

**Miami-Dade County Public Schools**

# **2013-2014 LEA GUIDE**



**Local Education Agency  
Implementation Guide  
Division of Exceptional Student  
Education**

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Information in this resource has been extracted from the following:

Policies and Procedures document (S P & P):  
<http://ehandbooks.dadeschools.net/home.asp?Page=Main>

Student Progression Plan:  
<http://ehandbooks.dadeschools.net/home.asp?Page=Main>

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

Developing Quality Educational Plans  
A Guide for Instructional Personnel and Families  
<http://www.fl DOE.org/ese/pdf/QualityIEPs.pdf>



## Parent Consent for Specified Services

Effective 2013-2014 School Year:

§ 1003.5715, F. S., Requiring the Use of Parental Consent Forms for Specified Actions in a Student's IEP

1. **As part of the IEP process, IEP teams consider the least restrictive environment and educational placement.**

The Parent/Guardian has the right to consent or refuse consent for his or her child's placement in an exceptional education center. If the parent refuses consent, the district may not proceed with the placement of the child in an exceptional education center. However, the district may elect to request a due process hearing and obtain approval to place the child in an exceptional education center. This right to consent or refusal does not apply for a change to an interim alternate educational setting for a student with disability who violates a district school board's code of student conduct (carries or possesses a weapon; knowingly possesses, uses or sells illegal drugs; inflicts serious bodily injury upon another person).

The LEA must provide the parent with the form, Parental Consent Form/Prior Written Notice, Student Placement in an Exceptional Education Center after the placement discussion. The form may be accessed via the SPED EMS Main Menu in the document section. Click on the category "Forms" then "Parent Consent for Placement in an ESE Center (FM 7054)".

2. **As part of the IEP process, IEP teams consider whether a student will participate in the FCAT or the FAA.**

The Parent/Guardian has the right to consent or refuse consent for his or her child's participation in the Florida Alternate Assessment (FAA) and instruction in the state standards access points curriculum. If the parent refuses consent, the district may not proceed with the administration of the FAA and instruction in the state standards access points curriculum. However, the district may elect to request a due process hearing and obtain approval to administer the FAA and provide instruction in the state standards access points curriculum.

The LEA must provide the parent with the form, Parental Consent Form/Prior Written Notice, Instruction in the State Standards Access Points Curriculum and Florida Alternate Assessment Administration after the FCAT exemption criteria section of the IEP has been completed. The form may be accessed via the SPED EMS Main Menu in the document section. Click on the category "Forms" then "Parent Consent for FAA and ACCESS Points (FM 6881)".

**CONTACT:** School Staffing Specialists

**RESOURCES:** § 1003.5715, F.S. Requiring the Use of Parental Consent for Specified Actions...



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

Effective 2013-2014 School Year:

§ 1002.20, F.S. Prohibiting Certain Actions with Respect to Parent Meetings with School District Personnel

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

1. Such meetings include, but are not limited to, meetings related to: eligibility for exceptional student education or related services; the development of an individual family support plan (IFSP); the development of an individual educational plan (IEP); the development of a 504 accommodation plan; the transition of a student from early intervention services to other services, the development of postsecondary goals for a student and the transition services needed to reach those goals; and other issues that may affect a student's educational environment, discipline or placement.
2. Parents and school district personnel attending the meeting shall sign a document at the meeting's conclusion which states whether any district personnel have prohibited, discouraged, or attempted to discourage the parents from inviting a person of their choice to the meeting.
3. The district has developed a form that must be completed at the conclusion of all meetings.
4. This form may be accessed via the SPED EMS Main Menu in the document section. Click on the category "Forms" then "Non-Discouragement Acknowledgement FM 7513".

**CONTACT:** School Staffing Specialists

**RESOURCES:** § 1002.20, F.S. Prohibiting Certain Actions with Respect to Parent Meetings...



## The Role of the LEA

The LEA is the IEP team participant who is responsible for making decisions on behalf of the district. He or she ensures that the IEP meets compliance with State and federal regulations and is authorized to commit district resources. The signature of the LEA representative on the IEP ensures that the program and services specified on the document will be provided within the timeframes delineated in the IEP. The LEA **must** attend the IEP meeting in its entirety. At the completion of the IEP meeting, the LEA is responsible for finalizing the SPED-EMS *Matrix of Services*. Though parents attend IEP meetings, school personnel may or may not choose to complete the *Matrix of Services* with the parents present.

The *Exceptional Student Education Policies and Procedures* (SP & P) document contains general and specific policies and procedures that meet State and federal regulations. The LEA must know and understand the sections of the SP & P that provide information on the procedural safeguards, parental revocation of consent for special education and related services; the transfer of rights at age of majority, Medicaid, IEP, Discipline and Manifestation Determination; participation in State and district assessments; and the John M. McKay Scholarships Program. The SP & P is on the district's e-handbook website.

The LEA must ensure that IEP decisions are not based on a majority vote. If the IEP team cannot reach consensus, the district is ultimately responsible for ensuring that a student is offered an appropriate education. The district must determine appropriate services, and provide parents with prior written notice of the offer and of the parents' right to seek resolution of any disagreements. The LEA, as the IEP team leader, may override the consensus of the IEP team, if necessary, to ensure that a student is offered an appropriate education {Case name: Letter to Richards, 55 IDELR 107 (OSEP 2010)}.

The LEA Implementation Guide is developed to provide school-based special education administrators, program specialists, and chairpersons a guide that provides answers to common compliance questions. This document is available as an e-handbook on the [dadeschools.net](http://ehandbooks.dadeschools.net/home.asp?Page=Main) website at <http://ehandbooks.dadeschools.net/home.asp?Page=Main>. Any changes in policies and procedures that affect the contents of this document will be transmitted via weekly briefing or the SPED-EMS Main Menu page.

### Preplanning

1. The LEA should ensure that relevant information such as the student's schedule and report card; district assessments, FCAT or FAA results; and, attendance, evaluation/reevaluation documents and discipline records are gathered prior to the meeting. If a student has had five or more unexcused absences within a calendar month or ten unexcused absences within a 90-calendar-day period, there should be evidence that the IEP team has addressed the student's absences through annual goals or benchmarks or referred the student for general school interventions.
2. When the IEP meeting is scheduled due to a disciplinary measure, ensure that the discipline and manifestation determination procedures outlined in this document are reviewed and followed.
3. Service providers should utilize the SPED-EMS workspace when providing draft input.
4. A draft IEP and a draft Matrix must be completed before all IEP meetings (both annual and interim). The draft IEP should be sent to the parent **prior** to the IEP meeting. The draft IEP should be used in the rare instance that the internet is down.



## Notification of Meeting

1. The parents must be provided with a SPED EMS *Notification of Meeting* (in the parent's home language) even when the student has reached the age of majority.
2. The IEP meeting should be scheduled prior to the due date to allow time for re-scheduling, if needed.
3. SPED-EMS requires two parent notifications in order to finalize the system.
4. Document the parent contact attempts on the SPED-EMS contact tab.
5. The IEP meeting can convene without the parent if the minimum of two required contact attempts and results of those attempts have been properly documented on the SPED EMS contact tab (telephone calls, record of home visit, record of *Notification of Meeting*).
6. **The district determines the specific personnel to fill the roles of the required participants. A parent does not have the right to require other school or district personnel to attend an IEP meeting.**
7. The LEA must ensure that the IEP team consists of the required team members (required team members are specified on the *Notification of Meeting* document).
8. You must check (√), "Develop a statement of the student's transition services needs (beginning no later than age 14) or the consideration of the postsecondary goals and transition services (beginning no later than at age 16) as a purpose of the meeting on every SPED-EMS *Notification of Meeting* for every student of transition age.
9. The role of the evaluation specialist can be assumed by the LEA, the special or general education teacher, the special education provider, the school psychologist, or any individual who can interpret the instructional implications of evaluation results.
10. If the parent informs school personnel in advance that an attorney will be present, the LEA should inform the principal and school staffing specialist. District personnel will inform the LEA whether or not to include the School Board Attorney's name on the SPED-EMS *Notification of Meeting*.
11. Though the parent has the right to invite individuals with special knowledge or expertise to his or her child's IEP meeting, these individuals should not be included on the SPED-EMS *Notification of Meeting*. But, these individuals should be included on the Signatures and Positions of Person's Attending Conference section of the IEP. Add these individuals on the *Family/Others* tab.
12. District personnel should not be included on the notice without first contacting the person and receiving a commitment to attend (verbal or written).
13. **INVITE THE SLP WHEN THE STUDENT IS SPEECH OR LANGUAGE ONLY:** The SLP is a required member of the IEP team for speech and language only students (students with no other eligibility) and must stay for the entire IEP meeting. SLPs will be responsible for conducting annual IEP meetings for speech and/or language only students and should be included on the SPED-EMS *Notification of Meeting* provided to the parent. But, the school staffing specialist will be responsible for conducting IEP meetings when speech and language only students are being considered for dismissal.





## Notification of Meeting

14. **INVITE THE SLP WHEN THE STUDENT IS SPEECH OR LANGUAGE AND ADDITIONAL PROGRAMS:** SLPs must be a member of an eligibility staffing reviewing speech and/or language data and must be included on the SPED-EMS *Notification of Meeting*. Though SLPs must be a member of the eligibility staffing, they are not required members of the IEP team. Parents do not have the right to excuse non-required members. The SLP may leave after providing input/information.
15. **THE SLP MUST ATTEND THE IEP MEETING** when students are being considered for dismissal from speech and/or language and must be included on the SPED-EMS *Notification of Meeting*. However, they are not required members of the IEP team. Parents do not have the right to excuse non-required members. The SLP may leave the meeting after providing input/information.
16. **INVITE THE OT OR PT TO THE STUDENT'S IEP MEETING:** Invite and include the name of the PT/OT on a *Notification of Meeting* when the therapist has made a recommendation to change a student's current services or when a student's PT or OT assessment is to be reviewed. The *Notification of Meeting* purpose should reflect the discussion of OT/PT. Though the OT/PT must attend the IEP meetings, they are not required members of the IEP team. Parents do not have the right to excuse non-required members. The OT/PT may leave the meeting after providing input/information.
17. **DO NOT INVITE THE OT OR PT TO THE STUDENT'S IEP MEETING:** Do not include the name of the PT/OT on the *Notification of Meeting* unless the therapist(s) agrees in advance. Therapists will provide written input via FM 6884, *Teacher/PT/OT Pre-Annual IEP Conference*.
18. **MAYBE INVITE THE OT OR PT TO THE STUDENT'S IEP MEETING:** If the LEA is aware of a parent concern regarding PT/OT prior to the IEP meeting, the LEA should consult with the therapist. If the therapist agrees, include the name of the PT/OT on the SPED-EMS *Notification of Meeting* and state that a purpose of the meeting includes the discussion of OT/PT. Though the therapist will attend the meeting, the therapist is not a required member of the IEP team. Parents do not have the right to excuse non-required members. The OT/PT may leave the meeting after providing input/information.
19. **INVITE THE DHH REPRESENTATIVE TO THE IEP MEETING:** Invite and include the name of the Teacher of the DHH on the *Notification of Meeting* when the student is already receiving DHH services on his/her IEP. State that a purpose of the meeting includes the discussion of DHH services. The LEA may add the Teacher of the DHH to the SPED-EMS team list in order for input to be added on the IEP draft. Invite the Lead Itinerant Teacher of the DHH to the initial staffing.
20. **INVITE THE INTERPRETER FOR DHH TO THE IEP MEETING:** Invite the Interpreter of the DHH to the IEP meeting as a participant as he/she is a part of the IEP team (if the student is currently receiving interpreting services); however, he/she is not added to the SPED-EMS team list. If substitute interpreter classroom coverage is needed during the IEP meeting, use FM 7247 and request an interpreter. Interpreters can only serve one role at meetings; either participant or interpreter.
21. **REQUEST AN INTERPRETER FOR DHH FOR THE IEP MEETING:** Use FM 7248 to request an interpreter for a parent who is DHH. Use FM 7247 to request an interpreter for a student who is DHH.
22. The parent's option to excuse required IEP team members from attending IEP meetings is documented on the bottom of page two of the SPED-EMS *Notification of Meeting* when the excusal is prior to the IEP meeting.



## Conducting an Annual IEP Meeting (review page four of this document for new regulations)

1. The LEA is the team member who leads the meeting and sets the tone. The LEA should welcome the team and commence with the introductions.
2. The LEA must ensure that the IEP team consists of the required team members.
3. The IEP team members should match the persons invited on the SPED-EMS *Notification of Meeting* form. If any school staff or administrators or district personnel are at the meeting, and they are not listed on the notice to the parent, the LEA must document on the IEP that the parent requested or approved of the participation of the additional members.

The notice of meeting has a statement, "**If the person named is unable to attend, another staff person may fill that role.**" So, if the general education teacher identified on the notice is unable to attend, and another general education teacher replaces the identified teacher, parent approval is not needed. This is not an additional member; this is a replacement. Note the replacement in the IEP conference notes.

4. If the parent has invited an attorney to the IEP meeting, and did not inform school personnel in advance, the LEA may contact the SPED Service Center instructional supervisor to assist in determining whether the IEP meeting should be postponed.
5. IEPs must be completed on SPED-EMS. If the system is not accessible, the team should use the printed draft document to conduct the meeting. Corrections to the draft document should be faxed into the system when the system is accessible.
6. The parent's option to excuse **required** IEP team members **at** the IEP meeting, after the team member has provided his or her input, must be documented in the conference notes section. Parents do not have the right to excuse non-required members. The LEA may excuse non-required members after their area has been discussed.
7. The home school is the neighborhood school that is based on the student's address in SPED-EMS.
8. The assigned school will be different from the home school if the IEP team determines that the student requires an alternate program location in order to implement the IEP in the LRE. The assigned school is determined **after** the LRE section is completed.
9. Do not change the home school or assigned school when the parent chooses to enroll his/her child in a magnet program, charter school, or scholarship program. In these cases, document that the parent chooses to enroll his or her son into XXX Academy, a magnet school of choice; XXX Academy a charter school of choice; or, XXX Academy, in the conference notes section of the IEP.
10. Parental input **must** be addressed on the IEP. If the parents did not attend, the LEA must write a statement on the IEP that documents the parents' concerns or how the parents' concerns were solicited.
11. A copy of the procedural safeguards, Parent Resources and McKay Scholarship Parent Fact Sheet must be given to the parents of a student with a disability at each annual IEP meeting. A copy of the Florida School for the Deaf and Blind information sheet must be given to the parents of a student who has exceptional student education eligibility for Deaf/Hard-of-Hearing or exceptional student education eligibility for Visual Impairments at each annual IEP meeting. These documents are located on the SPED-EMS main menu page and/or the ESE website.



## Conducting an Annual IEP Meeting

12. If the parents are not present at the IEP meeting, the IEP and above listed documents must be sent home immediately, and in no case more than 10 days after the IEP meeting.
13. The LEA is not required to explain the procedural safeguards. But, if the parent requests an explanation, the LEA should review the safeguards with the parent.
14. The following required members must sign the IEP: the LEA, the general education teacher of the child, the special education teacher or provider of the child, and the evaluation specialist. If an interpreter for the DHH participates in the meeting, the interpreter should sign on a blank line and write interpreter-participant. Only interpreters who actually interpret the meeting should sign as an interpreter. The DHH teacher should not serve in the role of interpreter.
15. **The Parent does not have to sign the IEP. If the parent refuses to sign page one of the IEP, make a note of the parent's refusal in the Conference Notes Section of the IEP.**
16. All exceptionalities are automatically generated in the ESE Program Eligibility section of the SPED-EMS IEP. The primary exceptionality must be written first.
17. The LEA should review the relevant information (e.g., student's previous IEP, work samples, parent and service provider's input, student's schedule and report card; district assessments, FCAT or FAA results; attendance and discipline records) gathered prior to the meeting. If a student has had at least five unexcused absences within a calendar month or ten unexcused absences within a 90-calendar-day period, there should be evidence that the IEP team has addressed the student's absences through annual goals or benchmarks or referred the student for general school interventions.
18. Close out the goals of the previous annual IEP prior to writing the new goals. Use the SPED-EMS Close Out document located via the "Document" tab.
19. Do **not** write specific names of personnel e.g., paraprofessionals, nurses, or names of specific software programs such as Fast Forward on the IEP.
20. Use the SPED-EMS Notice of Proposal/Refusal (FAPE) to document IEP changes that result in a change in evaluation, identification, educational placement, or FAPE.
21. The *Supports for School Personnel* section of the IEP must relate to the unique needs of the student. It should not reflect professional development, training, or information related to meeting the needs of students with disabilities in general.

## Conducting an Interim IEP Meeting (review page 4 of this document for new regulations)

1. Complete a *Notification of Meeting* and convene an interim IEP meeting to make minor changes to the annual IEP.
2. Refer to "Steps for Creating Interim IEPs" located on the SPED-EMS Main Menu page.
3. The SPED EMS Parent Resources document and the SPED EMS McKay Scholarship Parent Fact Sheet **must** be given to the parents of a student with a disability at each interim IEP meeting. If the parents are not present at the IEP meeting, the IEP and above listed documents must be sent home immediately, and in no case more than 10 days after the IEP meeting.



### Conducting an Interim IEP Meeting

4. Document that the resources have been provided/sent to the parent in the Conference Notes section of the IEP.
5. Write the purpose and outcome of the interim IEP meeting in the Conference Notes section of the IEP.
6. The district recommends a maximum of 2 interim conferences per annual IEP.

### After the IEP Meeting (please review page 5 of this document for new regulation)

1. A copy of the IEP and the other related documents are to be given to the parents. A copy/access of the IEP is given to the student's service providers.
2. The LEA is responsible for finalizing the *Matrix of Services* on SPED-EMS for all annual and interim IEP meetings. School personnel may or may not choose to complete the *Matrix of Services* with the parents present.
3. Complete FM 6487, *Student Services/ESE Services Data Input Sheet* or ensure that the ISIS data is updated by another means.
4. (PF 17) The IEP conference date is the date of the annual IEP meeting. The IEP conference date is not updated to reflect interim IEP meetings.
5. (PF 17) The Domain Rating/Date must be updated for both annual and interim IEP meetings.
6. The LEA coordinates and monitors any referrals/comments in the Conference Notes *i.e.*, SLP will monitor progress to determine need for speech/language evaluation.



## Accommodations/Modifications

**Accommodations:** Accommodations are changes in how students are instructed and assessed. Accommodations may be made to instructional methods and materials, assignments and assessments, learning environment, scheduling and time demands, and/or special communication systems. Accommodations are determined by the IEP team.

**Modifications:** Modifications are changes in what students are expected to learn. Modifications may include alternate curriculum goals and alternate assessments. Modifications are determined by the IEP team. **The only modified standards for the State of Florida are the Sunshine State Standards Access Points. The Sunshine State Standards or Next Generation Sunshine State Standards may not be modified.**

### Important Points to Remember:

- The IEP team should determine accommodations after analyzing the student’s present levels of academic achievement and functional performance and identifying the effects of the disability.
- Steps should be taken to ensure that only necessary accommodations are provided to the student.
- Modifications to academic courses may not include modifications to requirements in state-adopted course descriptions.
- Modifications for career and technical education courses (outcomes and student performance standards (Modified Occupational Completion Points) can be modified on an individual basis.
- Credit cannot be awarded for purposes to meet graduation requirements for a standard diploma if a required general course has been modified.
- Unique Accommodations that can be used during state assessments are identified by the Florida Department of Education (FLDOE) on an annual basis prior to the state assessments. Procedures for Requesting Unique Accommodation are provided via Briefing 14327, posted on August 22, 2013.

