mediation process.
- e. Each session in the mediation process is scheduled in a timely manner and is held in a location that is agreeable to both parties.
- f. An agreement reached by the parties to the dispute in the mediation process is set forth in a written mediation agreement.
- g. Discussions that occur during the mediation process are confidential and may not be used as evidence in any subsequent due process hearings or civil proceedings, and the parties to the mediation process may be required to sign a confidentiality pledge prior to the beginning of the process.
- h. An individual who serves as a mediator:
 - (1) may not be an employee of any school district, or any state agency that receives a subgrant of the Individuals with Disabilities Education Act funds through the Department of Education;
 - (2) must not have a personal or professional conflict of interest; and,
 - (3) is not an employee of a school district, or State agency solely because he or she is qualified as a mediator and is paid by the Department of Education to serve as a mediator.

6. Opportunity to examine records and participate in meetings

The parents of a student with a disability are afforded, in accordance with §1002.22, F.S., Rule 6A-6.03311(4), FAC, and Rule 6A-1.0955, FAC, an opportunity to inspect and review their child's educational records with respect to the identification, evaluation, educational placement of the child, and the provision of a free appropriate education to the child. The right to inspect and review education records includes the right to have a representative of the parent inspect and review the records. The district informs parents when personally identifiable information collected, maintained, or used is no longer needed to provide services to their child. At the request of the parent, this information must be destroyed. A permanent record of the child's name, address, phone number, grades, attendance, classes attended, grade level completed, and year completed may be maintained by the district indefinitely.

PART II. GENERAL PROCEDURES

O. PROCEDURAL SAFEGUARDS FOR STUDENTS WITH DISABILITIES

The parents of a student with a disability are afforded an opportunity to participate in meetings with respect to the identification, evaluation, educational placement of their student or the provision of a free appropriate public education to their student. Parents are provided notice of such meetings early enough to ensure that they will have an opportunity to attend. The written notice includes the purpose, time and location of the meeting, and who, by title or position, will be attending. The notice also includes a statement informing the parents that they have the right to invite individuals with special knowledge or expertise about their child. A meeting does not include informal or unscheduled conversations involving school district personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision if those issues are not addressed in the student's IEP. A meeting also does not include preparatory activities that the school district personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

7. Provision of procedural safeguards to parents

Procedures for the provision of procedural safeguards to parents include the following:

- a. The content of the procedural safeguards notice must inform parents of the following provisions:
 - (1) prior written notice;
 - (2) provision of procedural safeguards;
 - (3) informed parental consent;
 - (4) opportunity to examine records and participate in meetings;
 - (5) mediation;
 - (6) the state complaint process, including a description of how to file a complaint and the timelines under those procedures;
 - (7) independent educational evaluation;
 - (8) discipline procedures;
 - (9) placement by parents of students in private schools at public expense when the provision of FAPE is at issue;
 - (10) transfer of rights at age of majority;
 - (11) due process hearings, including the student's placement during pendency of due process proceedings and requirements for disclosure of evaluation results and recommendations;
 - (12) attorney's fees;
 - (13) civil action;
 - (14) placement in an interim alternative educational setting; and,
 - (15) unilateral placement by parents of children in private schools at public expense.
- b. A copy of the procedural safeguards notice must be available to the parents of a student with a disability, and must be given to the parents, at a minimum:
 - (1) upon initial referral for evaluation;
 - (2) upon refusal of a parent's request to conduct an initial evaluation;

PART II. GENERAL PROCEDURES

O. PROCEDURAL SAFEGUARDS FOR STUDENTS WITH DISABILITIES

- (3) upon each notification of an IEP meeting;
- (4) upon consent for reevaluation of the student; and,
- (5) upon receipt of a request for a due process hearing by either the parent or the district.

8. Please refer to section S of this document entitled “Procedures for Discipline of Students with Disabilities” for information regarding discipline procedures related to students with disabilities.

9. State complaint procedures

An individual or organization may file a written complaint alleging that a public agency has violated a requirement of the Individuals with Disabilities Education Act or alleging a violation of State Law. A written complaint may be filed with a school district’s superintendent (“Local Education Agency” complaint), or may be filed with the Florida Department of Education (“State Education Agency” complaint). The written complaint must:

- a. include a statement which describes how a requirement of the IDEA has not been met;
- b. include an explanation of the facts on which the statement is based; and,
- c. allege a violation that occurred within one year prior to the date when the complaint is filed unless the violation is continuing, or unless compensatory services for a violation which occurred within three years of the date when the complaint is filed are requested.

A local education agency (LEA) complaint is filed with the superintendent of a school district and must meet the requirements listed above. Within five days from the time the superintendent receives the complaint, the district notifies the Florida Department of Education that it has received the complaint. The district may offer mediation to resolve the concerns raised in the complaint. Within 25 days of the receipt of the complaint, the superintendent must provide a written response detailing the results of the district’s inquiry. If the complainant disagrees with the results, an appeal may be filed by writing to the Florida Department of Education.

A State education agency (SEA) complaint is filed with the Department of Education and must meet the requirements above. Upon receipt of a formal complaint, the Bureau of Exceptional Education and Student Services will advise the individual of the availability of mediation. Within 60 calendar days after the receipt date of the complaint, the Bureau will:

- a. notify the complainant and the district/agency of its receipt of the complaint, seek clarification of the issues, and offer mediation;
- b. if mediation is declined, notify the complainant and the school district/agency in writing of its receipt of the complaint; the level at which the complaint will be addressed; the specifics of the issue(s); and, the status of the complaint with respect to mediation or an Early Resolution Agreement, as appropriate;

PART II. GENERAL PROCEDURES

O. PROCEDURAL SAFEGUARDS FOR STUDENTS WITH DISABILITIES

- c. conduct an inquiry, and make a request for information and supporting documentation from the district/agency and complainant, as necessary. The bureau may interview or survey individuals, or make an on-site visit, if deemed appropriate;
- d. prepare a draft report of the Findings of Fact for review by both parties. The parties will be given an opportunity to submit additional information if there are any errors in or substantive omissions from the Findings of Fact;
- e. prepare a written report that includes findings, conclusions, and any appropriate corrective actions or recommendations, for approval by the Commissioner of Education; and,
- f. forward a copy of the Commissioner's Final Order to the complainant and district/agency.

When there are extenuating circumstances, the Department of Education will extend the 60-day timeline for completion of the complaint resolution activity. If the 60-day timeline is extended, the bureau will notify both parties of the extension in writing. Examples of the circumstances that may necessitate the extension of the complaint resolution activities are as follows:

- a. a request by the complainant to review information submitted by the district/agency, or a request by the complainant to submit additional information;
- b. a request by the complainant to add one or more issues not clearly described or included in the original formal complaint;
- c. school district/agency holiday schedules that will result in the limited availability of personnel who have information relevant to the inquiry; and,
- d. inclement weather or other such emergencies that requires that schools or offices be closed. (e.g. hurricanes or fires).

Procedures for the effective implementation of the Department of Education's final decision include technical assistance activities, negotiations, and corrective actions to achieve compliance.

If a written complaint is received that is also the subject of a requested due process hearing, or the complaint contains multiple issues (of which one or more are part of a hearing), the Department of Education is required to set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. However, any issue in the complaint that is not a part of the due process action is resolved in compliance with the procedures described above.

If an issue is raised in a complaint that has previously been decided in a due process hearing involving the same parties, the administrative law judge's decision is binding, and the Department of Education informs the complainant to that effect. The Department of Education is required to resolve any complaint that alleges that a school district has failed to implement a due process hearing decision.

PART II. GENERAL PROCEDURES

O. PROCEDURAL SAFEGUARDS FOR STUDENTS WITH DISABILITIES

10. Transfer of rights at age of majority

The transfer of rights for students with disabilities occurs when the student reaches the age of majority. The school district provides any notice required by sections G and O of this document to both a student who has attained age 18 and the student's parent. At age 18, all other rights accorded to parents under Part B of the Individuals with Disabilities Education Act transfer to the student, unless the student has been determined to be incompetent under state law or a guardian advocate has been appointed to make decisions affecting educational services. For students who have attained age 18 and are incarcerated in a juvenile justice facility or local correctional facility, all rights accorded to parents under this rule transfer to the student, including the right to notice. The school district shall notify the student and the parent of the transfer of rights, when the student attains the age of 18.

If a student with a disability has reached the age of majority and does not have the ability to provide informed consent with respect to his or her educational program, then procedures established by statute may be used to:

- a. have the student declared incompetent and the appropriate guardianship established;
- b. have the parent appointed to represent the educational interests of the student throughout the student's eligibility for specially designed instruction and related services; or,
- c. have another appropriate individual appointed to represent the educational interests of the student if the parent is not available.

NOTE: For procedural safeguards related to due process hearing rights for students with disabilities, please reference the section of this document entitled, "Procedures for Due Process Hearings for Exceptional Students." For procedural safeguards related to the rights of students with disabilities attending private schools, please reference the section of this document entitled "Procedural Safeguards For Students with Disabilities Enrolled in Private Schools by Their Parents." For procedural safeguards related to the rights of students identified as gifted, please reference the section of this document entitled "Procedural Safeguards for Exceptional Students Who Are Gifted." For additional procedural safeguard requirements related to the rights of children with disabilities ages birth to two, please reference the section of this document entitled "Procedural Safeguards for Children Ages Birth Through Two."

PART II. GENERAL PROCEDURES

P. PROCEDURAL SAFEGUARDS FOR CHILDREN AGES BIRTH THROUGH TWO

The school board policy and procedures for procedural safeguards for children with disabilities ages birth through two (2) years includes adequate provisions for the following:

1. Prior written notice

Parents are provided prior written notice a reasonable time before the district proposes, or refuses, to initiate or change the identification, evaluation, or placement of the child or the provision of appropriate early intervention services to the child and the child's family. The written notice for parents of children with disabilities ages birth through two includes the following:

- a. the full explanation of all the procedural safeguards available to the parents;
- b. the description of the action proposed or refused and the reason for taking the action; and,
- c. the state complaint procedures including how to file a complaint with the Department of Health, Children's Medical Services, the lead agency for this program, and the timelines under those procedures.

The notice is written in language understandable to the general public and is provided in the native language of the parent, unless it is clearly not feasible to do so. If the written notice is not available in the native language of the parent, the district takes the following steps to ensure that:

- a. the notice is translated orally or by other means to the parents in their native language or other mode of communication;
- b. the parents understand the notice; and,
- c. there is written evidence that these requirements have been met.

If the parent is deaf or blind, or has no written language, the mode of communication is that normally used by the parent (such as sign language, Braille, or oral communication).

2. Written parental consent

Written parental consent is obtained before conducting the initial evaluation and assessment of a child and before initiating the provision of early intervention services. If consent is not given for initial evaluation, the school district makes reasonable efforts to ensure that the parent is fully aware of the nature of the evaluation and assessment or the services that would be available, and understands that the child will not be able to receive the evaluation and assessment or services unless consent is given.

3. Mediation

Parents have an opportunity to resolve disputes involving their child through mediation in accordance with the procedures established by the Department of Health, Children's Medical Services, the lead agency for this program.

PART II. GENERAL PROCEDURES

P. PROCEDURAL SAFEGUARDS FOR CHILDREN AGES BIRTH THROUGH TWO

4. Due process hearings

For children with disabilities ages birth through two, the procedures outlined in section R, "Procedures for Due Process Hearings for Exceptional Students," of the General Procedures portion of this document are followed with the exception that the school district may not initiate a hearing to challenge the parents' decision regarding the provision of early intervention services.

5. Examination of records

The parents of a student with a disability are afforded, in accordance with §1002.22, F.S., Rule 6A-6.03311(4), FAC, and Rule 6A-1.0955, FAC, an opportunity to inspect and review their child's educational records with respect to the identification, evaluation, educational placement of the child, and the provision of a free appropriate public education to the child. The right to inspect and review education records includes the right to have a representative of the parent inspect and review the records. Procedures described previously in section O, "Procedural Safeguards for Students with Disabilities," of the General Procedures portion of this document are also followed for children with disabilities ages birth through two.

PART II. GENERAL PROCEDURES

Q. PROCEDURAL SAFEGUARDS FOR STUDENTS IDENTIFIED AS GIFTED

Procedural safeguards for students identified as gifted include adequate provisions for the following:

1. Prior written notice

Written notice is provided to the parents of students identified as gifted within a reasonable time before the school district proposes or refuses to initiate or change the identification, evaluation, educational placement of the student or the provision of a free appropriate public education. The notice is written in language understandable to the general public and is provided in the native language of the parent, unless it is clearly not feasible to do so. If the written notice is not available in the native language of the parent, the district takes the following steps to ensure that:

- a. the notice is translated orally or by other means to the parents in their native language or other mode of communication;
- b. the parents understand the notice; and,
- c. there is written evidence that these requirements have been met.

2. Content of written notice

The prior written notice includes the following items:

- a. a description of the action proposed or refused by the school district, an explanation of why the district proposed or refused to take the action; and, a description of any options the school district considered and why these options were not selected;
- b. a description of each evaluation procedure, test, record, or report the school district used as the basis for the proposed or refused action;
- c. a description of any other factors relevant to the district's proposal or refusal; and,
- d. information on how the parents can obtain a copy of the procedural safeguards.

3. Written parental consent

Parents are fully informed of all information relevant to the action for which consent is sought in their native language or other mode of communication, unless clearly not feasible to do so. Provisions for informed parental consent are as follows:

- a. Written parental consent is required, and attempts to obtain consent documented, before the school district may conduct a formal individual evaluation to determine eligibility for special programs for students who are gifted.
- b. Written parental consent is required, and attempts to secure consent documented, prior to the initial provision of services to students who are gifted.
- c. Parent consent is not required prior to a school district's review of existing data as part of an evaluation, or administering a test that is administered to all students, unless parental consent is required for all students.

PART II. GENERAL PROCEDURES

Q. PROCEDURAL SAFEGUARDS FOR STUDENTS IDENTIFIED AS GIFTED

- d. Parental consent is voluntary, and may be withdrawn at any time before the activity consented to takes place.
- e. Except for formal, individual evaluation and the initial provision of services to the student, consent may not be required as a condition of benefit. Any proposal or refusal to initiate or change the identification, evaluation, or educational placement, or provision of FAPE after initial placement is not subject to parental consent but is subject to prior notice.

4. Due process hearings

Due process hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education. The hearing is conducted by an administrative law judge (ALJ) from the Division of Administrative Hearings, Department of Management Services, on behalf of the Department of Education. The ALJ conducts due process hearings in accordance with the Uniform Rules for Administrative Proceedings, Chapter 28-106, FAC, as deemed appropriate by the ALJ including, but not limited to: the authority of a party to request a pre-hearing conference; the authority of the ALJ to issue subpoenas to compel the attendance of witnesses and the production of records; and, the authority of the ALJ to issue summary rulings in absence of a disputed issue of material fact. Information and procedures related to the status of the student during proceedings; hearing rights of parties; duties and responsibilities of the ALJ, superintendent or designee, and the Department of Education; and, civil action can be found in section S of the General Procedures portion of this document.

5. Examination of records

The parents of a student identified as gifted are afforded, in accordance with s.1002.22, F.S., and Rules 6A-6.03311(4) FAC, and 6A-1.0955, FAC, an opportunity to inspect and review their child's educational records with respect to the identification, evaluation, educational placement of the child, and the provision of a free appropriate public education to the child. The right to inspect and review education records includes the right to have a representative of the parent inspect and review the records.

The parents of a student who is gifted are afforded the opportunity to participate in meetings with respect to the development of their child's educational plan.

6. Evaluations obtained at parent's expense

If a parent obtains an independent evaluation at private expense which meets the requirements of an evaluation as identified in Rule 6A-6.0331, FAC, the district considers the results of the evaluation in any decision made with respect to the determination of eligibility for exceptional student education services. The results of independent evaluations may be used as evidence at any due process hearing authorized under Rule 6A-6.03313,

PART II. GENERAL PROCEDURES

Q. PROCEDURAL SAFEGUARDS FOR STUDENTS IDENTIFIED AS GIFTED

FAC. If an administrative law judge requests an independent educational evaluation (IEE) as part of a due process hearing, it is provided at no cost to the parent.

7. State complaint procedure

The Department of Education provides parents and other interested parties the opportunity to resolve allegations that the district has violated state requirements regarding the education of students who are gifted through state complaint procedures. Within 90 calendar days after the receipt date of the complaint, the Bureau will:

- a. carry out an on-site investigation, if the Department of Education determines that an investigation is necessary;
- b. give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations of the complaint;
- c. review all relevant information and make an independent determination as to whether the school district is violating a requirement of state requirements regarding the education of students who are gifted;
- d. issue a written decision on the complaint that addresses each issue presented in the complaint and contains findings of fact, conclusions, and the reason(s) for the Department of Education's final decision; and,
- e. extend the 90-day timeline if exceptional circumstances exist with respect to a particular complaint.

Procedures for the effective implementation of the Department of Education's final decision include technical assistance activities, negotiations, and corrective actions to achieve compliance.

If a written complaint is received that is also the subject of a requested due process hearing, or the complaint contains multiple issues (of which one or more are part of that hearing), the Department of Education sets aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. However, any issue in the complaint that is not a part of the due process action is resolved in compliance with the procedures described above.

If an issue is raised in a complaint that has previously been decided in a due process hearing involving the same parties, the administrative law judge's decision is binding, and the Department of Education informs the complainant to that effect. The Department of Education is required to resolve any complaint that alleges that a school district has failed to implement a due process hearing decision.

8. Content and provision of procedural safeguards

Parents are provided a copy of their procedural safeguards, which provides a full explanation of the provisions of Rule 6A-6.03313, FAC. The district provides the procedural safeguards, at a minimum, upon initial referral for evaluation, upon refusal to conduct an initial

PART II. GENERAL PROCEDURES

Q. PROCEDURAL SAFEGUARDS FOR STUDENTS IDENTIFIED AS GIFTED

evaluation, upon notification of each EP meeting, and upon receipt of a request for a due process hearing. The content of the procedural safeguard notice informs the parents of provisions related to:

- a. prior notice;
- b. parental consent;
- c. opportunity to examine records;
- d. evaluations at public expense;
- e. state complaint procedures; and,
- f. due process hearings including provisions related to the status of students during proceedings and civil action.

PART II. GENERAL PROCEDURES

R. PROCEDURAL SAFEGUARDS FOR STUDENTS ENROLLED IN PRIVATE SCHOOLS BY THEIR PARENTS

Procedural safeguards for students with disabilities enrolled in private schools by their parents include adequate provisions for the following:

1. Rights of students with disabilities enrolled in private school by their parents

Except as provided in Rule 6A-6.03311(9), FAC, a child with a disability who has been enrolled in private school by his or her parent does not have an individual right to receive some or all of the specially designed instruction and related services that the child would receive if enrolled in a public school.

2. Prior Notice

The district shall provide parents with prior written notice a reasonable time before the school district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the student. Provisions for prior written notice include the following:

- a. The prior notice is written in language understandable to the general public and is in the native language or other mode of communication commonly used by the parents unless it is clearly not feasible to do so.
- b. If the written notice is not available in the native language of the parent, the district takes the following steps to ensure that:
 - (1) the notice is translated orally or by other means to the parents in their native language or other mode of communication;
 - (2) the parents understand the notice; and,
 - (3) there is written evidence that these requirements have been met.
- c. The notice to the parents includes:
 - (1) a description of the action proposed or refused by the district, and explanation of why the district proposes or refuses to take the action, and a description of any options the district considered and the reasons why those options were rejected;
 - (2) a description of each evaluation procedure, test, record, or report the district used as a basis for the proposal or refusal;
 - (3) a description of any other factors relevant to the district's proposal or refusal;
 - (4) a statement that the parents of a child with a disability have protections under the procedural safeguards specified in Rule 6A-6.03314, FAC;
 - (5) the means by which a copy of a description of the procedural safeguards can be obtained; and,
 - (6) sources for parents to contact to obtain assistance understanding their procedural safeguards.

PART II. GENERAL PROCEDURES

R. PROCEDURAL SAFEGUARDS FOR STUDENTS ENROLLED IN PRIVATE SCHOOLS BY THEIR PARENTS

3. Written parental consent

Parents are fully informed of all information relevant to the activity for which consent is sought in his or her native language or other mode of communication unless it is clearly not feasible to do so. Written parental consent is obtained

- a. prior to the district conducting a formal, individual evaluation to determine eligibility for specially designed instruction and related services;
- b. prior to the initial provision of specially designed instruction and related services; and,
- c. prior to conducting a reevaluation for students with disabilities except as provided in Rule 6A-6.03314(3)(e), FAC.

Parental consent is required for reevaluation except when the district can demonstrate that it has taken reasonable measures to obtain that consent and the parents have failed to respond. The district documents any attempts to secure consent from the parent. Parental consent is voluntary and may be revoked at any time before the district's action occurs.

4. Opportunity to examine records and participate in meetings

The parents of a child with a disability are afforded the opportunity to inspect and review their child's educational records maintained by the local school district in accordance with Rule 6A-1.0955, FAC, and Section 1002.22, F. S. The parent has the right to review and inspect the records as well as to have a representative of the parent inspect and review the records. The parents of a child with a disability are provided the opportunity to participate in meetings with school district personnel with respect to the identification, evaluation, or educational placement of their child.

5. Mediation

The Department of Education provides parents of students with disabilities and school district personnel the opportunity to resolve disputes involving any matter related to a proposal or refusal to initiate or change the identification, evaluation or educational placement of the student through a mediation process. Mediation is described in this document under Procedural Safeguards for Students with Disabilities and in Rule 6A-6.03311(5), FAC.

6. Complaint process

The Department of Education provides parents of a child with a disability, enrolled in a private school by their parents, and other interested persons, the opportunity to resolve allegations that a school district has failed to meet the requirements of 300.451 through 300.462 of Title 34 of the Code of Federal Regulations. Complaint procedures are described in this document under Procedural Safeguards for Students with Disabilities and in Rule 6A-6.03311(6).

PART II. GENERAL PROCEDURES

R. PROCEDURAL SAFEGUARDS FOR STUDENTS ENROLLED IN PRIVATE SCHOOLS BY THEIR PARENTS

7. Independent educational evaluation

Parents of a child with a disability, enrolled in a private school by their parents, have a right to an independent educational evaluation as described in Rule 6A-6.03311(7), FAC.

8. Due process hearings

Administrative due process hearings, as described in Rule 6A-6.03311, FAC, are applicable if the parent of a child with a disability enrolled in a private school by the parents alleges that the school district failed to comply with the requirements for the identification and evaluation of students with disabilities as described in 34 CFR 300.451 and 300.530 - 300.543. Due process hearings are not available if the parent alleges that the district failed to comply with the requirements of 34 CFR 300.452 - 300.462. Parents do not have the right to a due process hearing and the related procedural safeguards with regard to the provision of services to private school students with disabilities, including the provision of services indicated on the services plan.

PART II. GENERAL PROCEDURES

S. PROCEDURES FOR DUE PROCESS HEARINGS FOR EXCEPTIONAL STUDENTS

As part of the Procedural Safeguards for Students with Disabilities, and for Students Identified as Gifted, due process hearings may be initiated by a parent or a school district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student.

A due process hearing is conducted by an administrative law judge (ALJ) from the Division of Administrative Hearings (DOAH), Department of Management Services. The ALJ conducts such hearings in accordance with Rule 6A-6.03311(11), FAC, Rule 6A-6.03313(7), and the Uniform Rules for Administrative Proceedings, Chapter 28-106, FAC, as deemed appropriate by the ALJ, including, but not limited to: the authority of a party to request a pre-hearing conference, the authority of the ALJ to issue subpoenas to compel the attendance of witnesses and the production of records, and the authority of the ALJ to issue summary rulings in absence of a disputed issue of material fact. The procedures for due process hearings include:

- a. Prior to a pre-hearing conference, the petitioner submits to the ALJ a brief summary of facts which he or she believes are related to the ALJ's determination of the entitlement sought. The summary must also include a description of the relief sought and the reasons the petitioner is entitled to the relief.
- b. Within 10 days of DOAH's receipt of the request for a due process hearing, a pre-hearing conference is scheduled. The purpose of the pre-hearing conference is to consider, as deemed appropriate by the ALJ, any of the following: specifying and/or simplifying the issues; proposing resolutions; admitting facts to which both parties agree; preparation of documents that will be submitted by both parties; preparation of the list of witnesses for the hearing; establishing limitations and guidelines on discovery between parties; determining whether unusual circumstances exist that would require expedited discovery; determining whether unusual circumstances exist that would require filing of motions or pleadings prior to the hearing; determining the date, time, and place of the hearing and how many days each party may require to present their case; and, discussing other matters which may simplify the proceedings or dispose of matters in dispute.
- c. After the pre-hearing conference, the ALJ issues a pre-hearing order which includes the date, time, and location of the hearing; the issues to be resolved at the hearing; the relief being sought; the deadline, no later than five days before the hearing, for the parties to disclose witness lists and evidence to be used at the hearing; reasonable limits on the amount of time for the hearing; limitations for discovery; filing and dispositions of requests or motions; and, any other matters or relevant information.
- d. No pleadings, other than the request for hearing, are mandatory unless ordered by the ALJ.
- e. The ALJ has the authority to issue subpoenas to compel witnesses and the production of records and to issue summary rulings.

1. Duties and responsibilities of the ALJ

Duties and responsibilities of the administrative law judge are as follows:

PART II. GENERAL PROCEDURES

S. PROCEDURES FOR DUE PROCESS HEARINGS FOR EXCEPTIONAL STUDENTS

- a. to establish the date, time, and location of the hearing and any pre-hearing conference calls and motion hearings. Each hearing involving oral arguments must be conducted at a time and place that is reasonably convenient to the parents and their child;
- b. to conduct the hearing in a fair and impartial manner;
- c. to ensure that all discovery, motion practice, and pre-trial procedures are conducted in an expedited manner, consistent with the deadlines established by Rule 6A-6.03311, FAC, concerning the exchange of evidence and the issuance of the final decision;
- d. to determine if the parent wants an electronic or written copy of the final decision and the administrative record of the hearing;
- e. to determine whether the parent wants the hearing open to the public and whether the parent wants his or her child to attend the hearing;
- g. to determine whether the parent's advisor or counsel is sufficiently knowledgeable about or trained with respect to the problems of exceptional students;
- h. to determine how evidence may be exchanged prior to and during the hearing;
- i. to determine how witnesses may be compelled to attend, be cross-examined, and confronted during discovery and at the hearing;
- j. to determine how evaluations and recommendations may be disclosed prior to and during a hearing;
- k. to summarize the facts and findings of the case and to arrive at an impartial decision based solely on information presented during the hearing;
- l. to reach a final decision and mail to all parties copies of the facts, findings and decision regarding the hearing within 45 days of the district's receipt of the parent's request or the filing of the district's request for a hearing, whichever is sooner;
- m. to be accountable for all deadlines and procedures established by the statutes and rules for such hearings;
- n. to maintain the confidentiality of all information; and,
- o. to rule on requests for specific extensions of time beyond the periods set forth in this document, at the request of either party.

2. Hearing rights for all parties

- a. Any party to a hearing has a right:
 - (1) to be accompanied and advised by counsel or to be represented by a qualified representative under the qualifications and standards set forth in rules of the Department of Administrative Hearings, or by individuals with special knowledge or training with respect to students with disabilities or students who are gifted, or any combination of the above;
 - (2) to present evidence and to confront, cross-examine, and compel the attendance of witnesses;
 - (3) to prohibit the introduction of any evidence at the hearing that has not been disclosed at least five business days before the hearing;
 - (4) to obtain written, or at the option of the parents electronic, verbatim records of the hearing; and,

PART II. GENERAL PROCEDURES

S. PROCEDURES FOR DUE PROCESS HEARINGS FOR EXCEPTIONAL STUDENTS

(5) to obtain written or, at the option of the parents, electronic findings of fact and decisions at no cost to the parents.

- b. At least five (5) business days prior to a hearing, each party shall disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing. An ALJ may bar any party that fails to comply with this rule from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

3. Hearing rights of parents

In addition to the rights identified in the previous paragraphs, parents involved in hearings are given the right to have their child who is the subject of the hearing present and to open the hearing to the public.

4. Duties and responsibilities of the superintendent or designee

Duties and responsibilities of the superintendent or designee include the following:

- a. implementing procedures that require the parent of a child with a disability or the attorney representing the child, to provide confidential notice to the school district. The notice required includes: the name of the child; the address of the residence of the child; the name of the school the child is attending; a description of the nature of the problem of the child relating to the proposed or refused initiation or change, including facts relating to the problem; and, a proposed resolution of the problem to the extent known and available to the parents at the time. However, the school district may not deny or delay a parent's right to a due process hearing for failure to provide this notice;
- b. immediately notifying the Division of Administrative Hearings by facsimile transmission of the parents' request for a hearing;
- c. notifying all parties regarding their rights and responsibilities before, during, and after the hearing. This notice should include information to the parent of any free or low cost legal and other relevant services if the parent requests this information or if the parent or school district initiates a hearing. Parents of students with disabilities must be provided information on mediation;
- d. complying with the administrative law judge's rulings regarding requests for and exchanges of evidence; discovery; the filing of motions; and, scheduling, so as to meet the timeline requirements;
- e. arranging for the provision and payment of clerical assistance, the hearing, use of facilities, and a verbatim transcript of the hearing;
- f. determining whether an interpreter is needed and arranging for the interpreter, as required; and,
- g. completing other responsibilities specified by the school board.

PART II. GENERAL PROCEDURES

S. PROCEDURES FOR DUE PROCESS HEARINGS FOR EXCEPTIONAL STUDENTS

5. Duties and responsibilities of the Department of Education

The Department of Education is responsible for:

- a. maintaining a list of persons who serve as administrative law judges, including a statement of the qualifications of each of these persons;
- b. maintaining a list of the final orders of due process hearings, and providing that information to the public upon request;
- c. for students with disabilities, for transmitting the findings and decisions of any such hearings, after deleting any personally identifiable information, to the Commissioner of Education for review by the State Advisory Committee for the Education of Exceptional Students;
- d. for students with disabilities, developing a model notice that includes required information, to assist parents in filing a request for a due process hearing.

6. Status of the student during proceedings

Except as in subsection (9) of Rule 6A-6.03312, FAC, during the time that an administrative or judicial proceeding regarding a due process hearing is pending, unless the district and the parent of the student agree otherwise, the student involved in the proceeding must remain in the present educational placement. If the proceeding involves an application for an initial admission to public school, the student, with the consent of the parent, must be placed in a public school program until the completion of all proceedings. If the administrative law judge agrees with the parent and finds that a change of placement is appropriate, that placement becomes the agreed-upon placement during the appeal.

7. Civil Action

- a. For students identified as gifted, a decision made in a hearing is final unless within 30 days a party aggrieved by the final order brings a civil action in a state circuit court as provided in s.1003.57(5), F.S. The state circuit court receives the records of the administrative proceedings; hears, as appropriate, additional evidence at the request of a party; and, basing its decision on the preponderance of the evidence, grants the relief it determines appropriate. Any party aggrieved by the administrative law judge's final order has the right to request an impartial review by the appropriate district court of appeals as provided by sections 120.68 and 1003.57(5), F.S.
- b. For students with disabilities, a decision made in a hearing is final unless within 30 days a party aggrieved by the final order brings a civil action in a federal district or state circuit court as provided by s.1003.57(5), F.S. The state or federal circuit court receives the records of the administrative proceedings; hears, as appropriate, additional evidence at the request of a party; and, basing its decision on the preponderance of the evidence, grants the relief it determines appropriate. Any party aggrieved by the administrative law judge's final order has the right to request an impartial review by the appropriate district court of appeals as provided by sections 120.68 and 1003.57(5), F.S.

PART II. GENERAL PROCEDURES

S. PROCEDURES FOR DUE PROCESS HEARINGS FOR EXCEPTIONAL STUDENTS

- c. The rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973, or other federal laws protecting the rights of children with disabilities, are not restricted or limited in any way by these procedures, except that before filing a civil action seeking relief that is also available under the IDEA, the procedures under impartial hearing or appeal must be exhausted to the same extent as required under the IDEA.

8. Attorneys' Fees

A district court of the United States or a state circuit court may award reasonable attorneys' fees, determined in accordance with 34 CFR 300.513(c)(1), as part of the costs to the parents of a child with disabilities who is a prevailing party in a due process hearing or in a subsequent judicial proceeding. A parent of a child with a disability who is a prevailing party in the due process hearing or in a further proceeding may bring an action in a federal district court or a state circuit court for attorneys' fees within the time specified by law. The determination of attorneys' fees by the court shall be consistent with the provisions of 34 CFR 300.513(c).

- a. Attorneys' fees may not be awarded for IEP meetings, unless the meeting is convened as a result of a due process proceeding or judicial action.
- b. Attorneys' fees may not be awarded for mediation that is conducted prior to the filing of a request for a due process hearing.
- c. Attorneys' fees may not be awarded if the school district submits a written offer of settlement, within the appropriate timelines, prior to a due process or judicial proceeding; the parent does not accept the settlement within the appropriate timelines; and, an Administrative Law Judge or the court determines that the relief finally obtained by the parents is not more favorable than the original settlement offer.
- d. Courts may reduce attorneys fees if the parent, during the course of the due process or judicial proceeding, unreasonably protracted the final resolution of the controversy; the amount of the attorneys' fees, otherwise authorized to be awarded, unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably comparable skill, reputation and experience; time spent and legal services furnished were excessive considering the nature of the action or proceeding; or the parent's attorney does not provide the school district with a description of the problem and a proposed resolution of it in the request for a due process hearing.
- e. The conditions noted above regarding reduction of attorney's fees shall not apply as to any due process or judicial proceeding, if the court finds that the state or school district unreasonably delayed the final resolution of the due process or judicial proceeding, or there was a violation of the procedural safeguards section of the Individuals with Disabilities Education Act.

PART II. GENERAL PROCEDURES

T. PROCEDURES FOR PROVIDING SERVICES FOR STUDENTS WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS

This section of the Special Programs and Procedures document is intended to identify procedures for students with disabilities who are placed in a private school by their parents when FAPE is not at issue.

1. Child Find

The provisions for child find for students who are placed in private school by their parents when FAPE is not at issue are as follows:

- a. The requirements of child find, with respect to identifying, locating, and evaluating all students with disabilities also apply to students with disabilities who are enrolled in private, including parochial, elementary and secondary schools. Such services must be comparable to those provided to public school students.
 - b. Procedures for the identification of private school students as eligible private school students with disabilities shall be consistent with the requirements of Florida Statutes, State Board of Education Rules, and the school district's Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students document.
 - c. School districts shall consult with representatives of private schools on how to carry out the child find requirements.
2. The general provision of services to students in private schools is consistent with the following procedures:
- a. To the extent consistent with their number and location in the school district, provision is made for the participation of private school students with disabilities in the program under Part B of the IDEA. They are provided with specially designed instruction and related services in accordance with a services plan as described below.
 - b. The services provided by the district to eligible private school students with disabilities are provided by personnel meeting the same standards as personnel providing services in the public schools.
 - c. Private school students with disabilities may receive a different amount of services than students with disabilities in public schools.
 - d. No private school student with a disability is individually entitled to any service or to any amount of service the student would receive if enrolled in a public school.
 - e. The district is not prohibited from providing services to eligible private school students with disabilities in excess of those required by the Individuals with Disabilities Education Act. Eligible private school students with disabilities may, at district discretion, continue to enroll in a public school in the district, receive specially designed instruction and related services as prescribed by the services plan, and be reported for the appropriate weighted funding in the Florida Education Finance Program (FEFP).

PART II. GENERAL PROCEDURES

T. PROCEDURES FOR PROVIDING SERVICES FOR STUDENTS WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS

3. Provision of services – expenditure requirement and student count

- a. To meet the above requirement, the district expends a specified amount of funding providing specially designed instruction and related services to private school students with disabilities. This amount is calculated by determining the total number of students with disabilities aged 3 through 21 residing in the district, including students enrolled in both the public and private schools, and by calculating the percentage of the total that represents students enrolled in private schools. That percentage is applied to the school district total entitlement award under the Individuals with Disabilities Education Act. The resulting amount is the amount of funding from the IDEA set aside that must be expended on private school students with disabilities.
- b. The district consults with private school personnel on how to conduct the count of the number of private school students with disabilities. Data are collected regarding the number of private school students eligible on December 1, and submitted to the Department of Education in the manner prescribed by the Department.
- c. The Student Count of Private School Students with Disabilities from the December preceding the current school year shall be used to determine the minimum amount that the school district must expend on providing specially designed instruction and related services to eligible private school students with disabilities. For example, the December 2003 count will be used for the 2004-05 school year; the December 2004 count will be used for the 2005-06 school year; the December 2005 count will be used for the 2006-07 school year.

4. Determination of services

The district consults in a timely and meaningful manner with appropriate representatives of private school students with disabilities, in light of the expenditure requirement above, regarding the number of eligible private school students with disabilities, the needs of these students, and their location to determine:

- a. which students will receive services;
- b. what services will be provided;
- c. how and where the services will be provided; and,
- d. how the services provided will be evaluated.

School district personnel make the final decisions with respect to the services to be provided to eligible private school students with disabilities.

PART II. GENERAL PROCEDURES

T. PROCEDURES FOR PROVIDING SERVICES FOR STUDENTS WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS

The procedures the district follow to make the determination of services is as follows:

Child Find activities are provided through six diagnostic teams located in the six Region Centers throughout the District as well as through the Florida Diagnostic and Learning Resources System-South (FDLRS-S).

Advertisements regarding Child Find services are made on local radio and in local media. Brochures and information are provided to local pediatricians, at community fairs, and other parent related activities. Screenings are conducted at early care and education centers in the community.

Non-public school students are provided with appropriate services in accordance with a services plan. Non-Public school teachers are invited to trainings conducted by Miami-Dade County Public Schools and provided with access to resources and materials.

A letter is sent out annually from the Office of Intergovernmental Affairs and Grants Administration to appropriate administrators of Non-Public schools in Miami-Dade County inviting participation in IDEA and other federal programs.

This letter will include the following:

1. A description of the Child Find process including how parentally-placed private school children suspected of having a disability can participate equitably and how parents, teachers, and private school officials will be informed of the process.
2. A description of the consultation process and how the process will operate throughout the school year to ensure that parentally-placed children with disabilities can meaningfully participate in special education and related services. Information will also be provided as to (a) the types of services and how funds will be apportioned if funds are insufficient to serve all parentally-placed private school children, and (b) how and why those decisions will be made.

Miami-Dade County Public Schools will obtain written affirmations signed by the representatives of participating private schools indicating that timely and meaningful consultation regarding the above information has occurred. If written affirmation is not received within 90 days, Miami-Dade County Public Schools will forward the documentation of the consultation process to the Florida Department of Education.

PART II. GENERAL PROCEDURES

T. PROCEDURES FOR PROVIDING SERVICES FOR STUDENTS WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS

5. Provision of services – services plan

Services provided to private school students are provided in accordance with a services plan in accordance with Rule 6A-6.030281, FAC.

- a. If a student with a disability is enrolled in a religious or other private school and is determined eligible by the school district to receive specially designed instruction or related services from the district, the district initiates and conducts meetings to develop, review, and revise a services plan for the student. The district ensures that a representative of the religious or other private school attends each meeting. If the representative cannot attend, then the school district uses other methods to ensure participation by the private school.
- b. Each private school student with a disability who has been designated to receive services from the district must have a services plan that describes the specific specially designed instruction and related services that the district will provide. This services plan is based on the services that the district has determined, through the process described above, that it will make available to private school students with disabilities.
- c. The services plan must meet the requirements set forth in Rule 6A-6.030281, FAC, with respect to the services provided.
- d. The services plan must be developed, reviewed, and revised consistent with the following requirements:
 - (1) The district takes the following steps to ensure that one or both of the parents of the student is present at each services plan meeting or is afforded the opportunity to participate in each meeting:
 - (a) notify the parents early enough to ensure that they have the opportunity to attend;
 - (b) schedule the meeting at a mutually agreed upon time and place; and,
 - (c) if neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls.
 - (2) The meeting may be conducted without a parent in attendance if the district is unable to obtain the attendance of the parents. In this case, the district maintains a record of its attempts to arrange a mutually agreed on time and place. This record may include:
 - (a) detailed records of telephone calls made or attempted and the results of those calls;
 - (b) copies of correspondence sent to the parents and responses received from the parents; or,
 - (c) detailed records of visits made to the parents' home or place of employment and the results of those visits.
 - (3) Parent notice of meeting includes:
 - (a) the purpose, time, and location of the meeting;

PART II. GENERAL PROCEDURES

T. PROCEDURES FOR PROVIDING SERVICES FOR STUDENTS WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS

- (b) who will be invited to the meeting, including the student beginning at age 14, or earlier, if appropriate, and an agency representative if needed;
 - (c) a statement informing the parents that they have the right to invite other individuals with special knowledge or expertise about their child;
 - (d) if transition services will be provided to the student at age 14, or earlier, if appropriate, a statement indicating that the purpose of the meeting will be the development of a statement of transition services needs;
 - (e) if transition services will be provided to the student at age 16, or earlier, if appropriate, a statement indicating that the purpose of the meeting is the consideration of needed transition services.
- (4) Participants of the meeting will include the following:
- (a) the parents;
 - (b) at least one regular education teacher of the student from the private school;
 - (c) at least one special education teacher of the student;
 - (d) a representative of the district who is qualified to provide or supervise the provision of specially designed instruction, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the school district (the representative, at the discretion of the district, may be the special education teacher if the teacher meets the requirements);
 - (e) an interpreter of instructional implications of evaluation results who may be a member of the team as described in parts (b) through (d) of this section;
 - (f) at the discretion of the parents, the private school, or the district, other individuals who have knowledge or special expertise regarding the student;
 - (g) if transition services are to be provided, the student, beginning by age 14, or earlier, if appropriate. If the student does not attend the services plan meeting, the district and private school will take other steps to ensure that the student's preferences are considered;
 - (h) if transition services are to be provided, a representative of any other agency that may be responsible for providing or pay for services. If the agency invited does not attend, the district will take other steps to obtain the participation of the agency in the planning of transition services.
- (5) Each private school student with a disability who has been designated to receive specially designed instruction and related services will have a services plan that describes the services to be provided. Services plans must be in effect at the beginning of each school year and must be reviewed at least once every twelve (12) months. A services plan is developed within thirty (30) calendar days following the determination of eligibility and is in effect before specially designed instruction and related services are provided.
- (6) The services plan team considers the following in development, review, and revision of the service plan:

PART II. GENERAL PROCEDURES

T. PROCEDURES FOR PROVIDING SERVICES FOR STUDENTS WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS

- (a) the strengths of the student and the concerns of the parent for enhancing the education of the student;
 - (b) the results of the initial or most recent evaluation of the student;
 - (c) as appropriate, the results of the student's performance on any general state or district assessment;
 - (d) in the case of a student whose behavior impedes learning or learning of others, if appropriate, strategies including positive behavioral interventions and supports to address that behavior;
 - (e) in the case of a student with limited English proficiency, the language needs of the student as they relate to the services plan;
 - (f) in the case of a student who is blind or visually impaired, provision of instruction in Braille and the use of Braille unless the services plan team determines, after evaluation, that it is not appropriate for the student;
 - (g) the communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs; and,
 - (h) whether the student needs assistive technology devices and services.
- (7) In collaboration with the parents and private school personnel or each student with a disability who is provided services from the district, the district develops a services plan. The district takes whatever action is necessary to ensure that the parents and the student, beginning at age 14, understand the proceedings at the meeting, including arranging for an interpreter for parents and students who are deaf or whose native language is other than English. Parents are given a copy of the services plan at no cost. The services plan, with respect to the services provided, includes the following:
- (a) a statement of the student's present level of performance including how the student's disability affects the student's involvement and progress in the general curriculum or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
 - (b) a statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs;
 - (c) a statement of the specially designed instruction and related services and supplementary aids and services to be provided to the student;
 - (d) a statement of the program modifications or supports for school personnel that will be provided for the student to advance appropriately toward attaining the annual goals, to be involved and progress in the general curriculum, and to participate in extracurricular and other nonacademic activities;
 - (e) an explanation of the extent, if any, to which the student will not participate with nondisabled students;

PART II. GENERAL PROCEDURES

T. PROCEDURES FOR PROVIDING SERVICES FOR STUDENTS WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS

- (f) the projected date for the beginning of services, accommodations and modifications, and the anticipated frequency, location, and duration of those services;
 - (g) a statement of how the student's progress toward the annual goals will be measured, how the student's parents will be regularly informed of the progress toward the goals, and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year;
 - (h) if transition services are provided, they must be done so in accordance with the requirements of paragraph (7)(i)-(j) and subsection (8) of Rule 6A-6.03028, FAC; and,
 - (i) a statement of the transfer of rights to the student beginning at least one year before the student's eighteenth birthday.
- (8) The district ensures that the services plan team reviews the services plan at least annually to determine whether the annual goals for the student are being achieved, and revises the services plan as appropriate to address:
- (a) any lack of expected progress toward the annual goals and general curriculum, if appropriate;
 - (b) the results of any reevaluation conducted;
 - (c) information about the student provided by or to the parent;
 - (d) the student's anticipated needs; and,
 - (e) the special considerations addressed when developing a services plan.
- (9) The student's services plan is accessible to each regular education teacher, special education teacher, related services provider, and other service provider who is responsible for the implementation of the plan. Each person is informed of specific responsibilities related to implementing the services plan, including specific accommodations, modifications, and supports that must be provided for the student.
6. Provision of services - location
- a. Services provided to eligible private school students with disabilities may be provided on-site at the student's private school to the extent consistent with state policies.
 - b. Transportation between the student's private school or home and a site other than the private school for the provision of the services by the district shall be the responsibility of the school district, if this service is necessary for the student to benefit from or participate in the services provided. Funding for transportation of these students may be claimed by the school district, in accordance with s. 1011.68, F.S.
 - c. The cost of the transportation may be included in calculating the expenditure requirement for services to eligible private school students with disabilities.

