

Exceptional Student Education and Student Services

Admissions and Placement Manual

**Clay County School Board
REVISED 2017
Pending Board Approval**

Note: Converting the A&P manual to a PDF document for the purposes of attaching to the Board agenda may result in minor changes to formatting. After the manual is approved, all formatting errors (if any) will be addressed when the document is posted online.

INTRODUCTION

This manual was designed for the purpose of communicating school board policy and state requirements for the Exceptional Student Education (ESE) program to district staff that are responsible for carrying out the many procedures for ESE programs.

The manual represents school board procedures and therefore its contents are binding upon all school board staff who is involved in:

- Student Services Team meetings
- Response to Intervention/Multi-Tiered System of Support
- Student evaluation and re-evaluation
- Staffings
- Individual Educational Plan (IEP) and Educational Plan (EP) meetings
- Parent involvement
- Record creation, transfer, and maintenance

Schools may not develop their own forms to accomplish these requirements.

Clay County is committed to ensuring that all students with disabilities (SWDs) have the opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Each student with a disability has an Individual Education Plan (IEP). An IEP drives instruction/services for the student. IEPs are written educational plans developed by a team of professionals that state a student's present level of functioning; specific areas that need special services; annual goals; short-term objectives; services to be provided; and the method of student evaluation to be implemented.

Furthermore, as IEPs are developed, reviewed and revised for all SWDs, the IEP team will always consider existing Title I services to SWDs, such as Limited English Proficient, Migratory, Indian, Homeless, Parental Involvement, Neglected and Delinquent Children.

Additional Resource:

Clay County's ESE Policies and Procedures manual, which is intended to provide district and school-based personnel, and parents of exceptional students information regarding the implementation of the state's and school district's policies regarding ESE programs can be accessed via the School District of Clay County's website.

NOTICE ON NON-DISCRIMINATION POLICY

“The School Board of Clay County, Florida prohibits discrimination on the basis of race, religion, color, sex, marital status, age, national origin or disability in the employment of personnel, provision of education programs and all business affairs of the school system of Clay County and provides equal access to the Boy Scouts and other designated patriotic groups.”

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PROGRAM LOCATIONS 2017-2018

ESE Prekindergarten

School Housing Program	Feeder Schools
AES	AES
DIS	DIS, (LES, MCE – check with transportation department)
FIE	FIE, (TBE – check with transportation department)
KHE	KHE
LAE	LAE
MRE	MRE
OVE	OVE
PES	PES, (TBE – check with transportation department)
POE	POE
ROE	CGE, ROE, (TES over capacity - check with transportation)
RVE	RVE, (LES, MCE – check with transportation department, TES over capacity - check with transportation)
SPC	SPC, CEB, (LES, MCE, TBE – check with transportation)
SLE	SLE
TES	TES
WEC	SBJ, GPE, WEC
WES	CHE, MBE, WES
Note: Communication/Behavior Programs: AES, FIE, LAE, MRE, TES, WEC (consult Pre-K program specialist and transportation)	
Note: Positive Behavior Support Programs: CGE, LES, ROE (consult Pre-K program specialist and transportation)	

Autism Spectrum Disorder self-contained

School Housing Program	Feeder Schools
AES	Contact ASD Program Specialist
FIE	FIE, PES, TBE, DIS,
MRE	KHE, MRE
LAE	CHE, LAE, MBE, SLE, WES
POE	AES, OVE, POE
SPC	SPC, CEB
TES	CGE, ROE, RVE, TES
WEC	GPE, LES, MCE, SBJ, WEC
LAJ	GCJ, LAJ, WJH
KHH	KHH
LJH	LJH, OPJ
OLJ	OLJ (contact Program Specialist)
RHS	CHS, FIH, MHS*, OPH, RHS
OHS	MHS*, OHS

*contact transportation for boundaries

Positive Behavior Supported Classes

School Housing Program	Feeder Schools
AES	AES, OVE, POE
CGE	CGE, LAE, ROE, POE, SLE, TES, southern end of county – AIMS, pre-k behavior
GPE	northern end of county – AIMS
LES	GPE*, LES, SBJ, WEC*
MCE	GPE*, MCE, OPE, WEC*
KHE	KHE, MRE
ROE	Pre-k behavior, county-wide alternative classes grades K - 6
SPC	CEB, DIS, FIE, PES, SPC, TBE
WES	CHE, MBE, WES
LAJ	GCJ, LAJ
LJH	LJH, OLJ, OPJ
WJH	WJH
BLC	County-wide
KHS	KHS
MHS	CHS, FIH, MHS, OHS*
OPH	OHS*, OPH, RHS*
RVE	RVE