Adapted from the Quality Individual Educational Plans, <http://www.fl DOE.org/ese/pdf/QualityIEPs.pdf>

### RESOURCES:

Cpalms.org	<a href="http://www.k8accesscenter.org">http://www.k8accesscenter.org</a>	<a href="http://teachingld.org/">http://teachingld.org/</a>
<a href="http://www.cpt.fsu.edu/ese">http://www.cpt.fsu.edu/ese</a>	<a href="http://www.fl DOE.org/ese/fcat/accedu.pdf">http://www.fl DOE.org/ese/fcat/accedu.pdf</a>	Briefing #13928
<a href="http://flreads.org/">http://flreads.org/</a>	<a href="http://www.fl DOE.org/ese/pdf/fcatteam.pdf">http://www.fl DOE.org/ese/pdf/fcatteam.pdf</a>	Briefing 14327
<a href="http://www.cast.org">http://www.cast.org</a>	<a href="http://www.floridainclusionnetwork.com/">http://www.floridainclusionnetwork.com/</a>	
<a href="http://www.ideapractices.org/">http://www.ideapractices.org/</a>	<a href="http://sldinclusion.dadeschools.net">http://sldinclusion.dadeschools.net</a>	

### CONTACTS:

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**ACRONYMS**  
(used within this document)

AES	<b>Alternative Education School</b>
AT	<b>Assistive Technology</b>
ALJ	<b>Administrative Law Judge</b>
CSS	<b>Curriculum Support Specialist</b>
CCSS	<b>Common Core State Standards</b>
DOAH	<b>Division of Administrative Hearings</b>
EOC	<b>End of Course</b>
EP	<b>Education Plan</b>
ELL/ESOL	<b>English Language Learner/English for Speakers of Other Languages</b>
ESE	<b>Exceptional Student Education</b>
ESY	<b>Extended School Year</b>
FAB/BIP	<b>Functional Assessment of Behavior/Behavioral Intervention Plan</b>
FAPE	<b>Free and Appropriate Public Education</b>
FCAT	<b>Florida Comprehensive Assessment Test</b>
FAA	<b>Florida Alternate Assessment</b>
FLDOE	<b>Florida Department of Education</b>
HHIP	<b>Homebound or Hospitalized Instructional Program</b>
IDEA	<b>Individuals with Disabilities Education Act</b>
IEE	<b>Independent Educational Evaluation</b>
IEP	<b>Individual Educational Plan (State) or Individualized Education Program (IDEA)</b>
ISP	<b>Individual Student Planning</b>
LEA	<b>Local Education Agency/Local Educational Agency</b>
LEP	<b>Limited English Proficiency</b>
LRE	<b>Least Restrictive Environment</b>
LULAC	<b>League of United Latin American Citizens</b>
NGSSS	<b>Next Generation Sunshine State Standards</b>
O & M	<b>Orientation &amp; Mobility</b>
OT	<b>Occupational Therapy or Occupational Therapist</b>
PLEP	<b>Present Levels of Education Performance</b>
PBS	<b>Positive Behavior Support</b>
PMP	<b>Progress Monitoring Plan</b>
PPEC	<b>Prescribed Pediatric Extended Care</b>
PT	<b>Physical Therapy or Physical Therapist</b>
RtI	<b>Response to Intervention</b>
S & D	<b>Stores &amp; Distribution</b>
SCSI	<b>School Center for Special Instruction (Indoor Suspension)</b>
SLP	<b>Speech/Language Pathologist</b>
SOP	<b>Summary of Performance</b>
SPED-EMS	<b>Special Education Electronic Management System</b>
SPED	<b>Special Education</b>
SP & P	<b>Exceptional Student Education Policies and Procedures document</b>
SSIP	<b>Student Services Intervention Plan</b>
SSS, NGSSS	<b>Sunshine State Standards, Next Generation Sunshine State Standards</b>
SST/PST	<b>School Support Team/Problem Solving Team</b>



## Assistive Technology (AT)

The goal of Assistive Technology (AT) is to enable independence and to facilitate the full participation of students with disabilities in all activities. AT is a continuum ranging from simple to complex. The team should consider the least restrictive AT (simplest solution) before a more complex solution. AT is "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities" (IDEA, 2004, Section 602). The School Support Team (SST), which may consist of teachers, parents, therapists, school AT contact person, paraprofessionals, and school administrators, will identify the student and determine the area of concern e.g., curriculum access and/or communication skills.

### Overview of the Process

The Assistive Technology Implementation Plan K-12 (ATIP K-12) is a problem-solving process by which the SST, including the AT contact person and district support staff, collaborate to determine and assess which strategies/tools are most appropriate to assist the student in accessing his/her educational program. AT implementation is a continuous process which changes as the student's needs change. *At an IEP meeting, strategies/tools are identified (ranging from simple to complex), that meet the student's educational, access and/or communication needs within the curriculum.*

### Procedure for Schools

- The SST develops the **ATIP K-12. Document, FM-7067 is found on the Forms Management Site.**
- In alignment with Response to Intervention (RtI), the SST implements trials of strategies/tools as determined by the ATIP K-12 for at least 4 weeks.

#### **If the trials are effective:**

- If trials are effective to meet the student's access and/or communication needs, the SST completes the outcome of trials column on the ATIP K-12.
- The SST conducts an interim IEP meeting to document the AT strategies/tools that will be used by the student, (in what classrooms and for what purposes/goals). *The completed original ATIP K-12 form, including results noted in the outcome column, is placed in the cumulative folder.*

#### **If the trials are not effective:**

- The ATIP is a problem solving process. Assistance may be requested from a Local Assistive Technology Specialist (LATS) on the district AT support team.
- Before requesting assistance from the LATS, implement additional strategies/tools from the ATIP K-12.
- If the strategies/trials are still not effective to meet the student's access and/or communication needs, the SST should send the 3 documents listed below to mail code 9953, attention Sheila Miguel, Assistive Technology, Room 13, or send the three documents digitally to [assistivetech@dadeschools.net](mailto:assistivetech@dadeschools.net) (must include signatures). The request will be forwarded to the designated SSAT.

1. A copy (not original) of the ATIP K-12 (**after the implementation period**, including documented dates tried and outcomes)
2. A copy (not original) of the signed FM 6279, *Notice of Intent and Parental/Guardian Consent to Conduct a Screening/Assessment*. On FM 6279, check "other" and write "assistive technology"
3. A copy (not original) of the latest IEP



## Assistive Technology (AT)

### Procedure for assistance provided by LATS

- The LATS reviews the ATIP K-12 and supporting documents. The LATS makes recommendations to the SST and will lend equipment, if necessary, for additional trials.
- If additional strategies/tools recommended by the LATS **are effective**, the LATS completes the outcome page. The SST conducts an interim IEP meeting to document the AT that will be used by the student, (in what classrooms and for what purpose/goals). *The completed ATP K-12, including the outcome page, is placed in the cumulative folder.*
- If additional strategies/tools recommended by the LATS **are still not effective**, the LATS assists the SST with additional trials. **Trials and training are provided until strategies/tools are identified that meet the student's educational, access or communication needs within the curriculum.**
- When additional strategies/tools **are effective** the LATS completes the outcome page. The SST conducts an interim IEP meeting to document the AT that will be used by the student, (in what classrooms and for what purpose/goals). *The original, completed ATIP K-12 is placed in the cumulative folder.*

The District AT team promotes knowledge and awareness of AT and assists the SST in the **continuous** problem-solving process to facilitate student success.

Pre-K Assistive Technology needs are monitored through the Prekindergarten Program for Children with Disabilities (see Pre-K link and contact information below).

### RESOURCES:

FM 7067, *Assistive Technology Implementation Plan K-12 (ATIP K-12)*  
FM 6279, *Notice of Intent and Parental/Guardian Consent to Conduct a Screening/Assessment*  
FM 6790, *AT Equipment Release/Transfer from M-DCPS to Family, Other School District or Agency*  
FDLRS-S website: <http://fdlrs-south.dadeschools.net>  
District Assistive Technology website: <http://assitivetech.dadeschools.net>  
Pre-K link: <http://prekese.dadeschools.net/docs/teacherhandbook/J%20ATProcedures.pdf>.

### CONTACTS:

Ms. Sheila Miguel, District Chairperson for AT, LATS, [smiguel@dadeschools.net](mailto:smiguel@dadeschools.net) (K-12)

Ms. Dearta Smith, Prekindergarten Program for Children with Disabilities, LATS, [deartasmith@dadeschools.net](mailto:deartasmith@dadeschools.net), 305-271-5701

Ms. Deanna DeCario, Prekindergarten Program for Children with Disabilities, LATS, [ddecario@dadeschools.net](mailto:ddecario@dadeschools.net), 305-271-5701





## Classroom Assistance

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

### PROCEDURE FOR REQUESTS FOR SUPPORT AND ASSISTANCE:

- The IEP team should consider the need for assistance.
- The LEA should document the request for assistance in the Conference Notes section of the IEP with a statement such as, **"The need for additional classroom assistance will be evaluated through informal and formal assessment"**.
- The LEA should contact the Staffing Specialist who is assigned to his/her location for assistance with the informal and formal assessment process.
- The Staffing Specialist will schedule a school-site visit and complete FM 6558 and **must** attach other pertinent documentation (*i.e.*, IEP and Matrix of Services form, anecdotal records, BIP, medical documentation, report card grades) and submit to his/her respective ESE Instructional Supervisor.
- The ESE Service Center Instructional Supervisor will review the referral packet and attached documentation and provide recommendation(s) which may include an additional on-site observation, additional interventions or strategies, professional development, request for additional assessment(s), and/or classroom assistance.
- An IEP meeting will then be scheduled to review assessment(s) and other pertinent documentation and recommendations.
- An explanation of the services required will be added to the Conference Notes and documented in the Supplementary Aids and Services section of the IEP, as needed.
- Progress toward identified targeted skill(s) must be documented quarterly.
- The need for classroom assistance, if recommended, must be reviewed and determined, at minimum, on an annual basis.

### CONTACT:

Ms. Mary A. Paz, Instructional Supervisor  
Division of Exceptional Student Education  
305-995-1816  
[mpaz@dadeschools.net](mailto:mpaz@dadeschools.net)



## Counseling

The decision to add counseling as a related service must be made at an IEP team meeting. The following procedures should be completed:

- 1) Send the *Notification of Meeting* form indicating that a purpose of the meeting is to consider counseling.
- 2) Then, the IEP team must consider if the student needs counseling as a related service to access his/her education.
- 3) Invite the service provider for counseling to develop/support goal(s) and accommodations on the IEP that align with the BIP.
- 4) The service provider for counseling is to receive a copy of the IEP that designates counseling as a related service.
- 5) Counseling services are entered in the ISIS Student Case Management Information screen and in SPED EMS.

### **RESOURCES:**

Policies and Procedures Document (SP & P)

Technical Assistance Paper 2011-134, *Counseling as a Related Service*

### **CONTACT:**

Ms. Robin J. Morrison, Instructional Supervisor  
Division of Exceptional Student Education  
305-626-3963  
[rmorrison@dadeschools.net](mailto:rmorrison@dadeschools.net)

School Staffing Specialists



## Diploma Options

The State of Florida offers the following diploma options for students with disabilities:

Standard Diploma: The standard diploma is earned by most students who graduate from Florida high schools. To do so, they must meet the graduation requirements set by the State of Florida and the local school districts.

Special Diploma Option 1: A special diploma is available for students with disabilities who have been identified as eligible for SPED services and have a current IEP. The special diploma is a viable option for students with disabilities who are not able to meet the requirements for a standard diploma.

Special Diploma Option 2: Special Diploma Option 2 is an employment based graduation option. This option allows eligible students to obtain a special diploma through demonstrated mastery of specified employment and community competencies.

- The diploma option is determined through the IEP process.
- A statement of whether the student is pursuing a course of study leading toward a standard or special diploma must first be made during the student's 8th grade year or during the school year of the student's 14th birthday, whichever comes first.
- The diploma decision must be readdressed at all subsequent IEP meetings.
- The IEP team should review all information regarding the student. The diploma decision should not be based on one piece of information such as the student's reading level, a rating scale, or the ability to pass the FCAT. These factors should be considered along with other information (e.g., student performance, career assessments, prior IEPs, and input from all team members).
- When in doubt about which diploma option is appropriate, aim high and choose the standard diploma. Senior high school teachers and parents will monitor the student's progress and re-address the diploma decision at all subsequent IEP meetings.
- If the diploma decision is unclear, the team should use the rating scale first introduced in the M-DCPS 2000 IEP Instructional Guide.
- If the IEP team determines that the student should pursue a special diploma and the student does not meet FCAT exemption criteria (alternate assessment), the team should revisit the diploma question and consider whether or not this new piece of information affects the decision.
- The diploma choice and course of study should be discussed at all articulation meetings.
- Document whether the student is pursuing a special or standard diploma on the PF4 screen any time from 7th grade on.
- A student who is identified solely as visually impaired or speech impaired is not eligible for a special diploma.

### **RESOURCES:**

Student Progression Plan  
Policies and Procedures document (SP & P)  
Special Diploma Option 2 Guidelines

### **CONTACTS:**

Ms. Jill Brookner, Instructional Supervisor,  
Division of Exceptional Student Education  
786-268-2048, [jbrookner@dadeschools.net](mailto:jbrookner@dadeschools.net)  
Student Services personnel



**Diploma Options**  
**Student Profile for Choosing a Standard or Special Diploma Option**  
 (Adapted from FLDOE publication, Diploma Decisions for Students with Disabilities)

Instructions:

1. For each category, place a check in the box that describes the student's level of functioning.
2. Record the number of boxes checked in each level. Add totals to find A, B, and C as described below.
3. This decision must be made by the IEP team, not any one individual.

Category	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Cognition</b>	<input type="checkbox"/> significantly below average	<input type="checkbox"/> well below average	<input type="checkbox"/> slightly below average	<input type="checkbox"/> low average	<input type="checkbox"/> average	<input type="checkbox"/> above average
<b>Curriculum</b>	<input type="checkbox"/> very different curriculum	<input type="checkbox"/> modified curriculum, community-based instruction	<input type="checkbox"/> regular curriculum taught in ESE setting	<input type="checkbox"/> regular curriculum with support of ESE staff	<input type="checkbox"/> regular curriculum at or near grade level	<input type="checkbox"/> regular curriculum at or above grade level
<b>Social/Emotional</b>	<input type="checkbox"/> very poor personal adjustment and relationships; requires 1-1	<input type="checkbox"/> poor personal adjustment and relationship; requires assistance in most settings	<input type="checkbox"/> below average personal adjustment and relationships; requires behavioral contract	<input type="checkbox"/> average personal adjustment and relationships	<input type="checkbox"/> good personal adjustment and relationships	<input type="checkbox"/> excellent personal adjustment and relationships
<b>Communication</b>	<input type="checkbox"/> uses gestures or vocalizations to communicate	<input type="checkbox"/> has difficulty understanding and communicating with most people-using speech, sign language or communication devise; no written communication	<input type="checkbox"/> has difficulty communicating with some people-using speech, sign language or communication devise; limited written communication	<input type="checkbox"/> limited oral, signed or written communication	<input type="checkbox"/> expresses self well using speech or sign language; needs some help with written communication	<input type="checkbox"/> expresses self well through speaking and writing
<b>Independent Functioning</b>	<input type="checkbox"/> requires full time personal assistant to care for personal needs and manage on-task behavior	<input type="checkbox"/> requires much help with personal care; needs supervision to maintain acceptable behaviors in most situations	<input type="checkbox"/> requires occasional help with personal care; needs prompting or supervision to stay on-task; is reluctant to try new things	<input type="checkbox"/> takes care of some personal needs; reliable and responsible in familiar situations; has some difficulty dealing with new situations	<input type="checkbox"/> takes care of most personal needs; generally reliable and responsible; hesitant to stand up for self	<input type="checkbox"/> takes care of all personal needs; always reliable and responsible; can advocate for self
<b>Total</b>	<b>Total Boxes Checked</b> _____	<b>Total Boxes Checked</b> _____	<b>Total Boxes Checked</b> _____	<b>Total Boxes Checked</b> _____	<b>Total Boxes Checked</b> _____	<b>Total Boxes Checked</b> _____

A= \_\_\_ Total of levels 1, 2 and 3  
 B= \_\_\_ Total of levels 4, 5 and 6  
 C= \_\_\_ Total of Level 3

Special diploma should be considered if there are more boxes checked in A than B.  
 Standard diploma should be considered if there are more boxes checked in B than A.  
 Standard diploma should be considered if most boxes checked are in Level 3.



## Discipline/Suspension, MD, FAB/BIP and Referral to an AES

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

The district continues to have significant discrepancy in rates of suspension and expulsions of students with disabilities for greater than 10 days in a school year and continues to have a significant discrepancy by race and ethnicity. The following procedures must be followed.

### Outdoor or Indoor Suspension:

- Students with disabilities who have been assigned indoor suspension or who have been suspended 10 days or more in a school year must continue to be given the opportunity to progress in the general education curriculum and progress toward meeting their IEP goals.
- Each teacher must determine the extent of special education and related services are necessary to meet this requirement.
- Complete FM 7428 when a student with disabilities is suspended for over 10 days in a school year.
- Complete FM 7429 each time a student with disabilities is assigned an indoor suspension.
- Parents must be notified when school personnel **remove** a student with disabilities who violates the Code of Student Conduct from his or her current educational setting for more than 10 school days.
- As sometimes multiple short-term outdoor suspensions add up to what constitutes a change in placement, parents must be provided with a copy of their procedural safeguards **every** time a student with disabilities is suspended from school.

### Manifestation Determination (MD)

- The MD meeting **MUST** be conducted within 10 **school** days of the decision to suspend the student with disabilities. (A student with disabilities must not reach the tenth day of outdoor suspension without having had the manifestation determination meeting.)
- All procedures for preparing and conducting an IEP/504 meeting must be followed.
- The MD decision must be made on a case-by-case (individual incident) basis, in light of the circumstances and particular facts and not on the basis of the disability category or label (*e.g.*, learning disabilities, emotional/behavioral disabilities).
- The MD meeting can be held by the school LEA if an AES is not being considered. (See below for Referral to AES).
- The school psychologist must be present at all manifestation determination conferences and the student's most recent evaluation must be reviewed.
- The IEP/504 team must consider all relevant information in the student's file, including the IEP/504 plan, teacher observations, and any relevant information provided by the parent.
- The *Matrix of Services* must be reviewed after the MD meeting.
- If there is an additional outdoor suspension after the initial 10-day suspension and subsequent MD meeting, you must immediately convene another MD meeting every time another outdoor suspension is assigned. You do not wait for another 10 days of suspension. Complete a new FM 7428 for each additional suspension.



## Discipline/Suspension, MD, FAB/BIP and Referral to an AES

### Criteria for determining that the behavior is a manifestation of the student's disability:

- the behavior is caused by or had a direct and substantial relationship to the student's disability; and/or,
- the behavior in question is a direct result of the school district's failure to implement/develop an appropriate IEP.

If the behavior **is** a manifestation of the student's disability, the team must consider additional interventions and other resources, and review and modify the existing BIP. If the student does not have a BIP, the team must secure parental consent in order to conduct a FAB and then develop/implement a BIP. **The student must immediately be returned to the current placement, unless the parent and district agree to a change in placement.**

If the behavior **is not** a manifestation of the student's disability as stated in the previous bullets, the relevant disciplinary procedures applicable to students without disabilities may be applied, providing the student continues to receive services so as to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the student's IEP goals.

### Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP):

A FAB is a comprehensive and individualized, solution-oriented process for addressing behavior challenges. It incorporates a variety of problem solving techniques and strategies to gather information as a means of assessing the relationship between the behavior and the variables surrounding its occurrence. This information is used to devise an informed hypothesis about the function (or purpose) of the behavior and design a BIP. The BIP is a specific plan of action utilizing evidenced based, positive, skill building interventions in order to teach the child an effective replacement behavior that allows the student to get what he/she wants or needs in an appropriate manner within that educational setting.

**District Policy:** Prior to the sixth day of outdoor suspension, the school is required to review the student's BIP. If necessary, the BIP should be modified. If the student does not have a BIP, the school must immediately conduct a FAB and initiate a BIP. The IEP must contain behavioral goals that reflect the BIP.

- Prior to initiating the FAB process, consent must be obtained using FM 4961, *Notice of Intent and Parental/Guardian Consent to Conduct an Evaluation*.
- The school level staff is responsible for following through the FAB process and developing, implementing, and monitoring a BIP.
- The *Matrix of Services* must be reviewed and a new Matrix must be written if additional services are being provided.
- Review monthly Special Education (SPED) Suspension Report, Product Report #T32007503; Administrative Referrals to Alternative Suspension Report, Product Report #0503P31-01, and COGNOS Quarterly Suspension Report.

### Referral to an Alternative Education School (AES):

Consideration for an AES must be made via an IEP meeting. All procedures for preparing and conducting an IEP/504 meeting must be followed.



## Discipline/Suspension, MD, FAB/BIP and Referral to an AES

- The referring school must notify the school staffing specialist when AES will be considered. The staffing specialist will arrange for a representative from School Operations/Alternative Education to attend.
- If an IEP meeting with the AES staff cannot convene within the FAB/BIP and MD timelines, the referring school must convene the MD meeting to meet MD/FAB/BIP requirements and timelines.
- A second IEP meeting to consider an AES must be held at a later date when a representative from School Operations/Alternative Education is able to attend.
- The IEP team to consider an AES must review the need for any accommodations, modifications, related services, and support services that may be necessary to provide support to the student in the current placement or in the assignment of the student to an AES site.
- The IEP team should strongly consider the amount of time the BIP has been implemented at the student's current school site before recommending the student for an AES. *A minimum of two weeks of the BIP implementation is a suggested time line to follow.*
- The IEP team should consider the need for additional evaluation before consideration to an AES.
- At the completion of the IEP meeting, the sending school must scan and email the *Manifestation Determination* and page one of the student's IEP to [altd@dadeschools.net](mailto:altd@dadeschools.net).

### Discipline and Prekindergarten students with disabilities:

Teachers must complete and monitor an Assistive Technology Implementation Plan (ATIP) before completing a Functional Assessment of Behavior and developing a Positive Behavior Support Plan. The Prekindergarten Program for Children with Disabilities, Teacher Handbook, Appendix N, addresses challenging behaviors in young children. Suspensions of Pre-K children with disabilities is an ineffective tool for dealing with behavioral challenges in young children. Notify the Pre-K staffing specialist if suspension is being considered.

### RESOURCES:

Code of Student Conduct

Discipline Section of SP & P

Functional Assessment of Behavior Manual, Intervention Manual, School Support Team Manual

Link: <http://divisionaltd.dadeschools.net/procedures.htm>

School Support Team Manual

### CONTACTS:

Ms. Rona Brandell, Director, School Operations/Alternative Education  
305-995-1270; Fax: 305-995-2399; [rbrandell@dadeschools.net](mailto:rbrandell@dadeschools.net)

Ms. Robin J. Morrison, Instructional Supervisor, Division of Exceptional Student Education  
305-626-3963; [rmorrison@dadeschools.net](mailto:rmorrison@dadeschools.net)

Ms. Dolores Mendoza, Executive Director, Prekindergarten Program for Children with Disabilities  
305-271-5701; [dmendoza@dadeschools.net](mailto:dmendoza@dadeschools.net)

Dr. Sue Buslinger-Clifford, Instructional Supervisor, Psychological Services  
305-995-1735; [sclifford@dadeschools.net](mailto:sclifford@dadeschools.net)

School Staffing Specialists



## Due Process/Mediation

Due process is a legal proceeding designed to resolve disputes between two or more parties.