PART II. GENERAL PROCEDURES

T. PROCEDURES FOR PROVIDING SERVICES FOR STUDENTS WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS

7. When the provision of FAPE is at issue, the following apply:
- a. The school district is not required to pay for the cost of education, including specially designed instruction and related services, of a student with a disability at a private school or facility, if the school district made a free appropriate public education available to the student and the parents elected to place the student in a private school or facility.
 - b. Disagreements between a parent and a school district regarding the availability of a program appropriate for the student, and the question of financial responsibility, are subject to the due process procedures.
 - c. If parents of a student with a disability, who previously received specially designed instruction and related services through the public school system, enroll their student in a private preschool, elementary or secondary school without the consent or referral of the school district, a court or Administrative Law Judge may require the school district to reimburse the parents for the cost of that enrollment. This may occur if the court or Administrative Law Judge finds that the school district had not made a free appropriate public education available to the student in a timely manner prior to enrollment of their student in a private school and the private placement is appropriate. The cost of reimbursement may be reduced or denied if:
 - (1) at the most recent IEP meeting that the parents attended prior to removal of the student from the public school, the parents did not inform the IEP team that they were rejecting the placement proposed by the school district and did not state their concerns and their intent to enroll their student in a private school at public expense;
 - (2) the parents did not give written notice to the school district ten business days prior to removing their student from public school;
 - (3) prior to the parents' removal of the student from the school district, the school district provided sufficient prior notice of its intent to evaluate the student but the parents did not make the student available for the evaluation; or,
 - (4) the court or Administrative Law Judge finds that the parents' actions were unreasonable.

The reimbursement may not be reduced or denied for failure of the parent to provide prior notice to the school district if:

- (1) the parent is illiterate and cannot write in English;
- (2) complying with this requirement would have resulted in serious physical or emotional harm to the student;
- (3) the school prevented the parent from providing notice; or,
- (4) the parents had not received notice of the requirement to provide the school district with prior notice.

PART II. GENERAL PROCEDURES

T. PROCEDURES FOR PROVIDING SERVICES FOR STUDENTS WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS

8. Procedural safeguards

A description of the procedural safeguards for students with disabilities enrolled in private schools is included in section R of this document.

PART II. GENERAL PROCEDURES

U. PROCEDURES FOR STUDENT PARTICIPATION IN OPPORTUNITY SCHOLARSHIPS

For IDEA purposes, students utilizing opportunity scholarships are considered to be “students placed in private schools by their parents.”

1. Eligibility

Eligibility requirements for participation in the Opportunity Scholarship Program are as follows:

- a. Section 1002.38, F.S., outlines the eligibility for students, school district obligations, private school eligibility, obligation of program participation, funding and payment, and liability for the state’s Opportunity Scholarship Program.
- b. Students with disabilities who are eligible to receive services from the school district under federal or state law who participate in this program remain eligible to receive services from the school district, pursuant to s. 1002.38(3)(d), F.S.
- c. The provisions related to students with disabilities placed in private schools by their parents, as described below, shall apply to students with disabilities whose parents choose to participate in the state’s Opportunity Scholarship Program.

2. Funding

Funding for students participating in the Opportunity Scholarship Program is as follows:

- a. If the parent of a student with a disability who was previously served by the local school district, chooses to participate in the opportunity scholarship program at a private school that does not provide specially designed instruction and related services, the private school is eligible for the applicable funding at the basic cost factor, pursuant to s. 1002.38(6)(e)2., F.S.
- b. The amount of the opportunity scholarship shall be the calculated amount or the amount of the private school’s tuition and fees, whichever is less, according to s. 1002.38(6)(b), F.S. Eligible fees include textbook fees, lab fees, and other fees related to instruction, including transportation.
- c. In either of the situations described above, it could be determined that the private school student with a disability, participating in the Opportunity Scholarship Program, will receive specially designed instruction and related services from the local school district. In this case, according to s. 1002.38(6)(d), F.S., the local school district shall receive the appropriate weighted portion of the student’s funding at a level consistent with the provisions of s. 1011.62, F.S. The services to be provided shall be described in the student’s service plan.

3. District responsibilities in the Opportunity Scholarship Program

As indicated in s. 1002.38(3), F.S., the district has the responsibility to:

- a. in a timely manner, notify parents of each student enrolled or assigned to a school that has a grade of “F” for two years in a 4-year period of the availability of this scholarship,

PART II. GENERAL PROCEDURES

U. PROCEDURES FOR STUDENT PARTICIPATION IN OPPORTUNITY SCHOLARSHIPS

- b. offer enrollment in a school graded "C" or better, and,
- c. provide locations and times for all statewide assessments.

The parent of a student enrolled in such a school may choose to enroll the student in a higher-performing district school (grade of "C" or better); enroll the student in and transport the student to a higher-performing public school that has available space in an adjacent district; or enroll the student in an eligible private school. The opportunity to continue attending the higher-performing public school will remain in force until the student graduates from high school. If the parent chooses to request that the student be enrolled in a higher-performing school in the district, transportation costs to that school are the responsibility of the district.

Additionally, the district is responsible for

- a. conducting reevaluations;
- b. providing the student's records;
- c. sharing information regarding specially designed instruction and related services previously provided to the student;
- d. assisting the school in accessing matrix training; and,
- e. collaborating with the private school to obtain data needed for reporting.

4. Private school responsibilities in the Opportunity Scholarship Program

To be eligible to participate in the Opportunity Scholarship Program, a private school must be a Florida private school, may be sectarian or nonsectarian, and must meet all requirements of s. 1002.38(4), F.S., which include:

- a. demonstration of fiscal soundness as specified in statute;
- b. notification to the Department of Education of the intent to participate in the program by May 1 of the school year preceding the school year in which it intends to participate, and the grade levels and services available for the program;
- c. compliance with the antidiscrimination provisions of 42 U.S.C. s 2000d.;
- d. compliance with state and local health and safety laws and codes;
- e. acceptance of scholarship students on an entirely random and religious-neutral basis without regards to the student's past academic history (preference may be given to siblings of students already accepted on a random and religious-neutral basis);
- f. be subject to instruction, curriculum, and attendance criteria adopted by the accrediting body and be academically accountable to the parents for meeting the educational needs of the student;
- g. employment or contracting with teachers who hold a baccalaureate or higher degree, or have at least three years of teaching experience in public or private schools, or have special skills, knowledge, or expertise that qualified them to provide instruction in subjects taught;
- h. compliance with all state statutes related to private schools;

PART II. GENERAL PROCEDURES

U. PROCEDURES FOR STUDENT PARTICIPATION IN OPPORTUNITY SCHOLARSHIPS

- i. acceptance of the amount provided by the state for each student as full payment for tuition and fees;
- j. agreement to not compel any student attending the private school on an opportunity scholarship to profess a specific ideological belief, to pray, or to worship; and,
- k. adherence to the tenets of its published disciplinary procedures prior to expulsion.

5. Student and parent responsibilities in the Opportunity Scholarship Program

According to s. 1002.38(5), F.S., a student and the parent have the following responsibilities with regard to participation in the Opportunity Scholarship Program:

- a. The participating student must remain in attendance throughout the school year, unless excused by the school for illness or other good cause, and comply with the school's code of conduct.
- b. The parent of the participating student must comply with the private school's parental involvement requirements, unless excused by the school for illness or other good cause.
- c. The parent of the participating student must ensure that the student takes all required statewide assessments.

The scholarship shall be forfeited if the participating student or parent fails to comply with these requirements.

PART II. GENERAL PROCEDURES

V. PROCEDURES FOR PARTICIPATION IN MCKAY SCHOLARSHIPS FOR STUDENTS WITH DISABILITIES PROGRAM

For IDEA purposes, students utilizing McKay Scholarships to private schools of choice are considered to be “students placed in private schools by their parents.”

1. Eligibility

The John M. McKay Scholarship Program for Students with Disabilities is established to provide the option for students with disabilities for whom an IEP has been written in accordance with State Board of Education rules, to attend a public school other than the one to which the student is assigned or to provide a scholarship to a private school of choice. The parent of a public school student with a disability who is dissatisfied with the student’s progress may request and receive a McKay Scholarship for the child to enroll in and attend a private school if the student has spent the prior school year in attendance at a Florida public school and the parent has obtained acceptance for admission of the student to a private school that is eligible for the program. “Prior school year in attendance” means that the student was enrolled in and reported by a school district for funding during the preceding October and February FEFP surveys in Kindergarten through grade 12. Prior attendance is not required for students whose families relocated due to military stationing.

2. Funding

The calculation of the student funding is in accordance with s. 1002.39(6)(a), F.S. The amount of the scholarship is the calculated amount or the amount of the private school’s tuition and fees, whichever is less.

3. School district and Department of Education responsibilities

The school district has certain responsibilities regarding McKay Scholarships for students with disabilities. The responsibilities are in accordance with s. 1002.39, F.S. The district must

- a. inform parents of the student of all options available in a timely manner. These options include the opportunity to enroll the student in another public school within the district, enroll the student in and transport the student to a public school in an adjacent district which has available space and has a program with the services agreed to in the student’s IEP, and enroll the student in an eligible private school of choice;
- b. notify the Department of Education within 10 days of the parental notification of the intent to apply for a scholarship;
- c. complete a matrix of services document that assigns the student to one of the levels of service as they existed prior to the 2000-01 school year;
- d. inform the Department of Education of the student’s matrix level within 30 days of receiving parent notification of the intent to participate in the scholarship program;
- e. within ten days after it receives parental notification of intent to apply for a McKay Scholarship, notify the parent of the student if the matrix has not been completed and provide the parent with the date for completion of the matrix;

PART II. GENERAL PROCEDURES

V. PROCEDURES FOR PARTICIPATION IN MCKAY SCHOLARSHIPS FOR STUDENTS WITH DISABILITIES PROGRAM

- f. provide the student's matrix level to the parent within 10 days of its completion; and,
- g. provide locations and times to take statewide assessments if the parent requests that the student take statewide assessments.

Additionally, the district is responsible for

- a. conducting reevaluations;
- b. providing the student's records;
- c. sharing information regarding specially designed instruction and related services previously provided to the student;
- d. assisting the school in accessing matrix training; and,
- e. collaborating with the private school to obtain data needed for reporting.

Students with disabilities remain eligible to receive services from the district as provided by state or federal law regarding students placed by their parents in private schools.

4. Private school eligibility

To participate in the McKay Scholarship Program for Students with Disabilities, private schools must meet all requirements of s. 1002.39(4), F.S., which include:

- a. demonstration of fiscal soundness as specified in statute;
- b. notification to the Department of Education of the intent to participate in the program (separate from notification for Opportunity Scholarships);
- c. compliance with the antidiscrimination provisions of 42 U.S.C. s 2000d;
- d. compliance with state and local health and safety laws and codes;
- e. academic accountability to parents;
- f. employment or contracting with teachers who hold a baccalaureate or higher degree, or have at least three years of teaching experience in public or private schools, or have special skills, knowledge, or expertise that qualifies them to provide instruction in subjects taught;
- g. compliance with all state statutes related to private schools; and,
- h. adherence to the tenets of its published disciplinary procedures prior to expulsion of a scholarship student.

5. Obligation of program participants

Parents and students have certain obligations as participants in the McKay Scholarship Program for Students with Disabilities. To be eligible for a scholarship under the program, a parent must:

- a. select the private school and apply for the admission of his or her child;
- b. request the scholarship at least 60 days prior to the date of the first payment;
- c. ensure the attendance of their child and ensure the student's compliance with the school's code of conduct;

PART II. GENERAL PROCEDURES

V. PROCEDURES FOR PARTICIPATION IN McKAY SCHOLARSHIPS FOR STUDENTS WITH DISABILITIES PROGRAM

- d. comply fully with the private school's parental involvement requirements;
- e. transport the student to the assessment site designated by the district if the parent requests that the student take statewide assessments; and,
- f. endorse the warrant to the private school for deposit into its account.

The scholarship shall be forfeited if the participating student or parent fails to comply with these requirements.

PART II. GENERAL PROCEDURES

W. PROCEDURES FOR DISCIPLINE FOR STUDENTS WITH DISABILITIES

For students whose behavior impedes their learning or the learning of others, strategies, including positive behavioral interventions, strategies, and supports to address that behavior must be considered in the development of the student's individual educational plan (IEP).

1. Definitions:

- a. Change of placement – For the purposes of removals of a student with a disability from the student's current educational placement as specified in the student's IEP, a change of placement occurs when:
 - (1) The removal is for more than 10 consecutive school days; or,
 - (2) A series of removals constitutes a pattern because the removals cumulate to more than ten (10) school days in a school year, and because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.
- b. Positive behavioral support – Positive behavioral support is a process for designing and implementing individualized behavioral intervention plans based on understanding relationships between the student's behavior and his or her environment as determined through a functional behavioral assessment.
- c. Functional behavioral assessment – A functional behavioral assessment (FBA) is a process for developing a useful understanding of how behavior relates to the environment and may include any or all of the following:
 - (1) review of records;
 - (2) interviews;
 - (3) observations; and,
 - (4) collection of data using formal and informal measurement procedures.
- d. Controlled substance – A controlled substance is a drug or other substance identified through the Controlled Substances Act, 21 U.S.C. 812(c), and s. 893.02, F.S.
- e. Illegal drug – An illegal drug means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional, or that is legally possessed or used under any other authority under the Controlled Substances Act, 21 U.S.C. 812(c) or under any other provision of federal law.
- f. Weapon - A weapon is defined in s. 790.001(13), F.S., and includes a dangerous weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury.
- g. Firearm – A firearm is defined in Section 790.001(6), Florida Statutes.
- h. Individual Educational Plan (IEP) team – An IEP team must meet the requirements specified in the Provisions for an Individual Educational Plan for Students with Disabilities section of this document.

PART II. GENERAL PROCEDURES

W. PROCEDURES FOR DISCIPLINE FOR STUDENTS WITH DISABILITIES

- i. Manifestation determination – A manifestation determination examines the relationship between the student’s disability and a specific behavior that may result in disciplinary action.
 - j. Interim alternative educational setting – An interim alternative educational setting (IAES) is a different location where educational services are provided for a specific time period due to disciplinary reasons.
 - k. Expedited due process hearings – Expedited due process hearings may be held at the request of either the parent or the school district regarding disciplinary actions. These hearings must meet the requirements prescribed in Rule 6A-6.03311(11), FAC, except that the written decision must be mailed to the parties within forty-five (45) days of the school district’s receipt of the parent’s request or the filing of the district’s request for the hearing without exceptions or extensions.
 - l. Short term removals – A short term removal is the removal of a student with a disability for a total of ten (10) school days or less in a school year that does not constitute a change in placement as defined above in (a).
 - m. Long term removals – A long term removal is the removal of a student with a disability for more than ten (10) school days in a school year which may or may not constitute a change in placement as defined in paragraph (a) above.
 - n. Substantial evidence – Substantial evidence shall be defined to mean beyond a preponderance of the evidence.
2. Authority of school personnel

Consistent with the district’s Code of Student Conduct and to the extent removal would be applied to students without disabilities, school personnel may order:

- a. the removal of a student with a disability from the student’s current placement for not more than ten (10) consecutive school days;
- b. additional removals of a student with a disability of not more than ten (10) consecutive days in that same school year for separate incidents of misconduct as long as those removals do not constitute a change in placement as defined in paragraph (a) above.

PART II. GENERAL PROCEDURES

W. PROCEDURES FOR DISCIPLINE FOR STUDENTS WITH DISABILITIES

3. Manifestation determination

A manifestation determination, consistent with the following requirements, must be made any time disciplinary procedures result in long term removal or a change of placement.

In conducting the review, the IEP team and other qualified personnel consider all relevant evaluation and diagnostic information including information supplied by the parents of the student, observations of the student, the student's current IEP and placement, and any other relevant information, then determine whether, in relationship to the behavior subject to disciplinary action:

- a. the student's IEP and placement were appropriate and whether the specially designed instruction and related services, supplementary aids and services, accommodations and modifications, and positive behavior intervention strategies were provided consistent with the student's IEP and placement;
- b. the student's disability impaired the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action; and,
- c. the student's disability impaired the student's ability to control the behavior subject to disciplinary action.

If the IEP team and other qualified personnel determine that the student's behavior was not related to the disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities. However, services are provided in accordance with Rule 6A-6.03312(5), FAC.

With the exception of placement in an interim alternative educational setting, as described in subsection 6 below, if the IEP team determines the student's behavior was related to the disability, the student's placement cannot be changed by school personnel as a disciplinary intervention. However, the IEP team may determine that change of placement is necessary to provide the student a free appropriate public education in the least restrictive environment.

If the IEP team and other qualified personnel determine that there were deficiencies in the student's IEP or placement or in their implementation, or that the student's disability impaired his or her ability to understand the impact and consequences of the behavior or impaired his or her ability to control the behavior, the behavior must be considered a manifestation of the student's disability. Any deficiencies in the student's IEP or placement or in their implementation identified during the manifestation determination are remedied immediately.

If a parent disagrees with the manifestation determination decision made by the IEP team, the parent may request an expedited due process hearing as described in subsection 7 below.

PART II. GENERAL PROCEDURES

W. PROCEDURES FOR DISCIPLINE FOR STUDENTS WITH DISABILITIES

4. Long-term removals

For all long-term removals, the district notifies the parent of the removal decision and provides the parent with a copy of the procedural safeguards on the same day as the date of the removal decision. An IEP meeting is held immediately, if possible, but no later than 10 school days after the removal decision in order to conduct a manifestation determination. Services are provided in accordance with Rule 6A-6.03312(5), FAC.

Either before or not later than ten (10) business days after either first removing the student for more than ten (10) school days in a school year or beginning with a removal that constitutes a change in placement, if the school district did not conduct a functional behavioral assessment (FBA) and implement a positive behavior intervention plan (PBIP) before the behavior that resulted in the removal, the IEP team will meet to develop an assessment plan.

As soon as practicable after developing the assessment plan and completing the FBA, the IEP team will meet to develop appropriate positive behavioral interventions to address the behavior and shall implement those interventions. If the student has a PBIP, the IEP team will meet to review the plan and its implementation and modify the plan and its implementation as necessary to address the behavior.

If a student with a disability who has a PBIP and who has been removed from his or her current placement for more than ten (10) school days in a school year is subjected to a removal that does not constitute a change in placement as described in the definition section above, the IEP team members will review the PBIP and its implementation to determine if revisions to the plan are necessary. If one or more of the IEP team members believe that revisions are needed, the IEP team will modify the plan and its implementation to the extent the IEP team determines necessary.

5. Free appropriate public education for students with disabilities who are suspended or expelled

The district is not required to provide services to a student with a disability during short-term removals totaling ten (10) school days or less in a school year if services are not provided to students without disabilities during such removals. The district must provide a free appropriate public education (FAPE) to a student with a disability, consistent with the requirements of Rule 6A-6.03312(5), FAC, beginning on the eleventh cumulative school day of removal in a school year. Requirements for the provision of FAPE include the following:

- a. The district will provide services to a student with a disability who has been removed for more than ten (10) school days in a school year to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in the IEP.
- b. If the removal is for not more than ten (10) consecutive school days in a school year and is not considered a change in placement, school personnel, in consultation with the

PART II. GENERAL PROCEDURES

W. PROCEDURES FOR DISCIPLINE FOR STUDENTS WITH DISABILITIES

student's special education teacher, will determine the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the IEP goals.

- c. If the removal is due to behavior that was determined not to be a manifestation of the student's disability, the IEP team will determine the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the IEP goals.

6. Interim alternative educational setting

The IEP team determines the interim alternative educational setting (IAES), unless it is determined by an administrative law judge in accordance with Rule 6A-6.03312(8)(a), FAC.

- a. The IAES is selected so as to enable the student to continue to progress in the general curriculum and to continue to receive services, accommodations, and modifications, including those described in the student's current IEP, that will enable the student to meet IEP goals.
- b. The IAES will include services, accommodations, and modifications to address the behavior that resulted in the change of placement and that are designed to prevent the misconduct from recurring.

School personnel may place a student in any IAES for the same amount of time a student without a disability would be placed, but for not more than forty-five (45) calendar days without the consent of the parent or guardian if the student:

- a. carries a weapon to school or to a school function, or
- b. knowingly possesses or uses illegal drugs, or
- c. sells or solicits the sale of a controlled substance while at school or a school function.

School personnel will notify the parent of any IAES placement contemplated and provide the parent with a copy of the notice of procedural safeguards, consistent with Rule 6A-6.03311, FAC, on the day the placement decision is made.

7. Expedited hearings

An expedited hearing may be requested:

- a. by the student's parent if the parent disagrees with a manifestation determination or with any decision not made by an administrative law judge regarding a change in placement; and,
- b. by the district if school personnel maintain that the current placement of the student is substantially likely to result in injury to the student or to others (prior to removal to an

PART II. GENERAL PROCEDURES

W. PROCEDURES FOR DISCIPLINE FOR STUDENTS WITH DISABILITIES

interim alternative educational setting) during the pendency of a due process hearing or an appeal as prescribed in Rule 6A-6.03311(11), FAC.

- c. School district personnel may seek subsequent expedited hearings for alternative placements if after the initial forty-five (45) day term has expired, the district maintains the student's dangerous behavior is still likely to result in injury to the student or others.

The decision of the administrative law judge rendered in an expedited hearing may be appealed by bringing a civil action in federal district or state circuit court, as provided in s. 1003.57(5), F.S., or by requesting an impartial review by the appropriate district court of appeals as provided by s. 120.68 and 1003.57(5), F.S.

8. Authority of an administrative law judge

An administrative law judge may order a change in the placement of a student with a disability to an appropriate interim alternative or another educational setting for not more than forty-five (45) days if the administrative law judge, in an expedited due process hearing:

- a. determines that the school district has demonstrated by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or others;
- b. considers the appropriateness of the student's current placement;
- c. considers whether the school district has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services; and,
- d. determines that the interim alternative educational setting (IAES) that is proposed by school personnel who have consulted with the student's special education teacher meets the requirements of subsection (6) above.

In reviewing a decision with respect to the manifestation determination, the administrative law judge will determine whether the school district has demonstrated that the student's behavior was not a manifestation of the student's disability in accordance with Rule 6A-6.03312(3), FAC. In reviewing a decision to place a student in an IAES, the administrative law judge will apply the requirements of Rule 6A-6.03312(6) and (8)(a), FAC.

9. Student's placement during proceedings

A student's placement during proceedings is determined by the following:

- a. If a parent requests a hearing or an appeal to challenge an IAES placement, a manifestation determination or disciplinary action resulting from the student's involvement with a weapon, illegal drug, or a controlled substance, the student will

PART II. GENERAL PROCEDURES

W. PROCEDURES FOR DISCIPLINE FOR STUDENTS WITH DISABILITIES

remain in the IAES pending the decision of the administrative law judge or until the expiration of the forty-five (45) day time period, whichever occurs first, unless the parent and the district agree otherwise.

- b. If the district proposes to change the student's placement after the expiration of the forty-five (45) day IAES placement, and the parent challenges that proposed change of placement, the student will return to his or her placement prior to the IAES, except as provided in Rule 6A-6.03312(7)(b), FAC.
- c. Except as specified in paragraphs 8 (a) and (b) above, if a parent requests a hearing to challenge the manifestation determination, the student's placement shall be consistent with the requirements of s. 1003.57(5), F.S. and Rule 6A-6.03311(11)(d), FAC.

10. Protections for students not yet eligible for special education

A regular education student who is the subject of disciplinary actions may assert any of the protections afforded to a student with a disability if the school district had knowledge of his or her disability before the misbehavior occurred for which the disciplinary action is being taken.

- a. A school district is determined to have knowledge that a student may have a disability if:
 - (1) the parent has expressed concerns in writing (or orally, if unable to write) to school district personnel that the student needs specially designed instruction and related services;
 - (2) the behavior or performance of the student demonstrates the need for specially designed instruction and related services;
 - (3) the parent has requested an evaluation to determine a need for possible specially designed instruction and related services; or,
 - (4) the teacher of the student or other school district personnel have expressed concern about the student's behavior or performance to the special education director or to other appropriate school district personnel in accordance with the district's child find or special education referral system.
- b. A school district would not be deemed to have knowledge if, as a result of receiving the information specified in subsection (10)(a) above, the school district:
 - (1) conducted an evaluation and determined that the student was not a student with a disability; or
 - (2) determined that an evaluation was not necessary; and,

PART II. GENERAL PROCEDURES

W. PROCEDURES FOR DISCIPLINE FOR STUDENTS WITH DISABILITIES

- (3) provided notice to the student's parents of the determination that the student was not a student with a disability as required by Rule 6A-6.03311, FAC.
- (4) If the district has no knowledge that the student is a student with a disability prior to disciplinary action, the student may be disciplined in the same manner as a student without a disability.

If an evaluation request is made for the student during the time period of the disciplinary action, the evaluation will be conducted in an expedited manner. Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. After considering the evaluation results and information provided by the parents, if the student is determined to be a student with a disability, the school district will provide specially designed instruction and related services consistent with the requirements of Rule 6A-6.03312(5), FAC.

11. Student records in disciplinary procedures

The district will ensure that the special education and disciplinary records of students with disabilities are transmitted, consistent with the provisions of s. 1002.22, F.S., and Rule 6A-1.0955, FAC:

- a. for consideration by the person making the final determination regarding the disciplinary action; and,
- b. for consideration by the appropriate authorities to whom school districts report crimes.

12. Disciplinary records of students with disabilities

The district will include in the records of students with disabilities a statement of any current or previous disciplinary action that has been taken against the student and transmit the statement to the same extent that the disciplinary information is included in, and transmitted with the student records of nondisabled students.

- a. The statement may be a description of any behavior engaged in by the student that required disciplinary action, a description of the disciplinary action taken, and any other information that is relevant to the safety of the student and other individuals involved with the student.
- b. If the student transfers from one school to another, the transmission of any of the student's records must include both the student's current IEP and any statement of current or previous disciplinary action that has been taken against the student.

PART II. GENERAL PROCEDURES

W. PROCEDURES FOR DISCIPLINE FOR STUDENTS WITH DISABILITIES

13. Suspension and expulsion rates

The Florida Department of Education will examine data to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions for students with disabilities among local education agencies in the state or compared to the rates for nondisabled students within the districts.

If discrepancies are occurring, the Department of Education will review, and if appropriate, revise (or require the affected state or local education agency to revise) the policies, procedures, and practices relating to the development and implementation of IEPs, the use of behavioral interventions, and procedural safeguards, to ensure that they comply with IDEA.

PART II. GENERAL PROCEDURES

X. PLAN FOR PROGRAM EVALUATION

Describe the district's plan for evaluating special programs:

The Assistant Superintendent, Office of Special Education, Alternative Outreach, and Psychological Services, shall assume responsibility for the coordination of state and local initiatives that impact special education. Goals and initiatives are aligned with the District Strategic Plan and federal, state, and local requirements. The District office collaborates with School Board Members, the Superintendent, the Superintendent's Cabinet, the Superintendent's Advisory Panel for ESE, parents/guardians, and teachers to develop, implement, and assess strategic planning goals to provide quality educational programs to students with disabilities. This office works closely with Information Technology Services (ITS) and the Office of Strategic Planning to retrieve data for program evaluation.

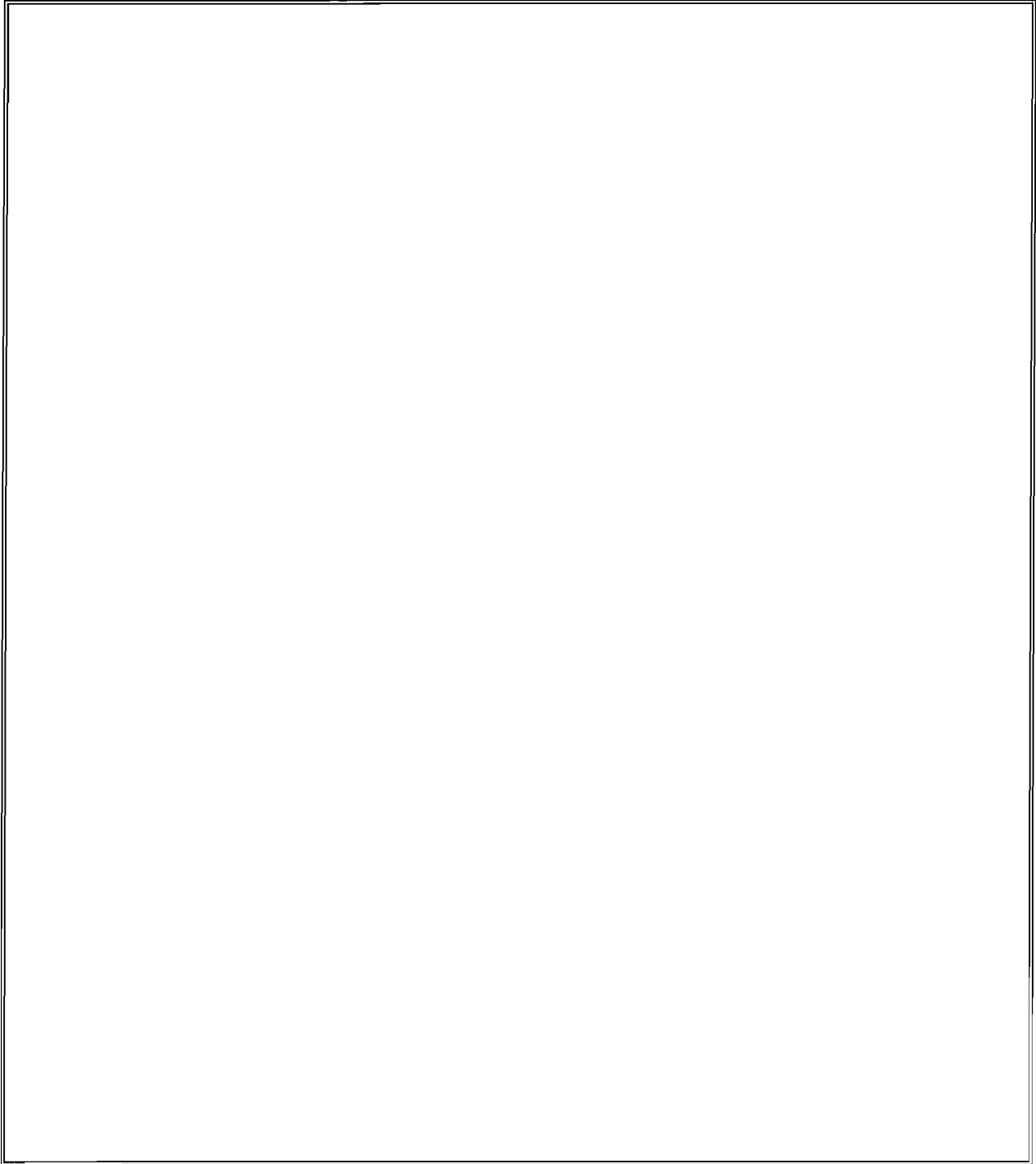
Additionally, teams of Region Center and District staff conduct program reviews in order to determine if appropriate services and programming are being provided to students with disabilities. A program review checklist will be used to conduct the following during the Miami-Dade County Public Schools monitoring visits:

1. a review of student records;
2. classroom observations;
3. a review of teacher certification and professional development; and,
4. a review of the current computerized special education database and its correspondence with student records.

The data gathered as a result of the program review will be analyzed and included as strategies in the District's strategic planning process and evaluated at least quarterly. In addition to the above evaluated procedures, monitoring of specific areas of special education takes place through the supervision of District administrators for specific special education programs and involves reviewing forms and services relevant to the specific area of special education (i.e., EH/SED Program Checklists, Functional Assessment of Behavior (FABs) and, Behavior Intervention Plans (BIPs).

PART II. GENERAL PROCEDURES

X. PLAN FOR PROGRAM EVALUATION



PART III. PROCEDURES FOR SPECIFIC PROGRAMS

1. An exceptional student as defined in Rules 6A-6.03011 through 6A-6.03031, FAC, means any child or youth who requires specially designed instruction or related services and is enrolled in or eligible for enrollment in the public schools of a district.
2. Eligible students with disabilities below age three (3) are limited to students who are deaf or hard-of-hearing, visually impaired, physically impaired, trainable mentally handicapped, profoundly mentally handicapped, severely emotionally disturbed, autistic, dual sensory impaired, developmentally delayed, or have established conditions. A student below age 3 years may be eligible for speech and language, occupational therapy, or physical therapy programs if the student is also eligible for another special program*.
3. An exceptional student as defined in Rules 6A-6.03011 through 6A-6.03031, FAC, includes any exceptional child or youth enrolled in or eligible for enrollment in an educational program operated by the Department either directly or through grants or contractual agreement, pursuant to s. 1003.58, F.S. The Department, grantee or contractor shall operate special programs* for exceptional students consistent with all State Board of Education rules for special programs for exceptional students contained in Chapter 6A-6, FAC.
4. Specific procedures for screening, for activities conducted prior to referral, for referral, and for student evaluation are included in the General Procedures section of this document.
5. Each program area requires districts to submit specific criteria for dismissal and additional information regarding a description of the instructional program that includes program philosophy, curriculum, and instructional support.

*The term "special program" is used in this context to refer to specially designed instruction and related services specified for an individual student on his/her IEP or EP. This term does not intend to restrict a student from receiving specially designed instruction and related services based on the student's individual needs.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

B. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS MENTALLY HANDICAPPED

Definition: A mental handicap is defined as significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period. A student with a mental handicap may be eligible in one of three areas:

1. An educable mentally handicapped student is a student who is mildly impaired in intellectual and adaptive behavior and whose development reflects a reduced rate of learning. The measured intelligence of an educable mentally handicapped student generally falls between two (2) and three (3) standard deviations below the mean, and the assessed adaptive behavior falls below that of other students of the same age and socio-cultural group.
2. A trainable mentally handicapped student is a student who is moderately or severely impaired in intellectual and adaptive behavior and whose development reflects a reduced rate of learning. The measured intelligence of a trainable mentally handicapped student generally falls between three (3) and five (5) standard deviations below the mean, and the assessed adaptive behavior falls below that of other students of the same age and socio-cultural group.
3. A profoundly mentally handicapped student is a student who is profoundly impaired in intellectual and adaptive behavior and whose development reflects a reduced rate of learning. The measured intelligence of a profoundly mentally handicapped student generally falls below five (5) standard deviations below the mean, and the assessed adaptive behavior falls below that of other students of the same age and socio-cultural group.

Eligibility criteria: Criteria for eligibility for special programs for the mentally handicapped as required by Rule 6A-6.03011(2)(a)-(c), FAC, are as follows:

1. The measured level of general intellectual functioning is two (2) or more standard deviations below the mean. The standard error of measurement may be considered in individual cases. The profile of intellectual functioning shows consistent subaverage performance in a majority of the areas evaluated;
2. The assessed level of adaptive behavior is below that of other students of the same age and socio-cultural group; and,
3. The demonstrated level of performance in academic, preacademic, or developmental achievement is subaverage.
4. Students are eligible for TMH/PMH services from birth and EMH services from their third birthday until they graduate (receive a standard diploma or G.E.D.) or until they reach the age of 22. Please reference the "Provision of Services" section of this document for the district's option concerning services during the school year in which the student turns 22.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

B. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS MENTALLY HANDICAPPED

Screening, activities prior to referral, and referral:

Sensory screening activities prior to required prior to referral, or at referral must be conducted in accordance with the procedures described in Part II in the General Procedures in Section C, beginning on page 12 of this document.

Student evaluation:

1. Minimum student evaluations as required by Rule 6A-6.03011(4)(a),(b), FAC, are:
 - a. a standardized individual test of intellectual functioning individually administered by a professional person qualified in accordance with Rule 6A-4.0311, FAC, or licensed under Chapter 490, F.S.;
 - b. a standardized assessment of adaptive behavior that includes parental input regarding their child's adaptive behavior;
 - c. an individually administered standardized test of academic achievement or preacademic achievement. A standardized developmental scale shall be used when a student's level of functioning cannot be measured by an academic or preacademic test; and,
 - d. a social-developmental history which has been compiled directly from the parent, guardian, or primary caregiver.
 - e. for students being considered for eligibility in the program for profoundly mentally handicapped, a report of a medical exam by a licensed physician may be required by the school district.

2. Evaluations or tests administered may include but are not limited to:

- a. Standardized individual tests of intellectual functioning:
Qualified Evaluator: psychologist
See Appendix A for a list of suggested evaluations
- b. Standardized assessments of adaptive behavior:
Qualified Evaluators:

| | |
|----------------------|---------------------|
| Classroom Teacher | Bilingual Assessors |
| School Social Worker | |
| School Psychologist | |

See Appendix A for a list of suggested evaluations

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

B. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS MENTALLY HANDICAPPED

- c. Standardized tests of academic achievement or preacademic achievement or standardized developmental scales:

Qualified Evaluators:

| | |
|--|--------------------------|
| Classroom Teacher Bilingual Assessor School Psychologist | <input type="checkbox"/> |
|--|--------------------------|

See Appendix A for a list of suggested evaluations

- d. Social-developmental history

Qualified Evaluators:

| |
|----------------------|
| School Social Worker |
|----------------------|

Dismissal Criteria:

Upon following the reevaluation process, the IEP team determines that the student

- a. is successful in the general education curriculum without special education support; or
- b. the disability no longer interferes with the student's ability to participate in the educational program; **and,**

(Additional criteria may be included.)

| | |
|---|--|
| <input checked="" type="checkbox"/> Additional information included. | <input type="checkbox"/> No additional information included. |
| Parents/guardians are provided prior written notice of an action to dismiss a student as no longer being a student with a disability. <input type="checkbox"/> | |
| <input type="checkbox"/> The student no longer meets initial eligibility criteria. <input type="checkbox"/> | |
| <input type="checkbox"/> Supportive documentation in the areas of the student's impaired functioning must be provided in order for the student to remain eligible. Student scores that are substantially above eligibility criteria on one or more of the required measures may indicate a need for further assessment, or placement in another exceptional program. <input type="checkbox"/> | |
| The decision of the IEP team occurs only after the reevaluation process, and must be based on data from numerous sources. <input type="checkbox"/> | |

Instructional program:

1. Philosophy

Each student with a disability is entitled to receive a free appropriate public education in the least restrictive environment, which will enable the student to progress in the general curriculum to the maximum extent appropriate. Specially designed instruction and related services are

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

B. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS MENTALLY HANDICAPPED

designed to meet the unique needs of the student and includes specially designed instruction, supportive services, and accommodations and modifications as needed by the student. A range of service delivery options is available to meet the student's special needs. Teachers are trained to provide the unique services identified for each student and are provided with administrative support to assure reasonable class size, adequate funds for materials, and inservice training.

(Additional information may be included):

| | |
|--|--|
| <input type="checkbox"/> No additional information is included. | <input checked="" type="checkbox"/> Additional information is included below |
| <p>The instructional program for students who are mentally handicapped ensures the provision of education, supports and services to prepare students to live, work, and participate in leisure and recreational activities. The intent is to provide students with educational and vocational experiences that will prepare them to obtain productive independence to the maximum extent possible upon completing school programs.</p> | |

2. Curriculum

The curriculum for each student with a disability will be determined by the individual educational plan (IEP) team and will be initiated with the assumption of access to the general curriculum (Sunshine State Standards) with appropriate accommodations. The Sunshine State Standards for Special Diploma provide curriculum direction for the modification of the Sunshine State Standards and provide the other educational needs that are unique skills needed by some students with disabilities. Curriculum decisions reflect progress toward a standard high school diploma for most students with disabilities and progress toward a special diploma for those students for whom the IEP team determines a special diploma to be appropriate.

Students will access the Sunshine State Standards through appropriate programming with support from the special education teacher. Students will access Sunshine State Standards for Special Diploma as outlined in "Florida Course Descriptions: Exceptional Student Education Grades 6-8" and "Florida Course Descriptions: Exceptional Student Education Grades 9-12." These course descriptions provide instruction in strategies to enable students with disabilities to access the general curriculum through regular class placement or access functional skills needed for adult life as determined by the IEP team.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

B. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS MENTALLY HANDICAPPED

(Additional information may be included)

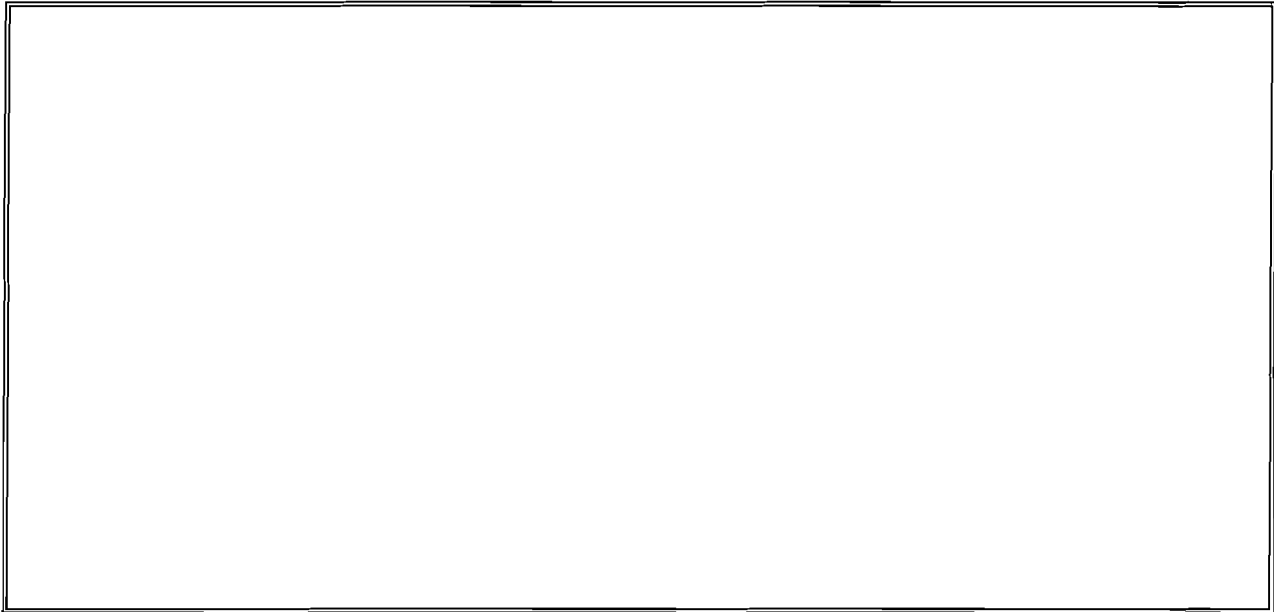
No additional information is included. Additional information is included below

Programs for students who are identified as mentally handicapped encompass instruction and related services which provide appropriate adaptations to curriculum, methodology, materials, equipment, and/or the learning environment to meet the needs of the students. A variety of instructional methods are employed which include, but are not limited to, individualized instruction, community-based instruction, team teaching, and large and small group instruction. Positive behavioral support is an integral part of program implementation. Students receive instruction based upon the following: the students' IEPs; the Miami-Dade County Public Schools Competency-Based Curriculum, as appropriate; the Sunshine State Standards for Special Diploma; the Sunshine State Standard Florida Course Descriptions for Exceptional Students Grades 6-12; the Revised Minimum Student Performance Standards for Exceptional Students; the Assessment Learning Profile; and students' individual educational needs. The curriculum provided in these programs allows a student to pursue a standard or special diploma in accordance with the provisions of the Pupil Progression Plan. Instruction is delivered in the regular program and/or in the exceptional student program based upon the student's IEP.