*Check with program specialist and transportation for boundaries

Physically Impaired self-contained

School Housing Program	Feeder Schools
FIE	AES, CEB, CGE, DIS, FIE, GPE, LAE, LES, MCE, OLJ (6 th grade only), OVE, PES, POE, ROE, RVE, SBJ, SPC, TBE, WEC
WES	CHE, TBE, SLE, MBE, TES, WES
LAJ	County-wide junior high site
RHS	County-wide high school site

Intellectual Disabilities – Independent self-contained

School Housing Program	Feeder Schools
KHE	KHE, MRE
LAE	CHE, LAE, MBE, SLE, WES
OVE	AES, OVE, POE
RVE	CGE, LES, OLJ (6 th grade only), ROE, RVE, SBJ, TES
TBE	CEB, DIS, FIE, PES, SPC, TBE
WEC	GPE, MCE, WEC
LAJ	GCJ, LAJ, WJH
OPJ	LJH, OLJ, OPJ
CHS	CHS, FIH
KHS	KHS
RHS	MHS*, OPH, RHS
OHS	MHS*, OHS

*contact transportation for boundaries

Intellectual Disabilities – Supported self-contained

School Housing Program	Feeder Schools
RVE	CGE, LES, OLJ (6 th grade only), OVE, POE, ROE, RVE, SBJ, TES
WEC	AES, GPE, MCE, WEC
TBE	CEB, DIS, FIE, PES, SPC, TBE
LAE	CHE, LAE, MBE, WES, SLE
KHE	KHE, MRE
LAJ	GCJ, LAJ, WJH
OPJ	LJH, OLJ, OPJ
CHS	CHS, FIH
KHS	KHS
RHS	MHS*, OPH, RHS
OHS	MHS*, OHS

*contact transportation for boundaries

Intellectual Disabilities – Participatory self-contained

School Housing Program	Feeder Schools
KHE	KHE, MRE
RVE	AES, CGE, CHE, GPE, LAE, LES, MBE, OLJ (6 th grade only), OVE, POE, ROE, RVE, SBJ, SLE, TES, WEC, WES
TBE	CEB, DIS, FIE, MCE, PES, SPC, TBE
LAJ	County-wide junior high school site
KHS	KHS
MHS	County-wide high school site (check with InD specialist)
RHS	County-wide high school site (check with InD specialist)

Language Impaired self-contained

School Housing Program	Feeder Schools
KHE	KHE, MRE
MCE	GPE, LES, MCE, OPE, RVE, SBJ, WEC
PES	CEB, DIS, FIE, PES, SPC, TBE
POE	AES, OVE, POE, TES
SLE	CGE, LAE, ROE, SLE
LAJ	GCJ, LAJ, KHS (Junior high only), WJH
LJH	LJH, OPJ
OLJ	OLJ and 6 th graders from AES, OVE, POE
WES	CHE, MBE, WES

TRANSFER PROCEDURES

All students identified as having a disability, or identified as Gifted, who transfer into Clay County are eligible for Exceptional Student Education (ESE) placement as based on Rule 6A-6.0334. The Notification of Transfer Placement Recommendations (ESE-1-9049) should be completed and sent to the parent/guardian along with a copy the ESE procedural safeguards as soon as possible. The Student Transfer Recommendations form (ESE1-9048) must be completed before the transfer IEP meeting is held. **The Transfer Recommendations form (ESE-1-9048) should be reviewed by the ESE staffing specialist or ESE program specialist.**

It is the responsibility of the receiving school to determine, based on the following criteria, if the student is eligible for services:

Florida and Out-of-State Transfers with a current or expired IEP/EP and No Evidence of Dismissal

Students who transfer to Clay County from another Florida district or another State who have a current IEP/EP or an expired IEP/EP with no evidence of dismissal, must be provided Free and Appropriate Public Education (FAPE), including ESE services, immediately upon enrollment. Evidence of an IEP/EP may be presented at enrollment **OR** a documented phone call can be made to the sending school to verify the ESE placement. The school must implement the existing IEP/EP as closely as possible. Within two weeks, a Clay County IEP/EP must be written that provides appropriate ESE services for the student.