- A due process hearing request may be initiated by a parent or school district personnel as to matters related to the identification, evaluation, educational placement, eligibility determination or the provision of FAPE to the student.
- The hearing will be conducted by the administrative law judge (ALJ) with Florida's Division of Administrative Hearings (DOAH). The ALJ will issue a Final Order.
- Due process hearing requests must allege a violation that occurred not more than two years before the complaining party knew/should have known about the alleged action that is the basis of the complaint.
- When parents or the school district personnel file for due process, "stay put" goes into effect. This means the child must remain in his or her current educational placement unless the parent and the school district agree otherwise. "Stay Put" does not apply to changes of placement due to disciplinary removals.
- An expedited due process hearing may be requested by the parent if the Commissioner of Education denies a request for an extraordinary exemption from a given state assessment.

Mediation is a process designed to resolve disputes.

- The mediation process is voluntary for both the parent and the district.
- It is conducted by a qualified and impartial mediator assigned by the Florida Department of Education.
- The parent must complete a *Request for Mediation* form.
- All discussions shared during the course of mediation are confidential.
- Parents do not waive their rights to a due process hearing by requesting mediation.
- A "Mediation Agreement" is a legally binding contract.
- When parents file for mediation, "stay put" does **not** go into effect.

If a parent requests due process during an IEP meeting, the IEP team should continue the IEP process and briefly document the discussions/disagreement on the IEP. If a parent walks out of the IEP meeting, the IEP team should continue the IEP process and document that the parent left the meeting. **A follow-up meeting should be scheduled within 10 days to review the final IEP. A *Notification of Meeting* must be provided to the parent indicating that the purpose of the meeting is to review the completed IEP.** If the parent chooses not to attend, the district will have a compliant IEP and documentation of the proposed subsequent meeting. In addition, the FAPE form should be completed and provided to the parent.

**Procedures to follow when a parent disagrees with the student's IEP and/or the district's proposal or refusal to initiate/change evaluation, identification, educational placement, eligibility determination or FAPE:**

1. Document the disagreement on the SPED EMS FAPE form.
2. Provide the parent with the *Request for Mediation* form and *Request for Due Process Hearing* form and ensure that the parent receives a copy of the *Notice of Procedural Safeguards for Parents of Students with Disabilities* upon the receipt of the first request for a due process hearing in a school year or if the Commissioner of Education denies a request for an extraordinary exemption.
3. Notify the school staffing specialist whenever a parent requests due process or mediation.





## Due Process/Mediation

4. Fax/submit Requests for ESE Due Process and Requests for Mediation as indicated on the forms. In addition, fax to 305-995-1760, attention: SPED Compliance supervisor.

### RESOURCES:

- *Notice of Procedural Safeguards for Parents of Students With Disabilities*
- *Informed Notice of Proposal or Refusal to Change Evaluation, Identification, Educational Placement, Eligibility Determination or Free Appropriate Public Education*
- FM 5773, *Request for Due Process Hearing form*
- FM 6331, *Request for Mediation form*

CONTACT: School Staffing Specialists



## English for Speakers of Other Languages (ESOL)/ English Language Learners (ELL)

The Bilingual/ESOL SPED program was created in an effort to meet the requirements of the State Board of Education vs. LULAC (League of United Latin American Citizens), et. al, Consent Decree and the needs of the multicultural/multilingual exceptional student population in Miami-Dade County Public Schools.

The Division of Exceptional Student Education monitors schools to ensure the appropriate identification and placement of students with disabilities (SWD) who speak a language other than English in the home. On a yearly basis, selected schools are monitored to ensure that SWD who are identified as ELLs are provided with appropriate instruction and services in accordance with their IEPs. Language Proficiency/Dominance Screenings are conducted by Bilingual Assessors for ESOL students having academic difficulties within the general education program to determine if language is a factor.

*Once an ESOL student is eligible for a SPED program, with the exception of those that participate in the programs for speech/language impaired only, the IEP supersedes the Individual ELL Student Plan. The Programs for English Language Learners tab of the SPED-EMS IEP must be completed for all ELL SWD. Nevertheless, the Individual ELL Student Plan cannot be removed from the cumulative record.*

### SWD at ESOL Levels I-IV and the IEP

- **Home Language of Student** – specify the home language of the student
- **Annual Language Proficiency/Dominance Assessment** – The ESOL level must be updated annually, for those students who take Comprehensive English Language Learning Assessment (CELLA), use the most recent ESOL Level from the J-Screen. The date of assessment should be the date of the ESOL Level Update from the J-Screen. For those students who take the Florida Alternate Assessment (FAA), the level must be updated within 30 days of the IEP Conference Date. The assessment tab in SPED EMS must be completed with the appropriate name of the test, date, and score.
- **ESOL Entry Date** - entry date into the ESOL Program (available in J-Screen)
- **Type and Location of ESOL Services (located in the SPED EMS Placement Tab in the IEP)**
  - Type:** Mark boxes according to following descriptions:
    - **English for Speaker of Other Languages (ESOL)** – must be marked for all students
    - **Curriculum Content in English Using ESOL Strategies** – must be marked for all students whose content area (Social Studies, Science, and Mathematics) instruction is being delivered in English
    - **Curriculum Content in the Home Language (Elementary)** – marked only for students whose content area instruction is to be delivered in the home language
    - **Bilingual Curriculum Content (Secondary)** – marked only for students whose content area instruction is to be delivered in the home language

**NOTE:** Click on Directions Regarding ESOL Services for further clarification.

**Location:** Mark box for location (general education or ESE) of ESOL (Language Arts and Reading instruction) and of content area (Mathematics; Science; Social Studies; and computer literacy) as determined by IEP Team. This information must match the location of services (located in the Educational Services tab).

**Note:** General Education box is the **only** box marked for students who are fully included.



## English for Speakers of Other Languages (ESOL)/ English Language Learners (ELL)

### Levels I-IV, Present Levels and Goals: Curriculum and Learning Environment – Priority Educational Needs (PEN)

At least one of the student's PENs must reflect the acquisition of English.

Choose **one** pen from the drop-down menu:

Examples:

1. English Language Acquisition Skills in Reading
2. English Language Acquisition Skills in Language Arts
3. English Language Acquisition Skills in Writing
4. English Language Acquisition Skills in Core Content Areas

#### **Transition Statement (Present Level and Goals)**

The transition statement, if appropriate, should include the acquisition of the English language necessary to achieve desired school outcomes (*e.g.*, vocational or professional career interests) or post-school outcomes. *Example:* Increase the student's English vocabulary to prepare him/her for graduation requirements.

#### **Assurances**

The assurances reflecting the communication needs of ELL SWD must be marked as yes for ESOL levels I-IV.

#### **Measurable Annual Goals and Benchmarks and/or Individual Transition Plan**

Add goals and benchmarks as needed based on student's curriculum needs: standard versus modified.

*Example:* Given a passage, Susana will use oral language skills in English to identify the sequence of events in a story in 4 out of 5 opportunities.

#### **Classroom Accommodations (from the drop-down menu)**

Examples: Flexible Presentation-ESOL Strategies  
Flexible Presentation-Home Language Strategies  
Flexible Presentation-Approved Dictionary  
Flexible Presentation-Assistance of Heritage Language

State the location and identify the duration and frequency.

Accommodations for testing are determined by classroom accommodations.

#### **Educational Services-**

Specialized Instruction, amount and frequency of services and location need to be marked in this section and they should concur with the Type and Location of ESOL Services.

#### • **Schedules and ESOL Courses for ELL SWD**



## English for Speakers of Other Languages (ESOL)/English Language Learners (ELL)

### For SWD in Elementary Schools:

If the student is receiving ESOL and ESOL related instruction in the General Education or the SPED program, the correct Elementary School Academic Program (ESAP) code should be used for the student's course schedule. The ESAP Program Guide for SWD can be located at the following link:  
<http://tlc.dadeschools.net/scheduling/index.asp>

### For SWD in Secondary Schools:

If the student is receiving ESOL instruction within the SPED program, the appropriate course(s) and/or SPED teacher's employee number will crossover to the J-Screen.

ELL SWD who will be provided with ESOL instruction in the general education program shall be scheduled into the general education ESOL courses as appropriate. For ELL SWD being provided ESOL instruction by a SPED Teacher in a SPED classroom, the Intensive Reading course must be double-coded with the Developmental ESOL course.

### J-Screen Data Update–ESOL Levels 1-4

#### Students who Participate in FAA

The ESOL Level on the J-Screen must be manually updated only for students who participate on the FAA.

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

1. Change in ESOL level
2. ESOL level did not change when student was tested, you must type over the ESOL Level in the J-Screen

#### Students who Participate in FCAT

The ESOL level of students who participate in FCAT and participate in CELLA is automatically updated in the J-Screen.

### SWD at an ESOL Level V and the IEP:

ELL SWD who achieve English proficiency/dominance in accordance with the stipulated exit criteria for either students who take the FCAT or FAA are exited by the IEP Team at an annual or through an interim review. The ESOL exit date on the IEP must be the same as the IEP meeting date. The following are the procedures for exiting an ELL SWD through the SPED EMS IEP:

### SPED EMS ESOL Exit Procedures

Under IEP Process, click on the tab for Programs for English Language Learners (ELL) with Disabilities:

#### Locate Annual Language Proficiency Assessment

- a) Select appropriate name of test used.
- b) Click on the Log Score under ESOL Level and Choose 5 if the ESOL Level is not an ESOL Level 5.



## English for Speakers of Other Languages (ESOL)/English Language Learners (ELL)

### ESOL Entry:

Appropriate name of test used and original Raw Score (this information transfers from ISIS)

1. If the ESOL Level is a 5, a blue box Add Test appears under ESOL EXIT. Click on the box!
2. Click on the Assessments from list drop down menu and select appropriate test:

### ELL/SWD that follow Next Generation Sunshine State Standards/Common Core State Standards (CCSS) and participate in FCAT:

- CELLA

### ELL/SWD that follow New Generation Sunshine State Standards Access Points/CCSS/Core Content Connectors and participate in FAA:

- Modified Miami-Dade County Oral Language Proficiency Scale-Revised (Modified-OLPS-R)
  - Relative Language Dominance Assessment from Continuum of ESOL Placement Tests for Exceptional Students B (RLDA-B)
  - Relative Language Dominance Assessment from Continuum of ESOL Placement Tests for Exceptional Students C (RLDA-C)
  - Relative Language Dominance Assessment from Continuum of ESOL Placement Tests for Exceptional Students D (RLDA-D)
3. Click Add Assessments
  4. Click Log Score under Proficiency Level/Raw Score, enter, ESOL Exit Date (same as IEP Date) and choose 20 under Proficiency Level
  5. Update the database

Post Program Review (PPR): only dates relevant to the expiration date of the IEP will appear on the screen.

- On the hard copy of the finalized IEP and next to the PPR populated dates, teacher indicates **No change in status**, signs it, faxes the PROGRAMS FOR ENGLISH LANGUAGE LEARNERS (ELL) WITH DISABILITIES page with the original barcode page to SPED EMS.
- The same procedure must be done for each PPR date.

### J-Screen Data Update – ESOL Level 5

ESOL levels and exit information will be automatically updated by ITS on the “J” Screen in ISIS based on the results of the most recent CELLA administration for each student.

ELL SWD who do not take CELLA will require exit information to be entered manually by the schools in order to update the J-Screen. The following is a listing of information required:

Exiting ELL SWD (on FAA) from the ESOL program

- o ESOL Level V
- o Exit date
- o N/A in NRT tab (for both Reading and Language Raw Score)



## English for Speakers of Other Languages (ESOL)/English Language Learners (ELL)

- o Basis of exit
  - L - ELL Committee (IEP team) (must be manually updated)

Note: The basis of exit for students who participate in the FAA will be "L".

If reclassifying a student

- o Date of reclassification
- o Change to ESOL level IV

### Testing SWD who are ELL

New students entering the school system will be assessed for ESOL within 20 days of enrollment. Students (1<sup>st</sup> – 12<sup>th</sup> Grade) entering the school system will be administered the CELLA On-line. Kindergarten students will be assessed with the M-DOLPS-R, this includes SWD who would participate in state assessments (e.g. FAIR; FCAT). (For SWD who are new to the system and would participate on the FAA, a test from the Continuum of ESOL Placement Tests for Exceptional Students (Form # 4762) (e.g., Relative Language Dominance Assessment) will be administered to determine their ESOL level).

### Initial IEP Eligibility Meeting and ESOL Testing:

The results of the CELLA will be used to determine the ESOL level of a general education student enrolled in M-DCPS who participated in the CELLA administration and is now being staffed into special education. The ESOL Level and date of assessment should be the date of the ESOL Level update on the J-Screen.

**NOTE:** For those general education students, who enrolled after the administration of the CELLA, the results of the CELLA On-line administered when the student entered M-DCPS and the CELLA On-line ESOL Level will be used for the initial IEP.

### SWD who participate in FCAT

On an annual basis the CELLA is administered to ELL SWD who participate in statewide assessments (FAIR/FCAT). CELLA is administered with accommodations as indicated on their IEPs and the results yield ESOL levels.

### SWD who participate in FAA

SWD who meet FCAT exemption criteria do not take the CELLA; however, they must be tested on an annual basis within 30 days of the IEP conference date. The assessments used for students who do not take CELLA are located in the *Continuum of ESOL Placement Tests for Exceptional Students*. The selected assessment will be used to update the students ESOL level and exit the student from the ESOL Program. The teacher must review the descriptors to determine the appropriate assessment.

The following is a list of ESOL placement tests found in the Continuum:

*Modified - Miami-Dade County Oral Language Proficiency Scale-Revised (M-DCOLPS-R)*

Grades K-2 (FM 6041); Grades 3-5 (FM 6040); Grades 6-12 (FM 6046)

*Relative Language Dominance Assessments (RLDA) RLDA – B, C, or D (FM 4762) or download at the following link: [http://ese.dadeschools.net/ESOL\\_ESE/pdfs13/J-Screen.pdf](http://ese.dadeschools.net/ESOL_ESE/pdfs13/J-Screen.pdf)*



## English for Speakers of Other Languages (ESOL)/English Language Learners (ELL)

### ESOL Level Update for SWD Administered the CELLA

- IEPs must be documented with CELLA as the test used for ESOL level updates.
- Interim IEPs must be held at the beginning of the school year to update a student's ESOL level based on results of the CELLA prior to the October FTE period.

*NOTE: The six semesters or more report does not apply to ELL SWD.*

### ESOL Levels Based on CELLA Composite Scores

Grade	ESOL 1	ESOL 2	ESOL 3	ESOL 4
K	1608 or lower	1609-1655	1656-1892	1893 or higher
1	1815 or lower	1816-1926	1927-2029	2030 or higher
2	1890 or lower	1891-1950	1951-2039	2040 or higher
3	1974 or lower	1975-2073	2074-2147	2148 or higher
4	2040 or lower	2041-2115	2116-2180	2181 or higher
5	2056 or lower	2057-2144	2145-2205	2206 or higher
6	2070 or lower	2071-2164	2165-2224	2225 or higher
7	2082 or lower	2083-2174	2175-2237	2238 or higher
8	2091 or lower	2092-2179	2180-2245	2246 or higher
9	2099 or lower	2100-2185	2186-2250	2251 or higher
10	2108 or lower	2109-2191	2192-2257	2258 or higher
11	2115 or lower	2116-2196	2197-2262	2263 or higher
12	2115 or lower	2116-2196	2197-2262	2263 or higher

### Exiting ELL SWD who do not participate in CELLA:

ELL SWD who obtain an ESOL level V on an ESOL test (from the Continuum of ESOL Placement Tests) and are exempt (as documented on the IEP) from the state-wide administration of the standardized achievement test (FCAT) are exited at the IEP meeting without the CELLA, SAT and FCAT scores. An interim review of the IEP must be convened if the student is to be exited prior to the annual review of the IEP.

### Exiting ELL SWD who participate in the CELLA:

The Florida Department of Education has indicated in its interpretation of the Florida Board Rule 6A-6.0903, *Requirement for Classification, Reclassification, and Post Reclassification of English Language Learners*, that the standards for determining whether the ELLs have attained sufficient English proficiency to exit the ESOL program must be based on at least two (2) approved assessment instruments administered during the same school year. The exit criteria used with ELL in the general education program will also be used with the ELL SWD who are administered the FCAT. These students will be exited automatically on the basis of meeting district criteria for exiting ELL. An interim IEP must be held to exit a student based on results of the CELLA at the beginning of the school year, prior to the October Survey Period. The ESOL Exit date on the IEP must be the same as the Interim IEP date.

### Exiting ELL SWD – CELLA Participation and IEP Team (Eight Semesters):

The progress of the ELL SWD will be monitored at the fourth year (8 semesters) after being identified as ELL (ESOL Level 1-4).



## English for Speakers of Other Languages (ESOL)/English Language Learners (ELL)

Use the same criteria as students without a disability; however, at eight semesters or 4 years, after being identified as an ELL student, monitoring is required. The progress of ELL SWD in ESOL for **eight semesters** (four years) shall be reviewed by the annual or interim IEP Team.

The IEP team reviews performance on CELLA and other assessment data to consider exiting. The student must achieve a proficient level on the Oral Section (listening and speaking) of the CELLA and a minimum score (see chart) at the High Intermediate level on the grade cluster scale scores of the Reading and Writing Sections of the CELLA.

Reading-High Intermediate		Writing-High Intermediate	
K-2	629	K-2	658
3-5	715	3-5	703
6-8	742	6-8	720
9-12	762	9-12	721

### ▪ Updating the "J" Screen (Exiting ELL SWD – CELLA Participation and IEP Team (Eight Semesters):

"L" is the basis for exit for students who participate in the CELLA (must be manually updated)

### Matrix of Services and ELL SWD

Indicate Domain A: (Curriculum and Learning) Level 3- Direct, specialized instruction and/or curriculum for some learning activities.

### Free and Appropriate Public Education (FAPE) Form and SWD exiting the ESOL Program:

The exiting of a SWD from the ESOL Program constitutes a change in the provision of FAPE since there will be changes to a student's PENS, goals, modifications and/or accommodations. A FAPE form must be completed for a student who will be exited from the ESOL Program.

### ESOL Testing/documentation for Pre-K SWD transitioning to Kindergarten

Prekindergarten SWD are not assessed for ESOL until they enter Kindergarten. Parents of Pre-K SPED students will complete the Home Language Screening Questionnaire prior to the end of the school year before entry into Kindergarten. If parents answered YES to one of the three questions on the Home Language Survey the student must be tested for ESOL.

Students will be assessed within 20 days of enrollment into Kindergarten. The ESOL level will be assessed with the M-DOLPS-R for entry purposes or with one of the test from the *Continuum of ESOL Placement Tests for Exceptional Students*.

### Procedures for the Initial Evaluation of ELL:

The SST should review all data presented at the meeting. If a Language Proficiency/Dominance Screening (LPDS) has not been requested, and is needed, the request should be made by faxing FM 4961, the *Notice of*





## English for Speakers of Other Languages (ESOL)/English Language Learners (ELL)

*Intent and Parental/Guardian Consent for Evaluation or FM-6279, or Notice of Intent and Parental/Guardian Consent to Conduct a Screening/Assessment to the Bilingual/ESOL SPED Program office.*

A bilingual evaluation specialist (e.g., school psychologist) is required when the student is ESOL level I-IV. Assessment personnel will collect information to rule out, to the extent possible, linguistic or cultural differences as a primary explanation of the problems stated in the referral.

The initial request for evaluation for an ELL shall include the following documentation, in addition to the documentation required for the PST/SST:

1. LPDS report conducted by a bilingual assessor
2. FM 4219, *Home Language Screening Questionnaire*

*NOTE: The LPDS report must be a part of the assessment information compiled for the initial eligibility/IEP Committee of an ELL.*

### **RESOURCES:**

Policies and Procedures for the Provision of Specially Designed Instructions and Related Services  
Division of Bilingual Education and World Languages Procedures Manual  
District ELL Plan  
SPED-EMS Main Menu (scroll down to ESOL instructions)

### **CONTACT:**

Dr. Rosalia F. Gallo, Instructional Supervisor  
Division of Exceptional Student Education  
305-274-8889  
[rgallo@dadeschools.net](mailto:rgallo@dadeschools.net)



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

Code

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



## Extended School Year (ESY)

ESY services are special education and related services provided to students with disabilities beyond the regular 180-day school year. These services are provided at no cost to the parent.

- ESY eligibility and the delivery of services are determined through the IEP process.
- The IEP team, which includes the student's parents, determines whether or not the student is eligible for ESY services in order to receive FAPE.
- When determining eligibility for ESY services, the IEP team may consider a student's emerging skills, regression and recoupment of critical life skills, rate of progress, and the nature or severity of the student's disability.
- ESY services, **including goals and frequency**, must be documented on the SPED-EMS IEP.
- The IEP team decision to provide ESY services may be made at any time during the school year as part of the annual IEP meeting or subsequent interim IEP meetings.
- The IEP team is responsible for documenting consideration and discussion of ESY services on the IEP.
- ESY services cannot exceed those provided during the school year.
- Procedures for ESY are available in the Summer Implementation Document.