The emphasis at the elementary level is based on competencies that focus on socialization, self-help, language, health, safety, and basic academics. Additionally, if appropriate, functional skills may include social/leisure, recreation, home living, community, fine motor skills, personal care and communication. At the middle school level students are enrolled in courses that ensure preparation for the senior high school curriculum and may emphasize functional academics, career education, occupational exploration, and social skills development. Students have access to a standard or special diploma at the senior high level. The emphasis at the senior high level is on related academics, special needs, basic education courses, prescriptive occupational training, and community-based instruction. Students with moderate and profound handicaps, once they reach the age of 18, have the opportunity, as appropriate, to receive vocational training in one of the contracted educational community agencies. Options for supported employment are available for students who have demonstrated a need for this type of service.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

B. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS MENTALLY HANDICAPPED



3. Instructional support

Students receive instructional support through the specially designed instruction and related services provided as determined through the IEP process. Special education teachers and speech and language pathologists, when appropriate, provide instruction in special education including curriculum and learning strategies, independent functioning, social/emotional behavior, and communication. Skill development is available through related services including:

- a. orientation and mobility;
- b. physical therapy;
- c. occupational therapy;
- d. audiology;
- e. counseling provided by qualified personnel;
- f. early identification and assessment;
- g. medical services to determine medically related disability resulting in the need for specially designed instruction and related services;
- h. parent counseling and training;
- i. psychological services;
- j. recreation;
- k. rehabilitation counseling;
- l. school health services;
- m. social work;
- n. transportation; and,
- o. assistive technology assessment and assistance.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

B. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS MENTALLY HANDICAPPED

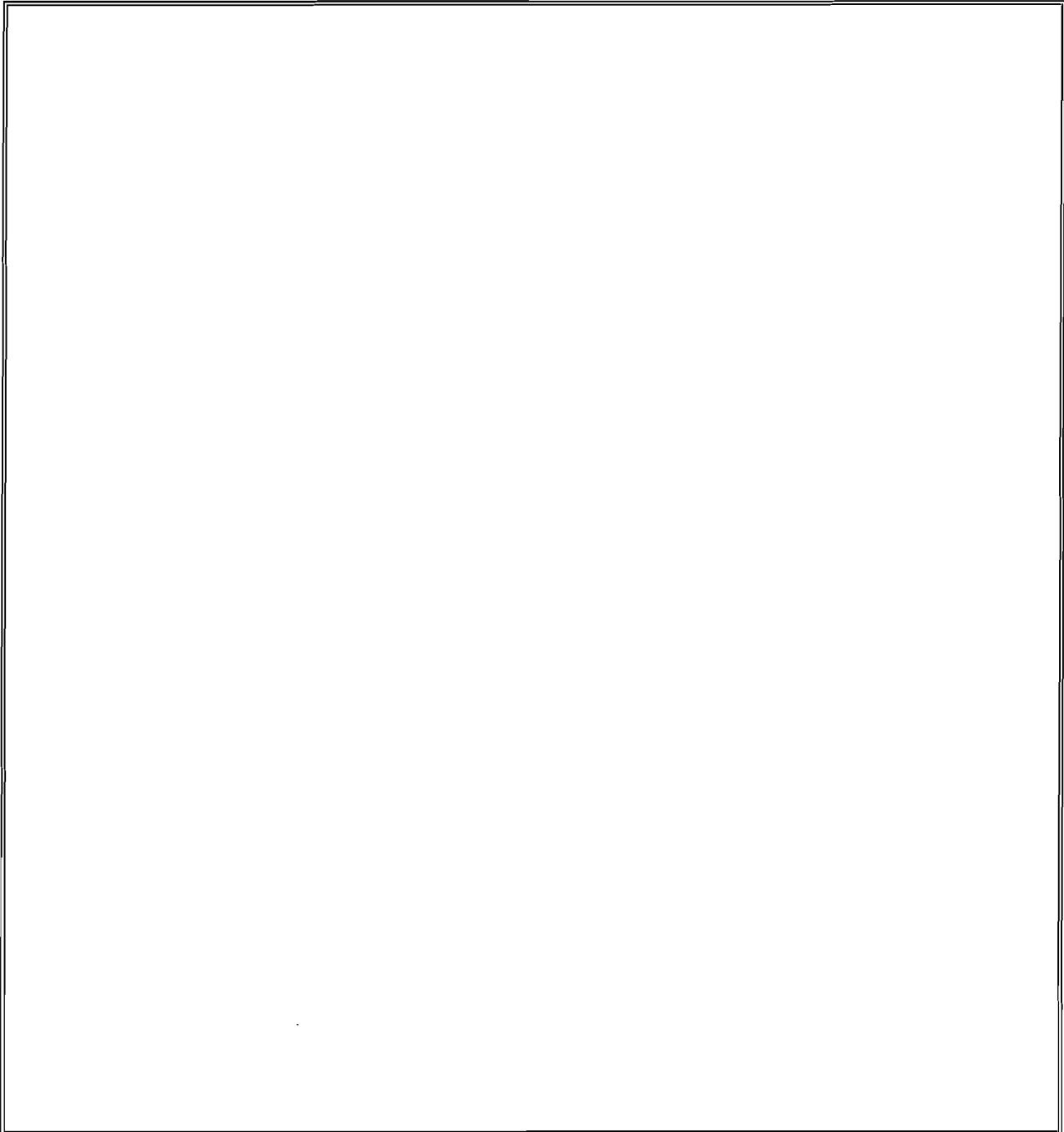
These related services are provided in coordination with local school district student services and community agencies, the Florida Diagnostic & Learning Resources System Associate Centers and Specialized Centers, the Florida School for the Deaf and the Blind, special projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government including the Division of Blind Services, Children's Medical Services, Department of Children and Families, and Vocational Rehabilitation.

(Additional information may be included)

| |
|---|
| <p><input type="checkbox"/> No additional information is included. <input checked="" type="checkbox"/> Additional information is included below:</p> <p>Instructional supports must be determined by the IEP team to be educationally relevant and designed to enable the student to access an educational program.</p> <p><input type="checkbox"/></p> <p>Instructional support personnel for the program may include, but are not limited to, the following: social worker, speech pathologist, occupational therapist, physical therapist, prekindergarten staffing specialist and prekindergarten coordinator for parent education, and contracted nursing and respiratory therapy personnel.</p> <p>The district is responsible for providing related services in order for students to access their Exceptional Student Education program. However, the district does not purchase or provide medical equipment which may be needed to receive a related service.</p> <p><input type="checkbox"/></p> <p>English for Speakers of Other Languages (ESOL) Students with disabilities identified at ESOL levels I-IV are provided ESOL and home language instruction in accordance with Section V of the IEP to assure that the communication needs of limited English proficient students are considered. ESOL Level V students with disabilities are monitored for two years after they exit the ESOL Program.</p> |
|---|

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

B. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS MENTALLY HANDICAPPED



PART III. PROCEDURES FOR SPECIFIC PROGRAMS

C. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPEECH AND LANGUAGE IMPAIRED

Definition: Speech and language impairments are defined as disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment.

1. An impairment in the language system is an abnormal processing or production of:
 - a. form including phonology, syntax, and morphology;
 - b. content including semantics; or,
 - c. function including pragmatics.
2. An impairment in articulation is substitutions, distortions, or omissions of speech sounds which are of a non-maturational nature.
3. An impairment in fluency is abnormal flow of speech which impairs rate and rhythm and may be accompanied by struggle behavior.
4. An impairment in voice is absence or abnormal production of voice quality, pitch, loudness, resonance, or duration.

Eligibility criteria: A student is eligible for special programs in speech and language from age three until they graduate (with a standard diploma or GED) or reach age 22 if the student meets criteria (see General Procedures section) and if a disorder exists in one or more of the following:

1. Language. A language disorder is present when:
 - a. for students below age five (5), there is a significant language delay based on criteria presented in the test or evaluation manual and at least one (1) of the following is met:
 - (1) there is a significant difference between language performance and other developmental behaviors; or
 - (2) there is a significant difference between receptive and expressive language abilities;
 - b. for students ages five (5) and above, the language scores on standardized tests are 1 ½ or more standard deviations below the mean for the student's chronological age and at least one of the following is met:
 - (1) there is a significant difference (as specified in test manual) between language performance and nonverbal performance;
 - (2) there is a significant difference (as specified in test manual) between receptive and expressive language scores; or,
 - (3) two (2) or more, but not all, components of the language system are rated moderately or severely impaired on a language severity rating scale.
2. Articulation. An articulation disorder is present when at least one (1) of the following is met:
 - a. based on normative data, the frequency of incorrect sound production and the delay of correct sound production are significant;

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

C. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPEECH AND LANGUAGE IMPAIRED

- b. the error pattern is characteristic of disordered rather than delayed acquisition; or,
 - c. articulation is rated as moderately or severely impaired on an articulation severity rating scale.
3. Fluency. A fluency disorder is present when:
- a. fluency is rated as mildly, moderately, or severely impaired on a fluency severity rating scale; and,
 - b. there are supportive data presented by a primary caregiver, a teacher-educator, or the student when appropriate, in addition to a speech-language pathologist, that a disorder exists.
4. Voice. A voice disorder is present when:
- a. voice is rated as moderately or severely impaired on a voice severity rating scale; and,
 - b. there are supportive data presented by a primary caregiver, a teacher-educator, or the student when appropriate, in addition to a speech-language pathologist, that a disorder exists.
5. Additional Eligibility Criteria:
- a. Children below age three who meet other program eligibility as stated in Rule 6A-6.03031 and FAC, Rule 6A-6.03030, FAC, may receive speech/language services.
 - b. Students identified as autistic, developmentally delayed, traumatic brain injury, or deaf/hard-of-hearing, who have a documented delay or absence of communication skills as identified on a speech or language evaluation, can be determined eligible for speech/language services by the IEP team.

Activities conducted prior to referral

Parent conferences, observation, general education interventions, review of records, and sensory screenings required prior to referral for exceptional student education, must be conducted in accordance with the procedures described in Part II in the General Procedures in Section C, pages 11 - 12 of this document, including the allowance for exceptions to this requirement under the specified circumstances.

Student evaluation

1. Minimum student evaluations as required in Rule 6A-6.03012(4)(a)-(c), FAC, are:
- a. Speech-language pathologists shall be responsible for implementing and conducting diagnostic assessments of language, articulation, fluency, or voice disorders.
 - b. A case history shall be included as part of the assessment data when determined appropriate by the speech-language pathologist.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

C. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPEECH AND LANGUAGE IMPAIRED

c. Medical and psychological evaluations shall be requested by the speech-language pathologist when appropriate.

2. Evaluations or tests administered may include but are not limited to:

a. Language:

Qualified Evaluator: speech-language pathologist
See Appendix A for a list of suggested evaluations

b. Articulation:

Qualified Evaluator: speech-language pathologist
See Appendix A for a list of suggested evaluations

c. Fluency:

Qualified Evaluator: speech-language pathologist
See Appendix A for a list of suggested evaluations

d. Voice:

Qualified Evaluator: speech-language pathologist
See Appendix A for a list of suggested evaluations

e. Case history:

Qualified Evaluators: social worker and/or speech and language pathologist, and

| |
|--|
| <input checked="" type="checkbox"/> No additional information is included. <input type="checkbox"/> Additional information included below: |
|--|

f. Medical evaluation:

Qualified Evaluator: physician

g. Psychological evaluation:

Qualified Evaluator: psychologist
See Appendix A for a list of suggested evaluations

Determining eligibility

A speech-language pathologist is a member of any eligibility staffing committee reviewing speech and language evaluation data.

Providing an Individual Educational Plan

A speech-language pathologist is involved in the development of the individual educational plans for eligible speech and language students.

Dismissal criteria

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

C. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPEECH AND LANGUAGE IMPAIRED

(Additional information may be included)

No additional information is included. Additional information is included below:

The improvement of communication skills is emphasized within the curriculum of many exceptional student classrooms. When language instruction is integrated throughout the daily activities of the classroom, students acquire more relevant language skills and are therefore better able to generalize those skills to other environments. The emphasis should be placed on establishing or improving functional communication skills recognizing that, in many instances, the exceptionality may preclude establishing normal speech and language.

2. Curriculum

Appropriate curriculum addresses students' communication disorders, physical abilities, and educational needs. The curriculum for each student with a disability will be determined by the IEP team and will be initiated with the assumption of access to the general curriculum (Sunshine State Standards) with appropriate accommodations. The Sunshine State Standards for Special Diploma provide curriculum direction for the modification of the Sunshine State Standards and provide the other educational needs that are unique skills needed by some students with disabilities. Curriculum decisions reflect progress toward a standard high school diploma for most students with disabilities and progress toward a special diploma only for those students for whom the IEP team determines a special diploma to be appropriate.

Students will access the Sunshine State Standards through appropriate programming with support from the exceptional student education teacher. Students identified as language impaired may access Sunshine State Standards for Special Diploma as outlined in "Florida Course Descriptions: Exceptional Student Education Grades 6-8" and "Florida Course Descriptions: Exceptional Student Education Grades 9-12." These course descriptions provide instruction in strategies to enable students with disabilities to access the general curriculum through regular class placement or access functional skills needed for adult life as determined by the IEP team.

(Additional information may be included)

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

C. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPEECH AND LANGUAGE IMPAIRED

No additional information is included. Additional information is included below

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

C. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPEECH AND LANGUAGE IMPAIRED



3. Instructional support

Students receive instructional support through the specially designed instruction and related services provided as determined through the IEP process. Special education teachers and speech and language pathologists, when appropriate, provide instruction in special education including curriculum and learning strategies, independent functioning, social/emotional behavior, and communication. Skill development is available through related services including:

- a. orientation and mobility;
- b. physical therapy;
- c. occupational therapy;
- d. audiology;
- e. counseling provided by qualified personnel;
- f. early identification and assessment;
- g. medical services to determine medically related disability resulting in the need for specially designed instruction and related services;
- h. parent counseling and training;

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

C. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPEECH AND LANGUAGE IMPAIRED

- i. psychological services;
- j. recreation;
- k. rehabilitation counseling;
- l. school health services;
- m. social work;
- n. transportation; and,
- o. assistive technology assessment and assistance.

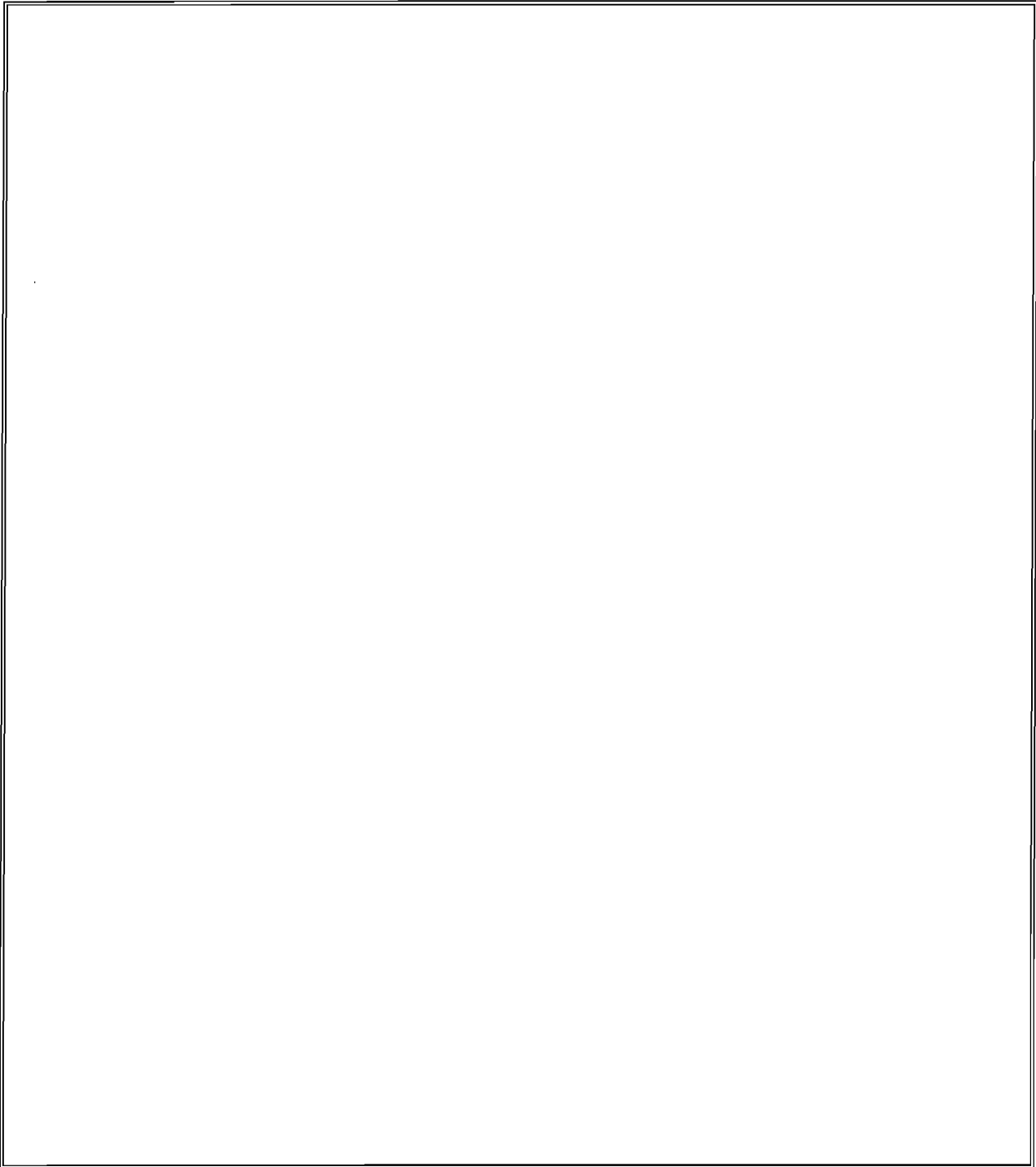
These related services are provided in coordination with local school district student services and community agencies, the Florida Diagnostic & Learning Resources System Associate Centers and Specialized Centers, the Florida School for the Deaf and the Blind, special projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government including the Division of Blind Services, Children's Medical Services, Department of Children and Families, and Vocational Rehabilitation.

(Additional information may be included)

No additional information is included. Additional information is included below:

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

C. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPEECH AND LANGUAGE IMPAIRED



PART III. PROCEDURES FOR SPECIFIC PROGRAMS

D. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS DEAF OR HARD-OF-HEARING

Definition: A student who is deaf or hard-of-hearing has a hearing impairment aided or unaided, that interferes in processing linguistic information and which adversely affects communication, developmental skills, academic achievement, vocational-career skills, or social-emotional adjustment. The degree of loss may range from mild to profound.

Eligibility criteria: A student is eligible for a special program for the deaf or hard-of-hearing if the following criteria are met.

1. Evidence of a documented permanent or fluctuating hearing threshold of
 - a. 25 dB \pm 5 dB or greater based on pure tone average of 500, 1000, and 2000 Hz. (re: ANSI, 1989) unaided in the better ear; or
 - b. A high frequency hearing threshold level of 25 dB \pm 5 dB or greater based on pure tone average of 1000, 2000, and 3000 Hz. (re: ANSI, 1989) unaided in the better ear; or
 - c. A unilateral hearing threshold level of 50 dB \pm 5 dB or greater based on pure tone average of 500, 1000, and 2000 Hz. (re: ANSI, 1989) unaided.
2. Evidence that the hearing threshold level interferes with progress in any one of the following areas developmental skills or academic performance; social-emotional development; or, linguistic and communicative skills; and, that the student requires specially designed instruction and/or related services in order to benefit from education.
3. Students are eligible for services from birth until they graduate (receive a standard diploma or G.E.D.) or until age 22. Please reference the "Provision of Services" section of this document for the district's option concerning services during the school year in which the student turns 22.

Activities conducted prior to referral

Parent conferences, observation, general education interventions, review of records, and sensory screenings required prior to referral for exceptional student education, must be conducted in accordance with the procedures described in Part II in the General Procedures in Section C, pages 11 - 12 of this document, including the allowance for exceptions to this requirement under the specified circumstances.

Student evaluation

1. Tests to determine cognitive functioning and learning abilities shall be selected from nonverbal performance scales standardized on, or adapted for, students who are deaf or hard-of-hearing. Evaluation of academic achievement and communication skills shall take into consideration the student's intellectual functioning, degree of hearing loss and method of communication.
2. The minimum student evaluations include:
 - a. audiological evaluation;
 - b. evaluation of developmental skills or academic achievement, including information on the student's academic strengths and weaknesses;
 - c. evaluation of social development;

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

D. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS DEAF OR HARD-OF-HEARING

- d. evaluation of receptive and expressive communication; and,
- e. individual assessment of intellectual functioning, or developmental scales if more appropriate for students under age seven (7).

3. Evaluations or tests administered may include but are not limited to:

- a. Audiological evaluation:
Qualified Evaluator: audiologist
- b. Developmental Skills or academic achievement:
Qualified Evaluators:

| | |
|-------------------------------------|--|
| School Psychologist | Itinerant ESOL Teachers for Deaf/Hard of Hearing |
| Teacher of the Deaf/Hard of Hearing | Bilingual Assessors |

See Appendix A for a list of suggested evaluations

- c. Social Development:
Qualified Evaluators:

| |
|-------------------------------------|
| School Social Worker |
| Teacher of the Deaf/Hard of Hearing |

See Appendix A for a list of suggested evaluations

- d. Receptive and expressive communication:
Qualified Evaluators (speech/language pathologists, teacher of the deaf or hard-of-hearing students):

| |
|--|
| <input checked="" type="checkbox"/> No additional information is included. <input type="checkbox"/> Additional information is included below |
|--|

See Appendix A for a list of suggested evaluations

- e. Individual assessment of intellectual functioning or developmental scales:
Qualified Evaluator: psychologist
See Appendix A for a list of suggested evaluations

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

D. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS DEAF OR HARD-OF-HEARING

Reevaluation

1. Reevaluation occurs at least every three years and includes a minimum of an audiological evaluation, and, if appropriate, any other formal evaluations addressed in the initial evaluation in accordance with the General Procedures section of this document.
2. A screening for Usher's Syndrome is administered to each student who is deaf or hard-of-hearing at least once during grades 6 -12.

Dismissal Criteria

Upon following the reevaluation process, the IEP team determines that the student

- a. is successful in the general education curriculum without special education support; or
- b. the disability no longer interferes with the student's ability to participate in the educational program; **and,**

(Additional criteria may be included.)

| | |
|---|---|
| <input type="checkbox"/> Additional information included. | <input checked="" type="checkbox"/> No additional information included. |
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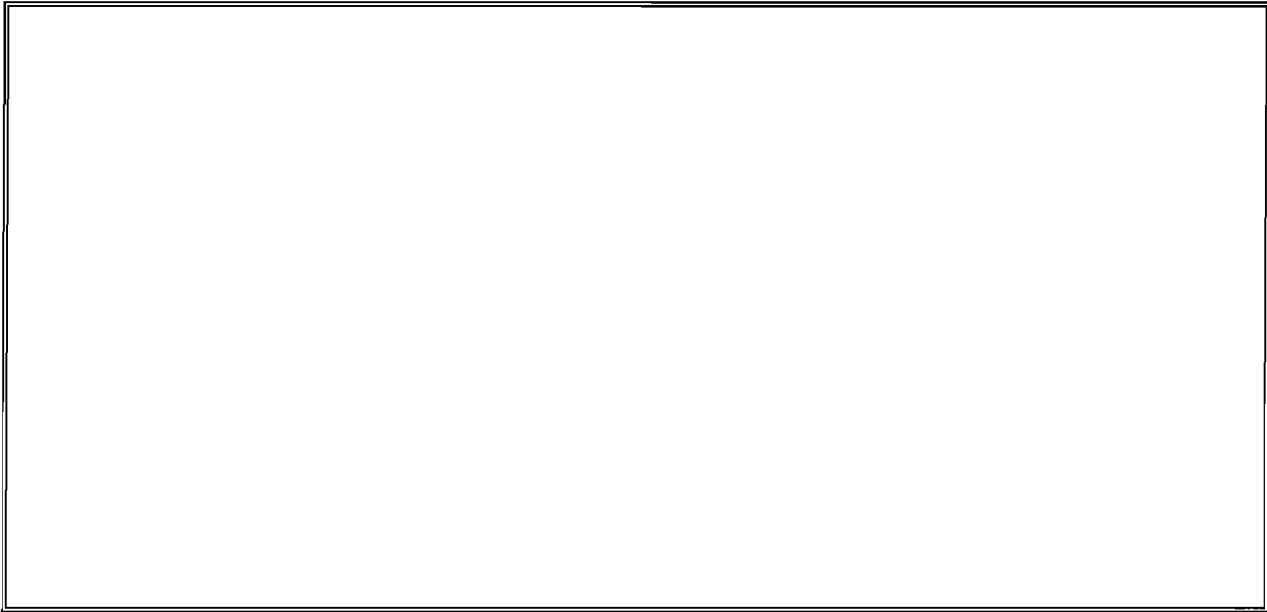
Instructional program

1. Philosophy

Each student with a disability is entitled to receive a free appropriate public education in the least restrictive environment, which will enable the student to progress in the general curriculum to the maximum extent appropriate. Specially designed instruction and related services are designed to meet the unique needs of the student and includes specially designed instruction, supportive services, and accommodations and modifications as needed by the student. A range of

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

D. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS DEAF OR HARD-OF-HEARING



3. Curriculum

The curriculum for each student with a disability will be determined by the IEP team and will be initiated with the assumption of access to the general curriculum (Sunshine State Standards) with appropriate accommodations. The Sunshine State Standards for Special Diploma provide curriculum direction for the modification of the Sunshine State Standards and provide the other educational needs that are unique skills needed by some students with disabilities. Curriculum decisions reflect progress toward a standard high school diploma for most students with disabilities and progress toward a special diploma for those students for whom the IEP team determines a special diploma to be appropriate.

Students will access the Sunshine State Standards through appropriate programming with support from the special education teacher. Students will access Sunshine State Standards for Special Diploma as outlined in “Florida Course Descriptions: Exceptional Student Education Grades 6-8” and “Florida Course Descriptions: Exceptional Student Education Grades 9-12.” These course descriptions provide instruction in strategies to enable students with disabilities to access the general curriculum through regular class placement or access functional skills needed for adult life as determined by the IEP team.

The district has adopted a written course of study for the program, updated as necessary, with sufficient scope and depth needed for individual educational plans. State and district adopted textbooks, supplemented with educational materials designed for deaf or hard-of-hearing students, are an integral part of the program. Special materials designed for use with students who are deaf or hard-of-hearing include, but are not limited to, the following curriculums:

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

D. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS DEAF OR HARD-OF-HEARING

(Additional information may be included)

No additional information is included. Additional information is included below:

Services may be provided on an itinerant basis to support academic needs.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

D. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS DEAF OR HARD-OF-HEARING

4. Instructional support

The district has arranged for the services of professionals in the areas of audiology, school psychology, guidance, educational assessment, social services, and interpreting. Students receive instructional support through the specially designed instruction and related services provided as determined through the IEP process. Special education teachers and speech and language pathologists, when appropriate, provide instruction in special education including curriculum and learning strategies, independent functioning, social/emotional behavior, and communication. Skill development is available through related services including:

- a. orientation and mobility;
- b. physical therapy;
- c. occupational therapy;
- d. audiology;
- e. counseling provided by qualified personnel;
- f. early identification and assessment;
- g. medical services to determine medically related disability resulting in the need for specially designed instruction and related services;
- h. parent counseling and training;
- i. psychological services;
- j. recreation;
- k. rehabilitation counseling;
- l. school health services;
- m. social work;
- n. transportation; and,
- o. assistive technology assessment and assistance.

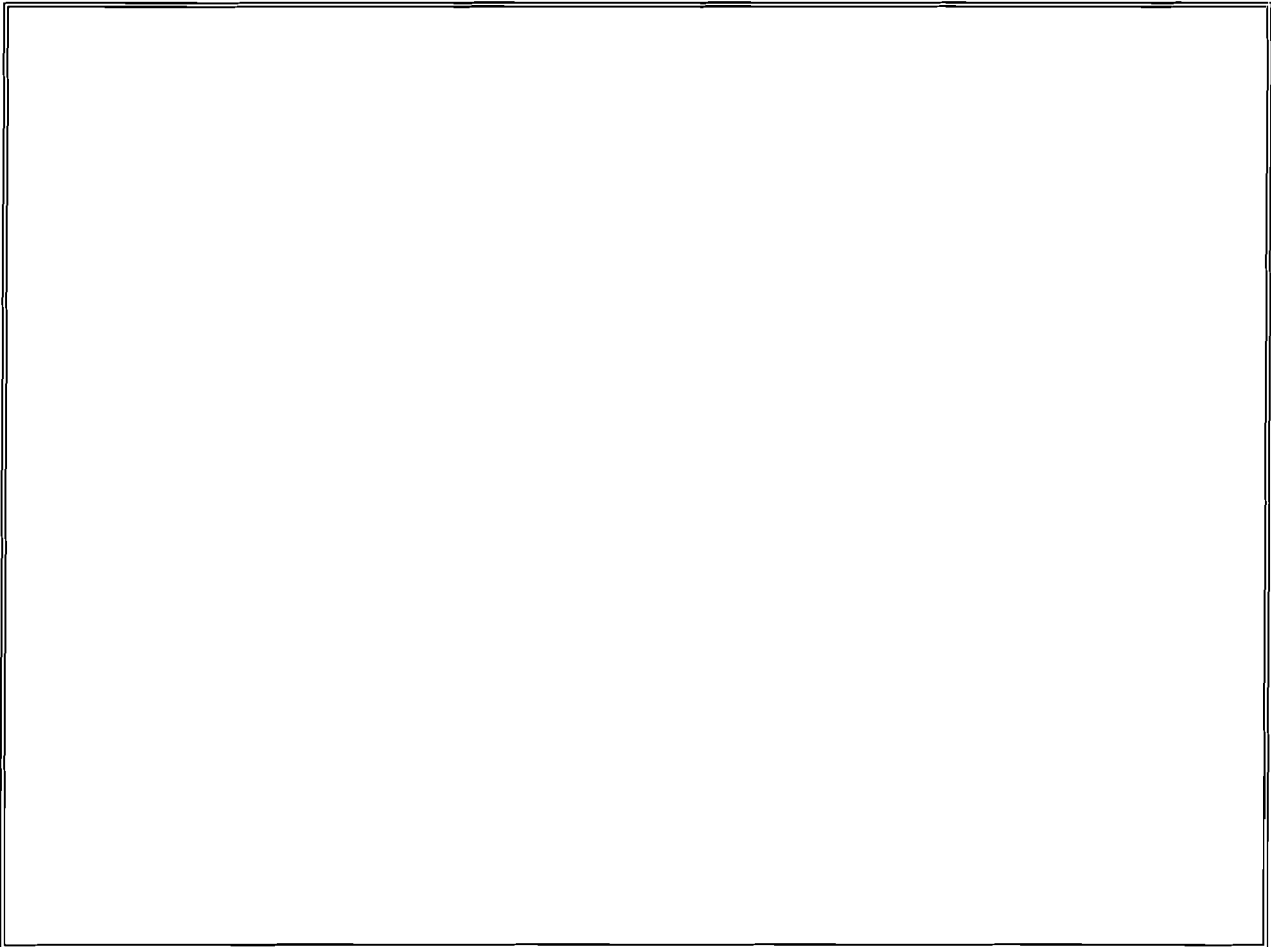
These related services are provided in coordination with local school district student services and community agencies, the Florida Diagnostic & Learning Resources System Associate Centers and Specialized Centers, the Florida School for the Deaf and the Blind, special projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government including the Children's Medical Services, Department of Children and Families, and Vocational Rehabilitation.

(Additional information may be included)

No additional information is included. Additional information is included below:

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

D. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS DEAF OR HARD-OF-HEARING



5. Facilities and equipment

The program has been established in conjunction with a regular school appropriate to the age and grade level of the students who are deaf or hard-of-hearing.

- a. Each special class and resource classroom has been acoustically treated.
- b. Each special class and resource classroom has auditory amplification equipment available.
- c. Auditory equipment will be calibrated annually, maintained, and considered for replacement on a five (5) year cycle.
- d. Visual alarm devices shall be provided in all areas where students who are deaf or hard-of-hearing may be separated from persons with normal hearing; i.e., group toilet rooms, corridors, specific areas designated for the deaf, etc., in accordance with Rule 6A-2.088(6)(d), FAC.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

E. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS VISUALLY IMPAIRED

Definition: Visual impairments are defined as disorders in the structure and function of the eye that, even with the best correction and treatment, interfere with learning.

Blind - One who after the best possible ocular correction has no vision or has little potential for using vision and relies on tactual or auditory senses for learning.

Partially sighted - One who after the best possible adjustments and ocular corrections uses remaining vision for learning.

Eligibility criteria: A student is eligible for a special program for the students with visual impairments if the following medical and educational criteria are met as required in Rule 6A-6.03014(2)(a) and (b), FAC:

1. There is a medically documented eye impairment as manifested by at least one of the following:
 - a. a visual acuity of 20/70 or less in the better eye after best possible correction;
 - b. a peripheral field so constricted that it affects the student's ability to function in an educational setting;
 - c. a progressive loss of vision which may affect the student's ability to function in an academic setting; or,
 - d. for children birth to 5 years of age, bilateral lack of central, steady, or maintained fixation of vision with an estimated visual acuity of 20/70 or less after best possible correction; bilateral central scotoma involving the perimacula area (20/80-20/200); bilateral grade III, IV, or V, Retinopathy of Prematurity (ROP); or documented eye impairment as stated in 1(a), (b), or (c) above.
2. There is a documented functional vision loss which:
 - a. inhibits optimal processing of information through the visual channel; and,
 - b. requires the use of specialized techniques, textbooks, materials, or equipment.
3. Students are eligible for services from birth until they graduate (receive a standard diploma or G.E.D.) or until age 22. Please reference the "Provision of Services" section of this document for the district's option concerning services during the school year in which the student turns 22.

Activities conducted prior to referral

Parent conferences, observation, general education interventions, review of records, and sensory screenings required prior to referral for exceptional student education, must be conducted in accordance with the procedures described in Part II in the General Procedures in Section C, pages 11 - 12 of this document, including the allowance for exceptions to this requirement under the specified circumstances.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

E. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS VISUALLY IMPAIRED

Student evaluation

1. The minimum evaluations necessary for determining eligibility as required by Rule 6A-6.03014(4)(a)-(b), FAC, are:
 - a. a medical eye examination describing: etiology, diagnosis, treatment regimen, prognosis, near/distance and corrected/uncorrected acuity measures for left eye, right eye and both eyes, measure of field of vision, and recommendations for lighting levels, physical activity, aids, or use of glasses, as appropriate. For children birth to 5 years of age a medical assessment describing visual functioning shall be documented when standard visual acuities and measure of field of vision are unattainable;
 - b. documented observation of functional vision to include daily living skills and mode of reading by a teacher of students with visual impairments or an appropriately trained diagnostician; and,
 - c. evaluation of developmental or academic functioning.
2. Additional information including vocational and orientation and mobility evaluations may be gathered to assist in determining the appropriate educational program and necessary environmental adjustments for the student.
3. Evaluation or tests administered may include but are not limited to:
 - a. Medical eye exam:
Qualified Evaluators: ophthalmologist or optometrist
 - b. Functional vision observation:
Qualified Evaluators (teacher of the visually impaired, orientation mobility specialists, or low vision specialist/optometrist):

| |
|---|
| <input checked="" type="checkbox"/> No additional information is included. <input type="checkbox"/> Additional information is included below: |
|---|

See Appendix A for a list of suggested evaluations

- c. Daily living skills:
Qualified Evaluators:

| |
|--|
| Teacher of the Visually Impaired <input type="checkbox"/> Orientation and Mobility Instructor <input type="checkbox"/> Classroom Teacher |
|--|

See Appendix A for a list of suggested evaluations

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

E. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS VISUALLY IMPAIRED

d. Mode of reading:

Qualified Evaluators (teacher of the visually impaired):

| |
|---|
| <input checked="" type="checkbox"/> No additional information is included. <input type="checkbox"/> Additional information is included below: |
| |

See Appendix A for a list of suggested evaluations

e. Developmental or academic functioning:

Qualified Evaluators:

| | |
|---------------------|-------------------|
| School Psychologist | ESE Teacher |
| Bilingual Assessor | Classroom Teacher |
| ESOL Teacher | |

See Appendix A for a list of suggested evaluations

f. Orientation and mobility (as appropriate):

Qualified Evaluator is orientation and mobility specialist:

| |
|---|
| <input checked="" type="checkbox"/> No additional information is included. <input type="checkbox"/> Additional information is included below: |
| |

See Appendix A for a list of suggested evaluations

g. Vocational evaluation (as appropriate):

Qualified Evaluators:

| | |
|---|--|
| Vocational Education Teacher | Counselor for the Visually Impaired <input type="checkbox"/> |
| Teacher of the Visually Impaired <input type="checkbox"/> | |
| School Counselor | |

(1) District approved vocational evaluation with adaptations made for students with visual impairments.

Reevaluation

Reevaluation occurs at least every three (3) years and includes evaluations in accordance with section K of this document entitled "Procedures for Reevaluation of Students with Disabilities". The medical aspect of reevaluation for students with bilateral anophthalmia may be waived by a written recommendation of a physician.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

E. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS VISUALLY IMPAIRED

Dismissal Criteria

Upon following the reevaluation process, the IEP team determines that the student

- a. is successful in the general education curriculum without special education support; or
- b. the disability no longer interferes with the student's ability to participate in the educational program; **and,**

(Additional criteria may be included.)

| | |
|---|---|
| <input type="checkbox"/> Additional information included. | <input checked="" type="checkbox"/> No additional information included. |
|---|---|

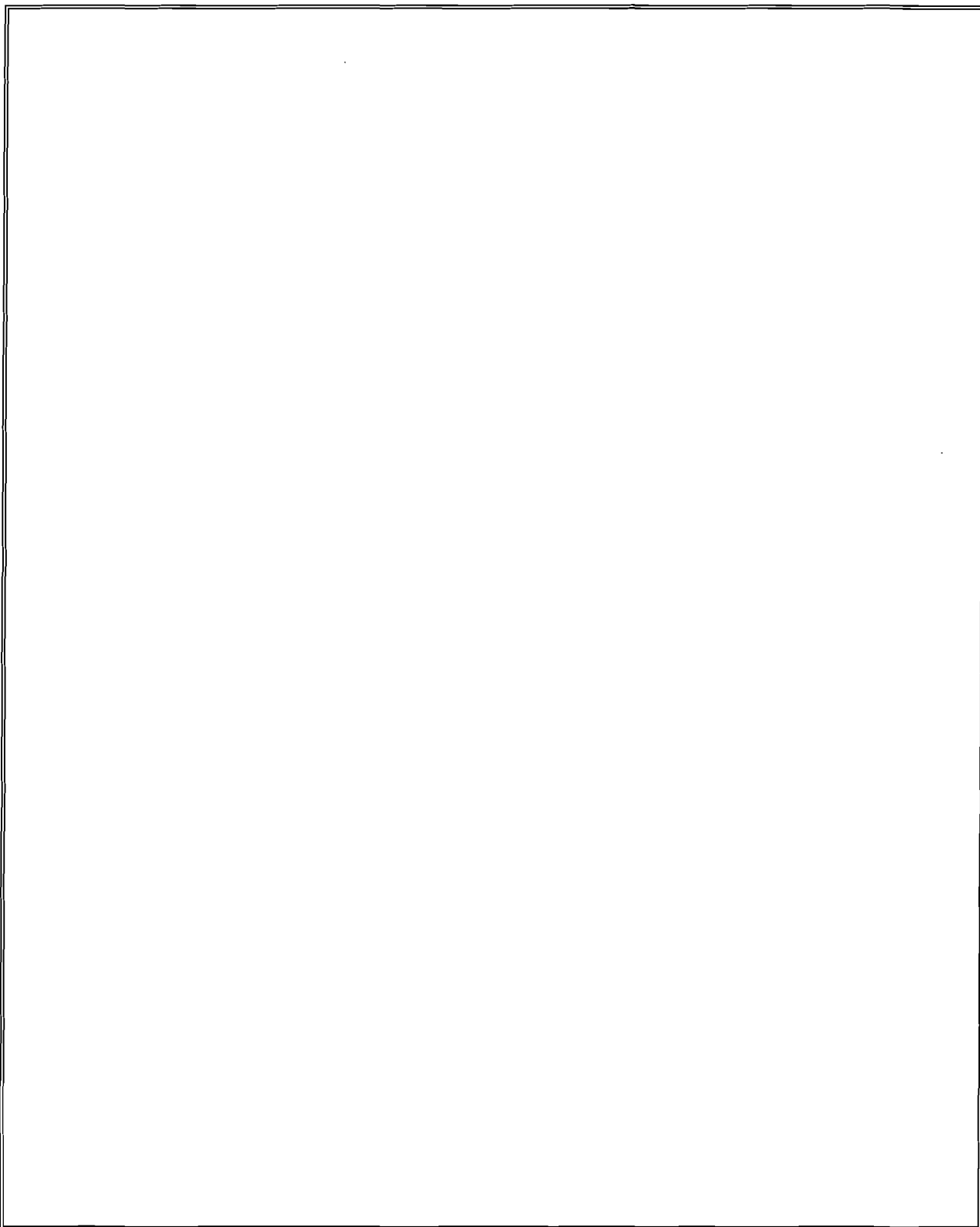
Instructional program

1. Philosophy

Each student with a disability is entitled to receive a free appropriate public education in the least restrictive environment, which will enable the student to progress in the general curriculum to the maximum extent appropriate. The philosophy of the program for students with visual impairments is to provide unique skills training that will supplement the educational opportunities for these students. Students are provided the opportunity to obtain needed skills through specially designed instruction, related services, supportive services, and accommodations and modifications as needed by the student. Teachers trained to provide these services may provide them through consultative, itinerant or resource delivery models or in a special class or residential placement.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

E. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS VISUALLY IMPAIRED



PART III. PROCEDURES FOR SPECIFIC PROGRAMS

E. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS VISUALLY IMPAIRED

3. Instructional support

All students with visual impairments are registered for services from the Florida Instructional Materials Center for the Visually Impaired. Students receive instructional support, that matches their typical peers, through the specially designed instruction and related services provided as determined through the IEP process. Special education teachers and speech and language pathologists, when appropriate, provide instruction in special education including curriculum and learning strategies, independent functioning, social/emotional behavior, and communication. Skill development is available through related services including:

- a. orientation and mobility;
- b. physical therapy;
- c. occupational therapy;
- d. audiology;
- e. counseling provided by qualified personnel;
- f. early identification and assessment;
- g. medical services to determine medically related disability resulting in the need for specially designed instruction and related services;
- h. parent counseling and training;
- i. psychological services;
- j. recreation;
- k. rehabilitation counseling;
- l. school health services;
- m. social work;
- n. transportation; and,
- o. assistive technology assessment and assistance.

These support services are provided in coordination with local school district student services and community agencies, the Florida Diagnostic & Learning Resources System Associate Centers and Specialized Centers, the Florida School for the Deaf and the Blind, special projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government including the Division of Blind Services, Children's Medical Services, Department of Children and Families, and Vocational Rehabilitation.