If the three year reevaluation is due or if the date cannot be determined, Consent for Evaluation/Reevaluation should be obtained and reevaluation procedures followed. For students coming from out of state, parents will sign for initial evaluation since this will be the first testing done in Florida. The sixty day rule applies in this case. **No prior approval from the district office is required.**

For Gifted transfers from out-of-state, an EP should be written to match services. No evaluation data is required but may be requested from the previous school.

Additional information regarding transfers for Physical Therapy, Occupational Therapy, Hospital/Homebound, and Developmental Delay is discussed later in this chapter.

Placement Based on Evaluation Data and Eligibility Determination

For students who enter with a completed referral and evaluation data without an eligibility determination from the previous school district, the following procedures are followed to consider placement in an ESE program(s).

- The ESE specialist thoroughly reviews referral and evaluation data to ensure that all required referral items are complete. These records must be no more than one calendar year old and be presented to the school, or received by FAX, **NOT** obtained by phone.
- If the referral is not complete, the school will obtain Consent to Evaluate/Reevaluate. Parents will sign for initial evaluation. If there is already consent from another **Florida** district, it may be used. The sixty day rule applies. Send the Consent form, along with the existing evaluation and a Request for Psychological Services, to Student Services.
- The school psychologist will review the available data and write an addendum.
- The school will then hold an eligibility/IEP/EP placement meeting.

Matched Services for Florida and Out-of-State Transfers with no IEP/EP but with Special Services Provided

When a student enters Clay County without an IEP/EP, but with evidence from the sending school that special services were provided, the receiving school should contact their staffing specialist and/or a program specialist to determine the need for ESE services. Students who have been in a private school for special needs, a residential placement or a treatment facility may need immediate services. If this is the case, a Clay County IEP should be written for **six** months, and consent for initial evaluation should be obtained. The Intervention Team Facilitator should be notified, and all of the legal components needed to conduct an eligibility determination should be completed. Once the referral is complete and before the six month expiration date, an eligibility determination meeting will be held. The IEP will be rewritten and amended as necessary.

For Gifted transfers from out-of-state without an EP, and who have been in a setting for Gifted, Gifted and Talented, or a similar placement, an EP should be written to match services. No formal evaluation is necessary.

Students who have received help through Title One programs, ESOL classes, and remedial classes would not qualify for matching services in an ESE setting.

Florida and Out-of-State Transfers with Occupational and/or Physical Therapy (OT/PT) Related Services

If a student transfers in with OT and/or PT related services listed on their transfer IEP, the IEP must be matched and services provided immediately.

If a student is identified as needing PT therapy, the receiving school should make attempts to obtain the student's PT evaluation from the previous state or Florida district. Usually, students coming from another Florida district will already have a PT prescription from a Florida physician. The medical evaluation is not needed for the provision of PT services, but it is required for the purposes of Medicaid billing. Regarding students with physical impairments coming from out-of-state, services will be provided immediately but medical authorization must be obtained from a Florida physician using Physician's Report/Medical, ESE-1-9069.

Clay County cannot begin billing Medicaid for PT therapy without a PT evaluation. If a PT evaluation is not obtained from the previous school district (in- or out-of-state), it will be necessary to get medical authorization for PT from a Florida physician. Use Florida Medical Authorization for Physical Therapy Evaluation, ESE-1-2937.

Notes:

- a). If physical therapy treatment for a patient is required beyond 30 days for a condition not previously assessed by a practitioner of record, the physical therapist shall have a practitioner of record review and sign the plan.
- b). The requirement that a physical therapist have a practitioner of record review and sign a plan of treatment does not apply when a patient has been physically examined by a physician licensed in another state, the patient has been diagnosed by the physician as having a condition for which physical therapy is required, and the physical therapist is treating the condition.

Florida and Out-of-State Transfers for Hospital Homebound

Hospital/Homebound transfers must meet initial eligibility criteria to be placed as a transfer. Contact the Hospital/Homebound office for additional information.

Transfer Procedures for Pre-K Students with Disabilities

Follow the same procedures for Florida and Out-of-State Transfer Students with a current or expired IEP and no evidence of dismissal. In addition, there must be evidence of the Battelle Developmental Inventory-2 (BDI) raw scores (not developmental quotients) or BDI screener results.