### **RESOURCES:**

ESY Web Link at <http://ese.dadeschools.net>

### **CONTACT:**

Ms. Mary Paz, Instructional Supervisor  
Division of Exceptional Student Education  
305-995-1816  
[mpaz@dadeschools.net](mailto:mpaz@dadeschools.net)



## Florida Alternate Assessment (FAA)

The FAA is the statewide assessment designed for those students with disabilities whose IEP team determined that participation in the FCAT is not appropriate even with accommodations. The FAA measures student mastery of the Next Generation Sunshine State Standards Access Points for Reading, Mathematics, Writing and Science at three levels: participatory, supported, and independent. The student's performance level is measured in one of the following three performance categories:

- Emergent- developing basic knowledge/academic skills and may require cueing and/or prompting
- Achieved - acquired specific academic skills with moderate success
- Commended-mastered specific academic skills

For a student with disabilities to be administered the FAA, the student must meet State determined exemption criteria from participation in the FCAT. Only students with significant cognitive disabilities may be considered for this exemption. The FLDOE issued the *Assessment Participation Checklist* to guide IEP teams in the decision-making process to determine whether the student with disabilities meets the exemption criteria. To meet exemption criteria from participation in the FCAT, the student's IEP team must answer "yes" to **all four of the following questions:**

1. Does the student have a significant cognitive disability?
2. Is the student unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials?
3. Is the student participating in a curriculum based on Sunshine State Standards Access Points for all academic areas?
4. Does the student require extensive direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings?

**Note:** If "yes" is answered to **all** four questions, the student meets exemption criteria and should participate in the FAA.

If "yes" is **not** checked in **all** four areas, the student should participate in the FCAT and be provided with accommodations, as appropriate.

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

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

**Following the administration of the FAA, school personnel must update the ISIS PF 18 screen:**

- Enter the date the student participated in the FAA.

### Information Sessions for School Administrators

Professional development will be provided throughout the fall covering all policies and procedures relating to the administration of the alternate assessment.

Two half-day meetings are available for administrators.

- Participants only have to attend one session
- Participants may sign up on the Professional Development Portal under **Meeting**.



## Florida Alternate Assessment (FAA)

### Practice Materials

- Practice materials are available for students participating in the FAA.
- Practice materials should arrive at the school by the end of September. Please make the materials available to all teachers of students taking the assessment.
- Do not discard practice materials as they may be reused each subsequent year.
- Additional materials may be ordered through the Division of Special Education by email [jbrookner@dadeschools.net](mailto:jbrookner@dadeschools.net)

### Teacher Training Procedures for the FAA

In order to ensure the consistent and accurate administration of the FAA, the FLDOE requires teachers administering the assessment to receive training on proper administration procedures. Full-day orientation administration training is required for teachers who are new to administering the assessment and who have **never** been trained. Participants will receive 6 master plan points.

- Teachers may register on the Professional Development Portal under **Session**.
- Teachers who have previously participated in full-day orientation administration training are required to receive update training each subsequent year they administer the assessment. **Online administration update training will be offered each fall for those teachers who have previously participated in full-day orientation administration training. Teachers who complete the online administration update will fulfill the update training requirement.**
- During the online training window, teachers will have unlimited access to three separate training modules 24-hours a day, 7-days a week. Teachers will be required to view all three modules and participate in a brief quiz at the end of each module. In addition to the online administration training, teachers will also have online access to a variety of administration resources (e.g., Teacher Preparation Checklist and Helpful Hints).
- Please ensure that all teachers who have been previously trained and are administering the FAA view this update at <http://faa-training.measuredprogress.org>.
- FLDOE will forward a list of completers to the district so this directive must be adhered to with no exceptions. Teachers who have not participated in either face-to-face or on-line training will not be permitted to administer the test to students.

### FAA Procedures:

- The Test Distribution Center (TDC) will deliver test booklets, scannable answer sheets, and auxiliary testing materials to each school in the spring. Specific dates for the testing window will be posted on [www.faa.dadeschools.net](http://www.faa.dadeschools.net). Special Education staff members should open the boxes and review these materials to verify that all needed testing materials has been received. Teachers may begin testing immediately upon receipt of the materials. Please adhere to security measures outlined in the Procedural Manual for Operational Assessment. The manual may be downloaded at the following website, [www.fl-alt.com/materials](http://www.fl-alt.com/materials).
- Administrators should ensure that teachers have access to a quiet location to conduct testing and provide in-house coverage, as needed, to facilitate testing.
- Please review all scantron forms to verify accuracy and make sure that all eligible students are tested.
- Return all testing materials to the TDC on the designated dates, in accordance with applicable instructions set forth in the Procedural Manual for Operational Assessment.
- TDC is located at **13135 SW 26 St, Miami**.



## Florida Alternate Assessment (FAA)

### School Administrator Observations

- All teachers who are administering the FAA must be observed once during the testing window by a school administrator. Forms should be returned by email to [jbrookner@dadeschools.net](mailto:jbrookner@dadeschools.net). The Administrator Observation form is available at [www.faa.dadeschools.net](http://www.faa.dadeschools.net).

### Individual and School Reports

- Score reports issued by the FLDOE are typically transmitted to schools in late May.
- Please forward corresponding copies to parents and include a copy in the student's cumulative folder.
- Administrators should review school reports with teachers in order to guide curriculum decisions based on data.
- Assessment information is then analyzed and used to assess Adequate Yearly Progress (AYP) and is also counted in the assignment of school grades.

### RESOURCES:

Sunshine State Standards Access Points: [www.floridastandards.org](http://www.floridastandards.org)  
TAP: 2010-92, Statewide Assessment for Students with Disabilities  
6A-1.0943, F.A.C., Statewide Assessment for Students with Disabilities  
[www.faa.dadeschools.net](http://www.faa.dadeschools.net)

### CONTACT:

Ms. Jill Brookner, Instructional Supervisor,  
Division of Exceptional Student Education  
786-268-2048  
[jbrookner@dadeschools.net](mailto:jbrookner@dadeschools.net)



## Procedures for Gifted

Miami-Dade County Public Schools (M-DCPS) Gifted Education Program provides qualitatively different programs designed to meet the needs of gifted students. Gifted students are defined by State Board Education Rule 6A-6.03019 as those who have superior intellectual development and are capable of high performance.

Eligibility under State Board Rule includes:

1. A documented need for the program,
2. A majority of gifted characteristics, and
3. An intelligence quotient in the superior range (two standard deviations or more above the mean on an individually administered standardized test of intelligence).

Additional eligibility criteria are available under Part B or the State Board Rule for limited English proficient students and students from low socio-economic families (as measured by free/reduced lunch).

### Delivery Models for Gifted

A range of gifted service delivery options are available to meet each student's special needs based on the student's Educational Plan (EP) and are provided with administrative support to assure adequate funds for materials and professional development. The following delivery models are available for M-DCPS students in elementary, middle, and senior high school.

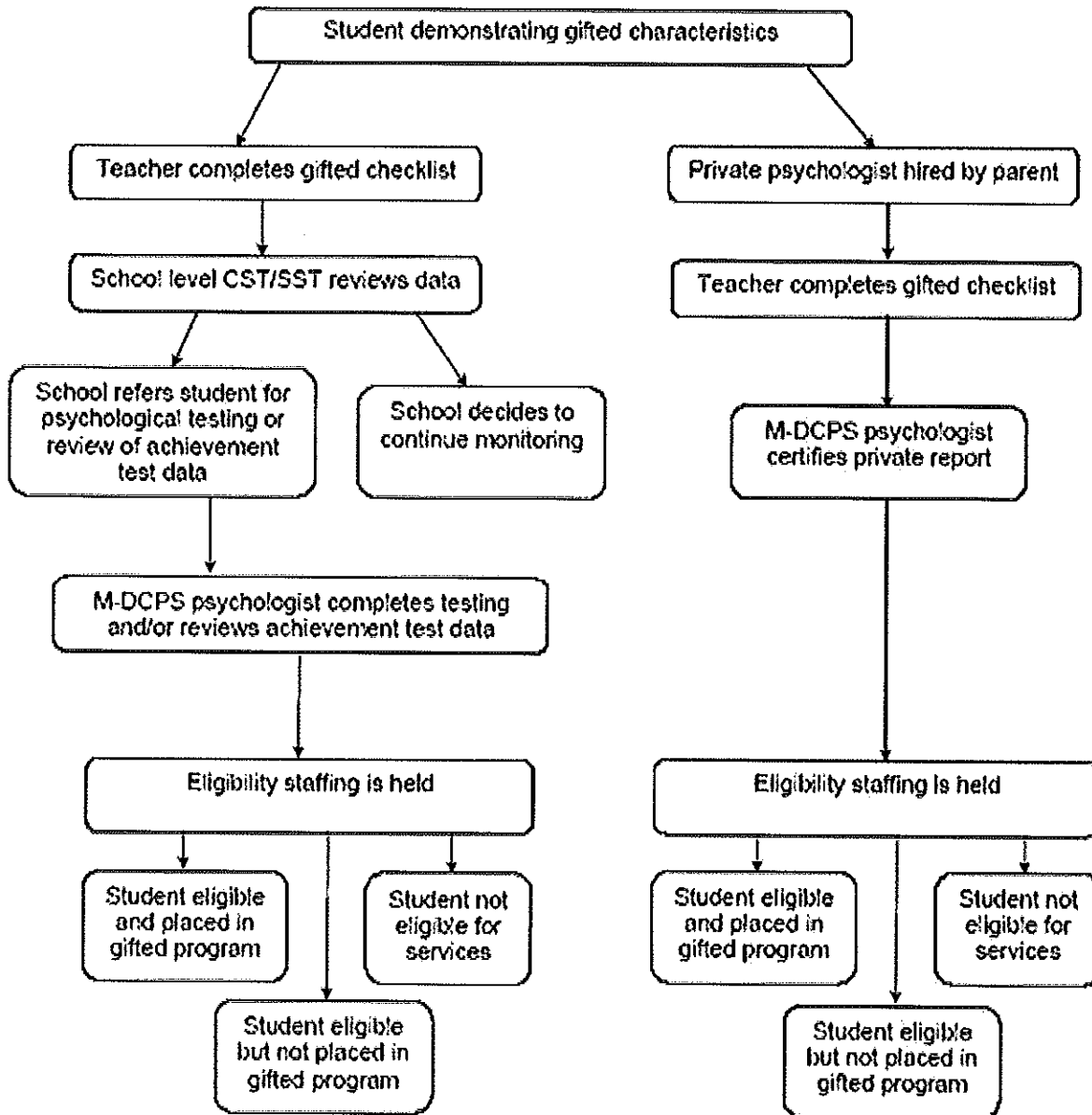
- Elementary Content (K-5/6) - students attend the gifted program for a block of time from 1 to 2.5 hours each day. They receive a total of 5 to 12 hours of gifted services per week and interdisciplinary instruction around selected basic subjects (Mathematics, Science, Social Studies, and/or Language Arts/Reading). All of the students in the gifted course are eligible for gifted services and the teacher is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.
- 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. All of the students in the gifted course are eligible for gifted services and the teacher is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.
- Middle School Gifted Programs (6-8) - offer gifted content area courses (Mathematics, Science, Social Studies, and/or Language Arts/English) and/or State-approved middle school gifted elective courses. All of the students in the gifted course are eligible for gifted services and the teacher is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.
- Senior High Gifted Programs (9-12) - offer gifted content area courses (Honors and/or Advanced Placement) and/or State-approved high school gifted elective courses. All of the students in the gifted course are eligible for gifted services and the teacher is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.
- Senior High Gifted Consultation (9-12) - 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. Gifted students are not assigned to a gifted course, rather receive consultation services from a teacher who is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.

For gifted students receiving educational services through a hospital/homebound or alternative education setting, gifted services K-12 will be provided through a gifted consultation model.





# The Gifted Referral Process





**Screening, Pre-referral, and Referral for Gifted:** The screening process for the district includes the development of a talent pool of students who demonstrate unusual ability.

Students should be screened using two or more of the following criteria:

- High academic achievement, as indicated by standardized test 89 percentile or higher or FCAT/EOC Level 4 or 5 or course work grades of A or B
- Above average 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.

In addition, all LEP students that have achieved a grade of A or B in English for Speakers of Other Languages (ESOL) or home language arts (i.e., Spanish language arts, Haitian-Creole language arts) and mathematics are screened for gifted. The Division of Advanced Academic Programs provides schools with a report from Information Technology Services (ITS) that includes the names of LEP students meeting gifted screening criteria to each school.

A referral for gifted education can be made by a teacher, a parent/guardian, or any qualified individual who has knowledge of student's abilities. A student profile is developed for a student being referred to the School Support Team (SST).

The student profile includes the following:

- *Gifted Characteristics Checklist* (FM 7051) - Students need to demonstrate a majority of gifted characteristics on the rating scale to continue in the process; and
- 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 *Stanford Achievement Test* or *FCAT* scores; additionally, the *Apreda* can be used to measure the achievement of Spanish-speaking ESOL students.)
  - b. classroom performance indicators such as report card grades, class work, and/or projects.

An SST meeting is convened in order to review the information gathered in the student's profile. The SST makes the determination of whether or not to continue the evaluation process, based on the supporting documentation and a majority of gifted characteristics as measured by the *Gifted Characteristics Checklist*.

Limited English proficient students and students eligible for free/reduced lunch that are referred for gifted will also need the following forms completed: William's Scale for Creativity and Plan B Gifted Matrix form for Kindergarten (FM 7083), Plan B Gifted Matrix form for Grades 1-3 (FM 7082), Plan B Gifted Matrix for Grades 4-12 – Utilizing Percentile Scores (FM 7081), or Plan B Gifted Matrix for Grades 4-12 – Utilizing FCAT 2.0 Scores (FM 7009, 7010, 7013, 7014, 7017, 7019, 7049, or 7349).

## **Gifted Eligibility & Procedures**

### **Eligibility- Plan A**

1. Documented need for program
2. Gifted Characteristics Checklist (FM-7051)- meets stated criteria
3. IQ test score  $\geq$  130 on an individually administered IQ test



**Plan B (LEP or F/R lunch ONLY)**

1. Documented need for program
2. Gifted Characteristics Checklist (FM-7051)- meets stated criteria
3. IQ test- score  $\geq 112$  required on an individually administered IQ test
4. Academic Achievement- ITBS, SAT-10, Aprenda II, FCAT 2.0, EOC
5. Creativity- Williams Scale
6. Each criteria must be documented on the Gifted Eligibility Determination Matrix (FM-7081, 7082, 7083, 7009, 7010, 7013, 7014, 7017, 7019, 7049, or 7349). Students must have at least 9 points in 3 of the 4 Matrix categories, including a minimum of 1 point on the matrix in the IQ category.

**Procedures-** Follow requirements for the column corresponding to the method of eligibility

#	Step	FM#	Plan A	Plan B
1	Screening	7073	Y	Y
2	Gifted Characteristics Checklist	7051	Y	Y
3	Parent Nomination, optional	5029	opt	opt
4	Student Self-Nomination, optional	5031	opt	opt
5	Notification of Meeting- SST (in SPED EMS)	4851	Y	Y
6	Procedural Safeguards (in SPED EMS)		Y	Y
7	Conduct SST meeting. If team determines need for program, continue with evaluation		Y	Y
8	Notice of Intent and Parental/ Guardian Consent to Conduct an Evaluation	4961	Y	Y
9	SST Request for Evaluation (Elementary)	6572	Y	Y
	SST Request for Evaluation (Secondary)	2561		
10	Home Language Screening	4219	Y	Y
11	Plan B Gifted Matrix form for Kindergarten	7083	N	Y
	Plan B Gifted Matrix form for Grades1-3	7082		
	Plan B Gifted Matrix for Grades 4-12 -- Percentile scores	7081		
	Plan B Gifted Matrix for Grade 4 FCAT 2.0	7009		
	Plan B Gifted Matrix for Grade 5 FCAT 2.0	7010		
	Plan B Gifted Matrix for Grade 6 FCAT 2.0	7013		
	Plan B Gifted Matrix for Grade 7 FCAT 2.0	7014		
	Plan B Gifted Matrix for Grade 8 FCAT 2.0	7017		
	Plan B Gifted Matrix for Grade 9 FCAT 2.0	7019		
	Plan B Gifted Matrix for Grade 10 FCAT 2.0 & EOC	7049		
Plan B Gifted Matrix for Grade 11-12 FCAT 2.0 & EOC	7349			
12	Prepare and send file to SPED Service Center		Y	Y
13	Psychological testing		Y	Y
14	Notification of Meeting (in SPED EMS)		Y	Y
15	Procedural Safeguards (in SPED EMS)		Y	Y
16	Notice of Eligibility/ Ineligibility (SPED EMS)		Y	Y
17	Notice for Consent for Placement (SPED EMS)		Y	Y
18	Develop EP (for non-ESE students) or IEP for dual exceptional students		Y	Y
19	General Ed. teacher (in lieu of General Ed. teacher's signature)	6865	Y	Y
20	Data Input Sheet	6487	Y	Y

August 2012



## FTE Audit Documentation for Gifted

All supporting documentation for the initial gifted placement must be available for review in the cumulative folder. In addition, a copy of the Educational Plan (EP) for the appropriate FTE Survey period with corresponding documentation must also be available. This documentation must be in agreement with data entered in ISIS and the Special Education Electronic Management System (SPED EMS). The following required documentation must be present in each student's cumulative record folder:

- ***Notice of Intent and Parental/Guardian Consent to Conduct an Evaluation***  
Required when conducting a psychological evaluation or administering an achievement test to determine eligibility for gifted
  - ❖ Form is signed by parent/guardian
- ***Notification of Meeting***
  - ❖ Parent notification is confirmed by checking appropriate box and signing and dating form
  - ❖ Two (2) required notices to the parent/guardian with date and the response must be documented on the Educational Plan (EP)
- ***Informed Notice of Eligibility or Ineligibility***
  - ❖ Form is signed by the parent/guardian and the eligibility committee
  - ❖ Program should be clearly identified
  - ❖ Psychological Report should be available in student's cumulative record folder
- ***Informed Notice of IEP/EP Team Recommendation and Parental Consent for Educational Placement in Exceptional Student Education***
  - ❖ Form is signed by the parent/guardian
- ***Gifted Characteristics Checklist***  
The student must have a majority of gifted characteristics
- ***Gifted Student Educational Plan***  
This form is required for each gifted student prior to the provision of Special Education and Related Services. Every section of the EP must be completed.
  - (a.) Demographic Information
    - ❖ Student demographic data is complete
    - ❖ Meeting date is documented
  - (b.) Conference Information  
Conference date is documented (Must match meeting date documented in ISIS PF17 and the Notification of Meeting form)
  - (c.) Persons Attending Conference
    - ❖ Participation is indicated by signature
    - ❖ Signatures and titles of the persons attending the EP conference are evident
    - ❖ Parent/Guardian signature is required unless Notification of Meeting form indicates that parent requests to proceed without
    - ❖ The Local Education Agent (LEA) must participate in and sign all EPs
    - ❖ Teacher of the Gifted must participate in and sign all EPs



- ❖ General Education Teacher must participate in and sign all EPs; for EP Reviews the general education teacher can provide written input (FM-6865)
  - ❖ Students age 14 or older must be invited to attend the EP conference
  - ❖ Other persons attending EP conference also sign the EP
- (d.) Programs for LEP Students
- ❖ Student information is listed and is in agreement with the J-Screen for ESOL Levels I-IV and V within the two year monitoring period
  - ❖ ESOL test is available in the cumulative record folder
  - ❖ Modification of services for gifted LEP students are documented on the Educational Plan (EP)
- (e.) Educational Services
- Number of Gifted Contact Hours are indicated on the EP and match the information in PF 4
- (f.) Initiation/Duration Dates
- Initiation and duration dates are indicated on the EP and match the information in PF 17
- ***Individual Educational Plan (IEP)***  
This form is required for students with disabilities who are gifted. Every section of the IEP Insert must be completed and updated annually according to the IEP schedule.

## **RESOURCES:**

Division of Academic Support, Advanced Academic Programs

## **CONTACTS:**

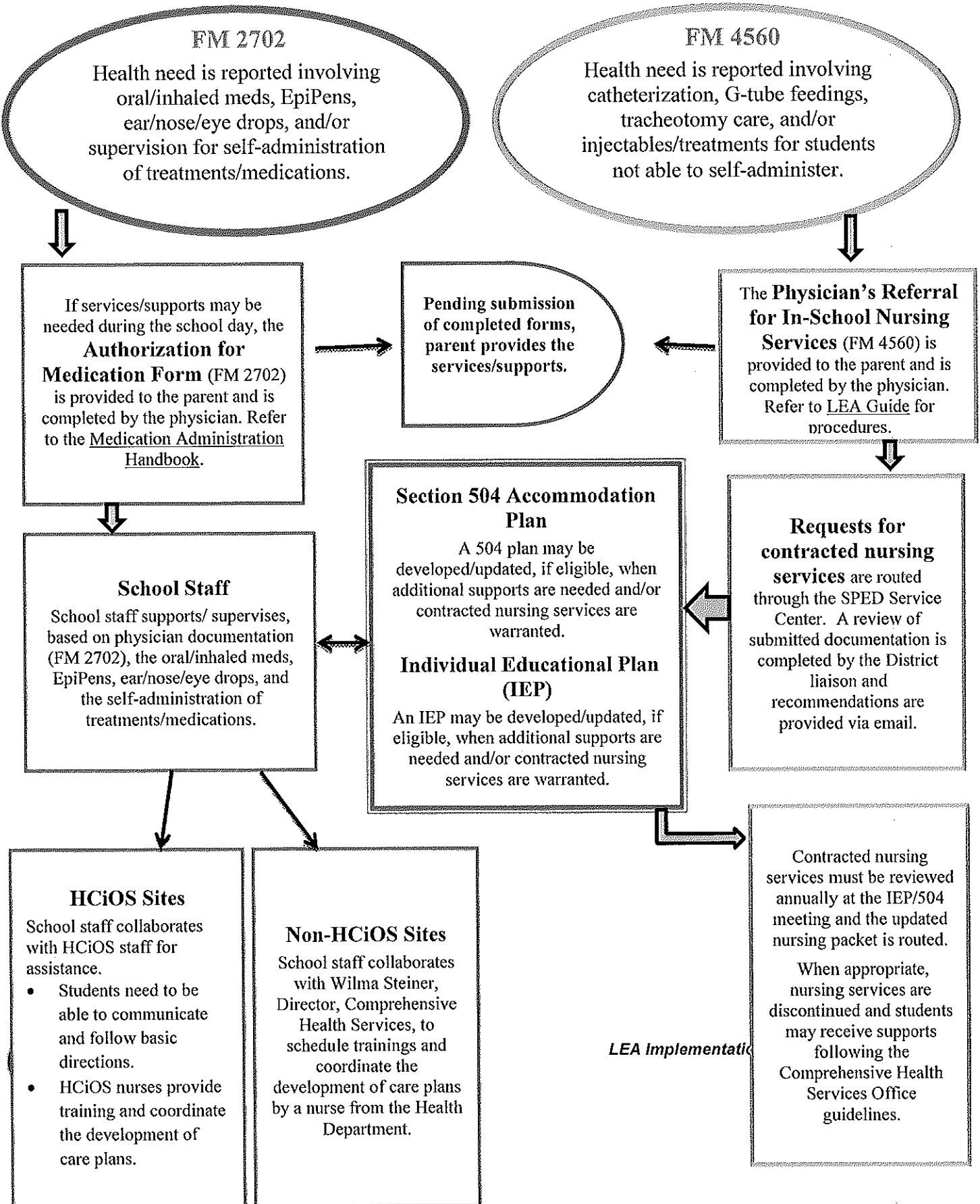
Dr. Lisette T. Rodriguez, District Supervisor,  
[LTRodriguez@dadeschools.net](mailto:LTRodriguez@dadeschools.net)  
 305-995-1934

School Staffing Specialists



# M-DCPS

## Guidance for Supporting Students with Health Related Needs



**FM 2702**

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

**FM 4560**

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

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

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

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

**School Staff**  
School staff supports/ supervises, based on physician documentation (FM 2702), the oral/inhaled meds, EpiPens, ear/nose/eye drops, and the self-administration of treatments/medications.