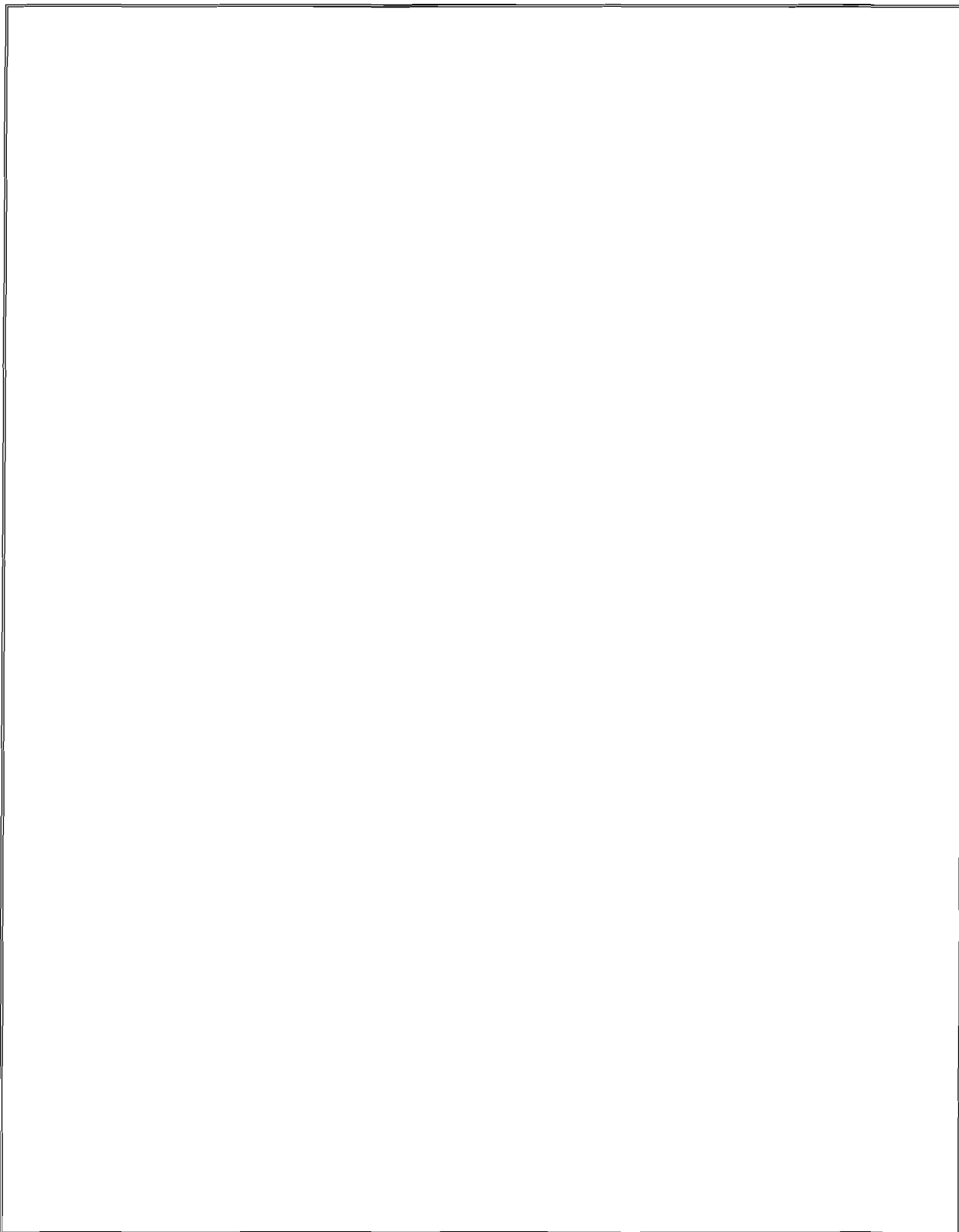
(Additional information may be included.)

No additional information is included. Additional information is included below:

English for Speakers of Other Languages (ESOL) Students with disabilities identified at ESOL levels I-IV are provided ESOL and home language instruction in accordance with Section V of the IEP to assure that the communication needs of limited English proficient students are considered. ESOL Level V students with disabilities are monitored for two years after they exit the ESOL Program.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

E. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS VISUALLY IMPAIRED



PART III. PROCEDURES FOR SPECIFIC PROGRAMS

F. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS PHYSICALLY IMPAIRED

Definition: The term physically impaired includes students who are orthopedically impaired, students who are other health impaired, and students with traumatic brain injury.

1. Orthopedically impaired means a severe skeletal, muscular, or neuromuscular impairment which adversely affects a child's educational performance, and includes impairments resulting from congenital anomaly, disease and other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
2. Other health impaired means having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes that adversely affect a child's educational performance.
3. Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term includes open or closed head injuries resulting in impairments in one or more areas specified in Rule 6A-6.03015(4)(a)2., FAC, but does not include brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.

Eligibility criteria:

1. Students who are orthopedically impaired. A student is eligible for a special program for the physically impaired if the student has an orthopedic impairment which
 - a. significantly limits the student's ability to move about, sit or manipulate the materials required for learning; or
 - b. affects ambulation, posture or body use necessary in school work.
2. Students who are other health impaired. A student is eligible for a special program for the physically impaired if the student has a health impairment which results in reduced efficiency in school work because of temporary or chronic lack of strength, vitality or alertness.
3. Students with traumatic brain injury. A student is eligible for a special program for the physically impaired if the student
 - a. has acquired an external injury to the brain as documented by a medical report; and,
 - b. has significant difficulty requiring an adaptation to the school routine, school environment, or curriculum in one or more of the following areas: cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; or speech.
4. Students are eligible for services from birth until they graduate (receive a standard diploma or G.E.D.) or until age 22. Please reference the "Provision of Services" section of this

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

F. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS PHYSICALLY IMPAIRED

document for the district's option concerning services during the school year in which the student turns 22.

Activities conducted prior to referral

Parent conferences, observation, general education interventions, review of records, and sensory screenings required prior to referral for exceptional student education, must be conducted in accordance with the procedures described in Part II in the General Procedures in Section C, pages 11 - 12 of this document, including the allowance for exceptions to this requirement under the specified circumstances.

Student evaluation

Students who are orthopedically impaired or who are other health impaired.

1. Minimum student evaluations as required in Rule 6A-6.03015(1)(a)2 and (1)(b)2, FAC, are:

- a. a report of a medical examination within the previous twelve-month period, from a physician(s) qualified to assess the student's physical problems, providing a description of the impairment and any medical implications for instruction;
- b. an educational evaluation which identifies educational and environmental adjustments needed; and,
- c. when determined by the administrator of exceptional student education or designee, a psychological evaluation, a speech and language screening, visual and hearing screening, or a social history.

2. Evaluations or tests administered may include but are not limited to:

- a. Medical exam:
Qualified Evaluators: physician
- b. Educational evaluation:
Qualified Evaluators:

| |
|--|
| Classroom Teacher <input type="checkbox"/> |
| School Psychologist <input type="checkbox"/> |
| Bilingual Assessor |

See Appendix A for a list of suggested evaluations

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

F. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS PHYSICALLY IMPAIRED

c. Psychological evaluation:

Qualified Evaluator: psychologist

See Appendix A for a list of suggested evaluations

| |
|---|
| <input checked="" type="checkbox"/> No additional information is included. <input type="checkbox"/> Additional information is included below: |
|---|

d. Social history:

Qualified Evaluators:

| |
|---|
| School Social Worker <input type="checkbox"/> School Psychologist <input type="checkbox"/> |
|---|

Students with traumatic brain injury

1. Minimum student evaluations as required in Rule 6A-6.03015(1)(c)2., FAC, are:

- a. a medical examination report within the previous three month period from a physician(s) qualified to assess the student's injury verifying a diagnosis of brain injury with a medical description of the impairment;
- b. a report of observations by more than one person including the parent, guardian, or primary caregiver, in more than one situation. This report documents a deficit in one or more of the areas listed below, evidenced through marked contrast of pre- and post-injury capabilities in:
 - (1) cognition;
 - (2) language;
 - (3) memory;
 - (4) attention;
 - (5) reasoning;
 - (6) abstract thinking;
 - (7) judgment;
 - (8) problem-solving;
 - (9) sensory, perceptual, and motor abilities;
 - (10) psychosocial behavior;
 - (11) physical functions;
 - (12) information processing; or,
 - (13) speech.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

F. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS PHYSICALLY IMPAIRED

- c. a report of screenings or evaluations conducted post-injury and no more than three months prior to the eligibility staffing in each of the following areas:
 - (1) cognitive and information processing strengths and deficits;
 - (2) academic functioning;
 - (3) fine and gross motor skills;
 - (4) communication abilities;
 - (5) behavior and emotional status; and,
 - (6) adaptive skills.
- d. a neuropsychological evaluation when requested by the administration of ESE or designee. (Rule 6A-6.03015(4)(b)4., FAC)

2. Evaluations or tests administered may include but are not limited to:

- a. Medical exam:
Qualified Evaluators: physician
- b. Observations documenting a deficit:
Qualified Evaluators: parent, guardian, or primary caregiver and educator from school system
- c. Screenings or evaluations in cognitive and information processing:
Qualified Evaluators:

School Psychologist

See Appendix A for a list of suggested evaluations

- d. Screenings or evaluations in academic functioning:
Qualified Evaluators:

Classroom Teacher
School Psychologist
Bilingual Assessor

See Appendix A for a list of suggested evaluations

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

F. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS PHYSICALLY IMPAIRED

- e. Screenings or evaluations in gross and fine motor:

Qualified Evaluators:

School Psychologist
Occupational Therapist
Physical Therapist

See Appendix A for a list of suggested evaluations

- f. Screenings or evaluations in communication abilities:

Qualified Evaluators:

Speech-Language Pathologist
School Psychologist
Bilingual Assessor

See Appendix A for a list of suggested evaluations

- g. Screenings or evaluations in behavior and emotional status:

Qualified Evaluators:

Classroom Teacher
School Psychologist
School Social Worker
Counselor

See Appendix A for a list of suggested evaluations

- h. Screenings or evaluations in adaptive skills:

Qualified Evaluators:

School Social Worker
School Psychologist
Bilingual Assessor

See Appendix A for a list of suggested evaluations

- i. Tests of neuropsychological functioning:

Qualified Evaluators: licensed psychologist or school psychologist trained in neuropsychology.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

F. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS PHYSICALLY IMPAIRED

Dismissal Criteria

Upon following the reevaluation process, the IEP team determines that the student

- a. is successful in the general education curriculum without special education support; or
- b. the disability no longer interferes with the student's ability to participate in the educational program; **and,**

(Additional criteria may be included.)

| | |
|--|--|
| <input checked="" type="checkbox"/> Additional information included. | <input type="checkbox"/> No additional information included. |
| The student has attained a level of academic and adaptive functioning that indicates capability for adequate performance in the general education program. | |

Instructional program

1. Philosophy

Each student with a disability is entitled to receive a free appropriate public education in the least restrictive environment, which will enable the student to progress in the general curriculum to the maximum extent appropriate. Specially designed instruction and related services are designed to meet the unique needs of the student and includes specially designed instruction, supportive services, and accommodations and modifications as needed by the student. A range of service delivery options is available to meet the student's special needs. Teachers are trained to provide the unique services identified for each student and are provided with administrative support to assure reasonable class size, adequate funds for materials, and inservice training.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

F. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS PHYSICALLY IMPAIRED

(Additional information may be included)

No additional information is included. Additional information is included below:

The philosophy of the program for students who are physically impaired is to educate and enable each student to become as independent as possible. All necessary supports and services are provided to enable each student to access the general education curriculum in the least restrictive environment.

2. Curriculum

The curriculum for each student with a disability will be determined by the individual educational plan (IEP) team and will be initiated with the assumption of access to the general curriculum (Sunshine State Standards) with appropriate accommodations. The Sunshine State Standards for Special Diploma provide curriculum direction for the modification of the Sunshine State Standards and provide the other educational needs that are unique skills needed by some students with disabilities. Curriculum decisions reflect progress toward a standard high school diploma for most students with disabilities and progress toward a special diploma for those students for whom the IEP team determines a special diploma to be appropriate.

Students will access the Sunshine State Standards through appropriate programming with support from the special education teacher. Students will access Sunshine State Standards for Special Diploma as outlined in "Florida Course Descriptions: Exceptional Student Education Grades 6-8" and "Florida Course Descriptions: Exceptional Student Education Grades 9-12." These course descriptions provide instruction in strategies to enable students with disabilities to access the general curriculum through regular class placement or access functional skills needed for adult life as determined by the IEP team.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

F. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS PHYSICALLY IMPAIRED

(Additional information may be included)

No additional information is included. Additional information is included below:

The student's program may include educationally relevant physical, occupational, and/or speech therapy, as well as access to nursing and/or respiratory therapy services. Program methodology may include:

- a. accommodations/modifications to the environment and to instructional strategies,
- b. assistive technology to facilitate learning, conserve vitality, and extend the limits of impaired movement,
- c. educationally relevant physical and occupational therapy for eligible students (see physical and occupational therapy sections),
- d. adapted physical education for physically impaired students unable to benefit from the regular physical education program, and
- e. appropriate positioning during the school day.

The IEP for students who are Traumatic Brain Injured must address educational performance based upon the report of observations and the results of the screenings and evaluations.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

F. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS PHYSICALLY IMPAIRED

3. Instructional support

Students receive instructional support through the specially designed instruction and related services provided as determined through the IEP process. Special education teachers and speech and language pathologists, when appropriate, provide instruction in special education including curriculum and learning strategies, independent functioning, social/emotional behavior, and communication. Skill development is available through related services including:

- a. orientation and mobility;
- b. physical therapy;
- c. occupational therapy;
- d. audiology;
- e. counseling provided by qualified personnel;
- f. early identification and assessment;
- g. medical services to determine medically related disability resulting in the need for specially designed instruction and related services;
- h. parent counseling and training;
- i. psychological services;
- j. recreation;
- k. rehabilitation counseling;
- l. school health services;
- m. social work;
- n. transportation; and,
- o. assistive technology assessment and assistance.

These support services are provided in coordination with local school district student services and community agencies, the Florida Diagnostic & Learning Resources System Associate Centers and Specialized Centers, the Florida School for the Deaf and the Blind, special projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government including the Division of Blind Services, Children's Medical Services, Department of Children and Families, and Vocational Rehabilitation.

(Additional information may be included)

No additional information is included. Additional information is included below:

All types of instructional support must be determined by the IEP committee to be educationally relevant and designed to enable the student to access an educational program.

Instructional support personnel for the program may include but are not limited to the following: speech pathologist, occupational therapist, physical therapist, prekindergarten staffing specialist and prekindergarten coordinator for parent education (for prekindergarten students), and contracted nursing and respiratory therapy personnel.



PART III. PROCEDURES FOR SPECIFIC PROGRAMS

G. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS EMOTIONALLY HANDICAPPED AND SEVERELY EMOTIONALLY DISTURBED

Definition: An emotional handicap is defined as a condition resulting in persistent and consistent maladaptive behavior, which exists to a marked degree, which interferes with the student's learning process, and which may include but is not limited to any of the following characteristics:

1. an inability to achieve adequate academic progress which cannot be explained by intellectual, sensory, or health factors;
2. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
3. inappropriate types of behavior or feelings under normal circumstances;
4. a general pervasive mood of unhappiness or depression; or,
5. a tendency to develop physical symptoms or fears associated with personal or school problems.

Students with disruptive behavior shall not be eligible unless they are also determined to be emotionally handicapped.

A severe emotional disturbance is defined as an emotional handicap, the severity of which results in the need for a fulltime program and extensive support services.

Eligibility criteria:

Emotionally Handicapped - A student is eligible for a special program for emotionally handicapped if there is evidence that:

1. the student, after receiving supportive educational assistance and counseling services available to all students, still exhibits an emotional handicap;
2. an emotional handicap exists over an extended period of time, and in more than one situation;
3. the emotional handicap interferes with the student's own learning, reading, arithmetic or writing skills, social-personal development, language development, or behavioral progress and control; and,
4. when intellectual, sensory or physical deficits exist, they are addressed by other appropriate interventions or special programs.
5. Students are eligible for services from their third birthday until they graduate with a standard diploma or G.E.D., or until age 22. Please reference the "Provision of Services" section of this document for the district's option concerning services during the school year in which the student turns 22.

Severely Emotionally Disturbed - A student is eligible for a special program for severely emotionally disturbed if:

1. the student meets the criteria above, and

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

G. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS EMOTIONALLY HANDICAPPED AND SEVERELY EMOTIONALLY DISTURBED

2. there is evidence that the student requires a program which:
 - a. serves the student for the full school week in a special class;
 - b. provides a highly structured academic and affective curriculum, including but not limited to art, music, and recreation services which are specifically designed for severely emotionally disturbed students;
 - c. provides for a lower adult to pupil ratio than programs for emotionally handicapped are designed to accommodate;
 - d. provides extensive support services specifically designed for severely emotionally disturbed students. These services include but are not limited to:
 - (1) individual or group counseling,
 - (2) parent counseling or education, and
 - (3) consultation from mental health, medical, or other professionals; and,
 - e. cannot be provided in a less restrictive environment.
3. Students are eligible for services from their third birthday until they graduate (receive a standard diploma or G.E.D) or through the school year in which they turn 22. Please reference the "Provision of Services" section of this document for the district's option concerning services during the school year in which the student turns 22.

Activities conducted prior to referral

Parent conferences, observation, general education interventions, review of records, and sensory screenings required prior to referral for exceptional student education, must be conducted in accordance with the procedures described in Part II in the General Procedures in Section C, pages 11 - 12 of this document, including the allowance for exceptions to this requirement under the specified circumstances.

Student evaluation

1. The minimum evaluation for determining eligibility for emotionally handicapped or severely emotionally disturbed shall include all information collected in Rule 6A-6.03016(5), FAC, and the following:
 - a. a medical evaluation when determined by the administrator of the exceptional student program or designee that the behavioral problem may be precipitated by a physical problem;
 - b. a comprehensive psychological evaluation conducted in accordance with Rule 6A-6.0331(1)(a), FAC, or by a psychiatrist which shall include the following information: an individual evaluation of intellectual ability and potential, an evaluation of the student's personality and attitudes, and behavioral observations and interview data relative to the problems described in the referral;
 - c. an educational evaluation which includes information on the student's academic strengths and weaknesses; and,
 - d. a social or developmental history which has been compiled directly from the parent or guardian.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

G. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS EMOTIONALLY HANDICAPPED AND SEVERELY EMOTIONALLY DISTURBED

- e. For students enrolled in programs for emotionally handicapped the minimum evaluation for determining eligibility for special programs for severely emotionally disturbed include evidence of the following procedures:
 - (1) conferences concerning the student's specific problem in the program for emotionally handicapped;
 - (2) anecdotal records or behavioral observations made by more than one person in more than one situation which cite the specific problems causing the need for a program for severely emotionally disturbed;
 - (3) interventions and adjustments that have been tried with the student while enrolled in the program for emotionally handicapped;
 - (4) an update of the social history required by Rule 6A-6.03016(6)(a)4, FAC; and,
 - (5) additional psychological, psychiatric or other evaluations deemed appropriate by the administrator of the exceptional student education programs.

2. Evaluations or tests administered may include but are not limited to:

- a. Medical evaluation (See A. above)
Qualified Evaluator: psychiatrist or other physician
- b. Comprehensive psychological evaluation
Qualified Evaluators: psychologist or psychiatrist
- c. Intellectual Functioning:
Qualified Evaluators:

School Psychologist

See Appendix A for a list of suggested evaluations

- d. Personality and Attitudes:
Qualified Evaluators:

School Psychologist

See Appendix A for a list of suggested evaluations

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

G. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS EMOTIONALLY HANDICAPPED AND SEVERELY EMOTIONALLY DISTURBED

- e. Behavioral Observations and Interview Data:
Qualified Evaluators:

School Psychologist
Social Worker
Counselor
Classroom Teacher

See Appendix A for a list of suggested evaluations

- f. Educational evaluation:
Qualified Evaluators:

School Psychologist
Classroom Teacher
Educational Diagnostician
Bilingual Assessor

See Appendix A for a list of suggested evaluations

- g. Social or developmental history:
(Compiled directly from the parent or primary caregiver.)
Qualified Evaluators:

School Psychologist
Social Worker

Dismissal Criteria

Upon following the reevaluation process, the IEP team determines that the student

- a. is successful in the general education curriculum without special education support; or
b. the disability no longer interferes with the student's ability to participate in the educational program; **and,**

(Additional criteria may be included.)

Additional information included. No additional information included.

The student has mastered social/emotional and behavioral goals, as stated on the IEP.
The student has demonstrated socialization skills.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

G. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS EMOTIONALLY HANDICAPPED AND SEVERELY EMOTIONALLY DISTURBED

Instructional program

1. Philosophy

Each student with a disability is entitled to receive a free appropriate public education in the least restrictive environment, which will enable the student to progress in the general curriculum to the maximum extent appropriate. Specially designed instruction and related services are designed to meet the unique needs of the student and includes specially designed instruction, supportive services, and accommodations and modifications as needed by the student. A range of service delivery options is available to meet the student's special needs. Teachers are trained to provide the unique services identified for each student and are provided with administrative support to assure reasonable class size, adequate funds for materials, and inservice training.

(Additional information may be included)

No additional information is included. Additional information is included below:

The philosophy of the programs for emotionally and severely emotionally disturbed students is to effect positive changes in behavior and foster interpersonal skills through positive behavioral interventions and supports, behavioral training, and social skills instruction.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

G. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS EMOTIONALLY HANDICAPPED AND SEVERELY EMOTIONALLY DISTURBED

2. Curriculum

The curriculum for each student with a disability will be determined by the individual educational plan (IEP) team and will be initiated with the assumption of access to the general curriculum (Sunshine State Standards) with appropriate accommodations. The Sunshine State Standards for Special Diploma provide curriculum direction for the modification of the Sunshine State Standards and provide the other educational needs that are unique skills needed by some students with disabilities. Curriculum decisions reflect progress toward a standard high school diploma for most students with disabilities and progress toward a special diploma for those students for whom the IEP team determines a special diploma to be appropriate.

Students will access the Sunshine State Standards through appropriate programming with support from the special education teacher. Students will access Sunshine State Standards for Special Diploma as outlined in "Florida Course Descriptions: Exceptional Student Education Grades 6-8" and "Florida Course Descriptions: Exceptional Student Education Grades 9-12." These course descriptions provide instruction in strategies to enable students with disabilities to access the general curriculum through regular class placement or access functional skills needed for adult life as determined by the IEP team.

Additionally, the SED program serves the student for the full school week in a special class; provides a highly structured academic and affective curriculum, including but not limited to art, music, and recreation services which are specifically designed for severely emotionally disturbed students; provides for a lower adult to pupil ratio than programs for emotionally handicapped students are designed to accommodate; provides extensive support services specifically designed for severely emotionally disturbed students, including but not limited to individual or group counseling, parent counseling or education and consultation from mental health, medical, or other professionals; and, cannot be provided in a less restrictive environment.

(Description of district curriculum **must be** included.)

The Sunshine State Standards and Competency-Based Curriculum take into consideration the student's learning characteristics and individual needs, with accommodations provided, as appropriate for each student. The teacher utilizes the curriculum to help students attain and strengthen competencies that will facilitate their ability to think, analyze, solve problems, and do independent and creative work. Curriculum adaptations focusing on the affective domain, career awareness, and vocational skills shall be developed and implemented as a part of the curriculum.

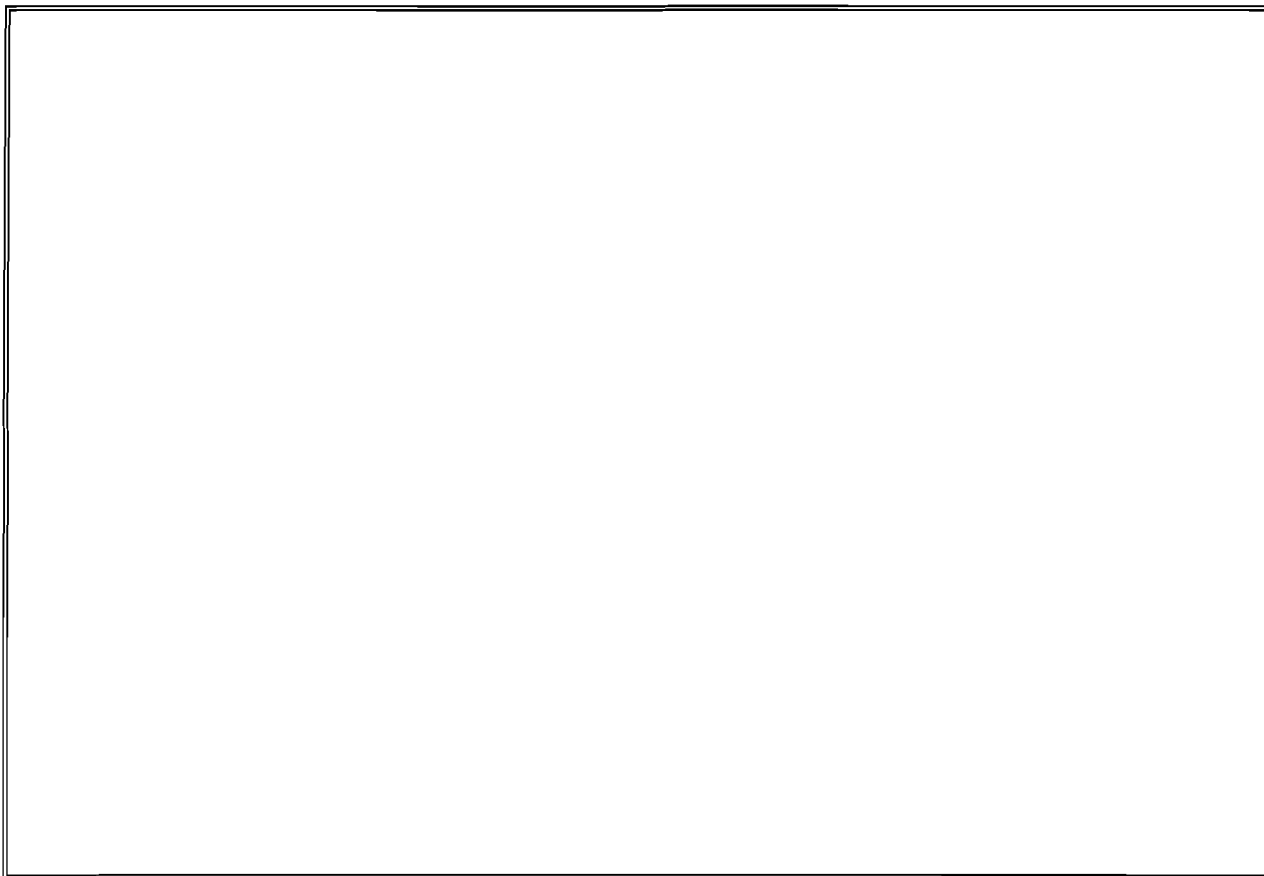
PART III. PROCEDURES FOR SPECIFIC PROGRAMS

G. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS EMOTIONALLY HANDICAPPED AND SEVERELY EMOTIONALLY DISTURBED

Affective education covers social skills that are taught to students to develop successful relationships with peers, parents, and teachers. The Stop and Think Social Skills Programs will be utilized in elementary and secondary emotionally handicapped and severely emotionally disturbed programs.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

G. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS EMOTIONALLY HANDICAPPED AND SEVERELY EMOTIONALLY DISTURBED



3. Instructional Support

A parent education program is provided for all parents of students in special classes for severely emotionally disturbed students. Students receive instructional support through the specially designed instruction and related services provided as determined through the IEP process. Special education teachers and speech and language pathologists, when appropriate, provide instruction in special education including curriculum and learning strategies, independent functioning, social/emotional behavior, and communication. Skill development is available through related services including:

- a. orientation and mobility;
- b. physical therapy;
- c. occupational therapy;
- d. audiology;
- e. counseling provided by qualified personnel;
- f. early identification and assessment;
- g. medical services to determine medically related disability resulting in the need for specially designed instruction and related services;
- h. parent counseling and training;

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

G. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS EMOTIONALLY HANDICAPPED AND SEVERELY EMOTIONALLY DISTURBED

- i. psychological services;
- j. recreation;
- k. rehabilitation counseling;
- l. school health services;
- m. social work;
- n. transportation; and,
- o. assistive technology assessment and assistance.

These support services are provided in coordination with local school district student services and community agencies, the Florida Diagnostic & Learning Resources System Associate Centers and Specialized Centers, Multi-Agency Services Network for Severely Emotionally Disturbed Students (SEDNET), the Florida School for the Deaf and the Blind, special projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government including the Division of Blind Services, Children's Medical Services, Department of Children and Families, and Vocational Rehabilitation.

(Description of additional instructional support **must be** included.)

Special education teachers and paraprofessionals provide educational support to emotionally handicapped (EH) and severely emotionally disturbed (SED) students. Behavior Management Teachers (BMTs) provide support to students and teachers in these programs. BMTs assist teachers and student services staff in the Functional Assessment of Behavior process.

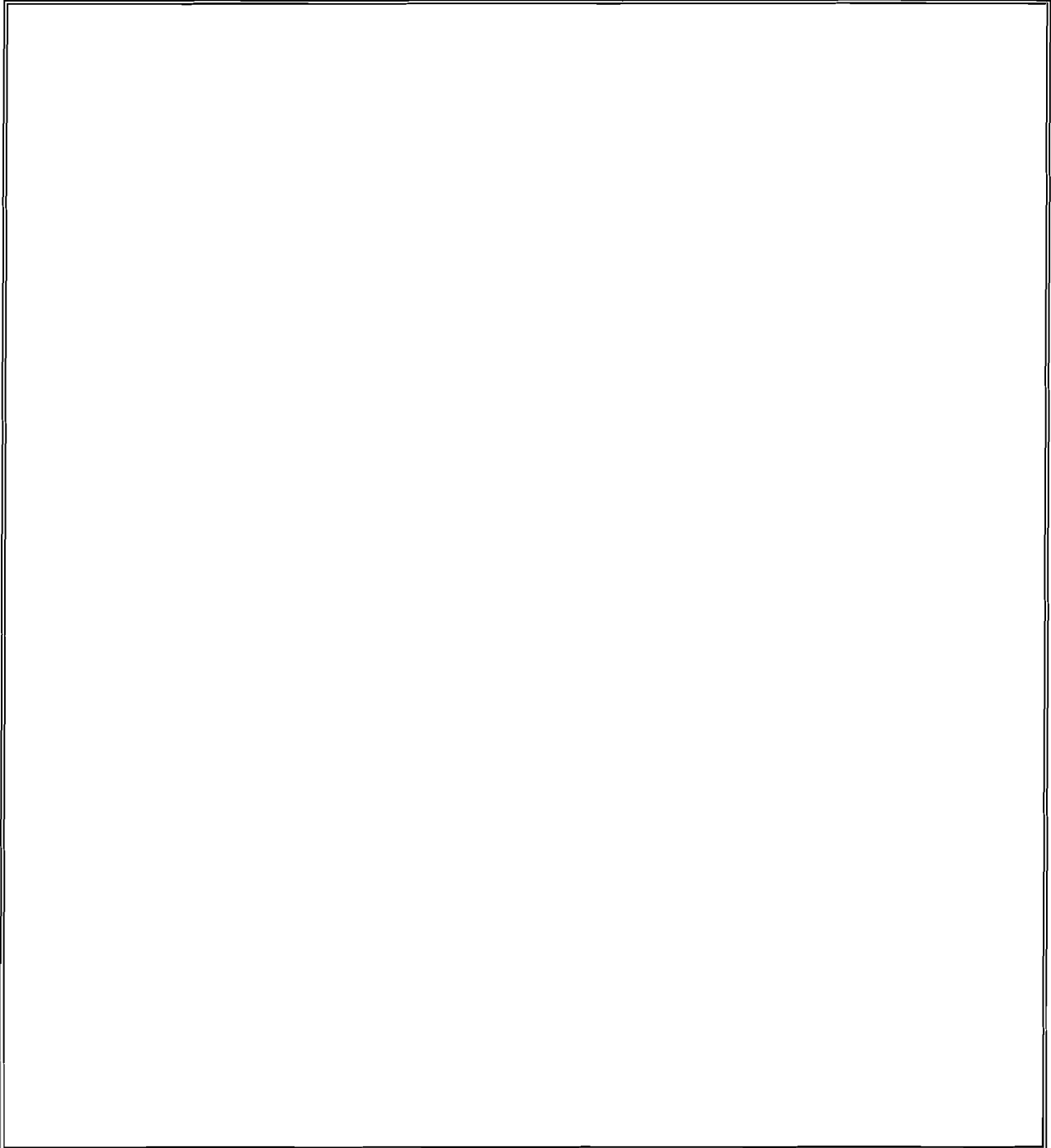
Students who are emotionally handicapped and severely emotionally disturbed are provided with individual and/or group counseling as a part of their educational program. Counseling may be provided by mental health providers, psychologists, social workers, or guidance counselors assigned to these programs. Psychiatric consultation is provided by a licensed psychiatrist to students who are severely emotionally disturbed. In addition, art therapy may be provided to students who are severely emotionally disturbed, based on individual student needs as indicated on the IEP. A variety of additional support services may be provided for students who are emotionally handicapped and severely emotionally disturbed, as indicated on the IEP. Consultation from mental health, medical, or other professionals is provided for instructional programs through Multi-Agency Services Network for Severely Emotionally Disturbed Students (SEDNET), Florida Diagnostic and Learning Resources System-South (FDLRS-S), and other program support personnel. Technology, media, and Quest speakers may be used to provide these services.

A parent education program for parents/guardians of students in these programs may be provided by the BMT, classroom teachers, clinical support personnel, FDLRS-S, SEDNET, community mental health providers, and parent support organizations, as a part of an in-school/after-school program.

English for Speakers of Other Languages (ESOL) Students with disabilities identified at ESOL levels I-IV are provided ESOL and home language instruction in accordance with Section V of the IEP to assure that the communication needs of limited English proficient students are considered. ESOL Level V students with disabilities are monitored for two years after they exit the ESOL Program.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

G. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS EMOTIONALLY HANDICAPPED AND SEVERELY EMOTIONALLY DISTURBED



PART III. PROCEDURES FOR SPECIFIC PROGRAMS

H. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPECIFIC LEARNING DISABLED

Definition: Specific learning disabilities refers to a heterogeneous group of psychological processing disorders manifested by significant difficulties in the acquisition and use of language, reading, writing, or mathematics. These disorders are intrinsic to the individual and may occur across the life span. Although specific learning disabilities may occur concomitantly with other handicapping conditions or with extrinsic influences, the disabilities are not primarily the result of those conditions or influences.

Eligibility criteria: A student is eligible for special programs for specific learning disabilities if the student meets all of the following criteria:

1. Documented evidence which indicates that general education interventions have been attempted and found to be ineffective in meeting the student's educational needs.
2. Evidence of a disorder in one (1) or more of the basic psychological processes required for learning. A psychological process is a set of mental operations that transform, access, or manipulate information. A disorder in a psychological process is a relatively enduring and stable feature of an individual's cognitive skills that limits the ability to perform specific academic or developmental learning tasks. Processing deficits may manifest themselves differently at different developmental levels.
 - a. Documentation of a process disorder must include one (1) standardized instrument in addition to the instrument used to determine the student's level of intellectual functioning.
 - b. In addition, the district may establish criteria for the use of more than one (1) instrument to determine a process disorder and other criteria which will assist in determining a process disorder.
3. Evidence of academic achievement which is significantly below the student's level of intellectual functioning.
 - a. For students below age seven (7), evidence must be presented that the student exhibits a significant discrepancy between levels of intellectual functioning and achievement on tasks required for basic reading skills, reading comprehension, oral expression, listening comprehension, mathematics calculation, mathematics reasoning, or written expression.
 - b. For students ages seven (7) through ten (10), evidence must be presented that the student exhibits a discrepancy of one (1) standard deviation or more between an intellectual standard score and achievement standard score in basic reading skills, reading comprehension, oral expression, listening comprehension, mathematics calculation, mathematics reasoning, or written expression.
 - c. For students ages eleven (11) and above, evidence must be presented that the student exhibits a discrepancy of one and one-half (1 1/2) standard deviations or more between an intellectual standard score and achievement standard score in basic reading skills, reading comprehension, oral expression, listening comprehension, mathematics calculation, mathematics reasoning, or written expression.
 - d. A district may establish criteria for the use of more than one (1) instrument to determine a deficit area, and other criteria which will assist in determining an academic deficit.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

H. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPECIFIC LEARNING DISABLED

4. Evidence that learning problems are not due primarily to other handicapping conditions.
 - a. For students with intellectual deficits, evidence that intellectual functioning is no more than two (2) standard deviations below the mean on an individual test of intellectual functioning or evidence that a score below two (2) standard deviations below the mean is not a reliable indicator of the student's intellectual potential.
 - b. For students with inadequate performance on learning tasks involving visual input deficits, evidence that visual acuity is at least 20/70 in the better eye with the best possible correction or evidence that the student's inability to perform adequately on learning tasks is not primarily due to poor visual acuity.
 - c. For students with inadequate performance on learning tasks involving auditory input, evidence that loss of auditory acuity is no more than thirty (30) decibels in the better ear unaided or evidence that the student's inability to perform adequately on learning tasks is not primarily due to poor auditory acuity.
 - d. For students with a physical impairment, evidence that their inability to perform adequately on learning tasks is not primarily due to the physical impairment.
 - e. For students with an emotional handicap, evidence that their inability to perform adequately on learning tasks is not primarily due to their emotional handicap.
 - f. For students who are determined to be environmentally deprived, culturally different, or economically disadvantaged, evidence that their inability to perform adequately on learning tasks is not due primarily to environmental deprivation, cultural difference, or economic disadvantage.
5. Students are eligible for services from their third birthday until they graduate (receive a standard diploma or G.E.D) or until age 22. Please reference the "Provision of Services" section of this document for the district's option concerning services during the school year in which the student turns 22.

Activities conducted prior to referral

Parent conferences, observation, general education interventions, review of records, and sensory screenings required prior to referral for exceptional student education, must be conducted in accordance with the procedures described in Part II in the General Procedures in Section C, pages 11 - 12 of this document, including the allowance for exceptions to this requirement under the specified circumstances.

Student evaluation

1. Instruments selected for use in the evaluation of psychological processes, intellectual functioning and academic achievement are administered and interpreted in conformance with instructions provided by their producers. The following evaluations and procedures are required to determine a student's eligibility and educational placement:
 - a. a review of all documentation and data required by Rule 6A-6.03018(3), FAC;

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

H. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPECIFIC LEARNING DISABLED

- b. a standardized individual test of intellectual functioning administered by a professional person qualified in accordance with Rule 6A-4.0311, FAC, or licensed under Chapter 490, F.S.; and,
- c. an evaluation to determine the student's level of functioning in the basic psychological process areas.
 - (1) Additional criteria used to determine a process disorder include:

(Complete **only if** additional evaluations are required by the district.)

| |
|---|
| <input type="checkbox"/> No additional information is included. <input checked="" type="checkbox"/> Additional information is included below: Process disorder must be identified on instrument (s) other than that used to assess intellectual functioning. |
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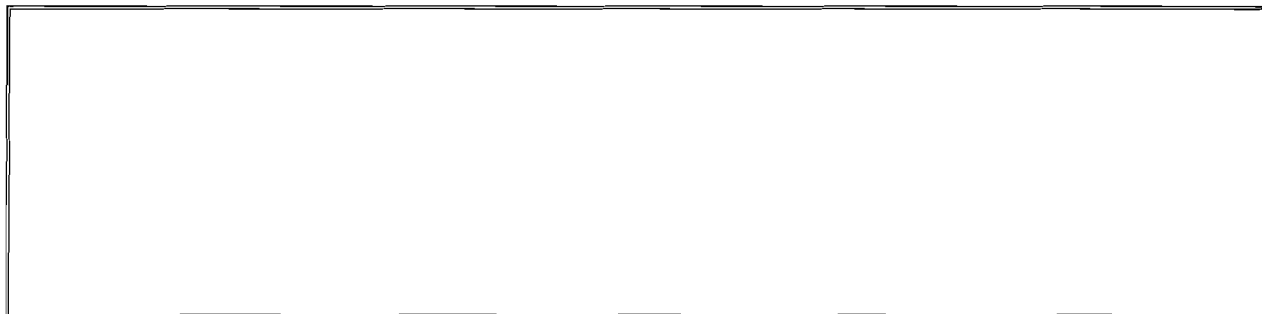
- d. An individually administered evaluation of academic achievement.
 - (1) Additional criteria used to determine an academic deficit include:

(Complete **only if** additional evaluations are required by the district.)

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| <input checked="" type="checkbox"/> No additional information is included. <input type="checkbox"/> Additional information is included below: |
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PART III. PROCEDURES FOR SPECIFIC PROGRAMS

H. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPECIFIC LEARNING DISABLED



2. Evaluations or tests administered may include but may not be limited to:

- a. Standardized tests of intellectual functioning:
Qualified Evaluators: psychologist
See Appendix A for a list of suggested evaluations

- b. Evaluation of psychological process areas:
Qualified Evaluators:

School Psychologist
Speech-Language Pathologists

See Appendix A for a list of suggested evaluations

- c. Individually administered evaluations of academic achievement:
Qualified Evaluators:

Classroom Teacher Bilingual Assessor
School Psychologist Evaluation Specialist

See Appendix A for a list of suggested evaluations

Determining eligibility – For students suspected of having a specific learning disability.

Multidisciplinary evaluation team

The multidisciplinary evaluation team shall include the following personnel: the student's regular teacher and at least one person qualified to conduct individual diagnostic evaluations. If the student does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; or for a student of less than school age, an individual qualified to teach a child of his or her age must attend.

The team must meet to consider the evaluation findings. If all members can not be present, findings may be presented by representatives of their disciplines. The team prepares a written report which includes the following:

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

H. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPECIFIC LEARNING DISABLED

1. whether or not the student has a specific learning disability;
2. the basis for making the determination;
3. the relevant behavior noted during the observation of the student;
4. the relationship of that behavior to the student's academic functioning;
5. the educationally relevant medical findings, if any;
6. the determination of the team concerning evidence that the student's learning problems are not primarily due to other handicapping conditions;
7. the determination of the team concerning the effects of environment, cultural difference, or economic disadvantage; and,
8. whether there is a severe discrepancy between achievement and ability which requires exceptional student education and related services.

Each team member shall certify in writing whether or not the report reflects the team member's conclusion. If it does not, the team member **must** submit a separate statement presenting the team member's conclusions.

Dismissal criteria

Upon following the reevaluation process, the IEP team determines that the student

- a. is successful in the general education curriculum without special education support; or
- b. the disability no longer interferes with the student's ability to participate in the educational program; **and,**

(Additional criteria may be included.)

| | |
|--|--|
| <input checked="" type="checkbox"/> Additional information included. | <input type="checkbox"/> No additional information included. |
| Parents/guardians are provided written notice of an action to dismiss a student when the student demonstrates <input type="checkbox"/> successful achievement in the general curriculum without specialized instruction or ESE support services. The <input type="checkbox"/> decision of the IEP team occurs only after the reevaluation process. The decision to dismiss must be based on data <input type="checkbox"/> from numerous sources. | |

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

H. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPECIFIC LEARNING DISABLED

Instructional program

1. Philosophy

Each student with a disability is entitled to receive a free appropriate public education in the least restrictive environment, which will enable the student to progress in the general curriculum to the maximum extent appropriate. Special education and related services are designed to meet the unique needs of the student and includes specially designed instruction, supportive services, and accommodations and modifications as needed by the student. A range of service delivery options is available to meet the student's special needs. Teachers are trained to provide the unique services identified for each student and are provided with administrative support to assure reasonable class size, adequate funds for materials, and inservice training.

(Additional information may be included)

No additional information is included. Additional information is included below:

The overall philosophy of the Programs for Specific Learning Disabilities (SLD) is to provide an education which will improve student achievement and self-esteem. The range of service delivery options available for students with disabilities include general education setting with in-class support as well as specialized instruction. Appropriate accommodations are provided to students, based on individual student needs and compliance with IEP requirements. Students with learning disabilities are entitled to receive a free appropriate public education in the least restrictive environment, which will enable student progress in the general curriculum to the maximum extent appropriate. Special education and related services are designed to meet the unique needs of the student and include accommodations and support services as needed. Teachers receive professional development in the areas of curriculum, successful learning strategies, collaboration, and effective use of accommodations.