- For Florida Transfers, the BDI-2 raw scores (not developmental quotients) or BDI screener results should be requested from the sending school. If these scores cannot be obtained, the ESE teacher should administer the BDI-2 or the therapist should administer the BDI screener. Once the scores are obtained, they must be entered into the BDI manager.
- For Out-of- State Transfers, the BDI-2 or the BDI screener must be administered within 30 calendar days as an entry assessment. If the student is eligible for a full day program of services, then the BDI-2 should be administered by the classroom ESE teacher. If the student receives therapy services on a resource basis only, the therapist should administer the BDI screener.

The ENTRY ASSESSMENT WINDOW for transfer students is 90 calendar days before to 30 calendar days after the student's IEP is written for Clay County services.

To ensure the most appropriate educational placement, contact the Clay County ESE Preschool Program Specialist or the school's ESE Staffing Specialist.

Clay County Re-entry

When the student re-enters Clay County, the receiving Clay County School must verify (via a phone call or written documentation) the services that the student was receiving while away from Clay County. If changes did occur, then appropriate procedures should be followed to obtain services in the additional programs or to change the student's services appropriately. If a reevaluation was due during the time the student was gone, and there is no evidence that one was completed during that time period, one should be completed as soon as possible and an explanation placed in the cum folder. **No prior approval from the district office is required.**

NOTE:

When a student reenters Clay County and has a current IEP/EP from Clay County, this IEP/EP may be implemented as it exists. It is important to contact the previous school to verify that no programmatic changes have been made. If there were no changes, transfer paperwork is not necessary.

If the Clay County IEP/EP has expired, complete the Transfer Student Recommendation form, ESE-1-9048, and note that the student is a Clay County Re-entry. It is important to contact the previous school to verify that no programmatic changes have been made.

Students Not Served in Their Home Schools

A student should report to their home school. If it is evident that the student's IEP cannot be appropriately implemented in the home school to provide a free and appropriate public education, then the appropriate sections of the Transfer Student Recommendations form are completed by the home school (Sections I, II and other portions necessary to verify the placement). Remember, the IEP determines placement, not program eligibility. The school that will be serving the student needs to be contacted. Parents should then be immediately directed to the school housing the program that best meets the student's needs. The school housing the program will be responsible for registering the student, completing the rest of the Transfer Student Recommendations form ESE-1-9048, completing placement procedures, and arranging for transportation.

Students Transfers with Transportation

When the student will not be attending their home school, transportation may be requested as follows:

- If IEP development will be delayed, the transportation form may be sent to the ESE Director along with the Notification of Placement Recommendations.
- **Eligibility Based on Evaluation Data** - The transportation form should be attached to the referral packet. Transportation will be approved when permission to convene eligibility/placement is authorized.

Additional Transfer Notes

- If the parents and Clay County Schools are unable to agree on a placement, the Clay County Schools must implement the existing IEP to the extent possible until a new IEP is developed and implemented. In the event that implementation of the current IEP is impossible, the receiving school must provide services that approximate, as closely as possible, the current IEP.
- In the case of transferring students who require placement through Clay's Multi-district Agreement with Duval County, contact the appropriate program specialist or the ESE Director.

IMPORTANT: Please contact the appropriate ESE Specialist if there is any question regarding correct placement and/or eligibility for any transfer student.

Required Documents for Transfer Procedures

The following documents are required:

Transfer Student Recommendations	ESE-1-9048
Meeting Participation Form	ESE-1-2221
Notification to Parents of Placement Recommendations Clay County IEP	ESE-1-9049 Various MIS Numbers
Meeting Participation Statement	ESE-2-2909
Previous district's IEP (if available)	N/A
Special Transportation (if applicable)	ESE-1-2278

Routing:

ESE District Office	Copies of all documents
Parents	Copies of all documents
ESE Teacher(s)	Copies of IEP
Cum Folder	Original documents

Determining Eligibility and Placement Dates

If these dates are available in the information that comes in the student's records, use those dates.

If there is an IEP and no eligibility and placement date, use the date of the IEP from the out-of-district IEP for eligibility and placement dates.

If the student does not have an IEP, but there is confirmation from the sending school via a phone call, that the student had an IEP, use the date that the Clay County IEP is written for the eligibility and placement dates.