**Section 504 Accommodation Plan**

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

**Individual Educational Plan (IEP)**

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

**Requests for contracted nursing services** are routed through the SPED Service Center. A review of submitted documentation is completed by the District liaison and recommendations are provided via email.

**HCiOS Sites**  
School staff collaborates with HCiOS staff for assistance.

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

**Non-HCiOS Sites**  
School staff collaborates with Wilma Steiner, Director, Comprehensive Health Services, to schedule trainings and coordinate the development of care plans by a nurse from the Health Department.

Contracted nursing services must be reviewed annually at the IEP/504 meeting and the updated nursing packet is routed.  
When appropriate, nursing services are discontinued and students may receive supports following the Comprehensive Health Services Office guidelines.

*LEA Implementation*

## Homebound or Hospitalized Instruction Program

Failure to follow guidelines will result in an FTE audit exception at the receiving school

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

Referral to the HHIP can be made by the student's doctor, hospital personnel, teacher, counselor or parent. Eligibility requirements include medical certification that the student is expected to be absent from school a minimum of fifteen (15) consecutive days. To apply, the *Request for Consideration of Enrollment in the Homebound/Hospitalized Instructional Program (FM-5539)* must be completed by the parent and the physician. It must be faxed (or mailed) to Brucie Ball Educational Center with a completed *Consent for Mutual Exchange of Information* authorizing Brucie Ball Educational Center staff to contact the physician. The application can be submitted before the student has been absent for fifteen days. Once received, Brucie Ball Educational Center staff will contact the family to arrange a staffing to consider placement in the HHIP and to develop an IEP. At the staffing, the parent and student will be required to sign the Parent/Student Agreement.

### Dismissal for students who have an exceptionality in addition to HHIP:

- The Brucie Ball Educational Center placement specialist will schedule a meeting at Brucie Ball Educational Center to consider dismissal from Homebound placement and to develop a new IEP to be implemented at the receiving school.
- The principal/designee of the student's receiving school will be noticed and invited to attend.
- The receiving school must be represented at this meeting. If needed, the school representative may participate via telephone. The school representative will need access to SPED-EMS system to follow the progress of the meeting.
- The Brucie Ball Educational Center registrar/designee will be responsible for updating the PF 17 screen to reflect the dismissal from Homebound placement, the revised Matrix Domain Rating and any other necessary update.
- If a student reports to his or her regular school without having had the dismissal meeting at Brucie Ball Educational Center, the school must not enroll the student. The school must refer the family to Brucie Ball Educational Center for the meeting to consider the dismissal from Homebound placement.

### Dismissal for students whose only exceptionality is HHIP:

- The Brucie Ball Educational Center placement specialist will schedule a meeting at Brucie Ball Educational Center to consider dismissal from Homebound placement.
- This dismissal meeting must be held **prior** to the student's return to the traditional school.
- The Brucie Ball Educational Center registrar/designee will be responsible for updating the PF 17 screen to reflect the dismissal from HHIP, the revised Matrix Domain Rating and any other necessary update.
- If a student reports to his or her regular school without having had the dismissal meeting at Brucie Ball Educational Center, the school must not enroll the student. The school must refer the family to Brucie Ball Educational Center for the meeting to consider the dismissal from Homebound placement.

**CONTACTS:** Main Telephone Number for Homebound Program: 305- 514-5100

Program Specialist, ext. 5208	Staffing Specialist, ext. 5203
Student Service Department Chair, ext. 5207	Intake Specialist, ext. 5212



## Inclusion/Individual Student Planning (ISP)

Inclusion is a collaborative process among students, parents, and educators that enables students with and without disabilities to learn together in the same class utilizing appropriate supports and services. Inclusion supports the idea that each individual should be valued as a contributing member of the community. To implement inclusive practices, an IEP team must determine the supports and services a student requires based on his/her needs. The following are some inclusive practices and options within the general education classroom:

- Consultation - The general education teacher and SPED teacher meet on a regular basis to plan, implement, and monitor instructional alternatives designed to ensure that the student with a disability is successful in the general education classroom. A SPED EMS consultation/collaboration log must be kept.
- Co-Teaching - Both the general education and SPED teachers share responsibility for planning, delivering, and evaluating instruction for all students in a class/subject for the entire class period.
- Support Facilitation - SPED teacher provides direct service to students with disabilities in the general education classroom for part of the instructional period/block during regularly scheduled intermittent or varying times of the day and/or week. A SPED EMS consultation/collaboration log must be kept.

Participation in inclusive education is IEP driven and based on student need. To schedule for inclusive education, schools must start by scheduling students with disabilities first.

### Steps for scheduling inclusion:

1. Administration must start with the "SPED" schedule; the master schedule should follow.
2. Identify the right people for your scheduling team (administrator, SPED & general education teacher(s), reading/math coach, counselors, etc.).
3. Record and group student data by grade level (e.g., 3<sup>rd</sup>), subject (e.g., LA/Rdg), and level of support needed (e.g., co-teaching).
4. Analyze student needs based on general education curriculum and instruction and IEP goals. This requires discussion among the curriculum experts and teachers that know the students well.
5. Cluster students into general education classes based on level of support (e.g., 2 co-taught LA/Rdg classes, 1 support facilitation math class).
6. Identify ALL available staff that can provide in-class support, keeping state certification and highly qualified requirements in mind.
7. Re-analyze and re-group students into general education classes, with support (no school ever has enough staff for the perfect inclusive schedule!); repeat this step as often as necessary throughout this process.
8. Create a "SPED" master schedule that reflects in-class supports (co-teaching, support facilitation) and blocks/sections for separate settings. Include common planning time for SPED and general educators.



## Inclusion/Individual Student Planning (ISP)

### Important questions for schools to consider...

- What is the *rationale* for providing supports in a separate setting? What supports are provided in a SPED classroom that *cannot* be provided in the general education classroom?
- Have we considered “*staggering*” periods (e.g., reading blocks, lunch) to accommodate a schedule of in-class support by the SPED teacher(s)?
- Are we maintaining appropriate ratios of students with needs (e.g., SPED and ESOL) to those without?
  - Co-taught class: no more than 1/3 SPED & struggling learners recommended
  - Support facilitation class: no more than 8-12% SPED & struggling learners recommended
- How will we ensure that students with disabilities in general education aren’t being educated as a “*class within a class*”?
- Have we also considered using early release days and ½ day subs for special and general education planning time? It may not seem like a lot of time, but it can make a *big* difference!

### Individual Student Planning (ISP) Process

A student with *significant* disabilities who is included in the general education setting may require ISP. If an ISP meeting is required, the IEP team should follow these two steps:

1. Write “**Individual Student Planning**” in the “**Supports for School Personnel**” section of the student’s IEP.
2. Complete FM #7427, *Individual Student Planning (ISP) Referral Form* and submit it to Lourdes Camji via fax: 305-596-5288 or by email: [lcamji@dadeschools.net](mailto:lcamji@dadeschools.net).

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

### RESOURCES:

Florida Inclusion Network (FIN): <http://www.floridainclusionnetwork.com/>  
Division of SPED-M-DCPS <http://sldinclusion.dadeschools.net/>

### CONTACT:

Ms. Jasheena Ekhtator, Curriculum Support Specialist  
Division of Exceptional Student Education  
[jekhtator@dadeschools.net](mailto:jekhtator@dadeschools.net)  
305-274-8889 Ext. 156

Dr. Rosalia F. Gallo, Instructional Supervisor  
Division of Exceptional Student Education  
305-274-8889





## Independent Educational Evaluation (IEE)

A parent has the right to request an IEE if the parent disagrees with the evaluation that was obtained by the district, subject to the following conditions:

If a parent requests an IEE at public expense, the district must (without unnecessary delay) either

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

The parent may request an IEE in writing or verbally.

### School Procedures:

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

### SPED Center Procedures:

1. The SPED Center Instructional Supervisor must contact Dr. Sue Buslinger-Clifford, Instructional Supervisor, Psychological Services, and inform her of the parent's request.
2. The SPED Center Instructional Supervisor must provide Dr. Buslinger-Clifford with the referral packet and related documents.

### District Procedures:

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

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

### CONTACT:

Dr. Sue Buslinger-Clifford, Instructional Supervisor  
Psychological Services  
305-995-1735; [sclifford@dadeschools.net](mailto:sclifford@dadeschools.net)



## Informed Notice of Proposal or Refusal to Change Evaluation, Identification, Educational Placement or Free Appropriate Public Education

### District Policy:

- Parents must be notified prior to any change in evaluation, identification, educational placement, or the provision of FAPE.
- If the parent is not present at the IEP meeting, delay the initiation of the specified change for 10 calendar days. Immediately provide a copy of the IEP proposal to the parent to review (U.S. Mail or in person). Document the contact in the parent contact log.
- Write the "Description of the action proposed by M-DCPS" and "Explanation of why this action is being proposed" when the IEP team determines a change in a service is appropriate (even if the parent disagrees).
- Include the "Description of any action being refused by M-DCPS" and "Explanation of why that action is being refused" along with the "Description of the action proposed by M-DCPS" and "Explanation of why this action is being proposed," if any, when the parent requests a change of service that the IEP team does not provide.
- Complete the Notice of Proposal/Refusal on SPED-EMS. Do not use FM 4877.
- Click the FAPE tab on the student blue menu bar and follow the prompts.
- Signatures are not required on this form.
- FAPE forms should not be issued when the proposal is a change to an alternative education program (change in location) if the time with non-disabled students (educational placement) remains the same.
- "Description of any action being refused by M-DCPS" and "Explanation of why that action is being refused" is used when the parent is in disagreement.
- Refer to the FAPE Tab User Manual posted on the bottom of the SPED-EMS Main Menu page for user information.

### Changes in Evaluation, Identification, Educational Placement or FAPE

The 4 basic sections to the FAPE document address the following:

- 1) Changes in Evaluation
- 2) Changes in Identification
- 3) Changes in Educational Placement
- 4) Changes in FAPE

You must complete each section **OR** check N/A for any section that is not applicable.

1. Write the proposal/refusal as a *Change in Evaluation* and describe the evaluation procedures the district proposes to conduct as in the example below:

At an RT meeting, a parent requests a certain assessment. The team considers the request but determines that a different assessment is warranted.

Write a "Description of the action proposed by M-DCPS" and "Explanation of why this action is being proposed" **as well as the** "Description of any action being refused by M-DCPS" and "Explanation of why that action is being refused".



## Informed Notice of Proposal or Refusal to Change Evaluation, Identification, Educational Placement or Free Appropriate Public Education

2. \*Write the proposal as a *Change in Identification* when the change involves a new eligibility or a dismissal from a program. For example, the student:

- continues to be eligible for InD but is no longer eligible for LI; or,
- continues to be eligible for ASD and is now eligible for E/BD.

\* Changes in identification are addressed by staffing specialists. Classroom teachers **cannot** complete the *Change in Identification* section.

3. Write the proposal as a *Change in Educational Placement* when the time with nondisabled students changes. For example, the student's placement changes:

- from Resource Room (41% to 79%) to General Education Class (80%-100%); or,
- from Special Class (0%-40%) to Resource Room (41% -79%).

4. Write the proposal as a *Change in FAPE* when there is a significant change in services. For example:

- a supplementary aid/service or related service is added or removed, or the change in frequency or duration is significant;
- PENS or goals are changed (interim IEP changes only);
- modifications or accommodations are changed (interim IEP only);
- the student is graduating with a standard diploma or exceeding the age of eligibility; and/or,
- there is a significant change to content or delivery of instruction e.g., entering or leaving a vocational program such as PROJECT VICTORY.

### RESOURCES

Refer to the FAPE Tab User Manual posted on the bottom of the SPED-EMS Main Menu page for user information

### CONTACT

School Staffing Specialists



## Informed Notice of Revocation of Consent for Special Education Services

§300.9(c)(3) and §300.300(b)(4), regulations governing Part B of the Individuals with Disabilities Education Act (IDEA) permit parents of students with disabilities to revoke consent for special education and related services after the child has been receiving the services.

When the parent revokes consent for special education services:

- the revocation must be in writing;
- the school district is not required to amend the child's education records to remove any reference to the child's previous receipt of such services;
- the school district may not continue to provide special education and related services to the child;
- the school district must provide the parent with written notice before ceasing the provision of special education and related services;
- the school district may not utilize mediation or due process procedures to challenge the parent's revocation of consent;
- the school district will not be considered to be out of compliance with IDEA for failure to provide a free appropriate public education (FAPE) to an otherwise eligible child; and
- the school district is not required to convene an IEP team or develop an IEP for further provision of special education and related services.

### District Procedure

After the school-based LEA receives the parent's written revocation of consent, the LEA must:

- Click the Documents tab on the student blue menu bar
- Click on Parent Revocation of Consent for Services and follow the prompts.
- Input "N" (eligible not placed) on the ISIS PF 17 screen, as the *Placement Status* for each exceptionality/related service; and
- Input "R" (revocation of consent for special education and related services) on the ISIS PF 17 screen, as the *Placement Reason* that the eligible student is not placed.

### RESOURCES:

SPED-EMS Revocation of Consent document

Note: As of this publication, the Spanish and Haitian-Creole versions (FM 7277) must be accessed through Forms Management.

### CONTACT

School Staffing Specialists



## Initial Evaluation Process

All M-DCPS are implementing the SST/PST process. The SST/PST consists of the SST/PST Coordinator (AP assigned to oversee the SST/PST process), school psychologist, school social worker, teacher, and parent. If the student is referred due to behavioral/emotional problems, the school guidance counselor may attend. In addition, a target area specialist may attend depending on the nature of the referral (e.g., reading coach, math specialist, FAB specialist). If the student is referred due to academic reasons, a PMP and SST/PST Intervention Plan are required. If the student is referred due to behavioral/emotional problems a BIP and/or SSIP is required.

### **INITIAL SST/PST MEETING:**

1. Provide a *Notification of Meeting*.
2. Review the student's PMP, current grades, current ESOL levels (if applicable), assessment scores (FCAT, student, quarterly testing results, etc.), vision and hearing screenings, teacher observations (Page 2 of the Request for Assistance FM 7073), School Social Worker Student Background Screening, diagnostic assessment data and attendance.
3. For those students referred for learning, language, and/or behavioral emotional concerns, the student's response to instruction and intervention at Tiers I and II (graphically represented) (RtI/SST/PST Student Tier I and Tier II Data Profile, FM 7452) must also be reviewed. The committee will conduct a gap analysis to determine how discrepant the student's performance is in comparison to the benchmarks and/or peer groups and utilize the problem solving method to formulate and validate hypotheses on "why" the problem is occurring (Tier III/SST/PST Problem Solving, FM 7450).
4. The outcome of the first meeting for all students always includes the development of a Tier III intervention plan (SST/PST Intervention Plan, FM 6290 or Functional Assessment of Behavior Intervention Plan, FM 6287). For those students referred for learning, language, and/or behavioral emotional concerns, interventions are based on the hypotheses and validated prediction statements of the problem solving process. In the case of a student who presents with any of the following difficulties; severe cognitive delay, severe motor difficulties, medical issues, traumatic brain injury, hearing difficulties, vision difficulties, behaviors associated with Autism Spectrum Disorder, or is a danger to themselves or others; a SST/PST may refer the student for an immediate evaluation and parental consent for evaluation must be obtained.
5. Input in ISIS: SST Conference date on Pf 16

### **FOLLOW-UP SST MEETING** (For those students not referred for an immediate evaluation at the initial SST):

1. Provide a *Notification of Meeting*.
2. Review student's PMP, grades, additional diagnostic assessment data and the intervention plan and ongoing progress monitoring data.
3. The SST/PST reviews the M-DCPS Response to Intervention (RtI) Intervention Fidelity Checklist to verify that interventions were implemented with fidelity. Once verified, the SST/PST completes the SST/PST Follow-Up (FM# 7453) to determine the appropriate course of action. If a referral for evaluation is made, parental consent for evaluation must be obtained.



## Initial Evaluation Process

Input in ISIS: "Consent for Eval date on PF 16 with outcome "P" for all psycho educational referrals and the employee number of the person making the referral (Administrator/LEA)

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

The school administrator must sign the fidelity assurance, "Administrator Verification of Intervention Implementation Fidelity". Completed packets need to be initialed by the school psychologist and sent to the North, South or Charter SPED office. Once the evaluation has been completed by the school psychologist, the case is given to the school staffing specialist, who in turn will schedule a staffing to discuss the results of the evaluation and determine eligibility/non-eligibility.

### **CONTACT:**

School Psychologist



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

**Terminology:**

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

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

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

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

Submit form to: Division of Exceptional Student Education  
Deaf/Hard of Hearing  
Mail Code: 9618  
Fax: 305-273-4958

The following information is required when requesting services:

- Date of the Event: Make accommodations for the interpreter to be a part of your program or event.
- Start and End Time: Include any set up/preparation time, if the event runs over the scheduled time, the interpreter will try to accommodate.
- If for select dates, times, e.g., for block scheduling, please include days, dates, times and/or a copy of the schedule(s) in which interpreting services are needed.
- Address and Location: Correct address with any room number or specific location.
- Language/Transliteration Method: not all persons who are DHH use ASL. Please contact ESE Deaf/Hard of Hearing at 305-274-3501, Ext. 138, for assistance.
- Include the name of the person who is DHH and identify if he/she is a student, parent, or staff member.
- Include the name of the person requesting the services.
- Include the name of the onsite contact person (if different from the person requesting).
- Include the telephone, fax, cellular numbers and email address of the contact person.

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

Additional Information:

FM 6931, Sign Language Interpreter Services Request for Adult/Vocational (Adult/Vocational Education)  
FM 7247, Sign Language Interpreter Services Request for K-12 Students (Division of ESE, DHH)  
FM 7248, Sign Language Interpreter Services Request for Parents and Employees (ADA Office)



## **Interpreters (Spoken Language)**

The Individuals with Disabilities Education Act (IDEA) and the State Board of Education versus League of United Latin American Citizens (LULAC), et. al., Consent Decree provides that the school district must ensure that parents understand meeting proceedings. This includes arranging for a spoken language interpreter for parents/guardians whose native language is other than English. Parents/Guardians must be informed in their home language or other mode of communication, unless it is clearly not feasible to do so.

- Parents/Guardians may require a spoken language interpreter to ensure that they understand the proceedings at meetings regarding their child's identification, evaluation, educational placement and/or FAPE.
- Spoken language interpreters must be proficient in English and the language they are being requested to interpret.
- Evaluation specialists must use a spoken language interpreter when assessing students who have exited the ESOL program within two years or who are ESOL Level 1-4.
- In the event that a spoken language interpreter is not available at the school, a spoken language interpreter may be secured by contacting the district supervisor in the Bilingual/ESOL ESE Program several weeks prior to the meeting.
- The district supervisor may authorize the school's LEA and/or administrator to secure a community or family member as the designated spoken language interpreter in the unlikely event that a district employee or contracted spoken language interpreter cannot be secured.

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

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

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

1. If it becomes evident during the meeting that the meeting or a portion of the meeting needs to be conducted in a language other than English, the LEA must designate a member of the team as the spoken language interpreter.





## Interpreters (Spoken Language)

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

### **CONTACT:**

Dr. Rosalia F. Gallo, Instructional Supervisor  
Division of Exceptional Student Education  
305-274-8889  
[rgallo@dadeschools.net](mailto:rgallo@dadeschools.net)



## Matrix of Services

The Matrix of Services is the document used to determine the cost factor for selected students with disabilities based on the decisions made by the IEP team. It reflects the special services to be provided to the student as documented on the IEP. In the Matrix of Services, five domains are used to group the types of services and five levels are used to describe the nature and intensity of services within each domain. The total number of points, determined by adding together the scores for each domain and applicable special considerations points, result in a rating of Support Level 1 (251), Support Level 2 (252), Support Level 3 (253), Support Level 4 (254), or Support Level 5 (255).