The purpose of placing a student in the Programs for Specific Learning Disabilities is to provide specialized instruction with both intervention and remediation strategies, which result in an increase of academic achievement.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

H. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPECIFIC LEARNING DISABLED

2. Curriculum

The curriculum for each student with a disability will be determined by the IEP team and will be initiated with the assumption of access to the general curriculum (Sunshine State Standards) with appropriate accommodations. The Sunshine State Standards for Special Diploma provide curriculum direction for the modification of the Sunshine State Standards and provide the other educational needs that are unique skills needed by most students with disabilities. Curriculum decisions reflect progress toward a standard high school diploma for most students with disabilities and progress toward a special diploma for those students with cognitive disabilities who need a functional curriculum to address appropriate outcomes.

Students will access the Sunshine State Standards through appropriate programming with support from the special education teacher. Students will access Sunshine State Standards for Special Diploma as outlined in “Florida Course Descriptions: Exceptional Student Education Grades 6-8” and “Florida Course Descriptions: Exceptional Student Education Grades 9-12.” These course descriptions provide instruction in strategies to enable students with disabilities to access the general curriculum through regular class placement or access functional skills needed for adult life as determined by the IEP team.

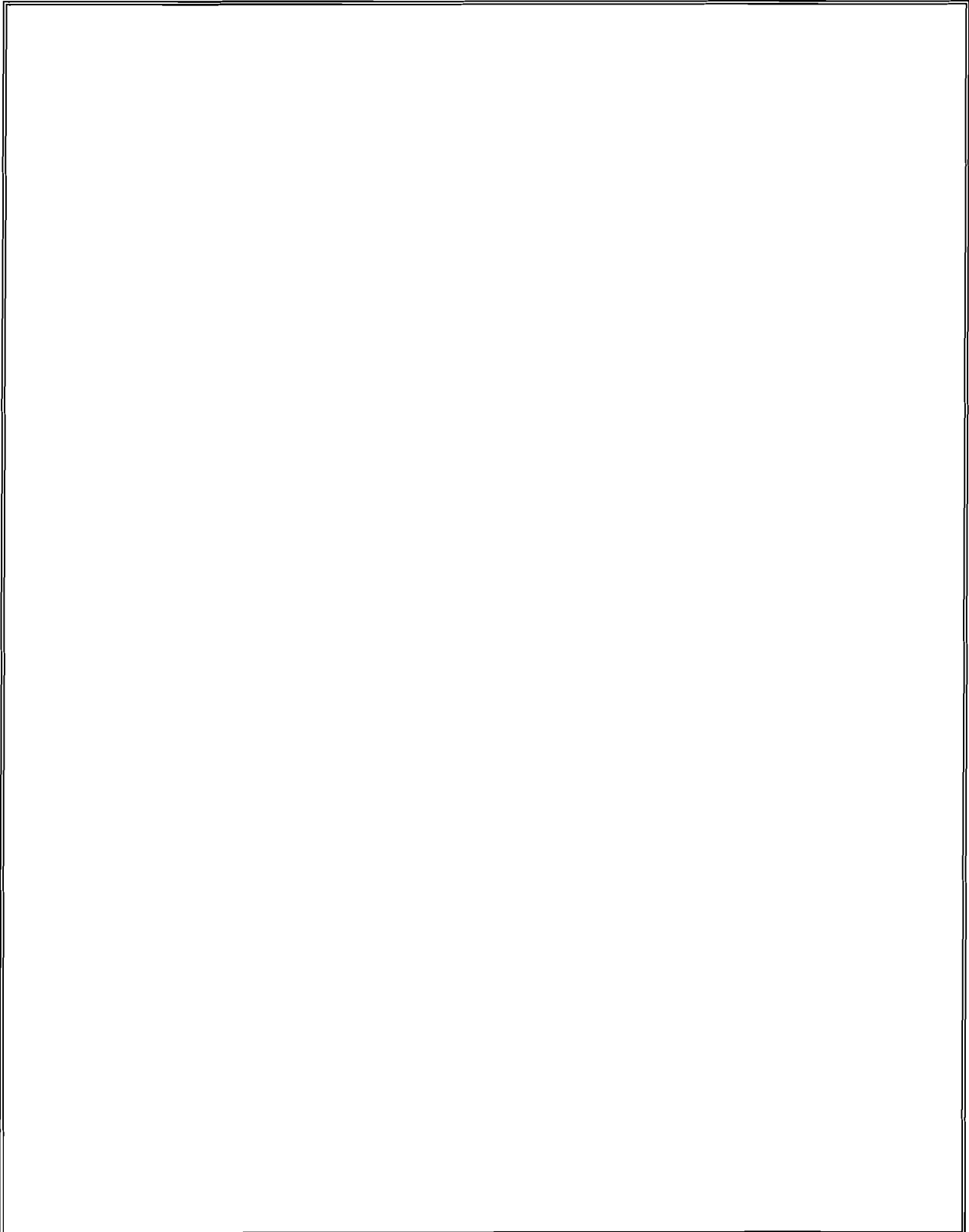
(Additional information may be included)

No additional information is included. Additional information is included below:

The majority of students with learning disabilities follow the Sunshine State Standards (SSS) and the Competency Based Curriculum (CBC), with accommodations provided as appropriate for each student. Access to general education curriculum and an increase in student achievement are goals in both professional development and district assistance to classes in all settings.

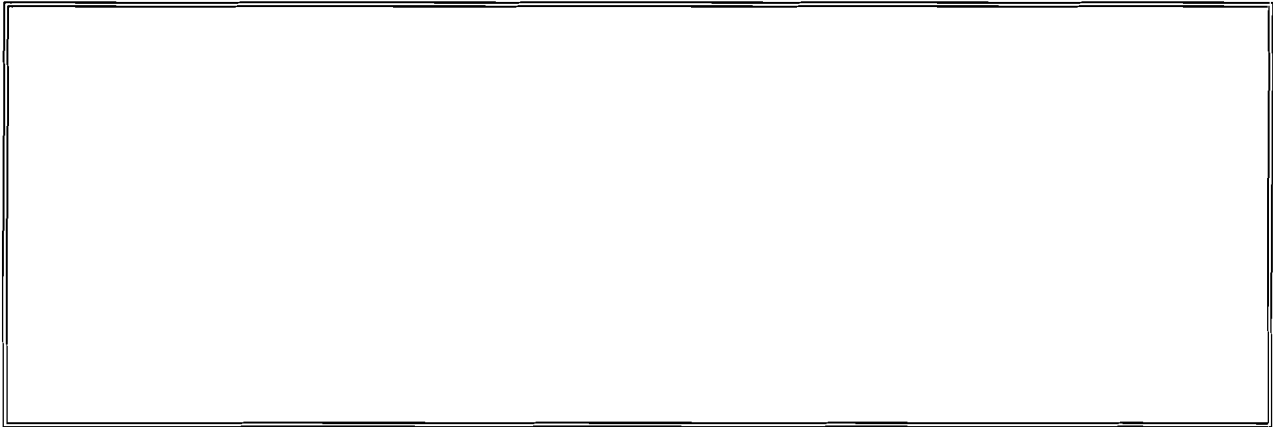
PART III. PROCEDURES FOR SPECIFIC PROGRAMS

**H. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPECIFIC LEARNING
DISABLED**



PART III. PROCEDURES FOR SPECIFIC PROGRAMS

H. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPECIFIC LEARNING DISABLED



3. Instructional support

Students receive instructional support through the specially designed instruction and related services provided as determined through the IEP process. Special education teachers provide:

- a. instruction in special education including curriculum and learning strategies, independent functioning, social/emotional behavior, and communication, and,
- b. skill development through related services including orientation and mobility, physical therapy, and occupational therapy.

Other instructional support services includes:

- a. audiology
- b. counseling provided by qualified personnel
- c. early identification and assessment
- d. medical services to determine medically related disability resulting in the need for specially designed instruction and related services
- e. parent counseling and training
- f. psychological services
- g. recreation
- h. rehabilitation counseling
- i. school health services
- j. social work
- k. transportation

These support services are provided in coordination with local school district student services and community agencies, the Florida Diagnostic & Learning Resources System Associate Centers and Specialized Centers, the Florida School for the Deaf and the Blind, special projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government including the Division of Blind Services, Children's Medical Services, Department of Children and Families, and Vocational Rehabilitation.

(Additional information may be included)

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

H. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPECIFIC LEARNING DISABLED

No additional information is included. Additional information is included below:
District and FDLRS-S staff provide technical assistance and professional development as needed.

English for Speakers of Other Languages (ESOL) Students with disabilities identified at ESOL levels I-IV are provided ESOL and home language instruction in accordance with Section V of the IEP to assure that the communication needs of limited English proficient students are considered. ESOL Level V students with disabilities are monitored for two years after they exit the ESOL Program.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

I. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS GIFTED

Definition: One who has superior intellectual development and is capable of high performance.

Eligibility Criteria: A student is eligible for special programs for the gifted if the student meets the criteria and demonstrates:

1. need for a special program;
2. a majority of characteristics of gifted students according to a standard scale or checklist; and,
3. superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.

If the student is determined ineligible, based on the above criteria, the student may be eligible if the student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students.

Students are eligible for services from kindergarten through grade 12.

Screening, prereferral, and referral:

In addition to procedures from Part II, additional information on screening and referral procedures including those used to increase the participation of under-represented groups may be contained in an appendix at the end of this document.

No additional information is included. Additional information included in Appendix C.

Student evaluation:

1. Minimum student evaluations as required by Rule 6A-6.03019(3), FAC, are:
 - a. need for a special instructional program;
 - b. characteristics of the gifted;
 - a. intellectual development; and,
2. May include those evaluation procedures specified in an approved district plan to increase the participation of students from underrepresented groups in programs for the gifted.
3. Evaluations or tests administered may include but are not limited to:
 - a. Characteristics of the gifted:
Qualified Evaluators:

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

I. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS GIFTED

A qualified evaluator is an educator who has knowledge of the child's intellectual ability and socio-emotional development.

See Appendix A for a list of suggested evaluations

b. Intellectual development:

Qualified Evaluator: psychologist

See Appendix A for a list of suggested evaluations

(Additional information on student evaluation procedures including the identification of instruments and qualified evaluators used to increase the participation of under-represented groups may be contained in an appendix at the end of this document.)

No additional information is included. Additional information included in Appendix C.

Determining eligibility

Additional information on determining eligibility, including eligibility criteria used to increase the participation of under-represented groups based on the student's demonstrated ability or potential in the specific areas of leadership, motivation, academic performance, and creativity, may be contained in an appendix at the end of this document.

No additional information is included. Additional information included in Appendix C.

Providing an Educational Plan:

The district uses an educational plan (EP) for gifted students, and follows all requirements for the development, contents, and review of EPs described in the General Section and Rule 6A-6.030191, FAC.

The EP team includes the following participants: the parents, regular education teacher of the student, at least one teacher of the gifted, an LEA representative, an individual who can interpret the instructional implications of evaluation results and, at the discretion of the parent and the student as appropriate, the district, other individuals who have knowledge or special expertise regarding the student. Additional EP team members required by the district include the following:

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

I. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS GIFTED

No additional information is included. Additional information is included below:

The EP review team consists of a teacher of the gifted who delivers program services to the student, the Local Education Agency (LEA) representative, a general education teacher, and, if possible, a parent/guardian. A parent/guardian receives written notification of the conference date, time, and location. The EP must be reviewed at least once every two years, at transition periods (elementary to middle, middle to senior), and whenever conference participants determine a need for review.

Dismissal criteria

If it is determined by an EP review team that a student no longer needs to attend a gifted program and his/her current and long term needs can be met through other academic options, the student is dismissed from active participation in the program. This decision is based on an individual student's needs and the ability of other academic options to sufficiently challenge and continue to promote growth and development in the student's area of giftedness. The records are updated in the following manner:

1. Attached to the EP is documentation that the parent(s) has received notification of the change in placement being considered and has been given the opportunity to request an EP conference or a staffing, if desired.
2. If the parent(s) is not in agreement, a staffing is held with a placement specialist present. The placement should be determined by the Eligibility Staffing Team, subject to the procedural safeguards for placement of any exceptional student.
3. The last day of participation in a gifted program is recorded on the conference notes section of the EP, indicating dismissal from active participation and the recording teacher's initials. The original EP remains in the student's cumulative folder.
4. The student remains eligible for the gifted program. If in the future it is determined that the student is in need of gifted program services, a staffing is held with the placement specialist present, and a new EP is developed for the student during the staffing.

Instructional Program

1. Philosophy

Each student identified as being eligible for gifted services is entitled to receive a free appropriate public education which will enable the student to progress in the general curriculum to the maximum extent appropriate. Specially designed instruction and related services are

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

I. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS GIFTED

designed to meet the unique needs and goals of each gifted student. A range of service delivery options is available to meet the student's special needs. Teachers are trained to provide the unique services identified for each student and are provided with administrative support to assure reasonable class size, adequate funds for materials and inservice training.

(Additional information on appropriate program philosophy, including philosophy for increasing participation of under-represented groups, may be given below:)

No additional information is included. Additional information is included below

The School Board of Miami-Dade County, Florida, recognizes the special need of gifted learners and is committed to offering programs that provide maximum development of each student's academic talents. Instructional programs for gifted students emphasize acceleration and enrichment based on students' strengths and needs as indicated by their giftedness. The philosophical focus of the gifted program promotes increased access, rigor, and achievement.

Programs for gifted students provide an environment to enhance the development of students who possess outstanding intellectual ability. Programs for the gifted encourage the development of academic abilities, creative and critical thinking, communications skills, leadership qualities, self-realization, social responsibilities, and independent study and research skills. These programs enhance the transfer of learning from the classroom to the workplace.

Additional information on appropriate program philosophy, including philosophy for increasing participation of underrepresented groups, is included in Appendix C.

2. Curriculum

Curriculum options include an effective and differentiated curriculum designed for the abilities of the gifted student to ensure that each individual student progresses in the curriculum to the maximum extent appropriate. The curriculum may include but is not limited to opportunities for problem solving, problem-based learning, application of knowledge and skills, and other effective instructional strategies. The teachers of the gifted are trained to provide a curriculum based on the educational characteristics and needs of the gifted learner. Curriculum for each

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

I. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS GIFTED

student will be driven by the educational plan (EP) and will focus on the performance levels for the student and needs for developing further skills and abilities, recognizing opportunities to extend the present program through appropriate scaffolding for gifted students. The curriculum for the gifted student will assume access to the general curriculum (Sunshine State Standards) with emphasis on what the EP team determines will offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance.

(Additional information on instructional program modifications or adaptations, including that designed to ensure successful and continued participation of under-represented groups, may be given below)

No additional information is included. Additional information is included below:

The curriculum for gifted students reflects Florida's Sunshine State Standards through the implementation of the District's Competency-Based Curriculum (CBC) and the Gifted Goals and Objectives identified in students' EPs. These include the important concepts of: critical thinking, creative thinking, developing independence in learning, personal growth, leadership skills, research skills, problem solving, and communication.

Gifted students are afforded unique opportunities that are purposeful, motivating, and dynamic. The learner progresses beyond basic skills and experiences a wide range of specialized instructional strategies which meet the unique need of gifted students.

The elementary and secondary programs emphasize a quantitatively differentiated curriculum based on content, concepts, process, and application through products/projects in language arts, mathematics, science and/or social studies. Such a differentiated curriculum provides for in-depth consideration of topics and concepts beyond the requirements of regular courses and, therefore, is designated as an advanced level program.

The following delivery models are available to meet the needs of gifted students:

Elementary Resource (K-5/6) - students attend the gifted program two days a week and their regular program for basic instruction three days a week. During the two days they are in the gifted program, students participate in in-depth studies in their particular areas of interest and giftedness with an open access to curriculum content.

Elementary Content (K-5/6) - students attend the gifted program for a block of time from 2 to 2.5 hours each day. They receive a total of 10 to 12 hours of gifted services per week and interdisciplinary instruction in selected basic subjects.

Full Time (K 5/6) - students are served in a self-contained classroom in which gifted strategies are utilized throughout the school day and across all subject areas.

Middle School Gifted Programs (6/7-8/9) - middle schools offer gifted content area courses and/or an elective resource class.

Senior High Gifted Programs (9/10-12) - senior high schools offer gifted content area courses and/or an elective course in philosophy or research.

Senior High Gifted Consultation - general education teachers and teachers of the gifted meet regularly to plan, implement and monitor instructional alternatives designed to ensure that the gifted students achieve successful accomplishment of gifted goals in the Advanced Placement, Honors, International Baccalaureate or other academically rigorous programs.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

I. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS GIFTED

To address the unique academic needs of underrepresented students, curriculum in the gifted program is designed to:

- A. Encourage students to understand their learning process, particularly for higher-level cognitive tasks such as problem-solving, critical thinking, and creativity;
- B. Utilize interactive strategies and materials to enhance language skills with special emphasis on LEP students;
- C. Nurture curiosity and interest by encouraging students to gather information on a variety of topics.



3. Instructional support

Students identified as eligible for gifted services receive instructional support through the specially designed instruction and related services as determined through the EP process. Teachers of the gifted provide instruction and support to further develop the student's demonstrated ability. Teachers are provided with administrative support to develop an individualized program to meet the goals for each student as determined by the EP. Gifted students may indicate a need for special counseling and guidance in understanding their special characteristics. Support services are provided in coordination with local school district student services and community agencies, the Florida Diagnostic & Learning Resources System Associate Centers, special projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government.

(Additional information on evaluation design, which also addresses evaluation of progress toward the district's goal for increasing participation of under-represented groups, may be included below)

No additional information is included. Additional information is included below:

Instructional support is available to students who are gifted through the following programs:

Advanced Academic Internships

Advanced Placement

Dual Enrollment

Honors Program

International Baccalaureate

School for Advanced Studies

Students who are gifted and limited English proficient (LEP) receive English for Speakers of Other Languages (ESOL) and/or home language arts instruction as required. Gifted services are provided and indicated on the student's EP.

Instructional program support is available through the FDLR-S Dade-Monroe Teacher Education Center (TEC) and district staff development activities designed to facilitate the implementation of instructional programs.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

I. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS GIFTED

The process used to identify students in need of gifted services must be on-going, reliant on a variety of assessment measures, free of bias, and non-exclusionary. Strategies must be employed to identify students from groups traditionally underrepresented in gifted populations.

Staff from the Division of Advanced Academic Programs meets periodically with region staff, school-site personnel, and parent groups to increase articulation in the identification and implementation of gifted program services.

The Division of Advanced Academic Programs also generates reports through the office of Information Technology (OIT) and Assessment and Data Analysis to monitor student screening and identification for gifted programs and assess student progress and academic achievement in gifted programs.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

J. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS HOMEBOUND OR HOSPITALIZED

Definition:

1. According to Rule 6A-6.03020, FAC, a homebound or hospitalized student is a student who has a medically diagnosed physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness or a repeated intermittent illness due to a persisting medical problem, which confines the student to home or hospital and restricts activities for an extended period of time. The medical diagnosis shall be made by a licensed physician.
2. The term "licensed physician" as used in this rule, is defined in Chapters 458 and 459, Florida Statutes, is one who is qualified to assess the student's physical or psychiatric condition.

Eligibility criteria: A student is eligible for specially designed instruction for homebound or hospitalized if all of the following criteria are met:

1. A licensed physician must certify:
 - a. that the student is expected to be absent from school due to a physical or psychiatric condition for at least fifteen (15) consecutive school days (or the equivalent on a block schedule), or due to a chronic condition for at least fifteen (15) school days (or the equivalent on a block schedule) which need not run consecutively;
 - b. that the student is confined to home or hospital; and,
 - c. that the student will be able to participate in and benefit from an instructional program.
2. The student is under medical care for illness or injury which is acute, catastrophic, or chronic in nature.
3. The student can receive an instructional program without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.
4. The student is in kindergarten through twelfth grade and is enrolled in a public school prior to the referral for homebound or hospitalized services, unless the student meets criteria for eligibility under Rules 6A-6.03011, 6A-6.03012, 6A-6.03013, 6A-6.03014, 6A-6.03015, 6A-6.03016, 6A-6.03018, 6A-6.03021, 6A-6.03022, 6A-6.03023, and 6A-6.03027, FAC.
5. A parent, guardian, or primary caregiver signs parental agreement concerning homebound or hospitalized policies and parental cooperation.

Student evaluation:

The minimum evaluation for determining eligibility is:

An annual medical statement, from a licensed physician(s), including a description of the disabling condition or diagnosis with any medical implications for instruction. This report states that the student is unable to attend school, describes the plan of treatment, provides

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

J. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS HOMEBOUND OR HOSPITALIZED

recommendations regarding school re-entry, and gives an estimated duration of condition or prognosis. The team determining eligibility may require additional evaluation data. This additional evaluation data must be provided at no cost to the parent.

A physical reexamination and a medical report by a licensed physician(s) may be requested by the administrator of exceptional student education or the administrator's designee on a more frequent basis than required in this rule, and may be required if the student is scheduled to attend school part of a day during a recuperative period of readjustment to a full school schedule. This physical examination and medical report shall be at no cost to the parent.

Determining eligibility:

Procedures for determining eligibility shall be in accordance with Rule 6A-6.0331, FAC, the Procedures for Identification and Determination of Eligibility of Exceptional Students section of this document.

Providing an Individual Educational Plan:

The IEP shall be developed or revised prior to assignment to the homebound or hospitalized program placement as described in the Procedures for Providing an IEP for Students with Disabilities section of this document. A student may be alternately assigned to the homebound or hospitalized program and to a school-based program due to an acute, chronic, or intermittent condition as certified by a licensed physician. The decision shall be made by the individual educational plan (IEP) team in accordance with the requirements of Rule 6A-6.03028, FAC.

Dismissal criteria

A student no longer meets eligibility criteria for placement in a special program for Homebound or Hospitalized (H/H) as determined by consultation with the H/H teacher, physician, parent, and/or school personnel.

- a. The student no longer meets eligibility criteria set forth in Rule 6A-6.03020, or
- b. Physician recommends that the student no longer requires participation in the program and is ready to return to school or
- b. Valid certification of exemption in accordance with s. 1003.21(3), F.S.; **and**,
(Additional criteria may be included.)

| | |
|--|--|
| <input checked="" type="checkbox"/> Additional information included. | <input type="checkbox"/> No additional information included. |
| d. The student is determined eligible for a less restrictive exceptional student education program. <input type="checkbox"/> | |
| e. The medical authorization date has expired. <input type="checkbox"/> | |
| f. The student has been observed to be in a setting which is outside the hospital, home, H/H office, or physician's office unless the student's medical statement indicates that he/she can participate in school site classes for part of <input type="checkbox"/> the day. | |

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

J. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS HOMEBOUND OR HOSPITALIZED

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Instructional program:

The following settings and instructional modes, or a combination thereof, are appropriate methods for providing instruction to students determined eligible for these services:

Instruction in a home. The parent, guardian, or primary caregiver provides a quiet, clean, well-ventilated setting where the teacher and student will work; ensures that a responsible adult is present; and, establishes a schedule for student study between teacher visits which takes into account the student's medical condition and the requirements of the student's coursework (Rule 6.03020)(7)(a), FAC.

Instruction in a hospital. The hospital administrator or designee provides appropriate space for the teacher and student to work and allows for the establishment of a schedule for student study between teacher visits. Districts may establish such procedures through a memorandum of understanding or an interagency agreement.

Instruction through telecommunications devices. When the IEP team determines that instruction is by telecommunications or computer devices, an open, uninterrupted telecommunications link shall be provided at no additional cost to the parent during the instructional period. The parent ensures that the student is prepared to actively participate in learning.

1. Philosophy

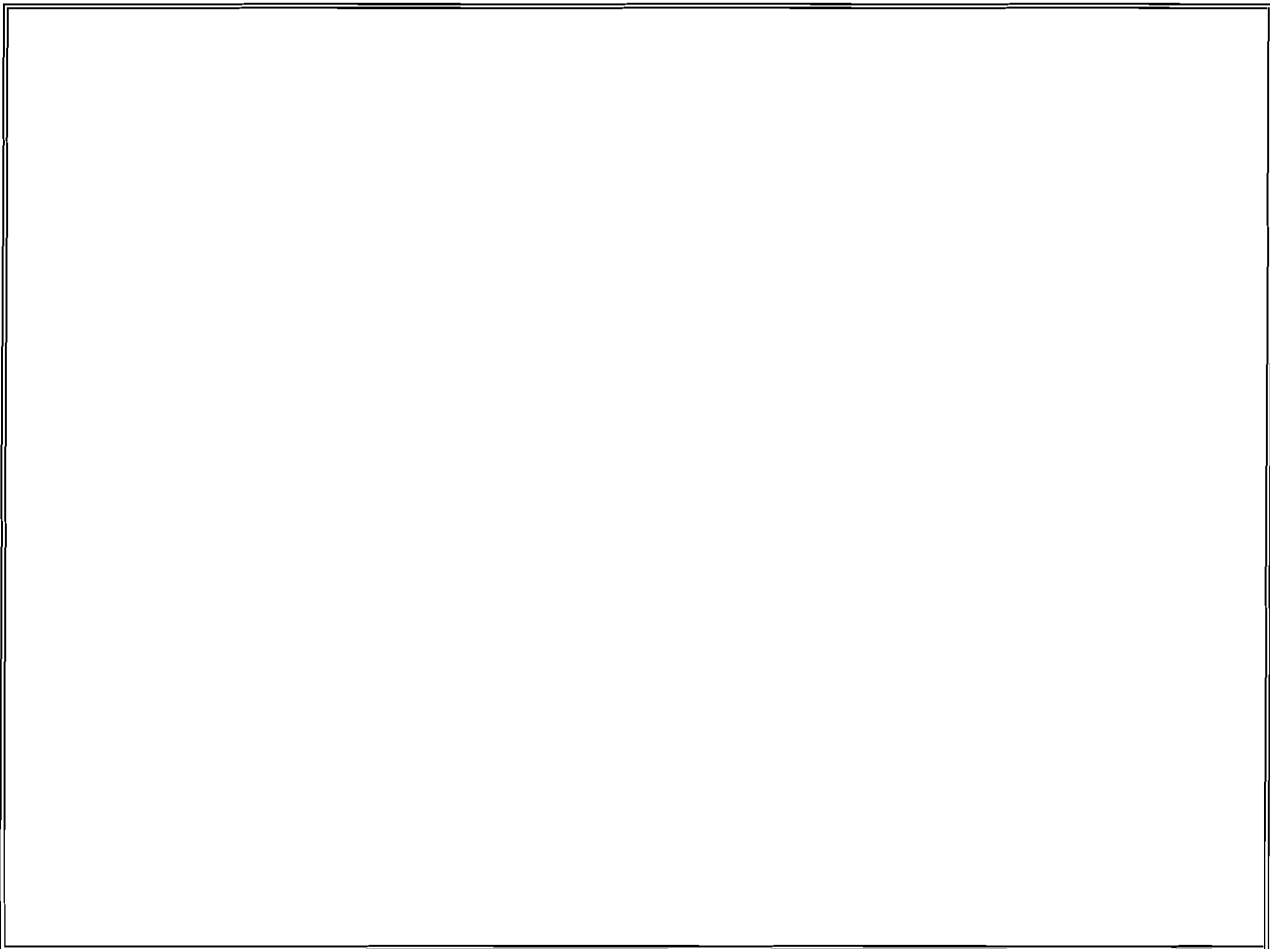
Each student with a disability is entitled to receive a free appropriate public education in the least restrictive environment, which will enable the student to progress in the general curriculum to the maximum extent appropriate. Specially designed instruction and related services are designed to meet the unique needs of the student and includes specially designed instruction, supportive services, and accommodations and modifications as needed by the student. A range of service delivery options is available to meet the student's special needs. Teachers are trained to provide the unique services identified for each student and are provided with administrative support to assure adequate funds for materials and inservice training.

(Additional information may be included)

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|---|
| <input checked="" type="checkbox"/> No additional information is included. <input type="checkbox"/> Additional information is included below: |
| |

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

J. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS HOMEBOUND OR HOSPITALIZED



2. Curriculum

The curriculum for each student with a disability will be determined by the IEP team and will be initiated with the assumption of access to the general curriculum (Sunshine State Standards) with appropriate accommodations. The Sunshine State Standards for Special Diploma provide curriculum direction for the modification of the Sunshine State Standards and provide the other educational needs that are unique skills needed by some students with disabilities. Curriculum decisions reflect progress toward a standard high school diploma for most students with disabilities and progress toward a special diploma for those students for whom the IEP team determines a special diploma to be appropriate.

Students will access the Sunshine State Standards through appropriate programming with support from the special education teacher. Students will access Sunshine State Standards for Special Diploma as outlined in “Florida Course Descriptions: Exceptional Student Education Grades 6-8” and “Florida Course Descriptions: Exceptional Student Education Grades 9-12.” These course descriptions provide instruction in strategies to enable students with disabilities to

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

J. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS HOMEBOUND OR HOSPITALIZED

- m. social work;
- n. transportation; and
- o. assistive technology assessment and assistance.

These related services are provided in coordination with local school district student services and community agencies, the Florida Diagnostic & Learning Resources System Associate Centers and Specialized Centers, the Florida School for the Deaf and the Blind, special projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government including the Division of Blind Services, Children’s Medical Services, Department of Children and Families, and Vocational Rehabilitation.

(Additional information may be included)

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|--|
| <p><input type="checkbox"/> No additional information is included. <input checked="" type="checkbox"/> Additional information is included below:</p> <p>English for Speakers of Other Languages (ESOL) Students with disabilities identified at ESOL levels I-IV are <input type="checkbox"/> provided ESOL and home language instruction in accordance with Section V of the IEP to assure that the <input type="checkbox"/> communication needs of limited English proficient students are considered. ESOL Level V students with <input type="checkbox"/> disabilities are monitored for two years after they exit the ESOL Program.</p> |
|--|

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

K. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS DUAL SENSORY IMPAIRED

Definition: One who has dual sensory impairments affecting both vision and hearing, the combination of which causes a serious impairment in the abilities to acquire information, communicate, or function within the environment, or who has a degenerative condition which will lead to such an impairment.

Eligibility criteria: A student is eligible for a special program for students with dual sensory impairment if the student meets the following as required in Rule 6A-6.03022(2), FAC:

1. One or more of the following visual impairments:
 - a. a visual acuity of 20/70 or less in the better eye after best correction;
 - b. a peripheral field loss;
 - c. a progressive vision loss; or,
 - d. other documented visual conditions including but not limited to extreme light sensitivity or lack of contrast sensitivity; and,
2. One or more of the following hearing impairments:
 - a. hearing impairment of 30 dB or greater unaided in the better ear;
 - b. other documented auditory conditions including but not limited to monaural loss or an inability to screen out auditory background sounds; or,
 - c. a progressive hearing loss; and,
3. A combination of the visual and auditory impairments as specified above which adversely affects or has the potential to adversely affect the student's abilities to acquire information, communicate, or function within the environment, unless special instruction, materials, adaptations, or counseling are provided; or
4. A diagnosed degenerative condition or syndrome which will lead to dual sensory impairment and is likely to adversely affect the areas listed above.
5. Students are eligible for services from their third birthday until they graduate (receive a standard diploma or G.E.D) or through the school year in which they turn 22. Please reference the "Provision of Services" section of this document for the district's option concerning services during the school year in which the student turns 22.

Activities conducted prior to referral

Parent conferences, observation, general education interventions, review of records, and sensory screenings required prior to referral for exceptional student education, must be conducted in accordance with the procedures described in Part II in the General Procedures in Section C, pages 11 - 12 of this document, including the allowance for exceptions to this requirement under the specified circumstances.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

K. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS DUAL SENSORY IMPAIRED

Student evaluation

1. Minimum student evaluations as required in Rule 6A-6.03022(3), FAC, are:
 - a. for students with a suspected degenerative condition or syndrome which will lead to dual sensory impairment: a medical statement confirming the existence of such a condition or syndrome and its prognosis;
 - b. for students who are under the age of three (3) years:
 - (1) a medical eye exam describing etiology, diagnosis, and prognosis;
 - (2) documented observation of functional vision which includes possible impediments to visual use;
 - (3) an audiological exam; and,
 - (4) documented observation of auditory functioning.
 - c. For students who are over the age of three (3) years:
 - (1) a medical eye exam describing etiology, diagnosis, and prognosis;
 - (2) documented observation of functional vision which includes possible impediments to visual use;
 - (3) an audiological exam;
 - (4) documented observation of auditory functioning;
 - (5) an assessment of speech and language functioning which includes a differential diagnosis of the student's linguistic abilities and of modality strengths and preferences; and,
 - (6) an assessment of intellectual functioning, developmental level, or academic functioning.
2. Evaluations or tests administered may include but are not limited to:
 - a. Medical eye exam:
Qualified Evaluators: optometrist or ophthalmologist
 - b. Functional vision observation:
Qualified Evaluators (teachers of visually impaired students or orientation and mobility specialists or low vision specialist):

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|---|
| <input checked="" type="checkbox"/> No additional information is included. <input type="checkbox"/> Additional information is included below: |
|---|

See Appendix A for a list of suggested evaluations

- c. Audiological evaluation:
Qualified Evaluator: audiologist

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

K. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS DUAL SENSORY IMPAIRED

d. Functional auditory observation:

Qualified Evaluators (teacher of the deaf or hard-of-hearing, speech and language pathologist and audiologist):

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|---|
| <input checked="" type="checkbox"/> No additional information is included. <input type="checkbox"/> Additional information is included below: |
|---|

e. Speech and language assessment:

Qualified Evaluators: speech-language pathologist

See Appendix A for a list of suggested evaluations

f. Intellectual functioning:

Qualified Evaluator: psychologist

See Appendix A for a list of suggested evaluations

g. Developmental functioning:

Qualified Evaluators:

| |
|--|
| Classroom Teacher <input type="checkbox"/> School Psychologist <input type="checkbox"/> Bilingual Assessor <input type="checkbox"/> Itinerant ESOL Teacher <input type="checkbox"/> |
|--|

See Appendix A for a list of suggested evaluations

h. Academic functioning:

Qualified Evaluators:

| |
|--|
| Classroom Teacher <input type="checkbox"/> School Psychologist <input type="checkbox"/> Bilingual Assessor <input type="checkbox"/> Itinerant ESOL Teacher <input type="checkbox"/> |
|--|

See Appendix A for a list of suggested evaluations

Reevaluation

Reevaluation shall occur at least every three (3) years and shall include a minimum of the evaluations required in Rule 6A-6.03022(3)(b), FAC, and any other evaluations specified by an evaluation specialist and an exceptional student teacher after examination of available information in all areas addressed in the initial evaluation or in subsequent reevaluations of the student in accordance with Rule 6A-6.03411(2)(i)1., FAC. The medical aspect of reevaluation for students with bilateral anophthalmia may be waived by a written recommendation of a physician.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

K. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS DUAL SENSORY IMPAIRED

Dismissal criteria

Upon following the reevaluation process, the IEP team determines that the student

- a. is successful in the general education curriculum without special education support; or
- b. the disability no longer interferes with the student's ability to participate in the educational program; **and,**

(Additional criteria may be included.)

| | |
|---|---|
| <input type="checkbox"/> Additional information included. | <input checked="" type="checkbox"/> No additional information included. |
|---|---|

Instructional program

1. Philosophy

Each student with a disability is entitled to receive a free appropriate public education in the least restrictive environment, which will enable the student to progress in the general curriculum to the maximum extent appropriate. Specially designed instruction and related services are designed to meet the unique needs of the student and includes specially designed instruction, supportive services, and accommodations and modifications as needed by the student. A range of service delivery options is available to meet the student's special needs. Teachers are trained to provide the unique services identified for each student and are provided with administrative support to assure reasonable class size, adequate funds for materials, and inservice training.

(Additional information may be included)

| | |
|--|---|
| <input type="checkbox"/> No additional information is included. | <input checked="" type="checkbox"/> Additional information is included below: |
| Students who are dual sensory impaired in grades pre-k-12 follow a curriculum specifically designed by the IEP <input type="checkbox"/> team. The State of Florida Curriculum Frameworks for Exceptional Students (grades 9-12) are used to guide the <input type="checkbox"/> instructional programs, based on the diploma option selected. In addition, students who are dual sensory impaired <input type="checkbox"/> may receive instruction in classes for students who are educable mentally handicapped, trainable mentally <input type="checkbox"/> handicapped, profoundly mentally handicapped, deaf/hard-of-hearing, or visually impaired, as appropriate. | |

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

K. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS DUAL SENSORY IMPAIRED

2. Curriculum

The curriculum for each student with a disability will be determined by the IEP team and will be initiated with the assumption of access to the general curriculum (Sunshine State Standards) with appropriate accommodations. The Sunshine State Standards for Special Diploma provide curriculum direction for the modification of the Sunshine State Standards and provide the other educational needs that are unique skills needed by most students with disabilities. Curriculum decisions reflect progress toward a standard high school diploma for most students with disabilities and progress toward a special diploma for those students with cognitive disabilities who need a functional curriculum to address appropriate outcomes.

Students will access the Sunshine State Standards through appropriate programming with support from the special education teacher. Students will access Sunshine State Standards for Special Diploma as outlined in “Florida Course Descriptions: Exceptional Student Education Grades 6-8” and “Florida Course Descriptions: Exceptional Student Education Grades 9-12.” These course descriptions provide instruction in strategies to enable students with disabilities to access the general curriculum through regular class placement or access functional skills needed for adult life as determined by the IEP team.

(Additional information may be included)

No additional information is included. Additional information is included below:

Prekindergarten classes - The primary goal of the prekindergarten program is to enhance overall development in the following areas: language development, fine motor skills, gross motor skills, cognitive skills, and self help/socialization skills. The curriculum utilized in the prekindergarten program must be developmentally appropriate (e.g. High/Scope Curriculum). Adaptions to this curriculum or an alternative curriculum may be needed to appropriately serve the needs of the severe and profoundly handicapped prekindergarten student. The curricula used may include but are not limited to the following:

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

K. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS DUAL SENSORY IMPAIRED

The curriculum for kindergarten - grade 12 includes child-centered instruction in:

- | | |
|--|--|
| (1) self-help, basic readiness, independent living | (4) motor and recreational skills |
| (2) adaptive and linguistic skills | (5) social skills |
| (3) academic skills | (6) prevocational and/or vocational skills |

3. Instructional support

Registry information on all students who are dual sensory impaired shall be submitted to the state's registry of students with dual sensory impairments and to the Florida Instructional Materials Center for the Visually Impaired as required for access to certain specialized materials. Students receive instructional support through the specially designed instruction and related services provided as determined through the IEP process. Special education teachers provide:

- a. instruction in special education including curriculum and learning strategies, independent functioning, social/emotional behavior, and communication; and,
- b. skill development through related services including orientation and mobility, physical therapy, and occupational therapy.

Other instructional support services include:

- a. audiology
- b. counseling provided by qualified personnel
- c. early identification and assessment
- d. medical services to determine medically related disability resulting in the need for specially designed instruction and related services
- e. parent counseling and training
- f. psychological services
- g. recreation
- h. rehabilitation counseling
- i. school health services
- j. social work
- k. transportation

These support services are provided in coordination with local school district student services and community agencies, the Florida Diagnostic & Learning Resources System Associate Centers and Specialized Centers, the Florida School for the Deaf and the Blind, special projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government including the Division of Blind Services, Children's Medical Services, Department of Children and Families, and Vocational Rehabilitation.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

K. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS DUAL SENSORY IMPAIRED

(Description of additional instructional support may be included.)

No additional information is included. Additional information is included below:

Additional agencies, resources, or services specifically for students who are dual sensory impaired include the American Printing House for the Blind, Florida Instructional Materials Center for Visually Handicapped, Recording for the Blind and Dyslexic, and Deaf Services Bureau.

English for Speakers of Other Languages (ESOL) Students with disabilities identified at ESOL levels I-IV are provided ESOL and home language instruction in accordance with Section V of the IEP to assure that the communication needs of limited English proficient students are considered. ESOL Level V students with disabilities are monitored for two years after they exit the ESOL Program.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

L. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS AUTISTIC

Definition: One who has a disability reflected in severe disorders of communication, behavior socialization, and academic skills, and whose disability was evident in the early developmental stages of childhood. The autistic child appears to suffer primarily from a pervasive impairment of cognitive and perceptual functioning, the consequences of which are manifested by limited ability to understand, communicate, learn, and participate in social relationships.

Eligibility criteria: The following criteria, consistent with the definition, are used to determine each student's eligibility for a special program:

1. evidence of onset of disorder at birth or during the first three (3) years of life;
2. evidence of severely delayed or absent speech and language skills;
3. evidence of impaired or complete lack of emotional/social relationships;
4. evidence of abnormal responses to stimuli which may involve any or all of the sensory modalities; and,
5. evidence of a severe functional retardation which may be accompanied by normal or superior abilities in some areas.
6. Students are eligible for services from birth until they graduate (receive a standard diploma or G.E.D) or through the school year in which they turn 22. Please reference the "Provision of Services" section of this document for the district's option concerning services during the school year in which the student turns 22.

Activities conducted prior to referral

Parent conferences, observation, general education interventions, review of records, and sensory screenings required prior to referral for exceptional student education, must be conducted in accordance with the procedures described in Part II in the General Procedures in Section C, pages 11 - 12 of this document, including the allowance for exceptions to this requirement under the specified circumstances.

Student evaluation

1. Minimum student evaluations as required by Rule 6A-6.03023(3), FAC, are:
 - a. documented and dated anecdotal records of behavioral observations, if required by the district program administrator, based on criteria specified in the district procedures document;
 - b. documented evidence that a social and developmental history has been compiled directly from the parent or guardian;
 - c. a comprehensive psychological evaluation conducted by a certified school psychologist, licensed psychologist or psychiatrist, which shall include an individual evaluation of

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

L. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS AUTISTIC

intellectual ability and potential, behavioral observations, and an educational evaluation, if appropriate;

- d. a physical evaluation which will include a neurological evaluation if deemed necessary by the examining physician or psychologist;
- e. an evaluation of sensory functioning including vision and hearing; and,
- f. an evaluation of speech and language development.

2. Evaluations or tests administered may include but are not limited to:

a. Social-developmental history

Qualified Evaluators:

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|--|
| School Social Worker☐ School Psychologist |
|--|

b. Psychological evaluation:

Intellectual Ability and Potential

Qualified Evaluators: psychologist or psychiatrist

See Appendix A for a list of suggested evaluations

c. Behavioral Observations:

Qualified Evaluators:

| | |
|-----------------------|--------------------|
| School Psychologist | Neurologist☐ |
| Licensed Psychologist | Classroom Teacher☐ |
| Psychiatrist | |

See Appendix A for a list of suggested evaluations

d. Educational Evaluation:

Qualified Evaluators:

| |
|----------------------|
| School Psychologist☐ |
| Classroom Teacher☐ |
| Bilingual Assessor |

See Appendix A for a list of suggested evaluations

e. Physical exam (See 1(d) above):

Qualified Evaluator: physician

f. Neurological exam (See 1(d) above):

Qualified Evaluator: neurologist

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

L. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS AUTISTIC

- g. Vision (See General Section, Screening)
- h. Hearing (See General Section, Screening)
- i. Speech and language development:
Qualified Evaluators:

Speech-Language Pathologist
Licensed Psychologist/School Psychologist (qualified language instruments).

See Appendix A for a list of suggested evaluations

- j. Anecdotal records of behavioral observations based on the following criteria (See 1(a) above):

Anecdotal records criteria:

At least two anecdotal records of behavioral observation of the student in more than one situation or environment are required. The observations should cite specific problems with verbal and/or nonverbal communication and social interaction which have an adverse effect on the student's educational performance.