- SPED EMS has been revised to reflect the FLDOE 2012 Edition of the Matrix of Services Handbook.
- It is the district policy to complete a Matrix of Services every time the IEP is addressed.
- Teachers MUST complete a draft IEP and draft Matrix of Services prior to finalizing documents.
- Only the designated LEA(s) in each school site may finalize the Matrix of Services document.
- Matrix of Services must be completed on SPED EMS.

### **RESOURCES:**

SPED-EMS/Matrix of Services Quick Reference Card located on the SPED-EMS main menu page.

SPED EMS on-line Matrix of Service tab

Matrix trainings are provided by the District office throughout the school year. A list of Matrix Trainings can be found at <http://calendar.dadeschools.net> listed under "Find a Meeting".

### **CONTACT:**

School Staffing Specialists



## McKay Scholarships for Students with Disabilities

*The John McKay Scholarships for Students with Disabilities Program* provides the option for students with disabilities for whom an IEP or Section 504 Plan has been written in accordance with rules of the State Board of Education to attend a McKay receiving public school other than the assigned school, or to receive a scholarship to a participating private school of choice. A student with a Section 504 Plan with a duration of 6 months or less is **not eligible** for the McKay Scholarship.

Parents may choose a participating school other than the child's current assigned public school if:

- their child was enrolled and present for the October and February surveys in Miami-Dade County or another Florida school district, the year prior to getting the scholarship;
- their child is eligible for a program for students with disabilities and has an IEP or 504 Plan; and
- the intent is filed before their child is withdrawn from public school.

Students who have received specialized instructional services under a Voluntary Prekindergarten Education program during the previous school year and have current IEPs or 504 Accommodation Plans developed by the local school board may also be eligible for a McKay Scholarship.

Parents must file intent 60 days prior to enrolling in a McKay Scholarship private school to be eligible for funding. There is no deadline to file intent for a public school transfer.

Parents of McKay private school students will be provided written notice informing them that their child is eligible for reevaluation. Parents are advised to contact the home school to initiate the reevaluation process.

Once a student is enrolled in a McKay private school, the Matrix cannot be revised. The current Matrix rating remains in effect until the student returns to Miami-Dade County Public Schools or graduates. Student records must be kept at the last public school the student attended. The work location for private school McKay students is 3518. Public school transfers are processed and approved by the SPED Office that serves the student's home school.

### **RESOURCES:**

- The McKay Scholarship Parent Fact Sheet; <http://ese.dadeschools.net>
- 2013-2014 McKay Public School List: <http://ese.dadeschools.net>
- FM 6063 (McKay Public School request form): <http://ese.dadeschools.net>
- FLDOE School Choice Website: [www.floridaschoolchoice.org](http://www.floridaschoolchoice.org)
- School Board Policy: 5131 Student Transfers

### **CONTACT:**

Ms. Mary Paz, Instructional Supervisor  
Division of Exceptional Student Education  
305-995-1816



## Medicaid Reimbursement Programs

### Medicaid Certified School Match Program for Fee-For-Service

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

- Florida Medicaid Certified School Match Program for Fee-For-Service is a continuous process throughout the school year. Direct therapy service providers are responsible for web-based submission of documentation of direct therapy services through the SPED-EMS EasyTRAC Service Log.

### Medicaid Administrative Claiming Systems (MACS) Program

Florida Medicaid Administrative Claiming Systems (MACS) Program allows M-DCPS to receive reimbursement for costs associated with activities performed by school district staff related to the administration of Florida's Medicaid program. These activities performed by randomly selected school district staff may include Medicaid outreach, eligibility intake, information/referral, coordination/monitoring of health services, and interagency coordination.

- Random Moment Sample Questionnaire
- The Florida Medicaid Administrative Claiming Systems (MACS) Program is a quarterly process throughout the school year. Eligible randomly selected participants must complete the Random Moment Sample Questionnaire form based on the specified moment (date) and time.

### **RESOURCES:**

- Medicaid Certified School Match Handbook  
<http://sss.usf.edu/resources/format/pdf/MedicaidCertifiedSchoolMatchDec2005.pdf>
- Medicaid Administrative Claiming System (MACS) Tutorial  
<http://sss.usf.edu/resources/format/pdf/macs-web.pdf>
- Agency for Health Care Administration (AHCA) – Florida's State Medicaid Agency
- Shared Services Network – University of South Florida
- NAME – National Alliance for Medicaid in Education
- LEAnet – Local Education Agencies Network
- Title XIX of the Social Security Act
- Title 42 of the Code of Federal Regulations
- Chapter 409, Florida Statutes
- Chapter 59G, Florida Administrative Code

### **CONTACT:**

Ms. Claudia Leary, Instructional Support Specialist, Medicaid Programs-Office of ESE and Student Support, 786-268-4757, [CLEary@dadeschools.net](mailto:CLEary@dadeschools.net)



## Notice of Procedural Safeguards for Parents of Students with Disabilities

The Notice of Procedural Safeguards for Parents of Students with Disabilities (Revised August, 2013) describes the parent's rights under the IDEA. Parents are to be provided a copy of the Notice of Procedural Safeguards for Parents of Students with Disabilities at the annual IEP meeting and in the following instances:

- ✓ upon initial referral or the parent's request for an evaluation;
- ✓ in accordance with the discipline procedures when a change in placement occurs;
- ✓ upon receipt of the first State complaint in a school year;
- ✓ upon the receipt of the first request for a due process hearing in a school year;
- ✓ **in accordance with the provisions of §1008.212, F.S., upon the school district superintendent's recommendation to the commissioner of education that an extraordinary exemption for a given state assessment administration window be granted or denied;**
- ✓ any other time the parent asks for a copy.

### RESOURCES:

The Notice of Procedural Safeguards for Parents of Students with Disabilities is available in English, Spanish, Haitian-Creole and Russian on the ESE website and on the SPED-EMS Main Menu.

### CONTACT:

School Staffing Specialists



## Procedures for Requesting In-School Nursing Services

### INITIAL ORDERS

In-School nursing services may be considered for students after the IEP/504 team reviews and implements all appropriate options available through the Comprehensive Health Services Office and when accommodations to support the health related needs, as documented on the IEP or 504 Plan, are not sufficient. Refer to Weekly Briefing #14157 and #14320. When in-school nursing services are to be considered, please follow the steps below:

1. School site staff provides Parent/Guardian with the Physician's Referral for In-School Nursing Services form (FM-4560 rev. 8/13).
2. School site staff provides Parent/Guardian with the Consent Form for Mutual Exchange of Information form (FM-2128).
  - Physician signing FM-4560 must be listed on FM-2128.
3. Parent/Guardian submits FM-4560 to the child's physician for completion.
4. Parent/Guardian returns the completed form(s) – FM-4560 and FM-2128 to school site staff.
5. School site staff mails or hand delivers the packet containing the following documents to the respective ESE Service Center. **DO NOT FAX THE PACKET.**

#### PACKET FOR NURSING SERVICES

- Original of FM-4560 (pages 1 and 2);
  - Copy of FM-2128;
  - Copy of IEP\* - page 1, Related Services, Other Pertinent Information, and Conference Notes Section; or,
  - Copy of the Section 504 Accommodation Plan\*  
*\* Do not add NURSING SERVICES until the need for services is reviewed and a start date provided.*
6. ESE Service Center personnel must review the packet to verify that all documentation has been completed prior to submitting the packet with a cover memo to the Division of ESE. **DO NOT FAX; PACKET MAY BE SCANNED AND ORIGINALS MAILED OR HAND DELIVERED.**
  7. The Office of ESE and Student Support liaison reviews the packet and evaluates the need for nursing services, determines where services can be delivered, and contacts the contracted vendor for nurse assignment.
    - Nursing services will be clustered at designated sites and therefore, students *may* be reassigned to a new school.
  8. Following review, the Office of ESE and Student Support liaison will email directions for documenting nursing services on the IEP/504 Plan and a date when nursing services are scheduled to begin. If a packet is incomplete or services are unclear, an email will be sent requesting clarification.
    - Processing of nursing orders *may* take from one to two weeks, however, all nursing order packets will be expedited when received.

**CONTACT:** Ms. Claudia Leary, Instructional Support Specialist, Medicaid Programs-Office of ESE and Student Support, 786-268-4757, [CLEary@dadeschools.net](mailto:CLEary@dadeschools.net).



**Procedures for Requesting In-School Nursing Services**  
**ANNUAL UPDATES/CHANGED ORDERS/DISCONTINUATIONS**

Physician's Referral for In-School Nursing Services (FM-4560) expires one calendar year from the date signed by the student's physician/doctor.

1. School site staff provides the Parent/Guardian with a new Physician's Request for In-School Nursing Services form (FM-4560 rev. 8/13), with section I completed, *two months* prior to expiration.
  - If an updated FM-4560 is not received by the school on or before the expiration of the previous orders, the school must schedule an IEP/504 meeting to provide prior written notice to the parent for the discontinuation of nursing services to take place 10 days following the meeting unless updated orders are provided.
2. School site staff provides Parent/Guardian with the Consent Form for Mutual Exchange of Information form (FM-2128). Physician signing FM-4560 must be listed on FM-2128.
3. Parent/Guardian submits FM-4560 to the child's physician for completion.
4. Parent/Guardian returns the completed form(s) – FM-4560 and FM-2128 to school site staff.
5. School site staff mails or hand delivers the packet containing the following documents to the respective SPED office. **DO NOT FAX THE PACKET.**

**PACKET FOR NURSING SERVICES**

- Original of FM-4560 (pages 1 and 2);
  - Copy of FM-2128;
  - Copy of IEP\* - page 1, Related Services, Other Pertinent Information, and Conference Notes Section; or,
  - Copy of the Section 504 Accommodation Plan\*
6. ESE Service Center personnel must review the packet to verify that all documentation has been completed prior to submitting the packet with a cover memo to the Division of ESE. **DO NOT FAX; PACKET MAY BE SCANNED AND ORIGINALS MAILED OR HAND DELIVERED.**
  7. Following the annual/updated orders review, the Office of ESE and Student Support liaison will send an email response when follow-up is needed or a recommendation for discontinuation is being made. An email will not be sent if uninterrupted services will continue and all documentation is appropriate.
  8. School nursing services and accommodations to support the student's health related needs must be reviewed at the IEP/504 Plan meeting.
    - When accommodations along with supervision/support from trained school staff are determined to be insufficient for the student to access his/her educational program, continue nursing services.
    - If discontinuation of school nursing services is recommended, request a change order FM-4560 or a note from the physician and conduct an IEP/504 meeting if needed. Supports for health related needs can be coordinated through the Comprehensive Health Services office; Refer to flowchart, "M-DCPS Guidance for Supporting Students with Health Related Needs" for more information.

**CONTACT:** Ms. Claudia Leary, Instructional Support Specialist, Medicaid Programs-Office of ESE and Student Support, 786-268-4757, [CLEary@dadeschools.net](mailto:CLEary@dadeschools.net).



## Orientation and Mobility (O&M)

Orientation and Mobility is a related service that provides instruction to a student with visual impairments in how to travel safely and independently. The purpose of the service is to teach the student skills and techniques and conceptual awareness that includes, but is not limited to spatial awareness in travel, use of sensory information to maintain orientation, and the use of mobility devices (*i.e.*, a long cane, distance low vision aids) so that the student can move safely and efficiently in the school, neighborhood and community.

In order for a student with a visual impairment to receive specialized instruction in Orientation and Mobility, an assessment must be conducted by an O&M Specialist. A recent Functional Vision Assessment/Learning Media Assessment by a Teacher of the Visually Impaired must be available prior to the O & M Assessment. As part of the FVA/LMA, the Teacher of the Visually Impaired may refer the student to the O & M Specialist for assessment. The IEP team may also make a referral. Before the O & M Assessment can be conducted, a signed consent for "Orientation and Mobility Assessment" on FM-4961 must be obtained.

### **CONTACT:**

Student's vision teacher

Ms. Deborah Wehking  
Supervisor, Programs for the Visually Impaired  
305-514-5100  
[dwehking@dadeschools.net](mailto:dwehking@dadeschools.net)





## Procedures for Occupational/Physical Therapy

### Occupational and Physical Therapy (OT and PT)

OT and PT are related services designed to support a student's academic goals and benchmarks. These are educationally relevant services and are not indicated for medical or rehabilitative reasons. **A student's need for PT and/or OT should be discussed at an IEP or section 504 meeting. A request for an assessment should be documented on the respective plan.**

"Assessment" as referenced in revised Rule 6A-6.03024 (8-22-12) replaces the word "evaluation " to be consistent with the PT and OT Practice Acts.

**OT:** Occupational Therapy (OT) means services provided by a qualified occupational therapist; and includes: improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.

An exceptional student is eligible for an occupational therapy as a related service, if the student's physical, motor or neurological deficits result in significant dysfunction in daily living skills, academic learning skills, or adaptive, social or emotional behaviors to a degree not otherwise provided for in the exceptional student education instructional environment.

**PT:** Physical Therapy (PT) means services provided by a qualified physical therapist, and includes: 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.

An exceptional student is eligible for physical therapy as a related service, if the student has one or both of the following: identified physical impairment, motor deficits, or developmental delays that significantly interfere with the achievement of learning; muscular or neuromuscular conditions, skeletal deformities, trauma, and physically debilitating conditions that limit the student's ability to attain functional performance within the educational setting.

To Request an OT or PT assessment at a Section 504 or IEP meeting:

You must document that a request has been made for an OT and/or PT evaluation on the 504 Plan or *Conference Notes* section of the IEP. OT or PT services are requested IF an educational goal or PEN on the IEP requires this support or, the Section 504 strategies require support.

**For OT:** (assessment for OT does not require medical referral)

- 1) Complete FM 6552, the *Request and Consent for PT/OT Assessment*.
- 2) Send copy of FM 6552 along with a copy of the IEP/504 to the district supervisor for OT/PT. If the student is not in SPED, include a copy of the Section 504 Accommodation Plan listing the strategies and accommodations which address the student's issues. Indicate the outcome or results of strategies which have been implemented but may require support from OT.



## Procedures for Occupational/Physical Therapy

### For PT

- 1) Complete FM 6552, *Request and Consent for PT/OT Assessment*
  - 2) Present parent/guardian with a copy of FM 2515, the *Physician's Referral for Physical Therapy Evaluation*
  - 3) Send copy of FM 6552 along with a copy of the IEP/504 and FM 2515 to the district supervisor for OT/PT. If the student is not in SPED, include a copy of the Section 504 Accommodation Plan listing the strategies and accommodations which address the student's issues. Indicate the outcome or results of strategies which have been implemented but may require support from PT.
- Note: Do not send forms separately. A complete packet must be received.**

### *IEP Procedures for Occupational/Physical Therapy*

#### **Procedures for students who transfer into M-DCPS/Re-enter public school from private school:**

When a student TRANSFERS into M-DCPS from another state, with an active IEP indicating OT:

- the frequency for OT is recorded on the M-DCPS IEP.

When a student TRANSFERS into M-DCPS from another state, with an active IEP indicating PT:

- **DO NOT ADD PT** to M-DCPS IEP since a referral from a Florida licensed physician must be obtained for a PT evaluation.

When a student who previously had PT or OT on his IEP, RE-ENTERS M-DCPS, after an absence of any length of time, during which **the IEP expired**:

- **DO NOT ADD PT or OT** to the new M-DCPS IEP. These services expired with the old IEP and the information on PF-17 and PF-4 IS NO LONGER VALID.
- A dismissal date entered should be the date that the last IEP expired.
- If the IEP team deems it necessary, the student must be referred for PT &/or OT assessment (FM 6552).
- If services are reported on these students' IEPs, the therapists CAN NOT provide them.
- An interim IEP meeting must be held to inform parents of a procedural error. Remove the service(s) from the IEP and have the parents sign FM 6552, *Request and Consent for PT/OT Evaluation*.

#### **Procedure for students who return to school from HHIP:**

When a student enters the HHIP, a new IEP is developed. The IEP team must discuss whether the goal for which PT or OT provides support at school, should or can continue to be implemented by the HHIP teacher in the new educational setting. If the goal is appropriate and therapy support may be necessary, the frequency of therapy services is added to the IEP and parents/guardians are provided forms FM-4502, *Change in Health Status* and FM-6552, *Request and Consent for PT/OT Assessment*. Upon receiving these forms, the therapists will schedule an assessment within the teacher's next three visits.

When the student returns to school, the IEP team needs to reconvene and revise the student's IEP to reflect any change in service provision to the student in the school setting.



## Procedures for Occupational/Physical Therapy

### Procedure for students who have had a prolonged illness, an injury, or surgery:

If a student is currently receiving OT and/or PT and a surgical procedure is performed or the student is injured or has a prolonged or serious illness, a Change in Health Status form (FM 4502) must be completed by a Physician before services can be resumed. If FM 4502 is not returned to the school within a month, an interim IEP meeting must be held to discuss the need for continuation or discontinuation of PT/OT services.

**Note:** Complete an *Informed Notice of Proposal or Refusal to Change Evaluation, Identification, Educational Placement, or FAPE* when OT and/or PT services are recommended and documented on the IEP.

### Procedures for Changing Frequency and/or the Discontinuation of PT or OT

- All recommendations for changing the frequency or for the discontinuation of PT or OT services are sent from the district supervisor for OT/PT to the school's staffing specialist. The staffing specialist will forward recommendations for a "Change of Frequency" to the school's LEA, but must conduct the meetings when a discontinuation of services is recommended. An interim IEP meeting is scheduled by the LEA or staffing specialist as appropriate, to discuss the therapist's recommendations.
- Invite and include the name of the PT/OT on a *Notification of Meeting* when the therapist has made a recommendation to change a student's current services. The *Notification of Meeting* purpose should reflect the discussion of OT/PT services. Though the OT and/or PT are required to attend the IEP meetings when there is a recommendation for a change in services, they are not considered required members of the IEP team. Therefore, parents do not have the right to excusal. The LEA may excuse the OT/PT from the IEP meeting after the OT/PT has provided his or her input/information.
- The LEA should record the IEP team's decision to continue/discontinue PT/OT services on FM 6885, *Request for a Change in PT and/or OT Services*.
- Complete the *Informed Notice of Proposal or Refusal to Change Evaluation, Identification, Educational Placement, or FAPE* when discontinuing OT and/or PT services to document this change in FAPE.

### **OT/PT Courses**

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

**CONTACT:** School Staffing Specialists



## PHYSICAL RESTRAINT: SAFE CRISIS MANAGEMENT (SCM)

**Safe Crisis Management (SCM) is the physical restraint procedure that is used by M-DCPS.**

SCM is used to prevent injury to self and others; it is not to be used to punish a student or “teach a student a lesson.” SCM is used only in emergency situations when an imminent risk of serious injury or death to the student or others exists, and in the manner that conveys respect and dignity of the student. The Prone Bridge Restraint technique MUST **NEVER** be utilized.

### **ONLY Qualified Personnel can implement SCM**

School personnel **MUST** be trained on the use of SCM techniques **BEFORE** implementing a technique on any student. SCM techniques may only be implemented on students who have physical restraint delineated on the BIP (Part 5, Crisis Management Plan) and on the Other Pertinent Information section of the IEP.

### **EFFECTIVE IMMEDIATELY, THE FOLLOWING PROCEDURES MUST BE IMPLEMENTED:**

#### **Procedures to follow PRIOR to the use of Physical Restraint**

**SPED EMS Document:** *Parent Notification of Physical Restraint Procedures*

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

#### **Procedures to follow AFTER the use of Physical Restraint**

**SPED EMS Document:** *Notification of the Use of Physical Restraint*

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

1. Notify the parent/guardian by telephone and/or email each time SCM is utilized **BEFORE** the end of the school day. If the parent/guardian cannot be reached; call an authorized contact listed on the student’s Emergency Contact Card.



## SPECIAL TRANSPORTATION SERVICES

The IEP/504 Team is responsible for determining whether special transportation services are necessary for a student to receive FAPE. If a determination is made that special transportation services are required in order for a student to receive FAPE, the requirements must be documented in the IEP/504 Plan *and* in the student's record in ISIS.

Each student is unique, and their need for special transportation services must be based on *data driven evidence* pertaining to the unique needs of the student. While information provided by the parent must be taken into consideration when making decisions about transportation, special transportation services are not authorized for reasons of parental convenience, work schedules, etc.

### Prior to Convening an IEP/504 Meeting

**Follow the next 4 steps before assigning special transportation to a student for the first time, changing a student's assigned school because the program has moved to a new location or, when considering a change in the student's pick up/drop off site:**

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

### General Requirements for Special Transportation Services K-12

The student must be eligible for IDEA services under one of the following exceptional programs or be eligible for Section 504 services in order to be considered for special transportation.

	<u>ESE exceptionality code</u>
• Hearing Impaired	H
• Visually Impaired	I
• Dual-sensory Impaired	O
• Orthopedically Impaired	C
• Emotional/Behavioral Disabilities	J
• Autism Spectrum Disorder (ASD)	P
• Intellectual Disabilities	W
• Developmentally Delayed	T
• Traumatic Brain Injury	S

\* See section on Transportation Under Two Miles, next page.



## Transportation Under Two Miles:

### ESE exceptionality code

- |                                |   |
|--------------------------------|---|
| • Specific Learning Disability | K |
| • Gifted                       | L |
| • Speech Impaired              | F |
| • Language Impaired            | G |
| • Established Conditions       | U |
| • Other Health Impaired        | V |

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

The restrictions on transportation for students living within the 2-mile walk boundary do not apply to Pre-K SPED students.

### Specific Criteria for Special Transportation Services K-12

#### 1. Individualized bus stop:

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

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

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

Individualized bus stops may be authorized **with parent supervision** or **without parent supervision**.



## Individualized bus stop continued:

If the IEP/504 Team determines that parent supervision is required for the student, then the parent (or other responsible adult authorized by the parent) must accompany the student to the stop in the morning and must wait with the student until the bus arrives at the stop to pick up the student. In the afternoon, the parent (or other responsible adult authorized by the parent) must be at the bus stop to receive the student when the bus arrives to drop off the child.

## 2. Medically Fragile Student:

Medically fragile students have unique needs that may require a nurse or other medically trained individual provider to ride with them on the bus. Examples would include students with a tracheotomy who may require suctioning while riding, and students subject to seizures or other medical conditions that may require the immediate administering of medication. The following documentation is required for these students:

- a. Inform the parent of the need for a letter from the treating physician detailing the medical needs of the student. Provide the parent with a copy of Form 1920, *Physician's Statement*. (Note: If the physician does not use the district's form but provides a letter with all the components of the district's form, that letter may be used in lieu of the district's form.) The completed documentation must be forwarded to the school LEA as soon as possible.
- b. Obtain a completed *Consent Form for Mutual Exchange of Information*, Form 2128, from the parent/guardian.
- c. Once the Physician's Statement/letter and consent form have been received, the school LEA should provide a copy of that Physician's Statement/letter, the consent form, and the student's IEP or 504 Plan to their respective SPED Service Center.
- d. The SPED Service Center will prepare a copy of Form 6546, *Request for Review of Medical Documentation for Special Transportation and/or Medical Consultation*, and send it, along with the documents noted in paragraph c, above, to the Medical Consultant Liaison at Mail Code 9618, FDLRS-S, PT/OT Services.
- e. The District Medical Review Consultant will review the documentation and make a determination as to whether the need for the requested special transportation service is substantiated.
- f. Once the determination of the District Medical Review Consultant is known:
  - If the District Medical Review Consultant verifies the student's medically fragile status, the SPED Service Center will send a copy of the completed Form 6546 and a copy of Form 6545, *Request for Special Transportation Services Due To Medical Needs*, to their respective School Bus Routing Office.
  - The SPED Service Center will also contact the school site LEA in order to schedule an interim IEP/504 Plan meeting to discuss the results with the parent/guardian.



### 3. Medical Equipment:

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

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

If the IEP/504 Team verifies that medical equipment is required when transporting the student, a specific statement must be included in the comments section of the IEP/504 Plan detailing the need for such equipment and the reasons for it.

### 4. Air Conditioned Transportation:

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

### 5. Bus Aides:

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





## 6. Child Safety Restraint Seats:

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

- The student weighs no more than forty (40) pounds (Note - the student's weight must be verified by the school), **AND**
- The student's unique needs are such that transport in a safety restraint seat is deemed necessary in order to assure a safe ride for the student. Examples of conditions that may require the authorization of a safety restraint seat include:
  - Postural control and support
  - Seizure Disorder
  - Impulsivity
  - Unaware of Danger
  - Cognitive Limitations
  - Short Stature
  - Cerebral Palsy
  - Neuromuscular Disorder
  - Other
- A specific statement is required in the comments section to document the reason for requirement.

## 7. Alternate stop (pick-up and / or drop-off):

- (1) The school will complete a copy of **Form 7224** (Request For Alternate Transportation Stop For Special Education Students). This form is available electronically through the Records & Forms link on [dadeschools.net](http://dadeschools.net). When completing the form, the school or SPED Service Center need to make sure both the School Contact/LEA and the Parent sign it. Forms that do not have both signatures will not be accepted.
- (2) Once the form has been completed and signed, the school must fax it to Transportation (the fax number is on the form).
- (3) Transportation will review the request to determine if it meets the criteria of the Board Rule. The bottom of the form will be completed with Transportation's decision and then it will be signed by a Route Manager.
- (4) After the Route Manager has signed the form it will be faxed back to whoever sent it.
- (5) If the request is approved, the school must then enter the alternate address into the "L" screen in ISIS. The information in the "L" screen in ISIS will transfer over to Edulog, and then we Transportation will route the student to the alternate address.



## Documenting Special Transportation Services on the IEP/504 Plan and in ISIS

Once the IEP/504 Team determines special transportation services, the service must be documented on the student's IEP/504 Plan and in ISIS.

1. Document the special transportation services on the **SPECIAL TRANSPORTATION/RELATED SERVICES** page of the IEP/504 Plan:

### Adapted from the SPED-EMS IEP/504 Plan:

SPECIAL TRANSPORTATION/RELATED SERVICES	
(Transportation for Current School Year and Transportation for Next School Year) <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Primary Transportation Mode</b>	
(check one only)	
<input type="checkbox"/> Individualized Stop with Supervision <input type="checkbox"/> Individualized Stop without Supervision <input type="checkbox"/> Lift Bus With Supervision <input type="checkbox"/> Lift Bus Without Supervision <input type="checkbox"/> Car Seat (under 40 lbs.)* <input type="checkbox"/> Safety Vest Individualized* <input type="checkbox"/> Safety Belt/ Unique... <input type="checkbox"/> Alternate Mode of Transportation...*	
*Describe in specific detail the individual/unique need(s) for the selected primary transportation mode	
<b>Secondary Transportation Mode(s)</b>	
(check all that apply)	
<input type="checkbox"/> Medically Fragile Student...* <input type="checkbox"/> Student Transported Out of School District* <input type="checkbox"/> Aide Required* <input type="checkbox"/> Community Based Vocational Instruction (CBVE) <input type="checkbox"/> Community Based Instruction (CBI) <input type="checkbox"/> Medical Equipment* <input type="checkbox"/> Vocational/Share Time Program <input type="checkbox"/> Shortened School Day or Alternate ... * <input type="checkbox"/> Project VICTORY <input type="checkbox"/> Scholarship Program for Students with Disabilities                        Transportation under two (2) miles due to health/safety needs...*	
*Describe in specific detail the individual/unique need(s) for selected secondary transportation modes(s)	

The IEP/504 Team must ensure that:

- One (and only one) **Primary** Transportation Mode is selected.  
(Only a staffing specialist may request and receive authorization for an *Alternate Mode of Transportation*. The staffing specialist will confer with Transportation prior to the IEP/504 meeting.
  - All **secondary** transportation modes that apply are selected.  
(Note: Only a staffing specialist may request and receive authorization to provide the *Student Transported Out of District* service.) The staffing specialist will confer with transportation prior to the IEP/504 meeting.
  - When **specific details** are required to document the justification for authorizing a particular special transportation service, those details **MUST** be included in the IEP/504 Plan. This can be done by checking the appropriate selection(s) from the drop-down menu when provided, or by including a statement in the Comments Section of the IEP/504 Plan.
2. Once the IEP/504 Plan has been completed, the student's transportation requirements **MUST** also be entered on the ISIS "Q" screen.

The ISIS "Q" screen has the following options:



## PHYSICAL RESTRAINT: SAFE CRISIS MANAGEMENT (SCM)

2. Complete and send the *Notification of the Use of Physical Restraint* to the parent/guardian. The *Notification of the Use of Physical Restraint* may be hand delivered, emailed or sent home via US Mail.
3. A **signed** *Notification of the Use of Physical Restraint* must be obtained from the parent/guardian and faxed to the SPED EMS system. **Otherwise**, attempts to retrieve a signed *Notification of the Use of Physical Restraint* **must** be documented.
4. **PROCEDURE IN SPED EMS TO DOCUMENT** If the parent does not return the signed *Notification of the Use of Physical Restraint*; the school must maintain a log documenting a minimum of two attempts to retrieve the signed *Notification of the Use of Physical Restraint*.
5. Within twenty-four (24) hours of the implementation of SCM, the person who initiated the restraint must complete *FLDOE Restraint Incident Form Template*. If the SCM occurs on a day before school closes for the weekend or holiday; *FLDOE Restraint Incident Form Template* must be completed by the end of the day that school re-opens.
6. A **DRAFT** of the *FLDOE Restraint Incident Report Form* must be completed by the designated FLDOE Physical Restraint **School-Level User** (Briefing #12274), on the FLDOE web-based reporting system within 24 – 48 hours of the use of physical restraint.
7. The **DRAFT** *FLDOE Restraint Incident Report Form* will be reviewed by a FLDOE Physical Restraint **District-Level User**.
8. Following review of the *FLDOE Restraint Incident Report* from the **District**, the designated FLDOE Physical Restraint **School-Level User** will proceed with finalization into the FLDOE web-based reporting system.
9. When finalized, a copy of the *FLDOE Restraint Incident Report* will be sent to the parent/guardian for signature via **certified mail** within **3 school days from the time of the physical restraint incident**.
10. A **signed** *FLDOE Restraint Incident Form* must be obtained from the parent/guardian and faxed to the SPED EMS system. **Otherwise**, attempts to retrieve a signed *FLDOE Restraint Incident Report* **must** be documented.
11. **PROCEDURE IN SPED EMS TO DOCUMENT** If the parent does not return the signed *FLDOE Restraint Incident Report*, the school must maintain a log documenting a minimum of two attempts to retrieve the signed document.
12. If an injury occurs to either the student or staff, it must be documented appropriately by using the district *accident report form*.
13. Principals are responsible for ensuring that school personnel adhere to all required timelines.

### MONITORING THE USE OF PHYSICAL RESTRAINT

**M-DCPS FORMS:** *FM 7481, Use of Physical Restraint Log*

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

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



## PHYSICAL RESTRAINT: SAFE CRISIS MANAGEMENT (SCM)

### RESOURCE:

Safe Crisis Management Participant's Guide Revised September, 2012 (for trained personnel only)  
FLDOE Technical Assistance Paper: DPS: 2011-165 Date: October 14, 2011

### CONTACT:

Ms. Robin J. Morrison, Instructional Supervisor  
Division of Exceptional Student Education  
305-626-3963, [rmorrison@dadeschools.net](mailto:rmorrison@dadeschools.net)



## Private School Students with Disabilities (Parentally-Placed)

School districts are required to follow the policies and procedures for initial evaluations and reevaluations in comparable ways for both public and private school students. This includes the use of SPED-EMS and ISIS data updates.

Parents of parentally-placed private school students may request initial evaluations or reevaluations at the child's home school. Students with a current evaluation attending non-profit private schools are eligible to receive services and supports as a result of meaningful consultation through the IDEA private school obligations.

An IEP/Matrix is never written for students in the John M. McKay Scholarships for Students with Disabilities Program while enrolled in private schools; parents requesting services are asked to contact the IDEA Private Schools Obligations Office. The results of the reevaluation do not impact or change the level of funding on the Matrix of Services. Public schools are not required to conduct Section 504 evaluations in private schools nor can they require private schools to provide 504 accommodations.

### **RESOURCES:**

<http://privateschoolsidea.dadeschools.net>

### **CONTACTS:**

Dr. Rosalia Gallo, Instructional Supervisor  
Division of Exceptional Student Education  
305-274-8889



## Prekindergarten Program for Children with Disabilities

The Prekindergarten Program for Children with Disabilities serves children from 3 to 5 years of age who have been identified with a disability and require special education services. Eligible children are served in one of the following delivery models:

- Walk-in therapy model
- Consult model in VPK and Head Start classrooms
- Inclusion model (50-50)
- Reverse mainstream half-day model
- Speech/Language Impaired half-day model
- LEAP half-day model
- Reverse mainstream full day model
- Self-contained full day model (ASD, InD, , D/HH)
- HHIP
- PPEC

### Referral

1. A child 3-5 years of age, not in M-DCPS prekindergarten program, should be referred to FDLRS-S Child Find 305-274-3501.
2. The parent will receive a packet to complete and return to FDLRS-S.
3. Following receipt of the parent packet, a screening and possible evaluation (if needed) will be scheduled at the appropriate Pre-K Diagnostic Team Office.
4. Completed evaluation reports will be sent to the prekindergarten SPED District Office to be reviewed and distributed to the assigned Pre-K staffing specialist.
5. A meeting will be scheduled with the family and school staff to review evaluation results and determine eligibility. If eligible, an Individual Educational Plan (IEP) will be written.

For a prekindergarten student enrolled in either an M-DCPS VPK or Head Start prekindergarten program, referral for screening/evaluation must be handled by the student's present school through the SST process.

### Curriculum

- The prekindergarten program uses the High/Scope Curriculum for most of the classrooms. Full day programs for children with ASD use the Treatment and Education of Autistic and Communication Handicapped Children (TEACCH) model. Half-day programs for children with ASD use Learning Experiences: An Alternative Program for Preschoolers and Parents (LEAP). The social/emotional curriculum utilized in the classrooms is Dr. Becky Bailey's Conscious Discipline approach. The Building Early Language and Literacy (BELL Program) is the literacy program that is implemented in all classrooms and addresses both phonological awareness and shared reading skills. Pre-K children are assessed from one time to three times a year depending on the assessment at the beginning, in January, and at the end of the school year, to monitor child and program outcomes. The instruments used include Battelle Developmental Inventory-2 (BDI-2), as well as the Devereux Early Childhood Assessment (DECA) and the Phonological and Early Literacy Inventory (PELI). Progress report cards are sent home three times during the school year.



## Prekindergarten Program for Children with Disabilities

- There is a comprehensive parent/family education program provided, as well as a video resource lending library for teachers, families, administrators, and other interested community individuals. There is an extensive professional development program for both new/early career teachers, as well as experienced prekindergarten teachers. The Prekindergarten Program for Children with Disabilities is located under the Office of Exceptional Student Education and Student Support.

### **RESOURCES:**

Website: <http://prekese.dadeschools.net>

### **CONTACTS:**

Ms. Dolores Mendoza, Executive Director  
Prekindergarten Program for Children with Disabilities  
305-271-5701  
Fax: 305-598-5253  
[dmendoza@dadeschools.net](mailto:dmendoza@dadeschools.net)

Ms. Cecilia Nunez, Instructional Supervisor  
Prekindergarten Program for Children with Disabilities  
305-271-5701  
Fax: 305-598-5253  
[CNunez@dadeschools.net](mailto:CNunez@dadeschools.net)



## Quality IEP

"A quality IEP is in compliance with all requirements of state and federal laws and regulations and reflects decisions based on active and meaningful involvement of all members of the IEP team. The IEP provides a clear statement of expected outcomes and the special education services and supports to be provided to the student." Adapted from Developing Quality Individual Educational Plans

### **CONTACT:**

School Staffing Specialists

### **RESOURCES:**

Developing Quality Individual Educational Plans, A Guide for Instructional Personnel and Families FLDOE 2012





## Recording IEP Meetings

The Division of Exceptional Student Education has authorized a significant change in practice regarding a parent's request to record an IEP meeting.

### **NEW PRACTICE:**

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

The respective SPED Service Center administrator/designee **must** be contacted when a parent makes a request to record an IEP meeting. The SPED Service Center administrator/designee will consult with the school principal/designee to determine whether or not the parent is able to meaningfully participate in the IEP meeting without recording it. As IDEA does require districts to take action to ensure that the parent understands the IEP meeting, the SPED Service Center administrator/designee may offer the parent other means to enable the parent to actively participate in the meeting or agree to the parent's request.

The SPED Service Center administrator/designee will make the final decision. Taping IEP meetings for the purpose of using the recordings as evidence at legal proceedings will not be permitted.

### **CONTINUED PRACTICE:**

If the parent is allowed to record the meeting, the LEA must ensure that the school also records the meeting. Use of a digital recorder is preferred if possible.

All required members of the IEP team must be present at the IEP meeting unless the parent exercises his or her right of excusal of required team members. If a required IEP participant refuses to be recorded, is not excused, and does not attend the meeting, the IEP team will not be properly constituted, and the student will not be provided with a free and appropriate public education. Required participation in IEP meetings is within the scope of employment duties of teachers and service providers. The school administrator should be notified if a required IEP team participant refuses to attend the IEP meeting. Please refer to pages 5-7 of the LEA Guide for detailed information regarding required IEP team members.

### **RESOURCES:**

School Staffing Specialist

### **CONTACTS:**

School Staffing Specialist



## Procedures For A Reevaluation

### Prior to the meeting you need to:

Send a *Notification of Meeting*

Obtain a copy of the student's:

- Grades
- Schedule
- FCAT scores
- Progress Monitoring Plan (PMP) and additional progress monitoring data from Tiers 1,2 and 3
- Current ESOL levels (if applicable)
- Attendance data

### M-Team Members as required (participation may also be through submission of written report):

- SPED program specialist or administrator (principal or assistant principal)
- School psychologist
- SPED teacher
- General education teacher
- Parent
- Related service personnel, other program personnel (*i.e.*, SLP), if applicable

### Forms that need to be completed:

- *Reevaluation Team (RT)* – Tab on SPED EMS
- *Informed Notice of Reevaluation Review Meeting and/or Consent for Reevaluation* – form on SPED EMS
- Updated Social History/adaptive behavior Request through SCAM form (if requested)
- Two Teacher Observations (Second page from Request for Assistance, FM 7073) (2 observations)
- FM 2480, *Anecdotal Records*, if referring to E/BD
- Any other documents as deemed necessary by school psychologist

### To Open Case:

Completed packet must be signed by school psychologist and sent to the appropriate SPED office for the case to be opened.

**ISIS:** PF16- "Consent for Eval" date in which RT was completed.  
Outcome = "R" for additional re-evaluation data, Employee # of LEA

### If No Need to Open Case (No Referral):

If after reviewing existing data the RT determines there is no need for additional assessment, Option 4 (no formal reevaluation recommended) is checked off on the Reevaluation form.

**ISIS:** PF16-"Consent for Eval" date in which RT was completed.  
Outcome="N" for no additional re-evaluation data, Employee # of LEA.  
"Current Evaluation" date in which RT was completed.



## Referrals to Ruth Owens Kruse or Robert Renick Educational Centers

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

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

Contact persons and staffing specialists from referring schools should collaborate while preparing a referral packet and forward it to the appropriate center school personnel whenever a referral is being considered. The referral packet must include the following information:

### A. Contents of Referral Packet

- FAB/BIP including the current and previous BIP, if available
- Psychological (no more than 2 years old) with IQ and projective tests, including adaptive behavior scales, if appropriate
- Current psychiatric evaluation & all previous evaluations if available
- Current IEP
- Student Case Management forms (SCMs) for previous 6 months
- Anecdotal records
- Attendance information (printout for the past year)
- Current academic evaluation with grade levels
- Academic grades (printout for the past 2 years)
- Release of information forms signed by parent for any programs to be considered, with contact information completed
- Consent for Evaluation form signed by parent with "other" checked, and a completed observation(s) informal assessment by SPED Outreach and/or M-DCPS staff
- A completed Mutual Exchange of Information form for any outside agencies or individual service providers signed by parent/guardian, as appropriate

### B. Processing the Referral Packet

After receiving the completed referral packet, the center school personnel will schedule staff observations of the student. The staffing specialist, personnel from the referring program and center school personnel will collaborate to identify program options to be considered at the IEP team meeting. The center school personnel will contact the parent/guardian and encourage site visits. After ALL documents are in order and observations have been completed, an IEP team meeting will be scheduled.



## Referrals to Ruth Owens Kruse or Robert Renick Educational Centers

### C. Referral Procedures for Center Schools

- The sending school completes the referral packet and forwards it to the appropriate center school personnel.
- The center school personnel will review the referral packet to ensure that the packet is complete and the required information is up-to-date.
- The staffing specialist and center school personnel will engage in preparatory activities to develop proposals for appropriate alternatives to be considered. At least one school-based program, in addition to the sending school, should be invited to participate (even if this must be facilitated across regional center boundaries).
- The staffing specialist will contact the appropriate alternative programs to be considered and contact the parent/guardian to schedule the IEP team meeting.
- The staffing specialist should discuss the process with the parent and inform the parent of the program options to be considered. The parent/guardian should be encouraged to visit the programs before the scheduled meeting.
- The staffing or program specialists, when possible, will be the LEA.

#### **CONTACT:**

Ms. Robin J. Morrison, Instructional Supervisor  
Division of Exceptional Student Education  
305-626-3963  
[rmorrison@dadeschools.net](mailto:rmorrison@dadeschools.net)



## Related Services/Supplementary Aids

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

The special education service must be designed to meet the unique needs of the student. The IEP team must decide the location of the service as well as the duration and frequency of the service. When an IEP team determines that a service will be added or dismissed or if the frequency or duration is changed, the parents must be provided with the SPED EMS *Informed Notice of Proposal or Refusal to Change Evaluation, Identification, Educational Placement, or Free Appropriate Public Education (FAPE)*.

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

Related Services	Supplementary Aids and Services
Adapted Physical Education	Collaboration in...
Art Therapy	Consultation in...
Audiological Services	DHOH Itinerant Services
Counseling	Paraprofessional Assistance
Job Coaching	Sign Language Interpreter Services
Music Therapy	VI Itinerant Services
Occupational Therapy	
Speech/ Language	

### RESOURCES:

SPED-EMS document

### CONTACT:

School Staffing Specialists



## Special Education Services to Qualified Students with Disabilities Ages Three Through 21

IDEA §300.101 specifies that a free and appropriate public education must be available to students with disabilities ages three through 21 who have not graduated with a standard diploma. Though IDEA requires districts to provide FAPE to all IDEA eligible students with disabilities through age 21, the State provides the option to extend this age requirement. Page 5 of the Exceptional Student Education Policies and Procedures (SP & P) document outlines the district's decision to provide services until the end of the school year in which the student turns 22. The "end of the school year date" is the last day of the normal school year or the last day of ESY, if the student qualifies for ESY.