Other behavioral characteristics to be considered in the anecdotal records include the following:

1. Engagement in repetitive activities and stereotyped movements and/or self-injurious/self-stimulatory behavior.
2. Resistance to environmental change or change in daily routines.
3. Unusual responses to sensory experiences.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

L. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS AUTISTIC

Qualified Evaluators:

School Psychologist
Licensed Psychologist
Psychiatrist
Neurologist
School social worker
Teacher
Bilingual Assessor
FAB Specialist

Dismissal criteria

Upon following the reevaluation process, the IEP team determines that the student

- c. is successful in the general education curriculum without special education support; or
- d. the disability no longer interferes with the student's ability to participate in the educational program; **and,**
(Additional criteria may be included.)

| | |
|--|--|
| <input type="checkbox"/> Additional information included. | <input type="checkbox"/> No additional information included. |
| Refer to the General Section. . . | |
| <input type="checkbox"/> | |
| Additionally, a student with autism is considered for dismissal when: <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| 1. the student no longer exhibits severe impairments in socialization which have an adverse effect on his/her <input type="checkbox"/> | |
| educational performance, and: <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| 2. the student possesses an intentional communication system which is functional, or <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| 3. the reevaluation results and the IEP team findings indicate that placement in the regular education program is <input type="checkbox"/> | |
| appropriate and the student is no longer a student with a disability. | |

Instructional program

1. Philosophy

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

L. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS AUTISTIC

Each student with a disability is entitled to receive a free appropriate public education in the least restrictive environment, which will enable the student to progress in the general curriculum to the maximum extent appropriate. Specially designed instruction and related services are designed to meet the unique needs of the student and includes specially designed instruction, supportive services, and accommodations and modifications as needed by the student. A range of service delivery options is available to meet the student's special needs. Teachers are trained to provide the unique services identified for each student and are provided with administrative support to assure reasonable class size, adequate funds for materials, and inservice training.

(Additional information may be included)

No additional information is included. Additional information is included below:

Inherent in the program for students with autism is the recognition that autism is a developmental disability that severely impacts the student's communication and social skills. Concentrated efforts are put forth to develop a communication system that is appropriate to the needs and abilities of the student. For verbal students, special consideration is given to the pragmatics of speech and language for the purpose of enhancing the students' ability to appropriately interact with each other. Communication may be verbal, written and/or pictorial, facilitated, gestural, or a sign system, and is presented in a meaningful situation. The environment is structured to increase student-initiated communication. The primary goal of the program is to help students with autism to benefit from their education in terms of independent functioning in the community and work environment(s). Recognizing that levels of functioning of students with autism are diverse, the instructional program is individualized. Academic goals are appropriate for some, while others need instructional programs geared toward vocational preparation. Educational goals emphasize functional communication and the acquisition of appropriate social skills.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

L. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS AUTISTIC

2. Curriculum

The curriculum for each student with a disability will be determined by the IEP team and will be initiated with the assumption of access to the general curriculum (Sunshine State Standards) with appropriate accommodations. The Sunshine State Standards for Special Diploma provide curriculum direction for the modification of the Sunshine State Standards and provide the other educational needs that are unique skills needed by some students with disabilities. Curriculum decisions reflect progress toward a standard high school diploma for most students with disabilities and progress toward a special diploma for those students for whom the IEP team determines a special diploma to be appropriate.

Students will access the Sunshine State Standards through appropriate programming with support from the special education teacher. Students will access Sunshine State Standards for Special Diploma as outlined in "Florida Course Descriptions: Exceptional Student Education Grades 6-8" and "Florida Course Descriptions: Exceptional Student Education Grades 9-12." These course descriptions provide instruction in strategies to enable students with disabilities to access the general curriculum through regular class placement or access functional skills needed for adult life as determined by the IEP team.

(Additional information may be included)

No additional information is included. Additional information is included below:

The curriculum for students with Autism Spectrum Disorder (ASD) should stress the development of age-appropriate, functional, and community based skills. Goals for students with ASD should focus on developing independence in the following areas: communication, social, functional/academic, daily living, recreation/leisure and vocational.

Curriculum offerings and course selections in grades 9-12 are determined by the student's level of functioning and the diploma being sought.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

L. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS AUTISTIC

3. Instructional support

Students receive instructional support through the specially designed instruction and related services provided as determined through the IEP process. Special education teachers and speech and language pathologists, when appropriate, provide instruction in special education including curriculum and learning strategies, independent functioning, social/emotional behavior, and communication. Skill development is available through related services including:

- a. orientation and mobility;
- b. physical therapy;
- c. occupational therapy;
- d. audiology;
- e. counseling provided by qualified personnel;
- f. early identification and assessment;
- g. medical services to determine medically related disability resulting in the need for specially designed instruction and related services;
- h. parent counseling and training;
- i. psychological services;
- j. recreation;
- k. rehabilitation counseling;
- l. school health services;
- m. social work;
- n. transportation; and,
- o. assistive technology assessment and assistance.

These related services are provided in coordination with local school district student services and community agencies, the Florida Diagnostic & Learning Resources System Associate Centers and Specialized Centers, the Florida School for the Deaf and the Blind, special projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government including the Division of Blind Services, Children’s Medical Services, Department of Children and Families, and Vocational Rehabilitation.

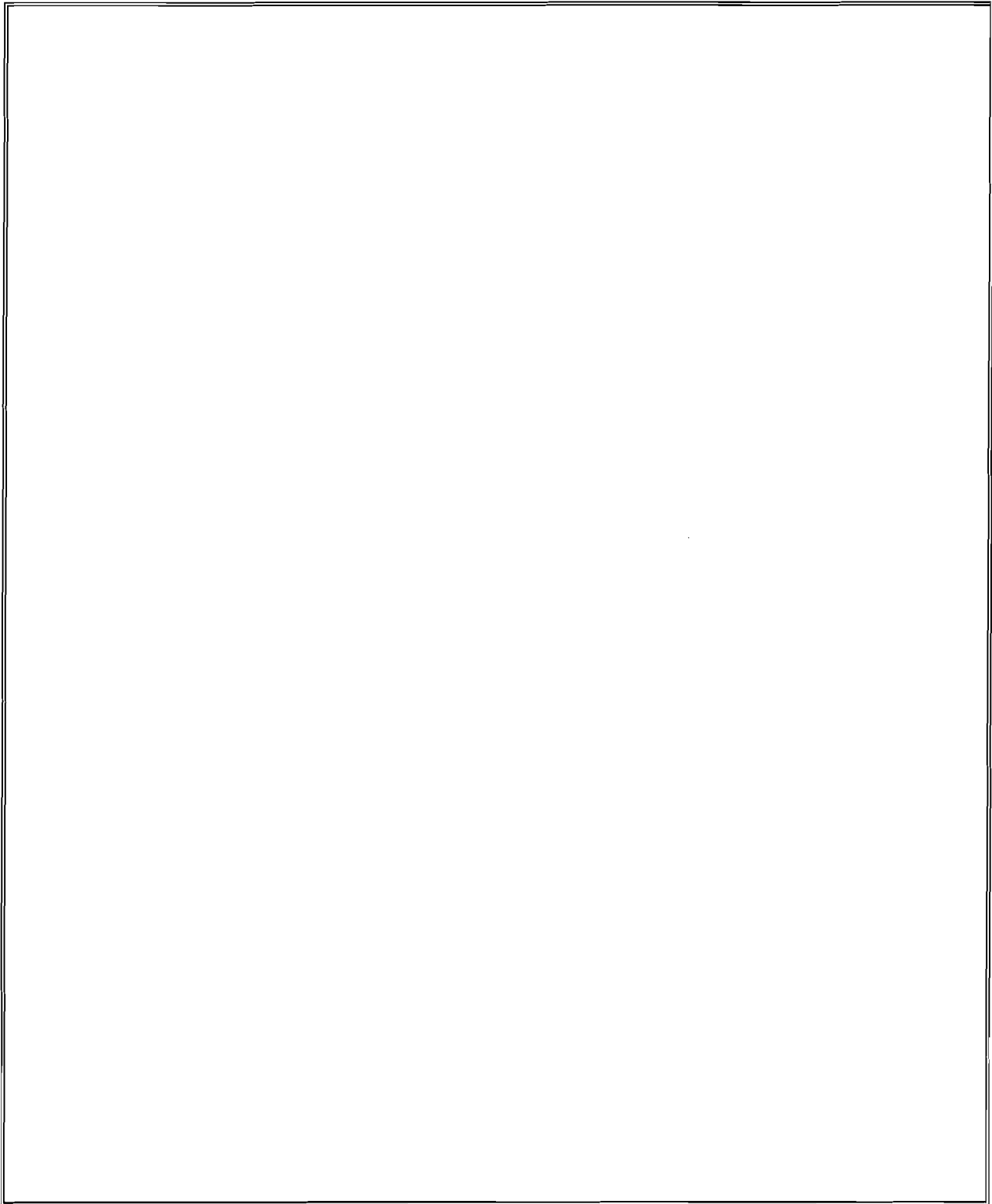
(Additional information may be included)

No additional information is included. Additional information is included below:

English for Speakers of Other Languages (ESOL) Students with disabilities identified at ESOL levels I-IV are provided ESOL and home language instruction in accordance with Section V of the IEP to assure that the communication needs of limited English proficient students are considered. ESOL Level V students with disabilities are monitored for two years after they exit the ESOL Program.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

L. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS AUTISTIC



PART III. PROCEDURES FOR SPECIFIC PROGRAMS

M. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS NEEDING PHYSICAL THERAPY

Definition: An exceptional student who requires 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, is eligible to receive physical therapy as defined in Rule 6A-6.03024, FAC.

Eligibility criteria: An exceptional student is eligible for a specially directed program for physical therapy if the exceptional student has:

1. identified physical impairments, motor deficits or developmental delays which significantly interfere with the achievement of learning; or,
2. muscular or neuromuscular conditions, skeletal deformities, trauma and physically debilitating conditions which limit the student's ability to attain functional performance within the educational setting; or,
3. a severe disability which substantially limits one or more of such student's major life activities.

Students are eligible for services from birth until they graduate (receive a standard diploma or G.E.D) or through the school year in which they turn 22. Please reference the "Provision of Services" section of this document for the district's option concerning services during the school year in which the student turns 22.

Student evaluation

1. The minimum evaluation of the student as required by Rule 6A-6.03024, FAC, shall include:
 - a. an evaluation by a physical therapist licensed in this state.
 - b. Prior to the determination of eligibility, the school district shall have a written medical prescription or referral for physical therapy signed by a health care practitioner, pursuant to section 486.021, F.S.

Providing an individual educational plan

In addition to procedures described in the General Section, a physical therapist shall annually evaluate the student's progress in meeting measurable annual goals including short term objectives or benchmarks stated in the IEP related to physical therapy.

Dismissal criteria

- Upon following the reevaluation process, the IEP team determined that the student:
- a. is successful in the general education curriculum without physical therapy support; **or**,
 - b. is successful in the educational program without physical therapy support, **and**

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

M. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS NEEDING PHYSICAL THERAPY

(Additional information may be included)

Additional information included. No additional information included.

The IEP Team may also consider the related service of physical therapy if within his/her education program, the student:

- (a) has achieved a level of function commensurate with his overall development and physical ability,
- (b) is participating with alternative strategies and interventions implemented by other school-based personnel,
- (c) has reached functional performance in areas addressed by physical therapy.

Instructional program

1. Philosophy

Each student with a disability is entitled to receive a free appropriate public education in the least restrictive environment, which will enable the student to progress in the general curriculum to the maximum extent appropriate. Specially designed instruction and related services are designed to meet the unique needs of the student and includes specially designed instruction, supportive services, and accommodations and modifications as needed by the student. A range of service delivery options is available to meet the student's special needs. Teachers are trained to provide the unique services identified for each student and are provided with administrative support to assure reasonable class size, adequate funds for materials, and inservice training.

(Additional information may be included)

No additional information is included. Additional information is included below:

Physical therapy services are recommended to enable students with disabilities to access education, not for medical treatment or rehabilitation needs.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

M. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS NEEDING PHYSICAL THERAPY

Educationally relevant therapy is provided for the following reasons:

1. to ensure that the student can participate in the educational program,
2. to enhance the student's potential for inclusion,
3. to adapt the classroom environment/curriculum, and/or
4. to establish a classroom management plan.

2. Curriculum

The instructional program shall be based on the student's individual educational plan and the plan of treatment developed by a physical therapist.

(Additional information may be included.)

No additional information is included. Additional information is included below:

The curriculum is designed to enhance the student's opportunity for functioning within the educational environment. Curriculum support is given to the classroom teacher regarding the safest procedures for managing the student in the classroom as well as instruction in how to incorporate intervention strategies into the educational program.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

M. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS NEEDING PHYSICAL THERAPY

3. Instructional support

Physical therapy may be provided by either a licensed physical therapist or a licensed physical therapy assistant pursuant to the provisions of s. 486.021, F.S.

(Additional information may be included.)

No additional information is included. Additional information is included below:

Inservice training and staff development are provided to physical therapists and physical therapist assistants on an ongoing basis. FDLRS-S provides planning, coordination, and assistance in the implementation of inservice training programs to physical therapists and physical therapist assistants.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

N. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS NEEDING OCCUPATIONAL THERAPY

Definition: An exceptional student whose physical motor or neurological deficits result in significant dysfunction in daily living skills, academic learning skills, or adaptive social or emotional behaviors, is eligible to receive occupational therapy.

Eligibility criteria: An exceptional student is eligible for occupational therapy if the exceptional student has identified significant:

1. developmental deficits; or
2. dysfunctions, or
3. disabilities

to a degree not otherwise provided for in the exceptional student education instructional environment.

Students are eligible for services from birth until they graduate (receive a standard diploma or G.E.D) or through the school year in which they turn 22. Please reference the "Provision of Services" section of this document for the district's option concerning services during the school year in which the student turns 22.

Student evaluation

The minimum evaluation for placement of a student as required by Rule 6A-6.03025, FAC, is an evaluation by an occupational therapist licensed in this state. Although a medical prescription is not required, appropriate medical records and social history may be reviewed as a part of the evaluation process.

Providing an individual educational plan

In addition to the procedures described in the General Section, an occupational therapist shall evaluate the student's progress in meeting measurable annual goals including short term objectives or benchmarks in the IEP related to occupational therapy.

Dismissal criteria

Upon following the reevaluation process, the IEP team determined that the student:

- a. is successful in the general education curriculum without occupational therapy support;
- or,**
- b. is successful in the educational program without occupational therapy support, **and**

| | |
|---|--|
| <input type="checkbox"/> Additional information included. | <input type="checkbox"/> No additional information included. |
| The IEP Team may also consider discontinuing the related service of occupational therapy if, within his/her educational program, the student: | |
| | |

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

N. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS NEEDING OCCUPATIONAL THERAPY

- (a) has acquired the skills or compensatory methods addressed by occupational therapy
- (b) has achieved a level of function commensurate with his overall development and physical ability
- (c) is participating with alternate strategies and interventions implemented by other school-based personnel.

Instructional program

1. Philosophy

Each student with a disability is entitled to receive a free appropriate public education in the least restrictive environment, which will enable the student to progress in the general curriculum to the maximum extent appropriate. Specially designed instruction and related services are designed to meet the unique needs of the student and includes specially designed instruction, supportive services, and accommodations and modifications as needed by the student. A range of service delivery options is available to meet the student's special needs. Teachers are trained to provide the unique services identified for each student and are provided with administrative support to assure reasonable class size, adequate funds for materials, and inservice training.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

N. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS NEEDING OCCUPATIONAL THERAPY

(Additional information may be included)

No additional information is included. Additional information is included below:

Occupational therapy services are provided when needed to enable students with disabilities to access education, not for medical treatment or rehabilitation needs.

Educationally relevant therapy is provided for the following reasons:

1. to ensure that the student can participate in the educational program;
2. to enhance the student's potential for inclusion;
3. to adapt the classroom environment/curriculum, and/or
4. to establish a classroom management plan.

2. Curriculum

The instructional program shall be based on the student's individual educational plan and the plan of treatment developed by an occupational therapist.

(Additional information may be included.)

No additional information is included. Additional information is included below:

The curriculum is designed to enhance the student's opportunity for functioning within the educational environment. Curriculum support is given to the classroom teacher regarding the safest procedures for managing the student in the classroom, as well as instruction in how to incorporate intervention strategies into the educational program.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

N. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS NEEDING OCCUPATIONAL THERAPY

3. Instructional support

Occupational therapy may be provided by either a certified occupational therapist, a licensed occupational therapist or a licensed occupational therapy assistant pursuant to the provisions of s. 468.203, F.S.

(Additional information may be included.)

No additional information is included. Additional information is included below:

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

O. PROGRAMS FOR PREKINDERGARTEN CHILDREN WITH DISABILITIES

Definition: A prekindergarten child with disabilities is a child who is five (5) years of age or below on September 1 of the school year and has a sensory, physical, mental, or emotional condition which significantly affects the attainment of normal developmental milestones.

Eligibility criteria: A child is eligible for prekindergarten programs for children with disabilities based upon meeting the eligibility criteria for one or more specific exceptionalities listed elsewhere in this document, and upon meeting the age requirements shown on the chart on page 6 of Part I.

1. The child is below three (3) years of age and meets criteria for eligibility for any of the following educational programs for disabled students:
 - a. Trainable Mentally Handicapped
 - b. Profoundly Mentally Handicapped
 - c. Deaf or Hard-of-Hearing
 - d. Visually Impaired
 - e. Physically Impaired
 - f. Severely Emotionally Disturbed
 - g. Dual Sensory Impaired
 - h. Autistic
 - i. Developmentally Delayed
 - j. Established Conditions
 - k. Speech and Language Impaired, Physical Therapy, or Occupational Therapy if this exceptionality accompanies eligibility for another program listed above.

2. The child is age three (3) through five (5) and meets the criteria for eligibility in one or more of the following educational programs for disabled students:
 - a. Educable Mentally Handicapped
 - b. Trainable Mentally Handicapped
 - c. Profoundly Mentally Handicapped
 - d. Speech and Language Impaired
 - e. Deaf or Hard-of-Hearing
 - f. Visually Impaired
 - g. Physically Impaired
 - h. Emotionally Handicapped/Severely Emotionally Disturbed
 - i. Specific Learning Disabilities
 - j. Homebound or Hospitalized
 - k. Dual Sensory Impaired
 - l. Autistic
 - m. Developmentally Delayed
 - n. Physical Therapy or Occupational Therapy if this exceptionality accompanies eligibility for another program listed above.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

O. PROGRAMS FOR PREKINDERGARTEN CHILDREN WITH DISABILITIES

3. The child is age five (5) or older on September 1st of the school year, is eligible for an education program for students with disabilities, and is assigned to a prekindergarten program in accordance with the student's individual educational plan.

Screening

(Describe the role of FDLRS Associate Center in the provision of child find activities for prekindergarten children. This description must be consistent with criteria for direct services approved by the Center's Coordinating Council.)

Prekindergarten children ages three to five suspected of having a disability are referred to Child Find at FDLRS-S for screening. The screening shall consist of a vision screening, hearing screening, speech and language screening, and developmental screening. Relevant medical and/or educational records are also reviewed.

Since many children ages birth through two have had recent medical evaluations and screenings at the Part C Early Steps Program, these reports will be accepted for screening purposes in lieu of standard district screening forms. The screening shall consist of a vision screening, hearing screening, speech and/or language screening and developmental screening.

The Pre-K Region Diagnostic Teams receive all referrals from FDLRS-S Child Find. These teams may assist in the screening process.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

O. PROGRAMS FOR PREKINDERGARTEN CHILDREN WITH DISABILITIES

Referral

(Describe the referral process for children transitioning from Florida's Part C Early Intervention Program (Early Steps Program) to the Part B program for prekindergarten children with disabilities.)

The description must include:

1. Procedures that describe how feedback on placement decisions is provided to FDLRS for entry into the CHRIS (Children's Registry and Information System) database; and,
2. A description of how the Early Steps Program notifies the Part B district prekindergarten program for children with disabilities regarding children in transition and how school district staff are involved in the transition planning meeting.

Children who are transitioning from Children's Medical Services - Early Steps Program and are potentially eligible for the M-DCPS Prekindergarten Program for Children with Disabilities are referred to M-DCPS six months to one year prior to the child's third birthday.

The Early Steps is responsible for scheduling a transition-to-LEA meeting 3-6 months prior to the child's third birthday. Early Steps notifies the LEA of the dates and times of the meetings.

In addition to the family, this meeting must include the Early Steps Primary Service Coordinator or designee, and a LEA liaison. Community representatives and others are invited, as appropriate. The LEA reviews program options in M-DCPS, as well as in other community agencies.

The Early Steps is responsible for providing existing screening and evaluation information to the LEA. Based on the identified individual transition needs, the Early Steps transition packet will include:

- ~Individualized Family Support Plan (IFSP)
- ~Occupational/Physical Therapy evaluation (if available)
- ~Vision and hearing screening
- ~Speech/Language evaluation (if available)
- ~Psychological evaluation (if available)
- ~Behavioral evaluation (if appropriate)
- ~Developmental evaluation
- ~Written report (if available)
- ~Assistive Technology evaluation (if appropriate)

The transition packet will be reviewed following district procedures for a referral.

The Pre-K District ESE Team and/or the Pre-K Region Diagnostic Team will complete additional evaluations, as needed.

By the child's third birthday, a staffing will be held to determine eligibility for exceptional student education services.

The Pre-K Staffing Specialists complete an Eligibility/Placement Staffing Results form after a scheduled staffing and sends the form to the Child Find specialist, who inputs the information into the CHRIS System.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

O. PROGRAMS FOR PREKINDERGARTEN CHILDREN WITH DISABILITIES

Child Evaluation

1. Evaluations are conducted in accordance with the requirements of applicable special program rules listed on preceding pages except that activities prior to referral are required as follows:
 - a. For an infant or toddler, vision and hearing screenings are to be completed, and
 - b. For school district programs, screenings for vision, hearing and communication are to be completed.
2. Existing screening and evaluation information available from agencies that previously served the child and family are used as appropriate to meet evaluation criteria.

Describe evaluation procedures and processes to include the following information:

1. a description of how a determination is made regarding evaluation team members;
2. a description of how existing data from the Early Steps Program is reviewed and used;
3. a description of how evaluation instruments are selected **and** the instruments typically used;
4. a description of parental involvement in the evaluation process; and,
5. a description of the evaluation approach (e.g. multidisciplinary, transdisciplinary, authentic assessment).

1. In M-DCPS, Pre-K evaluation team members are determined based on the results of a screening. It may include any of the following: Speech-Language Pathologist, Social Worker, School Psychologist, Educational Diagnostician.

2. All existing data from the Early Steps Program is transitioned by the LEA member attending the transition meeting to the Pre-K ESE District Staff. The existing data is reviewed by a school psychologist, speech/language pathologist, OT and PT. If further evaluations are needed, Pre-K ESE District Staff schedules appointments with the families to complete the needed evaluations.

3. Evaluation instruments are selected based upon the child's home language and developmental needs and the area of assessment. The Home Language Survey and the Home Language Screening Questionnaire will determine if the child will need a bilingual evaluation. The instruments typically used include, but are not limited to: a) Adaptive Behavior: Scales of Independent Behavior - Revised; Vineland Adaptive Behavior Scale; b) Intellectual Functioning: Preschool Performance Scale (PPS); Wechsler Preschool and Primary Scale of Intelligence-III (WPPSI-III); Stanford-Binet-V; Kaufman Assessment Battery for Children-II (KABC-II); Merrill-Palmer Revised; Leiter-R; c) Developmental: Callier-Azusa; Learning Accomplishment Profile-D; Brigance Inventory of Early Development; Battelle Developmental Inventory; Mullen Early Learning Scale; d) Speech/Language: Preschool Language Scale IV; Rosetti Language Scale; Receptive/Expressive Emergent Language - 3 (REEL-3); Clinical Evaluation of Language Fundamentals-Preschool (CELF-P); Khan Lewis Phonological Analysis-2 (KLPA-2); Hodson Assessment of Phonological Patterns - 3 (HAPP-3); Goldman-Fristoe Test of Articulation-2;

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

O. PROGRAMS FOR PREKINDERGARTEN CHILDREN WITH DISABILITIES

Qualified Evaluators

(Continued from page 202)

e) Motor: Test of Visual Motor Integration (VMI); f) Behavior: Behavior Assessment System for Children (BASC); Early Childhood Inventory-4 (ECI-4); Childhood Autism Rating Scale (CARS); Gilliam Autism Rating Scale (GARS); Childhood Behavior Checklist (CBCL).

4. The parents are an integral part of the evaluation process as they are interviewed for a social history and adaptive behavior scale (as needed), and provide information relative to their child's strengths and needs.

5. The evaluation approach most frequently used is the multi-disciplinary approach. Authentic assessment is used in the P.R.I.D.E. (Prekindergarten Instruction in the Diagnostic Environment) classroom, as well as the new play areas in each Region's Pre-K Diagnostic Team's hub.

Providing an individual educational plan (IEP) or individualized family support plan (IFSP)

Use of an individualized family support plan is required for children ages birth through two years. The use of an individualized family support plan can be used in lieu of an IEP, with parental approval, for children ages three through five years, in accordance with Rule 6A-6.03026(4)(b), FAC. Effective July 1, 2004, the Early Steps Program will reference the family support plan as the individualized family support plan (IFSP).

(Include additional information only if different from General Section)

No additional information is included. Additional information is included below:

For children in the Birth-Two Agency Contracted Programs, the IFSP may be used in lieu of the IEP to provide continuity of services until the end of the school year in which they turn three years of age. Parents receive written and verbal explanation of the differences between the IEP and IFSP, and parental consent is obtained for continuation of the IFSP.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

O. PROGRAMS FOR PREKINDERGARTEN CHILDREN WITH DISABILITIES

Please check:

(A) An individualized family support plan (IFSP) is utilized for **all** prekindergarten children with disabilities.

(B) An individualized family support plan (IFSP) is *sometimes* used for **some** prekindergarten children with disabilities. If checked, please describe above the circumstances when the IFSP is used in lieu of the IEP.

(C) An individualized educational plan (IEP) is used for **all** prekindergarten children with disabilities.

Instructional program

1. The individualized family support plan (IFSP) or individualized educational plan (IEP) is planned and developed through interagency collaboration with the family, service coordinator, and other providers of service to the child and family as appropriate.
2. Services to provide the parent, guardian, or primary caregiver the opportunity to acquire specific skills and knowledge which will enable them to enhance the child's cognitive, physical, social, communication, and adaptive behavior are available.
3. In the provision of an appropriate educational program for eligible children with disabilities below age three, home instruction may include direct instruction of the parent, guardian, or primary caregiver.

Philosophy

The primary goal of the Prekindergarten Program for Children with Disabilities is to enhance overall development in the following areas: communication, fine motor skills, gross motor skills, cognitive skills, literacy skills, self-help, and social/emotional skills. Since the natural learning mode for the young child is play, environments for these young children are developmentally appropriate. Opportunities are provided through a language-based curriculum for active concrete experiences in which the child makes decisions, develops imagination, acquires skills, develops a positive self-concept, uses critical thinking skills, and learns how to interact with other children.

A variety of inclusive opportunities and placements are provided to Pre-K children with disabilities to educate them alongside their non-disabled peers. These inclusive opportunities are provided through a continuum of settings from full inclusion into a Title I and Fee-Supported Prekindergarten classroom to opportunities during the school day with regular pre-K or kindergarten students.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

O. PROGRAMS FOR PREKINDERGARTEN CHILDREN WITH DISABILITIES

Curriculum: Include the following information:

1. curriculum (curricula) used;
2. describe how ongoing assessment relates to curriculum selected; and,
3. describe training available to staff on curriculum/curricula selected.

1. The primary curriculum implemented in M-DCPS by the general ed Pre-K classrooms and the Prekindergarten Program for Children with Disabilities is the High/Scope Curriculum. The ongoing assessment used is the documentation of daily Key notes/anecdotes from the Child Observation Record. Based on the Key notes/anecdotes, teachers plan daily lessons and activities. Teachers and paraprofessionals new to the Prekindergarten Program for Children with Disabilities are provided five days of training in the High/Scope Curriculum, which includes training in the assessment procedures. All other Pre-K ESE teachers(not in their first year) are provided with ongoing staff development training on a variety of topics related to curriculum implementation and adaptations.

2. The language/literacy curriculum used in all Pre-K classrooms is Building Early Language and Literacy (BELL) Program. This program provides instruction in both phonological awareness and early literacy (shared reading). Progress in this curriculum is measured by the Phonological and Early Literacy Inventory (PELI), administered to children two times per year. Four days of training specifically on the BELL and PELI are provided to every Pre-K ESE teacher with follow-up trainings and on a yearly basis.

3. The social/emotional curriculum models implemented in the Pre-K ESE classrooms are Conscious Discipline by Dr. Becky Bailey and the Devereux Early Childhood Assessment (DECA). Conscious Discipline focuses on cooperative connecting with each other through rituals, consistent routines, and strategies to disengage stress. Children become part of the school family where they feel safe and are encouraged to be respectful, compassionate and helpful towards each other. The DECA builds resiliency by addressing issues of attachment, initiative and self-control and plans activities based on class and individual needs. Parents and teachers complete the DECA evaluation two times per year to assess the child's progress in these areas. A two-day introductory training is provided in the Conscious Discipline approach with advanced follow-up activities each year. A one-day training in DECA is provided to all teachers new to Pre-K ESE with a one-day advanced training after the first year.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

O. PROGRAMS FOR PREKINDERGARTEN CHILDREN WITH DISABILITIES

4. The Learning Experiences-An Alternative Program for Preschoolers and Parents (LEAP) Curriculum by Dr. Philip Strain, University of Colorado, is a social skills curriculum for children with autism. Typically developing children and children with autism are taught necessary social skills to promote positive social behaviors. All Pre-K ESE teachers receive one day of training on social skills development and teachers in LEAP classrooms receive ongoing training several times throughout the year, on-site and through staff development sessions.
5. Limited English Proficient (LEP) Children are provided with English for Speakers of Other Languages (ESOL) strategies throughout the school day for English language development. Progress in English language development is assessed using one of the Continuum of ESOL Placement Tests for Exceptional Students.
6. Pre-K ESE mentor teachers are provided to all teachers new to Pre-K ESE during their first year in the program. Mentors followup on training by directly assisting with implementation in each Pre-K ESE teacher's classroom.

Instructional support

Students receive instructional support through the specially designed instruction and related services provided as determined through the IEP process. Special education teachers and speech and language pathologists, when appropriate, provide instruction in special education including curriculum and learning strategies, independent functioning, social/emotional behavior, and communication. Skill development is available through related services including:

- a. orientation and mobility;
- b. physical therapy;
- c. occupational therapy;
- d. audiology;
- e. counseling provided by qualified personnel;
- f. early identification and assessment;
- g. medical services to determine medically related disability resulting in the need for specially designed instruction and related services;
- h. parent counseling and training;
- i. psychological services;
- j. recreation;

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

O. PROGRAMS FOR PREKINDERGARTEN CHILDREN WITH DISABILITIES

- k. rehabilitation counseling;
- l. school health services;
- m. social work;
- n. transportation; and,
- o. assistive technology assessment and assistance.

These related services are provided in coordination with local school district student services and community agencies, the Florida Diagnostic & Learning Resources System Associate Centers and Specialized Centers, the Florida School for the Deaf and the Blind, special projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government including the Division of Blind Services, Children's Medical Services, Department of Children and Families, and Vocational Rehabilitation.

(Additional information must be included that relates specifically to the prekindergarten program for children with disabilities)

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

O. PROGRAMS FOR PREKINDERGARTEN CHILDREN WITH DISABILITIES

The Prekindergarten Program for Children with Disabilities has a website (prekese.dadeschools.net) with a multitude of resources for teachers, parents, community members and other professionals. The Pre-K ESE Teacher Handbook is posted on this site for staff to have access to all notices, memoranda, assistive technology needs, parent education meetings, and staff development training.

In addition, there is a lending library in the Pre-K ESE District Building specifically for Pre-K teachers, staff, families and community agencies. Videos, pamphlets, and books are available for check-out (and also posted on the Pre-K ESE website).

A materials workroom is available for Pre-K teachers, paraprofessionals, parents, and agency personnel to 'make-and-take' developmentally appropriate educational materials.

The Prekindergarten Resource Instructional Mobile for Exceptional Education (PRIME) technology van visits prekindergarten classrooms and the pre-k assistive technology team provides on-site assistive technology evaluations and assistance with low and high technology for Pre-K ESE classrooms.

Prekindergarten Instruction in the Diagnostic Environment (PRIDE) provides a diagnostic placement for children in the process of evaluation. The student attends a half-day session (8:30 a.m. - 10:45 a.m. or 11:45 a.m. - 2:00 p.m.) to allow diagnostic staff to evaluate him/her in a more natural setting, determine specific classroom strategies, and recommend program placements. Teachers, paraprofessionals, and agency/university personnel receive training by observing through a one-way window or watching live action on classroom cameras.

Classroom materials, equipment, and playgrounds are provided for all Pre-K ESE classrooms to support the developmental needs of the Pre-K children with disabilities.

All teachers new to the Prekindergarten Program for Children with Disabilities are assigned a Pre-K ESE mentor teacher from another school, who provides monthly visitations and technical assistance for up to one year.

Consult Pre-K teachers support the general education Pre-K teachers in M-DCPS by providing monthly classroom visits, adaptations, and strategies for working with children with disabilities, and facilitating periodic staff development training sessions.

Support is provided for Pre-K classrooms with children with autism and related disabilities by a Pre-K autism support specialist who gives specific strategies, adaptations, training, and parent support.

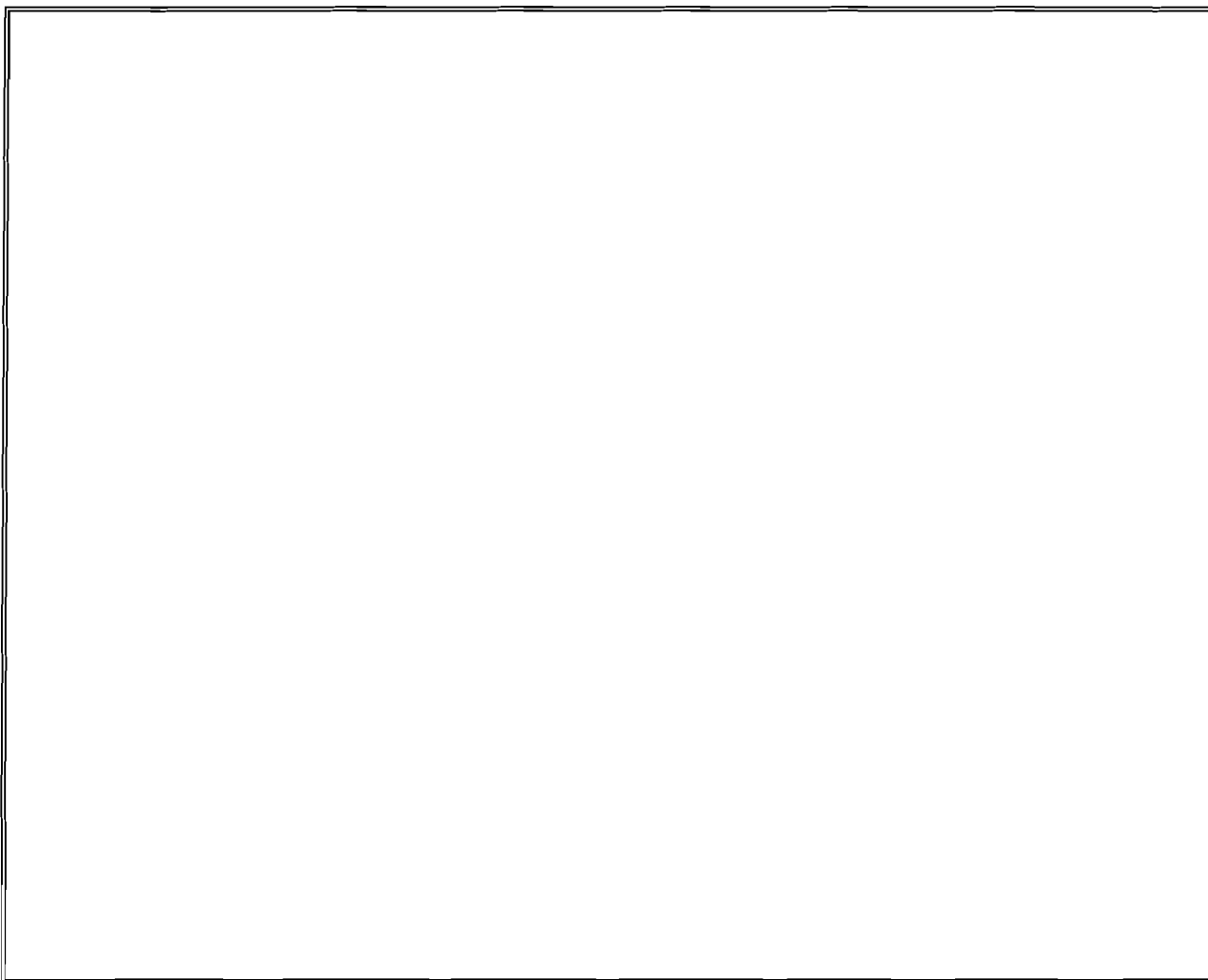
Support is provided for Pre-K classrooms with multi-impaired children and children with fragile medical needs in a Prescribed Pediatric Extended Care Facility (PPEC) by a Pre-K multi-impaired specialist who gives specific strategies, adaptations, training, and parent support.

Placement of interns from the University of Miami, Florida International University, and Barry University is facilitated by the Pre-K ESE District Staff to ensure high-quality placements.

'Sibshops' are provided monthly by the Pre-K District Social Workers for siblings of Pre-K children in the Prekindergarten Program for Children with Disabilities.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

O. PROGRAMS FOR PREKINDERGARTEN CHILDREN WITH DISABILITIES



PART III. PROCEDURES FOR SPECIFIC PROGRAMS

P. PROGRAMS FOR PREKINDERGARTEN CHILDREN WITH DEVELOPMENTAL DELAYS

Definition: Developmental delay is defined as delay in one or more of the following areas: adaptive or self help development; cognitive development; communication development; social or emotional development; or physical development; including fine or gross or perceptual motor, in children ages birth through two (2) years and three (3) through five (5) years of age.

Eligibility criteria: A child is eligible for special programs for children with developmental delays when criteria 1 or 2 are met. The eligibility staffing committee, which includes the invited parents, makes a determination concerning the effects of environmental or cultural differences, or economic disadvantage.

1. The child is three (3) through five (5) years of age and there is documentation of either (a), (b) or (c):
 - a. a score of two standard deviations below the mean or a 25% delay on measures yielding scores in months in at least one area of development; or
 - b. a score of 1.5 standard deviations below the mean or a 20% delay on measures yielding scores in months in at least two areas of development; or
 - c. based on informed clinical opinion, the eligibility staffing committee makes the recommendation that a developmental delay exists and exceptional student education services are needed.

2. The child is birth through two 2 years of age (below 36 months) and there is documentation of either (a), (b) or (c):
 - a. a score of 1.5 standard deviations below the mean in at least one area of development. For children below 24 months, the delay is defined in accordance with the child's corrected age; or
 - b. a 25% delay on measures yielding scores in months in at least one area of development. For children below the age of 24 months, the delay shall be defined in accordance with the child's corrected age; or
 - c. based on informed clinical opinion and observation of atypical functioning, the multidisciplinary team makes a recommendation that a developmental delay exists and exceptional student education services are needed.

Referral

1. For children ages three through five years, the following activities occur prior to referral for evaluation:
 - a. existing social, psychological, and medical data are reviewed, with referral for a health screening when need is indicated; and,
 - b. screenings for vision, hearing, and communication functioning are conducted, with referral for complete evaluations when need is indicated.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

P. PROGRAMS FOR PREKINDERGARTEN CHILDREN WITH DEVELOPMENTAL DELAYS

2. For children ages birth through two years, the following activities occur prior to determination of eligibility:
 - a. existing medical, psychological, and social and other related data are reviewed; and,
 - b. screenings for vision and hearing are conducted.

Child evaluation

1. For children ages three through five years, delay is documented by a multidisciplinary team in accordance with Rule 6A-6.03027(4), FAC, and includes the following:
 - a. standardized instruments, judgment based assessments, criterion referenced instruments, systematic observation, functional skills assessments, or other procedures selected in consultation with the parents; **or**
 - b. informed clinical opinion utilizing qualitative and quantitative information to determine the need for early intervention services; **and,**
 - c. parent report which can confirm or modify information obtained and describe behavior in environments that the district may not be able to access.
 - d. When a developmental delay cannot be verified by the use of standardized instruments, the delay(s) may be established through observation of atypical functioning in any one or more of the developmental areas. A written report documents the evaluation procedures used, the results obtained, the reason for overriding the results from standardized instruments, and the basis for recommending eligibility.
2. For children ages birth through two years, delay is documented by a multidisciplinary team in accordance with Rule 6A-6.03031(3), FAC, utilizing multiple measures of assessment which may include:
 - a. utilization of at least one measure of assessment which includes standardized instruments, judgment based assessments, criterion referenced instruments, systematic observation, functional skills assessments, or other procedures selected in consultation with the parents;
 - b. a parent report of the child's development and behavior to assist in determining the early intervention services needed;
 - c. when determined necessary by the multidisciplinary evaluation team, and in consultation with the parent, procedures for evaluation may also include, but not be limited to, a speech and language evaluation, physical therapy evaluation, additional medical evaluations, psychological evaluation, audiological evaluation, social work evaluation, and/or occupational therapy evaluation; and,
 - d. when a developmental delay cannot be verified by use of a standardized instrument, the delay(s) may be established through informed clinical opinion and the observation of atypical functioning in one or more of the developmental areas. A report is written documenting the evaluation procedures used, the results obtained, and the basis for recommending eligibility.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

P. PROGRAMS FOR PREKINDERGARTEN CHILDREN WITH DEVELOPMENTAL DELAYS

Instructional support

(Complete **only if** different from previous information given in Part III, Section O.)

No additional information is included. Additional information is included below:

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

Q. PROGRAMS FOR PREKINDERGARTEN CHILDREN WITH ESTABLISHED CONDITIONS

Definition: A child with an established condition is defined as a child ages birth through two (2) years with a diagnosed physical or mental condition known to have a high probability of resulting in developmental delay or disability. Such conditions include genetic disorders, metabolic disorders, neurological abnormalities, and insults, or severe attachment disorder.

Eligibility criteria: A child is eligible for special programs for children with established conditions when the following criteria are met:

1. the child is below the age of thirty-six (36) months; and,
2. a licensed physician(s), qualified to assess the child's physical or mental condition, makes a diagnosis or suspected diagnosis of a condition that has a high probability of resulting in developmental delay or disability.

Child Evaluation

1. Before eligibility determination, the following activities are completed:
 - a. a review of existing medical, psychological, and social information and other related data;
 - b. a screening for vision and hearing;
 - c. a report of a medical examination within the previous six month period, from a licensed physician(s) qualified to assess the child's physical or mental condition. Such a report includes a written statement of the child's diagnosis or suspected diagnosis;
 - d. a developmental assessment conducted by the multidisciplinary team that includes the parent to determine the unique needs of the child. Such an assessment includes the parent's report of the child's development and behavior and will assist in determining the early intervention services needed;
 - e. when determined necessary by the multidisciplinary evaluation team, and in consultation with the parent, the evaluation may also include, but not be limited to, an audiological evaluation, psychological evaluation, speech and language evaluation, physical therapy evaluation, additional medical evaluations, social work evaluation, and/or an occupational therapy evaluation; and,
 - f. for a child with a severe attachment disorder, a psychological evaluation completed by a licensed psychologist or certified school psychologist must be included in the evaluation.

Evaluations or Tests Administered - Complete **only if** information is gathered from instruments, observations, checklists, and other measures different from those already included in the program sections of Part III, Section O.

| |
|---|
| <input checked="" type="checkbox"/> No additional information is included. <input type="checkbox"/> Additional information is included below: |
|---|

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

Q. PROGRAMS FOR PREKINDERGARTEN CHILDREN WITH ESTABLISHED CONDITIONS

Qualified Evaluators - Complete **only if** information is different from those already included in the program sections of Part III, Section O.

No additional information is included. Additional information is included below:

Continued Eligibility

Continued eligibility for special programs is determined by the child's third birthday.

Providing an individualized family support plan (IFSP)

1. An individualized family support plan (IFSP) is developed in collaboration with the family, service coordinator, and other providers of service to the child and family and in accordance with Rules 6A-6.03026, 6A-6.03029, and 6A-6.03031, FAC.
2. Because of the rapid development of young children and the changing needs of families, ongoing observations and/or assessments shall be conducted at least every six (6) months for the purpose of completing the periodic review of the individualized family support plan.

Dismissal

Continued eligibility for special programs is determined by the child's third birthday.