### District Policy:

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

As stated in the technical assistance paper #FY 2006-4 *Serving Students with Disabilities Ages 18 through 21*, students with disabilities who have not earned a standard diploma may choose to continue in educational programs to work toward a standard diploma, a special diploma, or continue to receive specially designed instruction and related services in accordance with a transition IEP without working toward any specific diploma option.

### RESOURCES:

Technical Assistance Paper FY 2006-4, *Serving Students with Disabilities Ages 18 through 21*  
Page 5 of the SP & P (Policies and Procedures document)

### CONTACT:

School Staffing Specialists





## Recommended SPED/ESE/SECTION 504 Folder Organization

1. The SPED/ESE folder must be stored in the student's cumulative record folder.
2. The left side of the SPED/ESE folder contains the IEP/EP with stapled Notification of Meeting form and additional IEP/EP forms, sequenced from oldest to newest (current on top).
3. The Matrix of Services form is behind the corresponding IEP (not stapled or paper clipped).
4. The right side of the SPED/ESE folder contains all initial documentation (including RII documents and evaluations) as well as subsequent CST-R/SST-R/RT forms/reevaluations, sequenced from oldest to newest (current on top).

### Section 504 Folder

Section 504 Accommodation Plans, Section 504 Eligibility Determination forms, supporting documentation and the Notification of Meeting forms may be stored in this SPED/ESE/SECTION 504 FOLDER which is filed in the student's cumulative record folder.
--

### Possible SPED Folder Contents

Response to Intervention (RtI) Problem Solving Checklist	7454	Place SPED documents related to screening, RtI/PST/SST, referral, assessment, identification and placement in SPED folder if part of ESE/SPED process. Place in cum, if not part of ESE/SPED process.
RtI/SST/PST Student Tier I and Tier II Data Profile	7452	
School Support Team /Problem Solving Team (SST/PST) Request for Assistance (RFA)	7073	
Notice of Intent and Parent/Guardian Intent to Conduct a Screening/Assessment	6279	
School Social Worker Student Initial Screening	7075	
Vision Screening M-Team Referral Report	2125	
Audiometric Screening	7409	
Tier III/SST/PST Problem Solving	7450	
SST/PST Intervention Plan	6290	
Parent/Guardian Student Support Plan	6280	
SST Monitoring System	6493	
M-DCPS Response to Intervention (RtI) Fidelity Checklist	7451	
SST/PST Follow-Up	7453	
Notice of Intent and Parent/Guardian Intent to Conduct an Evaluation	4961	
Request for Evaluation	6572	
Behavior Rating Scale Tier II	7446	
FAB (Numerous collection and monitoring tools)	(all forms)	
Behavior Rating Scale Tier III/Inclusion	7448	
Response to Intervention for Behavior (RtIB) Universal Screening Checklists (Tier II,III)	7447/7449	
Speech Impaired K-12 Evaluation Team Report	7412	
Language Impaired K-12 Evaluation Team Report	7417	
Speech and Language Evaluation Summary Report	7418	
Eligibility Criteria ( E/BD, InD, SLD)	7306/7279/4243	
SST Support Plan	3040	
Informed Notice of Reevaluation Review and/or Consent for Reevaluation	4958	
Audiological Report	2347	
Usher's Syndrome Screening form	No FM #	
Individual Educational Plan (IEP)	SPED EMS	Download SPED EMS forms. Place original, signed document in SPED folder.
Matrix of Services	SPED EMS	
Manifestation Determination	SPED EMS	
Initial Consent for Placement	SPED EMS	
Revocation for Consent for Placement	SPED EMS	
Transfer of Rights	SPED EMS	
Notification of Meeting	SPED EMS	
Informed Notice of Proposal or Refusal (aka FAPE form)	SPED EMS	
Behavior Intervention Plan	SPED EMS	
Informed Notice of Initial Eligibility or Ineligibility	SPED EMS	
Informed Notice of IEP/EP Team Recommendation and Parent Consent	SPED EMS	
Denial of Initial Consent	SPED EMS	
Continuum of ESOL Placement Tests for Exceptional Students Chart, including Relative Language Dominance Assessments B, C, and D	4762	Place in ELL folder in cumulative record folder.
FCAT Waiver	6624/SPED EMS	Place in cumulative folder after all signatures are in place.
EOC Waiver	7334/SPED EMS	
Medicaid Certified School Match Program Parental Consent	7032/SPED EMS	Place in cumulative folder
Gifted assessment, identification and placement documents e.g., Educational Plan (EP), Gifted Characteristics Checklist	All forms 7051	Place in SPED folder
Request for a Surrogate Parent	4551	Place in front of cumulative folder.





<b>PRIMARY TRANSPORTATION MODE (select only one)</b>
INDIVIDUALIZED STOP; PARENT SUPERVISION NOT REQUIRED
CHILD SAFETY RESTRAINT SEAT; INDIVIDUALIZED STOP WITH PARENT SUPERVISION
REGULAR TRANSPORTATION; NO SPECIALIZED SERVICE REQUIRED
INDIVIDUALIZED STOP WITH PARENT SUPERVISION
BUS WITH WHEELCHAIR LIFT; INDIVIDUALIZED STOP WITH PARENT SUPERVISION
BUS WITH WHEELCHAIR LIFT; INDIVIDUALIZED STOP; PARENT SUPERVISION NOT REQUIRED
SAFETY VEST; INDIVIDUALIZED STOP WITH PARENT SUPERVISION
SAFETY BELT; INDIVIDUALIZED STOP WITH PARENT SUPERVISION
ALTERNATIVE MODE OF TRANSPORTATION <i>(may not be selected without prior approval of Transportation)</i>

<b>SECONDARY TRANSPORTATION MODE (select all that apply)</b>
BUS AIDE REQUIRED
MEDICALLY FRAGILE STUDENT <i>(MEDICAL REVIEW REQUIRED)</i>
MEDICAL EQUIPMENT REQUIRED <i>(MEDICAL REVIEW REQUIRED)</i>
TRANSPORTED OUT OF DISTRICT <i>(may not be selected without prior approval of Transportation)</i>
OCCUPATIONAL/PHYSICAL THERAPY
SHORTENED SCHOOL DAY
VOCATIONAL/TIME SHARE PROGRAM
MCKAY SCHOLARSHIP TRANSFER <i>(Note: This option still appears on the "Q" screen but has been disabled; students granted a McKay Scholarship transfer must have the appropriate Transfer Code entered in ISIS.)</i>
AIR CONDITIONED TRANSPORTATION <i>(MEDICAL REVIEW REQUIRED)</i>

The following options are included on the Special Transportation/Related Services section of the SPED-EMS IEP and 504 plan. These options are not documented on the Q screen:

- Community Based Instruction (CBI)
- Community Based Vocational Instruction (CBVE)
- Project Victory

Update the Q screen immediately after the IEP/504 Plan meeting whenever special transportation services are added or there are changes in the student's existing special transportation services. Failure to complete this step can delay the implementation of transportation services.

**RESOURCES:**

- Transportation Handbook For School Staff (e-handbook)*
- FM-1920, Physician's Statement*
- FM-2128, Consent Form For Mutual Exchange Of Information*
- FM-6545, Request for Special Transportation Due To Medical Needs*
- FM-6546, Request For Review Of Medical Documentation For Special Transportation and/or Medical Consultation*

**CONTACT:**

Ms. Susan Detmold-Collins, Director II, School Bus Routing, M-DCPS Department of Transportation,  
e-mail: [SDetmold-Collins@dadeschools.net](mailto:SDetmold-Collins@dadeschools.net), phone: 305-969-2225



## SPED-EMS CUSTOM REPORTS QUICK REFERENCE NOTES

It is recommended that staff responsible for monitoring compliance in special education utilize the ADVANCED STUDENT SEARCH feature to generate custom reports as needed to ensure SPED compliance. Areas that are facilitated with this feature include obtaining a list of students with the specific consultation/collaboration services, related services, ESY, as well as other services.

### Step 1:

- Log into SPED-EMS through the Employee Portal;
- Click on “STUDENTS” in the green navigation bar;
- Click on “ADVANCED STUDENT SEARCH” at the bottom of the screen

### Step 2:

- Click “Search for students using the information from the Current IEP”.
- Select the school or the appropriate search.

### Step 3:

Select the status (IEP).



## SPED-EMS CUSTOM REPORTS QUICK REFERENCE NOTES

### Step 4:

Choose from over 100 SPECIAL ED SERVICES or RELATED SERVICES. Recommended this is limited to 1-2 at a time.

<input type="checkbox"/> Anger Management Skills	<input type="checkbox"/> Consultation in Communication	<input type="checkbox"/> Impulse Control Skills
<input type="checkbox"/> Attendance Skills	<input type="checkbox"/> Consultation in Community Experience	<input type="checkbox"/> Interpersonal Skills
<input type="checkbox"/> Auditory Discrimination	<input type="checkbox"/> Consultation in Daily Living	<input type="checkbox"/> Language Skills
<input type="checkbox"/> Auditory Skills	<input type="checkbox"/> Consultation in Electives/Specials	<input type="checkbox"/> Leisure/Recreation Skills
<input type="checkbox"/> Braille Literacy Skills	<input type="checkbox"/> Consultation in Employment	<input type="checkbox"/> Locomotion Skills
<input type="checkbox"/> Career Skills	<input type="checkbox"/> Consultation in Health Care	<input type="checkbox"/> Math Skills
<input type="checkbox"/> Choice Making Skills	<input type="checkbox"/> Consultation in Independent Functioning	<input type="checkbox"/> Mobility Skills
<input type="checkbox"/> Collaboration in All Academic Areas	<input type="checkbox"/> Consultation in Language	<input type="checkbox"/> Nemeth Code Skills
<input type="checkbox"/> Collaboration in Behavior	<input type="checkbox"/> Consultation in Language Arts	<input type="checkbox"/> On-Task Behavioral Skills
<input type="checkbox"/> Collaboration in Braille	<input type="checkbox"/> Consultation in Math	<input type="checkbox"/> Oral Communication Skills
<input type="checkbox"/> Collaboration in Communication	<input type="checkbox"/> Consultation in Post School/Adult Living	<input type="checkbox"/> Organizational Skills
<input type="checkbox"/> Collaboration in Community Experience	<input type="checkbox"/> Consultation in Reading	<input type="checkbox"/> Orientation and Mobility Skills
<input type="checkbox"/> Collaboration in Daily Living	<input type="checkbox"/> Consultation in Science	<input type="checkbox"/> Paraprofessional Assistance
<input type="checkbox"/> Collaboration in Electives/Specials	<input type="checkbox"/> Consultation in Social Skills	<input type="checkbox"/> Play Skills
<input type="checkbox"/> Collaboration in Employment	<input type="checkbox"/> Consultation in Social Studies	<input type="checkbox"/> Pragmatic Skills

It is

<b>Related Services:</b>	<input type="checkbox"/> Adapted Physical Education	<input type="checkbox"/> Job Coaching	<input type="checkbox"/> Psychological Services
	<input type="checkbox"/> Art Therapy	<input type="checkbox"/> Music Therapy	<input type="checkbox"/> School Nursing Services
	<input type="checkbox"/> Audiological Services	<input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> Social Work
	<input type="checkbox"/> Counseling	<input type="checkbox"/> Orientation and Mobility Training	<input type="checkbox"/> Speech
	<input type="checkbox"/> Interpreting Services	<input type="checkbox"/> Physical Therapy	<input type="checkbox"/> Language

### Step 5:

Select the sort of your choice and "Open Results in a New Window." Click on "View Students."

Serving School:	All Schools
Extended School Year:	<input type="checkbox"/> Only include students with at least one service marked as ESY
Sort List By:	School  *
<input checked="" type="checkbox"/> Open Results in a New Window	
<div style="border: 1px solid black; padding: 2px; display: inline-block;">View Students</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Display Previous Search Results</div>	

**Voila! For Excel users, it is recommended that you copy and paste the data onto a spreadsheet. For non-Excel users, you will only be able to view the data on screen. Wonderful and short Excel tutorials are available online.**



## Summary of Performance (SOP)

The Individuals with Disabilities Education Act (IDEA) of 2004 at Section 614 (c)(5)(B)(ii) states, *“a local education agency (LEA) shall 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”*.

The SOP (FM 6969) must be completed by the designated LEA for any student with disabilities whose eligibility under special education terminates due to graduation, or due to exceeding the age of eligibility (end of school year in which the student turns 22).

The SOP does not have to be completed at an IEP meeting; however, it needs be completed with the student.

The SOP form should be completed in the spring of a student’s final year and attached to the FAPE form.

A copy of the SOP needs to be provided to the student as part of the senior exit meeting.

### **RESOURCES:**

FM 6969

### **CONTACT:**

Ms. Jill Brookner, Instructional Supervisor  
Division of Exceptional Student Education  
786-268-2048  
[jbrookner@dadeschools.net](mailto:jbrookner@dadeschools.net)



## Surrogate Parents

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

### CRITICAL NOTES:

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

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

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

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

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

### RESOURCES:

- FLDOE Technical Assistance Paper: [www.fl DOE.org/ese/pdf/y2007-23.pdf](http://www.fl DOE.org/ese/pdf/y2007-23.pdf)
- FM# 4551, Request for a Surrogate Parent



## Surrogate Parents

- Exceptional Student Education Policies and Procedures (SP & P)
- Get in the Game: Become a Surrogate Parent for an Exceptional Student in Our Community, <http://www.fldoe.org/ese/pdf/surrogate%20flyer%2007.pdf>

### CONTACT:

Mr. Terence Vaccaro, Ph. D. (Terry)  
Executive Director  
Innovation and Accountability  
Multi-Tiered Systems of Support/Response to Intervention (MTSS/RtI)  
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## Transition

According to the IDEA amendments of 1997, transition planning for students with disabilities must be provided in conjunction with their IEPs. The term *Transition IEP* is used in Florida to denote a changing emphasis for IEPs. Transition IEPs must address all IEP components as well as certain transition services requirements. Begin the process of identifying transition services needs of students with disabilities, to include consideration of the student's need for instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate, beginning no later than age fourteen (14), so that needed postsecondary goals may be identified and in place by age sixteen (16). Transition services, as defined by IDEA 97, means a coordinated set of activities for a student with a disability that:

1. is designed within an outcome oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
2. is based on the individual's needs, taking into account the student's preferences and interests; and
3. includes – instruction, related services, community experiences, the development of employment and other post-school living objectives; and if appropriate, acquisition of daily living skills and functions vocational evaluation.

The Transition IEP requirements, by age, are as follows:

### Beginning at age 14 (or younger as appropriate)

- a statement of the student's desire post-school outcome\*
- a statement of the student's transition service needs focusing on a course of study\*
- the student must be invited to his or her Transition IEP meeting
- if the student is unable to attend, the school district personnel must take other steps to ensure that the student's needs, preferences, and interests are considered

### Beginning at age 16 (or younger as appropriate)

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;
- The transition services (including courses of study) needed to assist the child in reaching those goals; and
- Beginning not later than one year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under Part B, if any, that will transfer to the child on reaching the age of majority under §300.520 [see 20 U.S.C. 1415(m)].



## Transition

- a statement of the student's needed transition services in the areas of instruction, community experiences, employment, post-school adult living, and if appropriate, functional vocational evaluation and daily living skills\*
- a statement of interagency responsibilities or linkages, if appropriate\*
- school district must invite agency representatives to attend the student's Transition IEP meeting if it is anticipated that the agency is likely to be responsible for providing or paying for transition services
- if invited agency representatives cannot attend the Transition IEP meeting, the school district must take other steps to obtain agency participation

### Beginning at age 17

- the student and his/ her family have been informed of the rights that will transfer to the student at age 18
- the Transition IEP must include a statement that the information has been provided

### Beginning at age 18

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

**(\*)This Transition IEP requirement must be reviewed and revised annually.**

**Note:** Transition Specialists can assist with the development of an effective TIEP planning as well as is responsible for student follow-up upon graduation for up to a year.

### Transition Service Activity Area

- **Instruction** refers to formal techniques used to impart knowledge that may be provided in school, home, or community settings. Instruction may include but is not limited to community-based instruction, travel training, instruction in academic and career and technical education courses, and nonacademic and extracurricular activities. When planning instruction, it is important to consider the Sunshine State Standards and access points for the student.
- **Related Services** means transportation and developmental, corrective, or other supportive services required to help the student benefit from special education. Related services may include but are not limited to transportation to a community-based instruction site or to an employment training site, career counseling assistive technology, assistive technology service, job coaching, functional vocational evaluation, rehabilitation counseling, visits to postsecondary schools, job shadowing, mentoring, and therapeutic recreation. IDEA specifies one additional activity area, related services, in which needed transition services must be considered. Transition related services may be documented in the related services section of the transition IEP or in another section of the plan.





## Transition

- **Community Experiences** are those activities provided outside of the school building, in community settings, or by other agencies. Community experiences may include but are not limited to banking, shopping, using public transportation, social activities, and recreational and leisure services.
- **Employment** refers to those services and activities that prepare a student for and lead to employment. These may include but are not limited to
  - Career education – exploring careers and gaining knowledge about the skills and training required by various careers
  - Exploratory career and technical preparation for specific job training, mastering of safety procedures through hands-on tasks, and development of good work habits
  - Career Preparation – identification of career options, locating community resources, and developing positive work-related behaviors
  - Career Experience – guided practice and experiences in school and community work situations
  - Career Placement – placement in a job in the community (i.e., on-the-job training)
  - Job Preparation Education – coursework in the areas of agriculture, business technology, diversified, health science, family and consumer sciences, industrial, marketing, and public service
  - Supported Competitive Employment – placement and training in an integrated employment setting in the community with ongoing supports
  - **Post-school adult Living** refers to those important adult activities that are done occasionally. Post –school adult living activities may include but are not limited to paying bills, registering to vote, renting a home, accessing medical services, filing for insurance, completing Social Security and Supplemental Security Income work incentives forms, and preparing taxes. Experiences and activities to prepare the student for future living arrangements after exiting high school also fall in this category.

In addition to the required transition services activity areas above, the student's needs, preferences, and interests must also be considered in the following transition services activity areas, if determined appropriate by the Transition IEP Team:

- **Acquisition of daily living skills** refers to those activities adults do every day to care for and manage personal needs (e.g., preparing meals, budgeting, maintaining a home, caring for clothes, and grooming)



## Transition

- **Functional vocational evaluation** refers to an assessment process that provides information about job or career interests, aptitudes, and skills (e.g., situational assessments, observations, curriculum-based vocational assessments, and formal vocational evaluation measures).

### **RESOURCES:**

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

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

### **CONTACT:**

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## Waiver of End of Course Results

Section 1003.428(8)(b)(2), F. S. states, "A student with a disability, as defined in s. 1007.02(2), F. S. for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit as required in paragraph (4) (a)."

The decision to waive the EOC assessment results is made by the IEP team and documented on the SPED EMS EOC Waiver form. The IEP team meets to determine whether or not the EOC assessment accurately measures the student's abilities, taking into consideration allowable accommodations. IEP teams should review/consider such documentation as classroom work samples, coursework grades, teacher observations, relevant classroom data derived from formative assessments, intensive remediation activities on the required course standard, higher-level required course work (honors, advanced placement, related postsecondary coursework through dual enrollment program, etc.).

The IEP team can be convened to consider a student eligible for a waiver of the EOC assessment results at any time after the student has taken the assessment at least once and it has been determined that the student failed to earn a passing score on an EOC assessment.

To be considered for an EOC assessment, the student must meet all of the following criteria:

1. Be identified as a student with a disability (InD, DHH, SI, LI, VI, E/BD, OI, OHI, ASD, TBI)
2. Have an active IEP
3. Have taken the EOC assessment with appropriate allowable accommodations at least once
4. IEP determines that the student has achieved the course standards

**Students who are eligible solely for the HHIP are not eligible for the EOC waiver.**

### **RESOURCES:**

FLDOE website: <http://fcats.fldoe.org/eoc/>

### **CONTACT:**

School Staffing Specialists



## Waiver of FCAT Graduation Requirement

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

**In order to be considered for the waiver from the FCAT graduation requirement, the student must:**

1. be identified as a student with disability;
2. have an IEP;
3. have been provided with instruction to prepare students to demonstrate proficiency in the core content necessary for grade-to grade progression and high school graduation;
4. have taken the Grade 10 FCAT with appropriate allowable accommodations at least twice, once in grade 10 and once in grade 11; and,
5. be progressing toward meeting the state's credit/course and cumulative GPA requirements and any other district requirements for graduation with a standard diploma.

### **New Policy:**

- Do not wait until the end of the 12<sup>th</sup> grade to have the IEP meeting that convenes to consider the waiver of the FCAT graduation requirement. The FCAT IEP meeting should convene as soon as practical *e.g.*, end of the 11<sup>th</sup> grade or beginning of the 12<sup>th</sup> grade, after noting that the student is eligible for the consideration.
- Section Five "Reviewing Authority" of the FCAT waiver form has been revised to no longer require the signature of region personnel.
- The "Reviewing Authority" previously indicated as "School Principal or Designee" is now "LEA/Designee".
- The "Reviewing Authority" previously indicated as "Superintendent or Designee" is now "Principal/Designee".

### **Continued Policy:**

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



## Waiver of FCAT Graduation Requirement

- Though the Technical Assistance Paper suggests that there are alternate methods of tracking student proficiency in skills and competencies, the district has determined that report card grades provide IEP teams with the information needed to objectively justify proficiency decisions.

**Myth:** Students who graduate with an FCAT waiver will not be admitted to a 4-year college.

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

### **RESOURCES:**

FM 6624, *the FCAT Waiver form*

DPS: 2010-24, Technical Assistance Paper attachment

Page 110-111 of the SP & P (Policies and Procedures document)

### **CONTACT:**

School Staffing Specialists



## Federal and State Laws

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### In Addition:

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

Rev. (05-12)