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

Q. PROGRAMS FOR PREKINDERGARTEN CHILDREN WITH ESTABLISHED CONDITIONS

Instructional support

(Complete **only if** different from previous information given in Part III, Section O.)

No additional information is included. Additional information is included below:

PART IV. ASSURANCES

This district is the host district for multi-district programs in which the following districts' exceptional students are served (please indicate if N/A):

| <u>Names of Participating Districts</u> | <u>Types of Exceptional Student Programs Provided</u> |
|---|---|
| <input checked="" type="checkbox"/> No additional information is included. <input type="checkbox"/> Additional information is included below: | |

Agreements for assigning instructional personnel to a facility operated by the following agencies or organizations are on file in this district:

| <u>Name of Agency</u> | <u>Types of Exceptional Student Programs Provided</u> |
|--|--|
| <input type="checkbox"/> No additional information is included <input checked="" type="checkbox"/> Additional information is included below: | |
| <input type="checkbox"/> Miami-Dade County Department of Human Services | Severely Emotionally Disturbed <input type="checkbox"/> |
| <input type="checkbox"/> Bertha Abess Children's Center Inc. | Emotionally Handicapped; Severely Emotionally Disturbed <input type="checkbox"/> |
| <input type="checkbox"/> Children Psychiatric Center | Emotionally Handicapped; Severely Emotionally Disturbed <input type="checkbox"/> |
| <input type="checkbox"/> Prescribed Pediatric Extended Care (PPEC) | Medically Involved ESE Students |

PART IV. ASSURANCES

B. CONTRACTUAL ARRANGEMENTS WITH PRIVATE SCHOOLS

The district hereby assures that when no special educational program offered by the board, a cooperating district school board, or a state agency can adequately provide the educational program for a student with disabilities, a contractual arrangement with an approved nonpublic school or community facility is provided. This shall occur in order to provide educational programming according to a student's IEP, through a non-residential interagency program, or in order to provide the educational component of a residential placement made by another public agency for the purpose of meeting non-educational or residential needs. In the event of the latter circumstance, the student's IEP shall reflect that the placement is not required in order for the student to benefit from specially designed instruction and related services which could be provided by the district during the day.

The district assures that:

1. Before a contract with a nonpublic school or community facility is considered, the district school board shall determine that the school or facility adequately and appropriately meets the following criteria for the specific program to be provided to the student or group of students through the contract (Rule 6A-6.0361(4), FAC).
 - a. qualified personnel
 - b. instructional school day and year
 - c. sanitation and health certificates, and fire inspections
 - d. confidentiality of student records
 - e. administration of the provisions of the contract and supervision of the program
 - f. procedures for admission, dismissal, and separation of students
 - g. philosophy, curriculum, and methodology of instruction
 - h. written description of support services
 - i. written policies
 - j. Office for Civil Rights (OCR) compliance
 - k. reports filed with the Department of Education

2. The contract will not extend beyond the school fiscal year, and the contents will be in accordance with Rule 6A-6.0361(5), FAC, including the following:
 - a. staffed by qualified personnel
 - b. description of the educational program
 - c. periodic reports on the student's progress
 - d. district personnel to review the program
 - e. reporting of nonattendance
 - f. method of determining charges and sharing costs to include the projected total cost to the district
 - g. identification of financial responsibility
 - h. method of resolving interagency disputes
 - i. schedule for review of program
 - j. provision for terminating the contract
 - k. compliance with applicable Civil Rights Act of 1964, Title IX of the Education Amendments of 1974, and s. 504 of the Rehabilitation Act of 1973

PART IV. ASSURANCES

3. The district assures that it is responsible for the following, as required by Rule 6A-6.0361(6), FAC:
 - a. selecting an appropriate school or facility in consultation with the parent;
 - b. providing for transportation;
 - c. maintaining a case file including progress reports and periodic evaluations of the student;
 - d. verifying that the student is a resident of the school district and is enrolled in, or has made application for admittance, to a district school educational program;
 - e. providing for the cost of the student's educational program as specified in the contract;
 - f. maintaining documentation of the qualifications of personnel in nonpublic schools or facilities as required in Rule 6A-6.0361(4)(a) and (b), FAC, or by the appropriate licensing entity;
 - g. providing an appropriate educational program for the student in the least restrictive environment based on an annual or more frequent review of the student's IEP or individualized family support plan;
 - h. maintaining copies of the IEPs or individualized family support plans in the district and providing copies of the IEPs of students who are in residential placements to the Department of Education;
 - i. ensuring that an IEP or individualized family support plan is developed and implemented (Rule 6A-6.0361(7)(d), FAC); and,
 - j. ensuring involvement in IEP or individualized family support plan meetings initiated and conducted by the nonpublic school (Rule 6A-6.03028(6), FAC).
4. Even if a private school or facility implements a child's individualized education program, responsibility for compliance with this part remains with the school district and the state.
5. The district assures that the student will generate Florida Education Finance Program (FEFP) funds for the school district in the appropriate cost categories as established in s. 1011.62(1)(c), F.S., only under the conditions detailed in Rule 6A-6.0361(7), FAC, in regard to:
 - a. program approval
 - b. student attendance
 - c. student's classification
 - d. student's individual educational plan (IEP)
 - e. FTE reporting
 - f. submission of contract to the Bureau of Exceptional Education and Student Services (BEES) prior to the first report of FTE.

PART IV. ASSURANCES

C. SURROGATE PARENTS

The district hereby assures that an individual is appointed as a surrogate parent to act in place of the parent in safeguarding a child's rights in the special education decision-making process, when the child's parent, after diligent inquiry, remains unknown, or the child is a ward of the state or court, or the whereabouts of a parent cannot be discovered, and when the child is an exceptional student or is suspected of being an exceptional student. The district assures that there is in place a method for determining whether a child needs a surrogate parent and a method for assigning surrogate parents.

1. The district assures that the individual meets all criteria in accordance with Rule 6A-6.0333(1)(a)-(e), FAC, in regard to:
 - a. U.S. citizen, Florida resident and above 18 years of age;
 - b. non-employee of the local board or agency involved with the child;
 - c. adequate representation of the child;
 - d. free of conflicting interests; and,
 - e. trained in utilizing materials.
2. The district assures that the appointment is in accordance with the requirements of Rule 6A-6.0333(2), FAC, in regard to:
 - a. duration of appointments;
 - b. appointments and terminations;
 - b. right of surrogate parent to hearings; and,
 - c. continuance of appointment.
3. The district assures that, in accordance with Rule 6A-6.0333(3), FAC, the responsibilities include:
 - a. be acquainted with the child;
 - b. represent the child in matters of identification, evaluation, and educational placement;
 - c. safeguard the rights of the child; and,
 - d. represent child in matters of a free appropriate public education.
4. The district assures that the surrogate parent has available all procedural safeguards.
5. The district assures that the surrogate parent is not held responsible for actions taken in good faith.
6. The district may compensate persons appointed as surrogate parents.
7. A determination of whether or not a student needs a surrogate parent is made by the ESE administrator or designee who reviews the student's school record, contacts the agency case manager, if appropriate, and reviews any available court records to determine the availability of a parent, guardian, or person who is exercising supervisory authority in place of a parent over a child who is public school age.

PART IV. ASSURANCES

D. LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

The school district assures that limited English proficient (LEP) students, who are also students with disabilities, have programming and services pursuant to federal and state laws and regulations.

E. FULL EDUCATIONAL OPPORTUNITY GOAL

The district assures provision of full educational opportunity to all children with disabilities, ages three through 21 years, utilizing the kind and number of facilities, personnel, and services necessary to meet this goal. A free appropriate public education is available to all children, with special educational programming available to all children with disabilities upon determination of need. (34 CFR 300.222 and 300.223)

F. CHILD FIND

The State has assigned to the Florida Diagnostic and Learning Resources System (FDLRS) the responsibility for fully informing parents about the requirements of identifying, locating, and evaluating students with disabilities pursuant to 34 CFR 300.128 and sections 1006.03, 1006.03(3), 1006.03(4), and 1003.57(4), F.S.

This system gives emphasis to the out-of-school child aged birth through twenty-one. FDLRS also serves as a link between identification, location, and evaluation services of the Department of Children and Families (DCF), Developmental Evaluation and Intervention Program (DEI), county health units, Head Start, Florida School for the Deaf and Blind (FSDB), and the individual school districts.

In addition to these functions, FDLRS Centers have been authorized to provide testing and evaluation services to nonpublic school pupils or other children who are not enrolled in public schools and to assist districts in providing testing and evaluation services for high-risk or infants and preschool children with disabilities.

Each school district is responsible for the development of an IDEA, Part B, Child Find Implementation Plan which defines roles and responsibilities of FDLRS/Child Find, districts, and local providers in ensuring a comprehensive system which addresses awareness, outreach, information and referral, screening, evaluation and service planning and initiation.

These procedures are delineated in the Florida State Plan for Fiscal Years 1995, 1996, and 1997 under Part B of the Individuals with Disabilities Education Act.

PART IV. ASSURANCES

G. CONFIDENTIALITY OF STUDENT RECORDS

In accordance with s. 1002.22 F.S., and Rule 6A-1.0955, FAC, the district assures that a formal policy is in place, that guarantees the confidentiality of student records. This policy includes:

1. Access rights

- a. The district shall permit parents to inspect and review any educational records relating to their children that are collected, maintained, or used by the district, without unnecessary delay and before any meeting regarding an IEP, IFSP or EP, or any hearing relating to the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education (FAPE), and in no case more than 30 days of the request. The parent has the right to:
 - (1) a response from the district for reasonable explanation and interpretation of the records;
 - (2) request that the district provide copies of the records if failure to do so would deprive the parent of the right to review the records; and,
 - (3) have a representative of the parent inspect and review the records.
- b. The district presumes that the parent has authority to inspect and review records relating to that parent's child unless otherwise advised that the parent does not have such authority.
- c. The district keeps a record of parties obtaining access to student records, other than the parent or authorized district or school employees, which includes the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.
- d. When the educational record includes information about more than one student, the parent may review the information relating only to that parent's child.
- e. The district shall provide the parent, upon request, a list of the types and locations of educational records relating to that parent's child.
- f. The district may charge a fee for copies of records if the fee does not prevent the parent from accessing the records. A search or retrieval fee may not be charged.

2. Amendment of student records

- a. The student's parent who believes that information within the student's educational records contains inaccurate or misleading information, or violates the privacy or other rights of the child may request that the district amend the information.
- b. The district shall decide whether to amend the information in accordance with the request within a reasonable period of time.
- c. If the district refuses to amend the information, it shall inform the parent of the refusal and advise the parent of the right to a hearing, in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974.
- d. If, as a result of the hearing, the district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it shall amend the record accordingly, and inform the parent in writing.

PART IV. ASSURANCES

- e. If, as a result of the hearing, the district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it shall inform the parent of the right to place in the record a statement commenting on the information or setting forth any reason for disagreement with the decision of the district.
- f. Any explanation placed in the student's record must be maintained by the district as part of the student's record as long as the district maintains the record or the contested portion. If the record is disclosed by the agency to any party, the explanation must also be disclosed.

3. Consent

Parental consent must be obtained before personally identifiable information is disclosed to anyone other than officials of the district or other party with a legitimate interest in the record, or as specifically authorized by the Family Educational Rights and Privacy Act (FERPA) and s. 1002.22, F.S.

4. Safeguards

- a. The district shall protect the confidentiality of personally identifiable information during the collection, storage, disclosure and destruction of records.
- b. The principal or designee at each school assumes responsibility for ensuring confidentiality of student records.
- c. All persons using or collecting personally identifiable information must receive training in confidentiality procedures.
- d. The district shall maintain for public inspection a current listing of the names and positions of those employees within the district who have access to personally identifiable information.

5. Destruction of Information

- a. The district shall inform parents when personally identifiable information is no longer needed to provide education services to the student. This information must be destroyed at the request of the parent.
- b. A permanent record of the student's name, address telephone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

6. Annual written notice to parents

- a. The district shall provide annual written notice to inform adult students, or the parent or guardian, of their rights as defined in s. 1002.22, F.S., and 34 CFR 99.7. Items to be included in the notice are:
 - (1) the right to review and inspect the student's education records, including the procedures to exercise this right;

PART IV. ASSURANCES

- (2) the right to seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights, including the procedures to request an amendment;
 - (3) the right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA and state statute permits disclosure without consent; and,
 - (4) the right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA.
- b. The district shall have developed alternate methods of notice for informing adult students or the parent or guardian unable to comprehend a written notice in English.

H. FREE APPROPRIATE PUBLIC EDUCATION

A free appropriate public education (FAPE) is available to all students with disabilities residing in the State between the ages of three and 22, including: students with disabilities who have been suspended or expelled from school; students with disabilities who have graduated with a special diploma or certificate of completion, but have not attained the age of 22; and, students with disabilities who attend public charter schools. FAPE is also available to students identified as gifted in kindergarten through grade 12.

I. TRANSITION FROM PART C TO PART B

Students participating in early intervention programs under Part C, who will participate in prekindergarten programs under Part B, experience a smooth and effective transition to the prekindergarten program for disabilities. By the third birthday of the student, an IEP or individualized family support plan is developed and is implemented. A representative of the school district participates in transition planning conferences arranged by Children's Medical Services, the designated lead agency for Part C.

J. REVISED FUNDING FORMULA

According to s. 1011.62, F.S., in order to generate funds using one of the two weighted ESE cost factors, a new matrix of services form must be completed, by trained personnel, at the time of initial placement and at least once every three years. Additionally, districts must ensure that matrices reflect current services. If services change as the result of an IEP decision, a new matrix must be completed. The nature and intensity of the services indicated on the matrix is consistent with the services described in each student's IEP, individualized family support plan or EP. Nothing listed in the matrix limits the services the school district provides in order to ensure that exceptional students are provided a free appropriate public education.

Students identified as exceptional who do not have a matrix of services shall generate funds on the basis of full-time-equivalent student membership in the Florida Education Finance Program (FEFP) at the same funding level per student as provided for basic students. These students will be reported at 111 for grades prekindergarten through three (3), 112 for grades four (4) through

PART IV. ASSURANCES

eight (8), and 113 for grades nine (9) through twelve (12). Additional funding for these students is contained in the ESE Guaranteed Allocation component of the FEFP.

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

Evaluation Instruments and Alternate Assessments currently listed in SP&P:

EVALUATION INSTRUMENTS

The following information represents some of the instruments available for evaluating exceptional students. Districts are not limited to, nor required to use, the instruments included in these lists. Where one qualified evaluator is listed, this is the only acceptable person to administer the evaluation in that section. Where more than one is listed, the district may choose the appropriate evaluator in conformance with instructions provided by the producer of the test or evaluation materials.

INDIVIDUAL STANDARDIZED TESTS OF INTELLECTUAL FUNCTIONING

| Qualified Evaluator: Psychologist | | |
|---|---|---------------------------|
| Evaluation | Publisher | Ages/Grades |
| <i>Bayley Scales of Infant Development, Second Edition (BSID-II) (1993)</i> | <i>Psychological Corporation</i> | <i>1 to 42 months</i> |
| <i>Reynolds Intellectual Assessment Scale (RIAS) (2003)</i> | <i>Psychological Assessment Resources</i> | <i>3 to 94 years</i> |
| <i>Bracken Basic Concept Scale – Revised (BBCS-R) (1998)</i> | <i>Psychological Corporation</i> | <i>2.6 to 8 years</i> |
| <i>Das-Naglieri: Cognitive Assessment System (CAS) (1997)</i> | <i>Riverside Publishing</i> | <i>5 to 17.11 years</i> |
| <i>Differential Abilities Scales (DAS) (1990)</i> | <i>Psychological Corporation</i> | <i>2.6 to 17.11 years</i> |
| <i>Kaufman Adolescent and Adult Intelligence Test (KAIT)(1993)</i> | <i>American Guidance Service Western Psychological Services</i> | <i>11 to adult</i> |
| <i>Kaufman Assessment Battery for Children, 2nd Edition (KABC-II) (2004)</i> | <i>American Guidance Service Western Psychological Services</i> | <i>2.5 to 12.5 years</i> |
| <i>Mullen Scales of Early Learning (1996)</i> | <i>American Guidance Service Psychological Corporation Western Psychological Services</i> | <i>birth to 69 months</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

INDIVIDUAL STANDARDIZED TESTS OF INTELLECTUAL FUNCTIONING (cont.)

| Qualified Evaluator: Psychologist | | |
|---|--|-------------------------|
| Evaluation | Publisher | Ages/Grades |
| <i>Stanford-Binet Intelligence Scale - Fifth Edition (S-B V) (2003)</i> | <i>Riverside Publishing Western Psychological Services</i> | <i>2 to adult</i> |
| <i>Wechsler Adult Intelligence Scale - Third Edition (WAIS-III) (1997)</i> | <i>Psychological Corporation</i> | <i>16 to adult</i> |
| <i>Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV) (2003)</i> | <i>Psychological Corporation Harcourt</i> | <i>6 to 16.11 years</i> |
| <i>Wechsler Preschool and Primary Scale of Intelligence, Third Edition (WPPSI-III) (2002)</i> | <i>Psychological Corporation</i> | <i>3 to 7.3 years</i> |

ALTERNATE/DEVELOPMENTAL INSTRUMENTS OF INTELLECTUAL FUNCTIONING

| Qualified Evaluators are determined in accordance with instructions provided by producer of the assessment instrument. | | |
|---|---------------------------------------|---------------------------|
| Evaluation | Publisher | Ages/Grades |
| <i>Assessment In Infancy: Ordinal Scale of Psychological Development</i> | <i>University of Illinois</i> | <i>birth to 3 years</i> |
| <i>Battelle Developmental Inventory (BDI- II, Fall 2004)</i> | <i>Riverside Publishing</i> | <i>birth to 8 years</i> |
| <i>Brigance Inventory of Early Development-Revised</i> | <i>Curriculum Associates</i> | <i>birth to 7 years</i> |
| <i>Denver Developmental Screening Test - Revised (DDST-R)</i> | <i>Denver Developmental Materials</i> | <i>birth to 6 years</i> |
| <i>Developmental Activities Screening Inventory - Second Edition (DASI - II)</i> | <i>ProEd</i> | <i>birth to 60 months</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

ALTERNATE/DEVELOPMENTAL INSTRUMENTS OF INTELLECTUAL FUNCTIONING (cont.)

Qualified Evaluators are determined in accordance with instructions provided by producer of the assessment instrument.

| Evaluation | Publisher | Ages/Grades |
|--|---|-----------------------------|
| <i>Developmental Assessment for the Severely Handicapped (DASH)</i> | <i>Exceptional Resource, Inc.</i> | <i>2 to 8 years</i> |
| <i>Developmental Pinpoints</i> | <i>University of Washington</i> | <i>birth to 3 years</i> |
| <i>Developmental Profile II (DP-II)</i> | <i>Western Psychological Services</i> | <i>birth to 9.6 years</i> |
| <i>Early Intervention Developmental Profile</i> | <i>University of Michigan Press</i> | <i>birth to 36 months</i> |
| <i>Griffiths Mental Development Scale</i> | <i>Test Center, Inc.</i> | <i>birth to 8 years</i> |
| <i>Goodenough Harris Drawing Test</i> | <i>Psychological Corporation</i> | <i>3 to 15 years</i> |
| <i>Hawaii Early Learning Profile (HELP)</i> | <i>Vort Corporation</i> | <i>birth to 6 years</i> |
| <i>Learning Accomplishment Profile - Revised (LAP-R)</i> | <i>Kaplan School Supply Corporation</i> | <i>3 to 6 years</i> |
| <i>Reynell-Zinken Scales: Developmental Scales for Young Visually Impaired Children Part 1- Mental Development</i> | <i>NFER - Nelson Publishing Company</i> | <i>15 months to 7 years</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

NONVERBAL SCALES OF INTELLECTUAL FUNCTIONING

Qualified Evaluator: Psychologist or in accordance with instructions provided by the producer of the assessment instrument.

| Evaluation | Publisher | Ages/Grades |
|---|---|---------------------------------|
| <i>Central Institute for the Deaf Preschool Performance Scale (CID-PPS)</i> | <i>Stoelting Company</i> | <i>2 to 6 years</i> |
| <i>Comprehensive Test of Nonverbal Intelligence (C-TONI) (1996)</i> | <i>ProEd</i> | <i>6 to 18.11 years</i> |
| <i>Hiskey-Nebraska Test of Learning Aptitude (H-NTLA)</i> | <i>ProEd</i> | <i>3 to 17 years</i> |
| <i>Leiter International Performance Scale – Revised (Leiter-R)</i> | <i>Stoelting Company</i> | <i>2 to 18 years</i> |
| <i>Merrill-Palmer Scale</i> | <i>Stoelting Company</i> | <i>18 months to 4 years</i> |
| <i>Naglieri Nonverbal Ability Test- Individual Administration (2003)</i> | <i>Psychological Corporation</i> | <i>5 through 17 years</i> |
| <i>Nonverbal Test of Cognitive Skills</i> | <i>Charles Merrill</i> | <i>5 to 13 years</i> |
| <i>Ravens Progressive Matrices(1986) 3 levels: Coloured: mentally and physically handicapped; standard: ages 6-16, 17+; advanced: 12-16, 17+)</i> | <i>Psychological Corporation Western Psychological Services</i> | <i>5 to adult</i> |
| <i>Universal Nonverbal Intelligence Test (UNIT) (1998)</i> | <i>Riverside Publishing</i> | <i>5.0 to 17.11 years</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

STANDARDIZED TESTS OF ACADEMIC OR PREACADEMIC ACHIEVEMENT

General Batteries

Qualified evaluators are determined in accordance with instructions provided by the producer of the instrument. Qualified evaluators may include psychologists, teachers, and/or educational diagnosticians.

| Evaluation | Publisher | Ages/Grades |
|--|----------------------------------|---------------------------|
| <i>Aprenda: La prueba de logros en espanol, Segunda edicion (1997)</i> | <i>Psychological Corporation</i> | <i>grades K to 12</i> |
| <i>Basic School Skills Inventory (Diagnostic Version)</i> | <i>ProEd</i> | <i>4.0 to 7.5 years</i> |
| <i>Boehm Test of Basic Concepts - Preschool Version (BTBC-PV)</i> | <i>Psychological Corporation</i> | <i>3 to 5 years</i> |
| <i>Boehm Test of Basic Concepts - Revised (BTBC-R)(1986)</i> | <i>Psychological Corporation</i> | <i>grades K through 2</i> |
| <i>Boehm Test of Basic Concepts - Revised (BTBC-R)(1986) (Spanish Edition)</i> | <i>Psychological Corporation</i> | <i>grades K through 2</i> |
| <i>Bracken Basic Concept Scale-Revised (1998)</i> | <i>Psychological Corporation</i> | <i>2.6 to 8 years</i> |
| <i>Bracken Basic Concept Scale-Revised (1998) (Spanish Edition)</i> | <i>Psychological Corporation</i> | <i>2.6 to 8 years</i> |
| <i>Brigance Assessment of Basic Skills (Spanish Edition)</i> | <i>Curriculum Associates</i> | <i>grades K to 8</i> |
| <i>Brigance Inventory of Early Development-Revised</i> | <i>Curriculum Associates</i> | <i>birth to 7 years</i> |
| <i>Brigance Inventory of Essential Skills</i> | <i>Curriculum Associates</i> | <i>grades 6 to 12</i> |
| <i>Brigance Comprehensive Inventory of Basic Skills-Revised (CIBS-R)</i> | <i>Curriculum Associates</i> | <i>grades Pre-K to 9</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

STANDARDIZED TESTS OF ACADEMIC OR PREACADEMIC ACHIEVEMENT

General Batteries (cont.)

Qualified evaluators are determined in accordance with instructions provided by the producer of the instrument. Qualified evaluators may include psychologists, teachers, and/or educational diagnosticians.

| Evaluation | Publisher | Ages/Grades |
|---|--|---------------------------|
| <i>Curriculum Based Measurement (CBM)</i> | | <i>grades K to 12</i> |
| <i>Diagnostic Achievement Battery 2 (DAB-2)</i> | <i>MHS Western Psychological Services</i> | <i>6 to 14 years</i> |
| <i>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</i> | | <i>grades K to 3</i> |
| <i>Kaufman Functional Academic Skills Test (K-FAST)</i> | <i>American Guidance Service</i> | <i>15 to adult</i> |
| <i>Kaufman Test of Educational Achievement, Second Edition (KTEA-II) (2004)</i> | <i>American Guidance Service</i> | <i>grades 1 to 12</i> |
| <i>Learning Accomplishment Profile-Revised (LAP-R)</i> | <i>Kaplan School Supply Corporation</i> | <i>3 to 6 years</i> |
| <i>Peabody Individual Achievement Test - Revised (PIAT-R) (Normative Updates - NU) (1997)</i> | <i>American Guidance Service</i> | <i>5 to 18 years</i> |
| <i>Psychoeducational Profile-Revised (PEP-R)</i> | <i>ProEd</i> | <i>1 to 11 years</i> |
| <i>The Autism Screening Instrument for Educational Planning Second Edition (ASIEP-2)</i> | <i>ProEd</i> | <i>18 months to adult</i> |
| <i>Wide Range Achievement Test – Expanded (WRAT-Expanded) (2002)</i> | <i>Psychological Corporation/ Harcourt</i> | <i>5 to 24 years</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

STANDARDIZED TESTS OF ACADEMIC OR PREACADEMIC ACHIEVEMENT

General Batteries (cont.)

Qualified evaluators are determined in accordance with instructions provided by the producer of the instrument. Qualified evaluators may include psychologists, teachers, and/or educational diagnosticians.

| Evaluation | Publisher | Ages/Grades |
|--|--|----------------------|
| <i>Wide Range Achievement Test –Third Edition (WRAT-III) (1993)</i> | <i>Psychological Corporation/ Harcourt</i> | <i>5 to adult</i> |
| <i>Wechsler Individual Achievement Test, Second Edition (WIAT-II) (1992)</i> | <i>Psychological Corporation</i> | <i>4 to adult</i> |
| <i>Woodcock-Johnson III: (WJ-III) (Tests of Achievement)</i> | <i>Riverside Publishing</i> | <i>2 to 90 years</i> |

Reading Assessments

Qualified evaluators are determined in accordance with instructions provided by the producer of the instrument. Qualified evaluators may include psychologists, teachers, and/or educational diagnosticians.

| Evaluation | Publisher | Ages/Grades |
|---|---|---------------------------|
| <i>Gates-MacGintie Reading Tests, Third Edition</i> | <i>Teacher's College Press</i> | <i>grades 1 to 9</i> |
| <i>Gray Oral Reading Tests: Third Edition (GORT-2) (1992)</i> | <i>MHS Western Psychological Services</i> | <i>7.0 to 18.11 years</i> |
| <i>Stanford Diagnostic Reading Test – Fourth Edition (1995)</i> | <i>Psychological Corporation</i> | <i>grades 1.5 to 13</i> |
| <i>Diagnostic Assessments of Reading (DAR)</i> | <i>Riverside Publishing</i> | <i>Grades K-12</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

STANDARDIZED TESTS OF ACADEMIC OR PREACADEMIC ACHIEVEMENT

Reading Assessments (cont.)

Qualified evaluators are determined in accordance with instructions provided by the producer of the instrument. Qualified evaluators may include psychologists, teachers, and/or educational diagnosticians.

| Evaluation | Publisher | Ages/Grades |
|---|---|---------------------------|
| <i>Early Reading Diagnostic Assessment, Second Edition (ERDA) (2003)</i> | <i>Harcourt</i> | <i>Grades K – 3</i> |
| <i>Test of Reading Comprehension – Third Edition (TORC-3)</i> | <i>ProEd Western Psychological Services</i> | <i>7.0 to 17.11 years</i> |
| <i>Woodcock Diagnostic Reading Battery (WDRB) (1997)</i> | <i>Riverside Publishing</i> | <i>4 to adult</i> |
| <i>Woodcock Reading Mastery Tests - Revised - NU (Normative Updates) (1998)</i> | <i>American Guidance Service</i> | <i>5 to adult</i> |

Mathematics Assessments

Qualified evaluators are determined in accordance with instructions provided by the producer of the instrument. Qualified evaluators may include psychologists, teachers, and/or educational diagnosticians.

| Evaluation | Publisher | Ages/Grades |
|---|----------------------------------|----------------------|
| <i>Enright Diagnostic Math Inventory</i> | <i>Curriculum Associates</i> | <i>grades 1 to 8</i> |
| <i>Key Math Revised (NU): A Diagnostic Inventory of Essential Mathematics</i> | <i>American Guidance Service</i> | <i>grades K to 9</i> |
| <i>Kramer Preschool Math</i> | <i>Learning Concepts</i> | <i>preschool</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

STANDARDIZED TESTS OF ACADEMIC OR PREACADEMIC ACHIEVEMENT

Mathematics Assessments (cont.)

Qualified evaluators are determined in accordance with instructions provided by the producer of the instrument. Qualified evaluators may include psychologists, teachers, and/or educational diagnosticians.

| Evaluation | Publisher | Ages/Grades |
|---|---------------------------------------|---------------------------|
| <i>Stanford Diagnostic Mathematics Test - Fourth Edition (1995)</i> | <i>Psychological Corporation</i> | <i>grades 1.5 to 13</i> |
| <i>Test of Early Mathematics - Second Edition (TEMA-2) (1990)</i> | <i>ProEd Riverside Publishing</i> | <i>3.0 to 8.11 years</i> |
| <i>Test of Mathematical Abilities (TOMA-2) (1994)</i> | <i>Riverside Publishing</i> | <i>8.0 to 18.11 years</i> |

Oral and Written Language Assessments

Qualified evaluators are determined in accordance with instructions provided by the producer of the instrument. Qualified evaluators may include psychologists, teachers, and/or educational diagnosticians.

| Evaluation | Publisher | Ages/Grades |
|--|--|-----------------------|
| <i>Assessment of Children's Language Comprehension (ACLC)</i> | <i>Consulting Psychology Press</i> | <i>3.6 to 6 years</i> |
| <i>Clinical Evaluation Language Functions - Fourth Edition (CELF-4) (2003)</i> | <i>Consulting Psychology Press Psychological Corporation</i> | <i>3.6 to 6 years</i> |
| <i>Expressive Vocabulary Test (EVT) (1997)</i> | <i>American Guidance Service</i> | <i>2.6 to adult</i> |
| <i>Oral and Written Language Scales (OWLS)</i> | <i>American Guidance Service</i> | <i>3 to 21 years</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

STANDARDIZED TESTS OF ACADEMIC OR PREACADEMIC ACHIEVEMENT

Oral and Written Language Assessments (con't.)

Qualified evaluators are determined in accordance with instructions provided by the producer of the instrument. Qualified evaluators may include psychologists, teachers, and/or educational diagnosticians.

| Evaluation | Publisher | Ages/Grades |
|---|---|---------------------------|
| <i>Peabody Picture Vocabulary Test – Third Edition (PPVT-III)</i> | <i>American Guidance Service</i> | <i>2.5 to adult</i> |
| <i>Test de Vocabulario en Imagenes Peabody (TVIP) (1990)</i> | <i>American Guidance Service</i> | <i>2.6 to 17.11 years</i> |
| <i>Test of Early Language Development – Second Edition (TELD-2)</i> | <i>American Guidance Service Western Psychological Services</i> | <i>2 to 7.11 years</i> |
| <i>Test of Early Written Language – Second Edition (TEWL-2) (1996)</i> | <i>ProEd Riverside Publishing</i> | <i>3 to 10.11 years</i> |
| <i>Test of Language Development – Third Edition (TOLD-3)</i> | <i>American Guidance Service Western Psychological Services</i> | <i>4.0 to 12.11 years</i> |
| <i>Test of Written Language – Third Edition (TOWL-3) (1996)</i> | <i>American Guidance Service ProEd Western Psychological Services</i> | <i>6 to 18 years</i> |
| <i>Test of Written Spelling – Fourth Edition (TWS-4) (1999)</i> | <i>ProEd</i> | <i>6 to 17.11 years</i> |
| <i>Woodcock Language Proficiency Battery - Revised Spanish form (1995), English form (1991)</i> | <i>Riverside Publishing</i> | <i>2 to adult</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

STANDARDIZED TESTS OF PSYCHOLOGICAL PROCESS

Qualified Evaluators: Qualified evaluators are determined in accordance with instructions provided by the producer of the assessment instrument. Qualified evaluators may include psychologist, teacher, or diagnostician.

| Evaluation | Publisher | Ages/Grades |
|---|---|--------------------------|
| <i>Auditory-Discrimination Test - 2nd Edition (ADT)</i> | <i>Western Psychological Services</i> | <i>5.0 to 8.11 years</i> |
| <i>Bateria Woodcock – Munoz-Revisada (1996)</i> | <i>Riverside Publishing</i> | <i>2 to adult</i> |
| <i>Bender Visual Motor Gestalt Test II (2003)</i> | <i>Psychological Corporation Western Psychological Services</i> | <i>5 years to adult</i> |
| <i>Bruininks-Oseretsky Test of Motor Proficiency</i> | <i>American Guidance Service</i> | <i>4.5 to 14.5 years</i> |
| <i>Carrow Auditory-Visual Abilities Test (CAVAT)</i> | <i>Slosson Educational Publications</i> | <i>4 to 10 years</i> |
| <i>Detroit Test of Learning Aptitude , 4th Edition (DTLA-4)</i> | <i>Psychological Assessment Resources</i> | <i>6 to 17 years</i> |
| <i>Detroit Test of Learning Aptitude-Primary (DTLA-P)</i> | <i>ProEd</i> | <i>3 to 9.11 years</i> |
| <i>Developmental Test of Visual-Motor Integration, 4th Edition (VMI)</i> | <i>Modern Curriculum Western Psychological Services</i> | <i>3 to 18 years</i> |
| <i>Lindamood Auditory Conceptualization Test</i> | <i>ProEd</i> | <i>5 years to adult</i> |
| <i>NEPSY: A Developmental Neuropsychological Assessment (1997)</i> | <i>Psychological Corporation</i> | <i>3 to 12 years</i> |
| <i>Test of Auditory-Perceptual Skills – Revised</i> | <i>ProEd</i> | <i>4 to 13 years</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

STANDARDIZED TESTS OF PSYCHOLOGICAL PROCESS (cont.)

Qualified Evaluators: Qualified evaluators are determined in accordance with instructions provided by the producer of the assessment instrument. Qualified evaluators may include psychologist, teacher, or diagnostician.

| Evaluation | Publisher | Ages/Grades |
|---|---|----------------------------------|
| <i>Test of Memory and Learning (TOML) (1994)</i> | <i>American Guidance Service</i> | <i>5.0 to 19.11 years</i> |
| <i>Test of Phonological Awareness</i> | <i>ProEd</i> | <i>Grades K to 2</i> |
| <i>Wechsler Abbreviated Scale of Intelligence (WASI) (1999)</i> | <i>Psychological Corporation</i> | <i>Screening Tool 6 to adult</i> |
| <i>Test of Visual-Perceptual Skills-Revised (TVPS-R)</i> | <i>MHS Publishers Western Psychological Services</i> | <i>4 to 13 years</i> |
| <i>The Phonological Awareness Test</i> | <i>LinguiSystems</i> | <i>5 to 10 years+</i> |
| <i>Test of Visual-Motor Skills – Revised (TVMS-R)</i> | <i>Western Psychological Services</i> | <i>3 to 13.11 years</i> |
| <i>Yopp-Singer Test of Phoneme Segmentation</i> | <i>Yopp, H.K. (1995). A test for assessing phonemic awareness in young children, <u>The Reading Teacher</u>, 49, 20-29.</i> | <i>Grades K to 1</i> |
| <i>Test of Phonological Awareness (TOPA)</i> | <i>ProEd</i> | <i>grades K to 2</i> |
| <i>Visual Aural Digit Span Test (VADS)</i> | <i>Grune & Stratton Psychological Corporation</i> | <i>5.6 to 12 years</i> |
| <i>Wechsler Memory Scale-3rd Edition (WMS-III)(1997)</i> | <i>Psychological Corporation</i> | <i>16 to 89 years</i> |
| <i>Wide Range Assessment of Memory and Learning (WRAML) (1990)</i> | <i>Psychological Corporation</i> | <i>5 to 17 years</i> |
| <i>Woodcock-Johnson III (WJ-III): Tests of Cognitive Abilities</i> | <i>Riverside Publishing</i> | <i>2 years to adult</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

STANDARDIZED TESTS OF ADAPTIVE BEHAVIOR

Qualified Evaluators: Qualified evaluators are determined in accordance with instructions provided by the producer of the assessment instrument. Qualified evaluators may include social worker, psychologist, guidance counselor, or teacher.

| Evaluation | Publisher | Ages/Grades |
|---|--|------------------------------------|
| <i>Adaptive Behavior Assessment System, Second Edition (ABAS, 2nd) (2003)</i> | <i>Psychological Corporation</i> | <i>5 to 21 years</i> |
| <i>Adaptive Behavior Evaluation Scale(ABES)(1995)</i> | <i>Hawthorne Educational Services</i> | <i>5 to 19 years</i> |
| <i>Childhood Autism Rating Scale (CARS)(2004)</i> | <i>American Guidance Service</i> | <i>2+ years</i> |
| <i>AAMR Adaptive Behavior Scales-School, Second Edition (ABS-S-2)(1992)</i> | <i>MHS ProEd Psychological Corporation Publishers Test Service Riverside Publishing Western Psychological Services</i> | <i>3 to 21 years</i> |
| <i>Adaptive Behavior Inventory(ABI)(1986)</i> | <i>Western Psychological Services</i> | <i>5 to 19 years</i> |
| <i>Adaptive Behavior Scale-Residential and Community, Second Edition(AAMR ABS-RC:2)</i> | <i>MHS</i> | <i>18 years to adult</i> |
| <i>Adaptive Behavior Inventory for Children (ABIC)(1982)</i> | <i>Psychological Corporation</i> | <i>5 to 11 years</i> |
| <i>Caine-Levine Social Competency Scale</i> | <i>Consulting Psychology, Inc.</i> | <i>5 to 13 years</i> |
| <i>Camelot Behavioral Checklist</i> | <i>Edmark Associates</i> | <i>junior high school to adult</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

STANDARDIZED TESTS OF ADAPTIVE BEHAVIOR (cont.)

Qualified Evaluators: Qualified evaluators are determined in accordance with instructions provided by the producer of the assessment instrument. Qualified evaluators may include social worker, psychologist, guidance counselor, or teacher.

| Evaluation | Publisher | Ages/Grades |
|--|--|-----------------------------|
| <i>Comprehensive Test of Adaptive Behavior (CTAB) (2000)</i> | <i>Educational Achievement Systems</i> | <i>birth to 60 years</i> |
| <i>Developmental Profile II (DP-II)</i> | <i>Western Psychological Services</i> | <i>infancy to 9.5 years</i> |
| <i>Developmental Task Analysis</i> | <i>Fearon Publishers</i> | <i>6 months to 9 years</i> |
| <i>Normative Adaptive Behavior Checklist</i> | <i>Charles E. Merrill</i> | <i>birth to adult</i> |
| <i>Scales of Independent Behavior - Revised (SIB-R) (1996)</i> | <i>Riverside Publishing</i> | <i>infancy to adult</i> |
| <i>Vineland Adaptive Behavior Scales (2003) Tentative update early 2005.</i> | <i>American Guidance Service</i> | <i>birth to adult</i> |

PERSONALITY AND ATTITUDES ASSESSMENTS

Projectives

Qualified Evaluator: Psychologist

| Evaluation | Publisher | Ages/Grades |
|---|--|-------------------------|
| <i>Bender Visual Motor Gestalt Test, Koppitz Scoring System</i> | <i>Psychological Corporation Riverside Publishing Western Psychological Services</i> | <i>5 years to adult</i> |
| <i>Children's Apperception Test (CAT, CAT-H) (1974)</i> | <i>Psychological Corporation Western Psychological Services</i> | <i>3 to 10 years</i> |
| <i>Human Figure-Drawing (House-Tree-Person, Draw-A-Person)</i> | <i>Psychological Corporation Riverside Publishing Western Psychological Services</i> | <i>6 to 17 years</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

PERSONALITY AND ATTITUDES ASSESSMENTS

Projectives (cont.)

| Qualified Evaluator: Psychologist | | |
|--|--|---|
| Evaluation | Publisher | Ages/Grades |
| <i>Millon Adolescent Personality Inventory (MAPI)</i> | <i>Interpretive Scoring Systems National Computer Systems</i> | <i>13 to 19 years</i> |
| <i>Minnesota Multiphasic Personality Inventory - 2 (MMPI-2)</i> | <i>MHS Western Psychological Services</i> | <i>17 to 64 years</i> |
| <i>Minnesota Multiphasic Personality Inventory - 2 (MMPI-2) Adolescent Profile</i> | <i>MHS Western Psychological Services</i> | <i>14 to 18 years</i> |
| <i>Personality Inventory for Children (PIC)</i> | <i>Western Psychological Services</i> | <i>3 to 16 years</i> |
| <i>Personality Inventory for Youth (PIY)</i> | <i>Western Psychological Services</i> | <i>4th to 12th grades</i> |
| <i>Roberts Apperception Test for Children (RATC)</i> | <i>Western Psychological Services</i> | <i>6 to 15 years</i> |
| <i>Piers-Harris Children's Self-Concept Scale (PHC SCS)</i> | <i>Western Psychological Services</i> | <i>7 to 18 years</i> |
| <i>The Self-Report and Prospective Inventory (1973)</i> | <i>American Guidance Service</i> | <i>5 to 18 years</i> |
| <i>Thematic Apperception Test (TAT)</i> | <i>MHS Psychological Corporation Riverside Publishing Western Psychological Services</i> | <i>children to adults</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

PERSONALITY AND ATTITUDES ASSESSMENTS

Behavior Rating Scales

Qualified Evaluator: Psychologist

| Evaluation | Publisher | Ages/Grades |
|---|---------------------------------------|--|
| <i>Adolescent Psychopathology Scale (2000)</i> | <i>Psychological Corporation</i> | <i>12 to 19 years</i> |
| <i>Asperger Syndrome Diagnostic Scale (ASDS) (2003)</i> | <i>American Guidance Service</i> | <i>5 to 18 years</i> |
| <i>Beck's Depression Inventory-II (1996)</i> | <i>Psychological Corporation</i> | <i>13 to adult</i> |
| <i>Beck Youth Inventory of Emotional and Social Impairment (2001)</i> | <i>Psychological Corporation</i> | <i>7 to 14 years</i> |
| <i>Beck Youth Inventory of Anger and Depression (2001)</i> | <i>Psychological Corporation</i> | <i>7 to 14 years</i> |
| <i>Brown Attention Deficit Disorder Scales Screening (2001)</i> | <i>Harcourt Assessment, Inc</i> | <i>3 to adult</i> |
| <i>Behavior Rating Instrument for Autistic and Other Atypical Children (BRIAAC) (2nd edition)</i> | <i>Stoelting Company</i> | <i>All ages</i> |
| <i>Burk's Behavior Rating Scale – Revised (BBRS-R)</i> | <i>Western Psychological Services</i> | <i>3 to 6 years grades 1 to 9</i> |
| <i>Behavior Assessment System for Children, Second Edition (BASC-II) (2004)</i> | <i>American Guidance Service</i> | <i>4 to 18 years</i> |
| <i>Behavior Rating Profile – 2 (BRP-2)</i> | <i>Riverside Publishing</i> | <i>6.6 to 18.6 years</i> |
| <i>Child Behavior Checklist Series (Achenbach) (Teacher Report Form, Youth Self Report, Direct Observation)(1991,1997) ASEBA, CBCL, ABCL, ASR, YSR, TRF</i> | <i>Riverside Publishing</i> | <i>2.0 to 30.0 years 2.0 to 59 years</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

Behavior Rating Scales (con't)

| Qualified Evaluator: Psychologist | | |
|---|---|--------------------------------|
| Evaluation | Publisher | Ages/Grades |
| <i>Children's Depression Inventory (CDI) (1992)</i> | <i>Psychological Corporation</i> | <i>7 to 17 years</i> |
| <i>Childrens Depression Rating Scale, Revised (CDRS-R)</i> | <i>Western Psychological Services</i> | <i>6 to 12 years</i> |
| <i>Conners Rating Scales-Revised (CRS-R) (1997) Parent, Teacher</i> | <i>MHS Psychological Corporation Western Psychological Services</i> | <i>3 to 17 years</i> |
| <i>Devereaux Behavior Rating Scale School Form (1993)</i> | <i>Psychological Corporation</i> | <i>5 to 18 years</i> |
| <i>Devereaux Scales of Mental Disorders (1994)</i> | <i>Psychological Corporation</i> | <i>5 to 18 years</i> |
| <i>Early Childhood Behavior Scale</i> | <i>Hawthorne</i> | <i>36 to 72 months</i> |
| <i>Gilliam Autism Rating Scale (GARS)</i> | <i>ProEd</i> | <i>3 to 22 years</i> |
| <i>Preschool and Kindergarten Behavior Scales</i> | <i>ProEd Slosson</i> | <i>3 to 6 years</i> |
| <i>Revised Behavior Problem Checklist</i> | <i>Psychological Assessment Resources</i> | <i>Grades K through 12</i> |
| <i>Revised Children's Manifest Anxiety Scale (RCMAS)</i> | <i>Western Psychological Services</i> | <i>6 to 19 years</i> |
| <i>Reynolds Adolescent Depression Scale (RADS) (1987)</i> | <i>Psychological Corporation</i> | <i>13 to 18 years</i> |
| <i>Reynolds Child Depression Scale</i> | <i>Psychological Corporation</i> | <i>8 to 12 years</i> |
| <i>Scale for Assessing Emotional Disturbance (SAED) (1998)</i> | <i>ProEd</i> | <i>5 through 18 years</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

Behavior Rating Scales (con't)

| Qualified Evaluator: Psychologist | | |
|---|---------------------------------------|----------------------|
| Evaluation | Publisher | Ages/Grades |
| <i>Social Skills Rating System</i> | <i>American Guidance Service</i> | <i>3 to 18 years</i> |
| <i>Student Behavior Survey(SBS)(1999)</i> | <i>Western Psychological Services</i> | <i>5 to 18 years</i> |
| <i>Walker Problem Behavior Identification Checklist-Revised</i> | <i>Western Psychological Services</i> | <i>2 to 12 years</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

SPECIAL PROGRAM AREA EVALUATIONS

GIFTED

Characteristics of the Gifted

Qualified Evaluators: Depending on requirements of the producer's test manual, these could include teacher, educational diagnostician, or psychologist

| Evaluation | Publisher | Ages/Grades |
|---|--------------------------------|---|
| <i>Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)</i> | <i>Creative Learning Press</i> | <i>Grades 3-12</i> |
| <i>Checklist of Characteristics of Gifted and Talented Students</i> | <i>Locally Developed</i> | <i>Locally Determined</i> |
| <i>Gifted and Talented Evaluation Scales (GATES)</i> | <i>ProEd</i> | <i>5 to 18 years</i> |
| <i>Gifted Evaluation Scale (GES) (1998)</i> | <i>Hawthorne</i> | <i>5 to 18 years</i> |
| <i>Gifted Rating Scale (GRS) (2003)</i> | | <i>grades 4.0 to 6.11 (GRS-P)</i> <i>grades 6.0 to 13.11 (GRS-S)</i> |

HEARING IMPAIRED

Developmental Skills or Academic Achievement

Qualified Evaluators: Depending on requirements of the producer's test manual, these could include teacher or psychologist.

| Evaluation | Publisher | Ages/Grades |
|--|--|-------------------------|
| <i>Denver Developmental Screening Test</i> | <i>Denver Developmental Materials.</i> | <i>birth to 6 years</i> |
| <i>Developmental Checklist: Stage O</i> | <i>Texas Educational Agency</i> | <i>Birth to 6 years</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

HEARING IMPAIRED

Developmental Skills or Academic Achievement (cont.)

Qualified Evaluators: Depending on requirements of the producer's test manual, these could include teacher or psychologist.

| Evaluation | Publisher | Ages/Grades |
|--|---|------------------------------|
| <i>Receptive-Expressive Emerging Language Scale</i> | <i>ProEd</i> | <i>birth through 3 years</i> |
| <i>Test of Early Reading Ability - Deaf or Hard-of-Hearing</i> | <i>ProEd</i> | <i>Grades 3 to 9</i> |
| <i>Woodcock Reading Mastery Test – Revised</i> | <i>American Guidance Service Riverside Publishing</i> | <i>5 to 75+ years</i> |

Receptive and Expressive Communication

Qualified Evaluators: Depending on requirements of the producer's test manual, these could include teacher or speech-language pathologist.

| Evaluation | Publisher | Ages/Grades |
|--|---|----------------------|
| <i>Checklist for Expressive and Receptive Modes of Communication and Functional Pragmatic Use of Language (A Developmental Language Centered Curriculum for Hearing Impaired Children)</i> | <i>Texas Education Agency</i> | <i>Children</i> |
| <i>Checklist for Language Skills (A Developmental Language Centered Curriculum for Hearing Impaired Children)</i> | <i>Texas Education Agency</i> | <i>Children</i> |
| <i>Craig Lipreading Inventory</i> | <i>Western Pennsylvania School for the Deaf</i> | <i>2 to 15 years</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

HEARING IMPAIRED

Receptive and Expressive Communication (cont.)

Qualified Evaluators: Depending on requirements of the producer's test manual, these could include teacher or speech-language pathologist.

| Evaluation | Publisher | Ages/Grades |
|--|---------------------------------------|----------------------------|
| <i>Early Language Milestone Screen, 2nd Edition</i> | <i>ProEd</i> | <i>birth to 3 years</i> |
| <i>Diagnostic Test of Speechreading</i> | <i>Grune and Stratton, Inc.</i> | <i>4 to 9 years</i> |
| <i>Grammatical Analysis of Elicited Language - Pre-Sentence Level (GAEL-PS)</i> | <i>Central Institute for the Deaf</i> | <i>3 to 12 years</i> |
| <i>Grammatical Analysis of Elicited Language - Simple Sentence Level (GAEL-S)</i> | <i>Central Institute for the Deaf</i> | <i>3 to 12 years</i> |
| <i>Grammatical Analysis of Elicited Language - Complex Sentence Level (GAEL-C)</i> | <i>Central Institute for the Deaf</i> | <i>3 to 12 years</i> |
| <i>Phonologic Speech Evaluation</i> | <i>A. G. Bell Association</i> | <i>Children</i> |
| <i>Phonetic Speech Evaluation</i> | <i>A. G. Bell Association</i> | <i>Children</i> |
| <i>Receptive-Expressive Emergent Language Scale (REEL-2)</i> | <i>Western Psychological Services</i> | <i>birth to 3 years</i> |
| <i>Rossetti Infant Toddler Language Scale</i> | <i>Lingui Systems</i> | <i>birth to 3 years</i> |
| <i>Scales of Early Communication Skills for Hearing Impaired Children</i> | <i>Central Institute for the Deaf</i> | <i>2 to 8 years</i> |
| <i>Sequences Inventory of Communication Development - Revised (SICD-R)</i> | <i>Western Psychological Services</i> | <i>4 months to 4 years</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

HEARING IMPAIRED

Receptive and Expressive Communication (cont.)

Qualified Evaluators: Depending on requirements of the producer's test manual, these could include teacher or speech-language pathologist.

| Evaluation | Publisher | Ages/Grades |
|---|---|----------------------------|
| <i>Test of Receptive Language Development</i> | <i>G. B. Services</i> | <i>4 months to 4 years</i> |
| <i>Teacher Assessment of Grammatical Structures - Pre-Sentence Level (TAGS-P)</i> | <i>Central Institute for the Deaf</i> | <i>Ages 2-8</i> |
| <i>Teacher Assessment of Grammatical Structures - Simple Sentence Level (TAGS-S)</i> | <i>Central Institute for the Deaf</i> | <i>Ages 2-8</i> |
| <i>Teacher Assessment of Grammatical Structures - Complex Sentence Level (TAGS-C)</i> | <i>Central Institute for the Deaf</i> | <i>Ages 2-8</i> |
| <i>Token Test for Children</i> | <i>Western Psychological Services</i> | <i>3.0 to 12.5 years</i> |
| <i>Total Communication Receptive Vocabulary Test</i> | <i>Mental Health and Deafness Resources</i> | <i>5 to 18 years</i> |

PHYSICALLY IMPAIRED

Screenings or Evaluations in Gross and Fine Motor Functioning

Qualified Evaluators: Depending on requirements of the producer's test manual, these could include teacher, psychologist, occupational therapist, or physical therapist.

| Evaluation | Publisher | Ages/Grades |
|---|----------------------------------|-----------------------|
| <i>Bayley Scales of Infant Development - Second Edition - Motor Scale</i> | <i>Psychological Corporation</i> | <i>1 to 42 months</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

PHYSICALLY IMPAIRED

Screenings or Evaluations in Gross and Fine Motor Functioning (cont.)

Qualified Evaluators: Depending on requirements of the producer's test manual, these could include teacher, psychologist, occupational therapist, or physical therapist.

| Evaluation | Publisher | Ages/Grades |
|--|--|----------------------------|
| <i>Bender Visual Motor Gestalt Test</i> | <i>Psychological Corporation Riverside Publishing Western Psychological Services</i> | <i>5 years to adult</i> |
| <i>Body Skills Motor Development Curriculum - Selected Portions</i> | <i>American Guidance Service</i> | <i>2 to 12 years</i> |
| <i>Bruininks-Oseretsky Test of Motor Proficiency - Selected Subtests</i> | <i>American Guidance Service Western Psychological Services</i> | <i>4.5 to 14.5 years</i> |
| <i>Developmental Test of Visual Motor Integration - 4th Edition</i> | <i>Modern Curriculum</i> | <i>2 to 15 years</i> |
| <i>Peabody Developmental Motor Scales</i> | <i>DLM Teaching Resources</i> | <i>birth to 6.11 years</i> |
| <i>Test of Visual-Motor Skills - Revised (TVMS-R)</i> | <i>Stoelting Company</i> | <i>3 to 18 years</i> |

SPEECH/LANGUAGE IMPAIRED

Language Evaluation Instruments

Qualified Evaluator: Speech-language pathologist.

| Evaluation | Publisher | Ages/Grades |
|--|-----------------------|-----------------------|
| <i>Adolescent Language Screening Test</i> | <i>ProEd</i> | <i>11 to 17 years</i> |
| <i>Assessing Semantic Skills Through Everyday Themes (ASSET)</i> | <i>Lingui Systems</i> | <i>3 to 9 years</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

SPEECH/LANGUAGE IMPAIRED

Language Evaluation Instruments (cont.)

| Qualified Evaluator: Speech-language pathologist. | | |
|--|---|--|
| Evaluation | Publisher | Ages/Grades |
| <i>Bankson Language Test – 2 (BLT)</i> | <i>ProEd</i> | <i>3 to 6.11 years</i> |
| <i>Bilingual Syntax Measure I and II</i> | <i>The Psychological Corporation</i> | <i>Grades 3 – 12 (II) Grades K – 2 (I)</i> |
| <i>Carrow Elicited Language Inventory</i> | <i>ProEd</i> | <i>3.0 to 7.11 years</i> |
| <i>Clinical Evaluation of Language Functions (CELF-3)</i> | <i>Psychological Corporation</i> | <i>3.6 to 6 years</i> |
| <i>Comprehensive Assessment of Spoken Language (CASL)</i> | <i>AGS</i> | <i>3 to 21 years</i> |
| <i>Comprehensive Receptive and Expressive Vocabulary Test (CREVT)</i> | <i>Psychological Corporation</i> | <i>4 to 17 years</i> |
| <i>Developmental Assessment for the Severely Handicapped (DASH)</i> | <i>Exceptional Resource, Inc.</i> | <i>2 to 8 years</i> |
| <i>Expressive Language Test (ELT)</i> | <i>Lingui Systems</i> | <i>5 to 11 years</i> |
| <i>Expressive Vocabulary Test</i> | <i>American Guidance Service</i> | <i>2.6 to 90 years</i> |
| <i>Expressive One-Word Picture Vocabulary Test (2000 edition) (EOWPVT-R)</i> | <i>Lingui Systems</i> | <i>2 to 18.11 years</i> |
| <i>Fullerton Language Test for Adolescents – 2nd Edition</i> | <i>ProEd</i> | <i>11 years to adult</i> |
| <i>Language Processing Test-Revised</i> | <i>ProEd</i> | <i>5 to 11 years</i> |
| <i>Oral and Written Language Scales (OWLS)</i> | <i>American Guidance Service Lingui Systems</i> | <i>3 to 21 years</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

SPEECH/LANGUAGE IMPAIRED

Language Evaluation Instruments (cont.)

Qualified Evaluator: Speech-language pathologist.

| Evaluation | Publisher | Ages/Grades |
|--|---|------------------------------|
| <i>Patterned Elicitation Syntax Test (PEST)</i> | <i>Communication Skill Builders</i> | <i>3 to 7 years</i> |
| <i>Peabody Picture Vocabulary Test – Third Edition</i> | <i>American Guidance Service</i> | <i>2.6 through 90 years</i> |
| <i>Preschool Language Scale 3 (PLS-3)</i> | <i>Psychological Corporation</i> | <i>birth through 6 years</i> |
| <i>Receptive One Word Picture Vocabulary Test (2000 edition) (ROWPVT)</i> | <i>Lingui Systems</i> | <i>2 to 18.11 years</i> |
| <i>Sequenced Inventory of Communication Development - Revised (SICD-R)</i> | <i>Slosson Educational Publications ProEd</i> | <i>birth to 4 years</i> |
| <i>Test of Adolescent Language - Third Edition (TOAL-3)</i> | <i>American Guidance Service ProEd</i> | <i>12 to 24.9 years</i> |
| <i>Test of Auditory Comprehension of Language –Third Education(TACL-3)</i> | <i>Psychological Corporation</i> | <i>5 to 18.11 years</i> |
| <i>Test of Language Competence</i> | <i>Psychological Corporation</i> | <i>5 to 18.11 years</i> |
| <i>Test of Early Language Development- Third Edition (TELD-3)</i> | <i>ProEd</i> | <i>2 to 7.11 years</i> |
| <i>Test of Language Development - Primary (TOLD-P:3)</i> | <i>American Guidance Service ProEd</i> | <i>4 to 8.11 years</i> |
| <i>Test of Language Development - Intermediate (TOLD –I:3)</i> | <i>American Guidance Service ProEd</i> | <i>8.6 to 12.11 years</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

SPEECH/LANGUAGE IMPAIRED

Language Evaluation Instruments (cont.)

Qualified Evaluator: Speech-language pathologist.

| Evaluation | Publisher | Ages/Grades |
|---|--|---------------------------|
| <i>Test of Pragmatic Language (TOPL)</i> | <i>Communication Skill Builders</i> | <i>5 to 13.11 years</i> |
| <i>Test of Word Finding, Second Edition (TWF)</i> | <i>AGS</i> | <i>grades 1 through 6</i> |
| <i>Test of Written Language 3 (TOWL-3)</i> | <i>American Guidance Service ProEd</i> | <i>7.6 to 17.11 years</i> |
| <i>Token Test for Children</i> | <i>DLM Teaching Resources</i> | <i>3 to 13 years</i> |
| <i>Utah Test of Language Development-Fourth Edition</i> | <i>ProEd</i> | <i>3 to 9.11 years</i> |
| <i>Word Test – 2</i> | <i>Lingui Systems ProEd</i> | <i>7 to 17 years</i> |

Articulation Evaluation Instruments

Qualified Evaluator: Speech-language pathologist.

| Evaluation | Publisher | Ages/Grades |
|--|---------------------------------------|---------------------------|
| <i>Arizona Articulation Proficiency Scale</i> | <i>Western Psychological Services</i> | <i>1.5 – 13 years</i> |
| <i>Assessment of Phonological Processes</i> | <i>ProEd</i> | <i>K to 8 grades</i> |
| <i>Clinical Assessment of Articulation and Phonology</i> | <i>ProEd</i> | <i>2;06 to 8.11 years</i> |
| <i>Comprehensive Test of Phonological Processing (CTOPP)</i> | <i>ProEd</i> | <i>5 to 24.11 years</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

SPEECH/LANGUAGE IMPAIRED

Articulation Evaluation Instruments (cont.)

Qualified Evaluator: Speech-language pathologist.

| Evaluation | Publisher | Ages/Grades |
|--|--|---------------------------|
| <i>Fisher-Logeman Test of Articulation Competence</i> | <i>ProEd</i> | <i>preschool to adult</i> |
| <i>Goldman-Fristoe Test of Articulation-2</i> | <i>American Guidance Service ProEd</i> | <i>2 to 16+ years</i> |
| <i>Kahn-Lewis Phonological Analysis (KLPA)</i> | <i>American Guidance Service</i> | <i>2.0 to 5.11 years</i> |
| <i>Lindamood Bell Auditory Conceptualization Test (LAC), Third Edition</i> | <i>ProEd</i> | <i>5.0 to 18.11 years</i> |
| <i>Photo-Articulation Test (PAT)</i> | <i>ProEd</i> | <i>3 to 12 years</i> |
| <i>Secord Contextual Articulation Test (S-CAT)</i> | <i>AGS</i> | <i>Children</i> |
| <i>Test of Phonological Awareness (TOPA)</i> | <i>ProEd</i> | <i>grades K to 2</i> |

Fluency Evaluation Instruments

Qualified Evaluator: Speech-language pathologist.

| Evaluation | Publisher | Ages/Grades |
|--|------------------|---------------------------------|
| <i>Stuttering Severity Instrument (SSI-3)</i> | <i>ProEd</i> | <i>children and adults</i> |
| <i>Cooper Personalized Fluency Control Therapy – Third Edition</i> | <i>ProEd</i> | <i>Preschool through adults</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

Voice Evaluation Instruments

Qualified Evaluator: Speech-language pathologist.

| Evaluation | Publisher | Ages/Grades |
|--|------------------|----------------------|
| <i>Boone Voice Program for Children – Second Edition</i> | <i>ProEd</i> | <i>grades K - 8</i> |
| <i>Voice Assessment Protocol (VAP)</i> | <i>ProEd</i> | <i>4 to 18 years</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

VISUALLY IMPAIRED

Developmental or Academic Functioning

Qualified Evaluators: Depending on requirements of the producer's test manual, these could include VI teacher, educational diagnostician, or Orientation and Mobility instructor.

| Evaluation | Publisher | Ages/Grades |
|---|---|-------------------------------|
| <i>Alpern and Boll Developmental Profile</i> | <i>Western Psychological Services</i> | <i>Birth to 9 years</i> |
| <i>Assessment of Braille Literacy Skills (ABLS)</i> | <i>Region IV Education Service Center, Houston, Texas</i> | <i>All</i> |
| <i>Boehm Test of Basic Concepts-Preschool Version (BTBC-PV)</i> | <i>Psychological Corporation</i> | <i>3 to 5 years</i> |
| <i>Boehm Test of Basic Concepts-Revised (BTBC-R)</i> | <i>Psychological Corporation</i> | <i>grades K through 2</i> |
| <i>Brigance Comprehensive Inventory of Basic Skills-Revised (CIBS-R)</i> | <i>Curriculum Associates</i> | <i>Pre-K through adults</i> |
| <i>Callier-Azusa Scale</i> | <i>Psychological Corporation</i> | <i>Pre-K through Grade 12</i> |
| <i>Diagnostic Reading Tests</i> | <i>American Printing House</i> | <i>Grades K-12</i> |
| <i>Durrell Analysis of Reading Difficulty</i> | <i>Harcourt, Brace, Jovanovich</i> | <i>Pre-K though Grade 12</i> |
| <i>Key Math Revised (NU): A Diagnostic Inventory of Essential Mathematics</i> | <i>American Guidance Service</i> | <i>grades K to 9</i> |
| <i>Minnesota Braille Skills Inventory</i> | <i>Minnesota Educational Services</i> | <i>ALL</i> |
| <i>Learning Accomplishment Profile</i> | <i>Kaplan Corporation</i> | <i>ALL</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

VISUALLY IMPAIRED

Functional Vision Observation

Qualified Evaluators: Depending on requirements of the producer's test manual, these could include VI teacher, educational diagnostician, or Orientation and Mobility instructor.

| Evaluation | Publisher | Ages/Grades |
|---|--|--------------------|
| <i>District developed evaluation with reference to TAP: Functional Vision Observation (FY 1990-4)</i> | <i>Florida DOE</i> | <i>All</i> |
| <i>Functional Vision and Media Assessment</i> | <i>Consultants for the Visually Impaired Hermitage, TN</i> | <i>All</i> |
| <i>Functional Vision Inventory</i> | <i>Stoelting Company</i> | <i>All</i> |
| <i>South Carolina Functional Vision Assessment</i> | <i>S.C. Department of Education Columbia, S.C.</i> | <i>All</i> |
| <i>Visual Functioning Assessment Tool (VFAT)</i> | <i>Stoelting Company</i> | <i>All</i> |

Daily Living Skills

Qualified Evaluators: Depending on requirements of the producer's test manual, these could include VI teacher, educational diagnostician, or Orientation and Mobility instructor.

| Evaluation | Publisher | Ages/Grades |
|--|---|------------------------------|
| <i>Addressing Unique Educational Needs of Individuals with Disabilities: Visually Impaired</i> | <i>Disability Research Systems, Lansing, Michigan</i> | <i>All</i> |
| <i>Assessing Basic Competencies: Visually Impaired, APH</i> | <i>American Printing House for the Blind</i> | <i>All</i> |
| <i>Oregon Project for Visually Impaired and Blind Preschool Children</i> | <i>Jackson County Education Service District, Medford, Oregon</i> | <i>grades Pre-K to 2</i> |

PART V. APPENDICES

APPENDIX A: EVALUATION INSTRUMENTS

VISUALLY IMPAIRED

Mode of Reading

Qualified Evaluators: Depending on requirements of the producer's test manual, these could include VI teacher, educational diagnostician, or Orientation and Mobility instructor.

| Evaluation | Publisher | Ages/Grades |
|--|--|--------------------|
| <i>Assessment of Braille Literacy Skills (ABLS)</i> | <i>Region IV Education Service Center, Houston, TX</i> | <i>All</i> |
| <i>District developed evaluation with reference to TAP: Determining Mode of Reading for Visually Impaired Learners (FY 1991-2)</i> | <i>Florida DOE</i> | <i>All</i> |
| <i>Learning Media Assessment</i> | <i>Texas School for the Blind, Austin, Texas</i> | <i>All</i> |
| <i>Minnesota Braille Skills Inventory</i> | <i>Minnesota Educational Services</i> | <i>All</i> |
| <i>Program to Develop Efficiency in Visual Functioning: Diagnostic Assessment Procedure (DAP)</i> | <i>American Printing House for the Blind</i> | <i>All</i> |
| <i>Project IVEY: Increasing Visual Efficiency Observation Report</i> | <i>Florida DOE</i> | <i>All</i> |

PART V. APPENDICES

APPENDIX B: ALTERNATE ASSESSMENT INSTRUMENTS

ALTERNATE ASSESSMENT INSTRUMENTS

Qualified Evaluators: Each of the alternate assessments listed below may be administered by a teacher in conjunction with other educational staff and may include input from families and employers (as appropriate).

| Assessment | Publisher | Comments |
|--|--|---|
| <i>Performance Assessment for Students with Disabilities (PASSD)</i> | <i>Florida Department of Education Clearinghouse</i> | <ul style="list-style-type: none"> ▪ <i>Provides data collection forms and rating scales.</i> ▪ <i>Supplemental materials are available that provide activities and scoring criteria.</i> ▪ <i>Is linked to Sunshine State Standards for Special Diploma.</i> |
| <i>Syracuse Community-Referenced Curriculum Guide</i> | <i>Paul H. Brookes Publishing Company</i> | <ul style="list-style-type: none"> ▪ <i>For students ages 5-21</i> ▪ <i>Is a curriculum of skills</i> ▪ <i>Will require development and documentation of assessment activities and indication of scoring criteria used.</i> |
| <i>Brigance Comprehensive Inventory of Basic Skills</i> | <i>Curriculum Associates, Inc.</i> | <ul style="list-style-type: none"> ▪ <i>Teacher will need to supplement with performance activities to determine application of skills.</i> ▪ <i>Recommend use as criterion referenced test.</i> ▪ <i>Is linked to Functional Academics Domain of the Sunshine State Standards for Special Diploma.</i> |
| <i>Brigance Employability Skills Inventory</i> | <i>Curriculum Associates, Inc.</i> | <ul style="list-style-type: none"> ▪ <i>Secondary level</i> ▪ <i>Addresses employability skills</i> ▪ <i>Teacher will need to supplement with performance activities to determine application of skills.</i> ▪ <i>Recommend use as criterion referenced test.</i> ▪ <i>Is linked to Functional Academics Domain of the Sunshine State Standards for Special Diploma.</i> |

PART V. APPENDICES

APPENDIX B: ALTERNATE ASSESSMENT INSTRUMENTS

ALTERNATE ASSESSMENT INSTRUMENTS (cont.)

Qualified Evaluators: Each of the alternate assessments listed below may be administered by a teacher in conjunction with other educational staff and may include input from families and employers (as appropriate).

| Assessment | Publisher | Comments |
|--|--|--|
| <i>Alternate Assessment for Special Diploma (AASD)</i> | <i>Florida Department of Education Clearinghouse</i> | <ul style="list-style-type: none"> ▪ <i>All Ages</i> |
| <i>Brigance Life Skills Inventory</i> | <i>Curriculum Associates, Inc.</i> | <ul style="list-style-type: none"> ▪ <i>Secondary level</i> ▪ <i>Addresses functional life skills</i> ▪ <i>Teacher will need to supplement with performance activities to determine application of skills.</i> ▪ <i>Recommend use as criterion referenced test</i> |
| <i>Life Centered Career Education Program</i> | <i>Council for Exceptional Children</i> | <ul style="list-style-type: none"> ▪ <i>Contains curriculum, instructional activities and assessment protocols.</i> ▪ <i>Is linked to Sunshine State Standards for Special Diploma.</i> ▪ <i>For students in middle and high school.</i> |
| <i>Enderle-Severson Transition Rating Scale-Form R Michigan (ESTR-R)</i> | <i>Practical Press, Moorhead, MN</i> | <ul style="list-style-type: none"> ▪ <i>Secondary level only.</i> ▪ <i>Is in checklist format.</i> ▪ <i>Will require documentation of assessment activities and indication of scoring criteria used.</i> |
| <i>Pasco County Comprehensive Alternative Assessment</i> | <i>Pasco County, Fl.</i> | <ul style="list-style-type: none"> ▪ <i>Provides functional academics opportunities.</i> ▪ <i>Is linked to Sunshine State Standards for Special Diploma.</i> ▪ <i>Elementary, Middle and High School levels</i> |
| <i>Targeted Life Skills</i> | <i>Stetson and Associates Houston, TX</i> | <ul style="list-style-type: none"> ▪ <i>Is in checklist format.</i> ▪ <i>Will require documentation of assessment activities and indication of scoring criteria.</i> |

PART V. APPENDICES

APPENDIX B: ALTERNATE ASSESSMENT INSTRUMENTS

ALTERNATE ASSESSMENT INSTRUMENTS (cont.)

Qualified Evaluators: Each of the alternate assessments listed below may be administered by a teacher in conjunction with other educational staff and may include input from families and employers (as appropriate).

| Assessment | Publisher | Comments |
|--|---|--|
| <i>Practical Assessment Exploration System (PAES)</i> | <i>Talent Assessment, Inc. Jacksonville</i> | <ul style="list-style-type: none"> ▪ <i>For middle and high school ages</i> ▪ <i>For middle and high school ages</i> ▪ <i>Focuses on functional academics and employability skills</i> |
| <i>Psychoeducational Profile (PEP-R)</i> | <i>Pro-Ed, Austin, TX</i> | <ul style="list-style-type: none"> ▪ <i>Designed for autistic children ages 6 months to 7 years; can be used with autistic children to age 12 if functioning at 1st grade level.</i> ▪ <i>The test examiner is encouraged by the publisher to supplement administration with items that extend the tasks to real life, functional settings.</i> |
| <i>Practical Assessment Exploration System (PAES)</i> | <i>Talent Assessment, Inc. Jacksonville</i> | <ul style="list-style-type: none"> ▪ <i>For middle and high school ages</i> ▪ <i>Focuses on functional academics and employability skills</i> |
| <i>Assessment and Learning Profile for Students with Severe Disabilities (ALP)</i> | <i>Miami-Dade County Public Schools</i> | <ul style="list-style-type: none"> ▪ <i>Is linked to Sunshine State Standards for Special Diploma.</i> ▪ <i>For all ages</i> |
| <i>Hawaii Early Learning Profile (HELP)</i> | <i>Vort Corporation</i> | <ul style="list-style-type: none"> ▪ <i>Only for use with children up to age 9.</i> ▪ <i>Will require documentation of assessment activities and indication of scoring criteria used.</i> |

PART V. APPENDICES

APPENDIX C: ADDITIONAL INFORMATION FOR PROGRAMS FOR STUDENTS IDENTIFIED AS GIFTED

The following pages are intended for inclusion of additional information as needed for Part III, Section I, Programs For Students Who Are Identified As Gifted. Please indicate inclusion of this information in the appropriate corresponding box(es) in Part III, Section I.

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| <p>Screening, Pre-referral, and Referral.</p> <p>The screening process for the district includes the development of a talent pool of students who demonstrate unusual ability. Students should be screened using criteria such as one the following:</p> <ul style="list-style-type: none">A. academic achievement as indicated by standardized test scores of stanines 7,8, or 9 or course work grades of A or BB. unusual creative output in artistic, literary, scientific, or mathematic endeavorsC. very rapid learning rate or unusually insightful conclusionsD. multiple nominations from teachers and staff who observe unique talent.E. parental reports of advanced developmental behavior, such as early reading, verbal precocity, and use of complex syntax, or evidence of mechanical aptitude.F. outstanding academic, creative, or leadership abilities self reported or peer reported. <p>A student profile is developed for a student being referred to the SST/SDT. The student profile includes the following:</p> <ul style="list-style-type: none">A. Teacher Nomination Form for Gifted Programs - Rating Scale (Students need to demonstrate a majority of gifted characteristics on the rating scale [50% plus one, or a score of 79] to continue in the process); andB. any information that can be utilized to demonstrate the student's ability and need for gifted program services. This information can include, but is not limited to:<ul style="list-style-type: none">1. standardized achievement test scores (A standardized achievement test is administered to students who do not have a Stanford Achievement Test or FCAT scores. Additionally, the Aprenda can be used to measure the achievement of Spanish-speaking ESOL Level 1-4 students);2. classroom performance indicators such as report card grades, class work, and/or projects. <p>A School Support/Student Development Team (SST/SDT) is convened for these students in order to review the information gathered in the student's profile. The SST/SDT makes the determination whether to continue the evaluation process based on the supporting documentation and a minimum score of 79 points on the Teacher Nomination Form for Gifted Programs-Rating Scale.</p> |
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PART V. APPENDICES

APPENDIX C: ADDITIONAL INFORMATION FOR PROGRAMS FOR STUDENTS IDENTIFIED AS GIFTED

Miami-Dade County Public Schools' Plan B Matrix utilizes four indicators of giftedness to determine eligibility for students in underrepresented groups:

- The Wechsler Intelligence Scale-S, Stanford-Binet Intelligence Test, Differential Ability Scales (DAS), or Kaufman Assessment Battery for Children (KABC) is used to determine an intellectual quotient (IQ).
- The Florida Comprehensive Assessment Test-Norm Referenced Test (FCAT-NRT), Stanford Achievement Test Ninth Edition (SAT-9), Metropolitan Achievement Test Seventh Edition (MAT-7), or the Aprenda II test in Spanish are used to determine the academic achievement level. □
- The Williams Scale is used to determine creativity. □
- The Teacher Nomination Form for Gifted Programs-Rating Scale (FM-5032) is used to determine all of the above leadership abilities. □

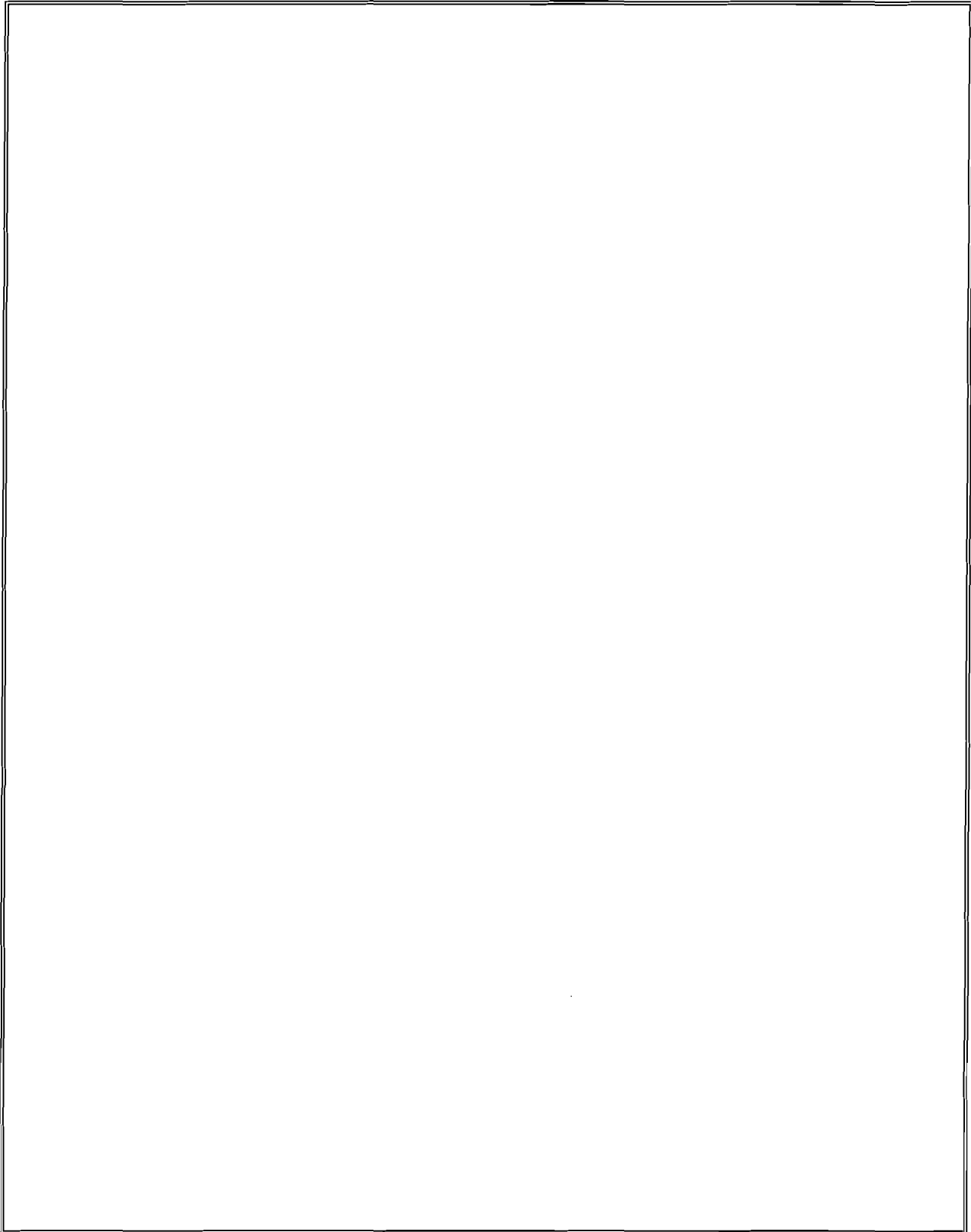
Additionally, all students must display a majority of the characteristics of gifted children according to the Teacher Nomination Form for Gifted Programs-Rating Scale (a score of 79 or higher) and a need for a special program in order to be determined eligible for gifted programs. Students not in one of the underrepresented groups must score equal to or higher than the 98th percentile on the WISC (130) or Stanford-Binet Intelligence Test (132) or Differential Ability Scales (130) or Kaufman Assessment Battery for Children (130) or other individually administered IQ test approved by the Division of Psychological Services. In lieu of the 98th percentile intelligence quotients, one of the following may be used for students in the underrepresented groups to determine eligibility: □

- Academic achievement scores equal to or higher than the 98th percentile on the SAT-9, FCAT-NRT, the MAT-7 or the Aprenda II. □
- A total of nine points in three of the four categories on the matrix scoring system with a minimum score of 112 in the Intelligence Quotient category. (SEE ATTACHMENT #1) □

Because of the proximity of Central and South America and the Caribbean, Miami-Dade County is a multicultural and multi-ethnic community. As a result of the unique backgrounds and varying needs of many students, the system provides a myriad of special programs to serve the diverse student population. As the State of Florida and Miami-Dade County Public Schools progress toward a more inclusive definition of giftedness, district's staff continues to provide programs, instructional strategies, and support services that promote a greater degree of access and success for students eligible for gifted programs. □

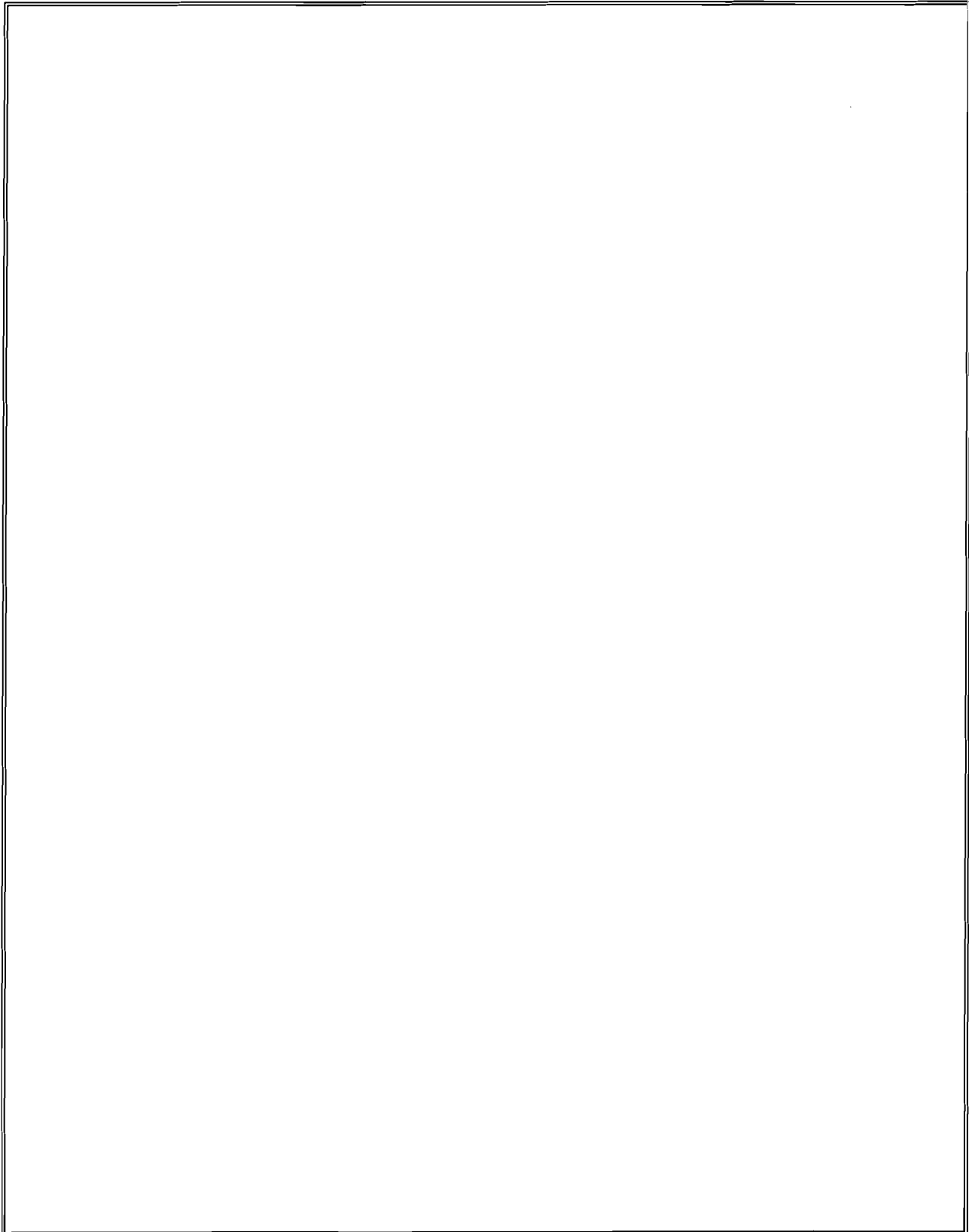
PART V. APPENDICES

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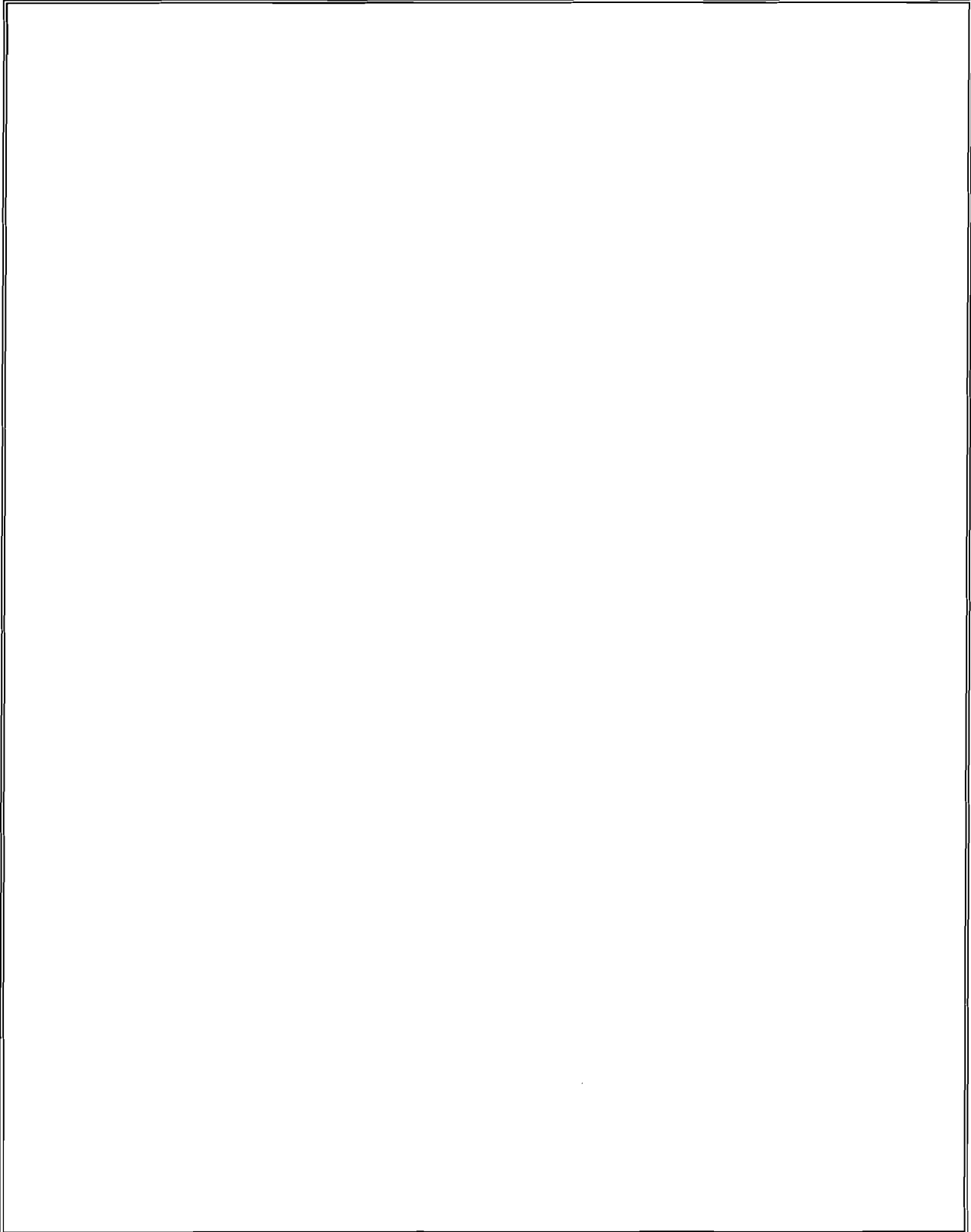
PART V. APPENDICES

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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.

School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32, and 6Gx 13- 5D-1.1 0 - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

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.