Students who have matched services (no IEP), calculate the eligibility and placement date based on the date the Clay County IEP is written. The IEP is written for 6 months and a reevaluation is completed within that time.

Determining Reevaluation Dates

If the out-of-state/district IEP has a three year reevaluation date, this may be transferred to the Clay County IEP. If the date cannot be determined or is past due the school must follow procedures to complete the reevaluation as quickly as possible (see Evaluation/Reevaluation Procedures).

REMEMBER TO START SERVICES IMMEDIATELY FOR ALL TRANSFER STUDENTS AND WRITE A CLAY COUNTY IEP AS SOON AS POSSIBLE.

ELIGIBILITY/IEP PLACEMENT

Eligibility Determination and Placement Procedures

The purpose of the Eligibility Determination and Placement meeting is to determine if a student meets criteria for one or more ESE programs and is in need of services, by reviewing referral and evaluation data, matching it to the criteria for eligibility contained in this manual, conducting the placement process and writing an IEP (if appropriate). This is based on the eligibility criteria outlined in Special Programs and Procedures.

I. After all referral data (i.e., observations, interventions, etc.) have been compiled, a Document Review I, ESE-1-9059, will be completed by the ESE Specialist. The ESE specialist should ensure that the Consent for Evaluation/Reevaluation, ESE-1-2212, is stamped with the date that it was received by the school. After the evaluation data has been compiled, a Document Review II will be completed the ESE Specialist.

NOTE: In the case of a parent request for evaluation, Document Review I and II are completed simultaneously after all referral and evaluation data are compiled.

II. The date of referral for initial evaluation as well as reevaluation is the date the Consent for Evaluation/Reevaluation is received at the school.

III. After Document Review I and II are completed, an eligibility determination meeting is scheduled.

- The parent is invited to the eligibility meeting using the Meeting Participation form, ESE-1-2221.
- The parent needs to have at least seven days' notice of the meeting. Parents can agree not to require this when documented on the Meeting Participation form.
- Two attempts to notify are required to involve the parent in the Eligibility process, if the parent does not respond to the first notice.
- No second attempt is necessary if the parent responds and checks *I wish to attend on the above date and time* or *I am unable to attend, but do give my permission for the meeting to proceed without me*. The meeting must be rescheduled if the parent responds and checks *I wish to attend, but on another date and time (specify):_____*.
- Make sure that a record is kept of each attempt to involve the parent. An uncompleted call, including messages left on machines, is not considered a legitimate attempt. This form must always be sent to parents prior to the meeting.
- Notification is sent to all participants (ESE Director/Designee, principal, school counselor, psychologist, teacher(s) and other(s)) of the scheduled meeting.
- All other personnel involved with the student should be invited and given the opportunity to provide input.
- Members of the eligibility staffing committee must include at least **three professionals**.
The required participants are:
 1. LEA Representative - this can be the School counselor, the ESE Director/Designee, or the Principal/Assistant Principal
 2. ESE Teacher - this should be the teacher of the child, if possible
 3. General Education Teacher - this should be the teacher of the child, if possible
 4. Evaluator or Evaluation Specialist

IV. Options for Conducting the Eligibility and Placement meetings for Students Eligible for ESE Services

- A. Both eligibility determination and placement are held at the same meeting.
- a. For students suspected of having a learning disability, intellectual disability, or language impairment, complete the applicable Written Summary of Group

Analysis of Data, ESE-2-9076, ESE-3-9040, or ESE-3-9041. This form is not required for any other program areas.

- b. Complete the Eligibility and Placement Form, ESE-1-9002.
 - c. Present draft Individual Education Plan (IEP).
 - d. Obtain Permission for Placement, ESE-1-9047.
- B. Eligibility determination is held at one meeting and placement is held during a meeting at a later date and time.
- a. For students suspected of having a learning disability, intellectual disability, or language impairment, complete the applicable Written Summary of Group Analysis of Data, ESE-2-9076, ESE-3-9040, or ESE-3-9041. This form is not required for any other program areas.
 - b. Complete the Eligibility and Placement Form, ESE-1-9002.
 - c. At a later date, present draft IEP and obtain Permission for Placement, ESE-1-9047.
- V. After the committee has made the eligibility recommendation, the final determination is signed off by the ESE Director/Designee in Part III-Eligibility Determination section. The ESE Director/Designee may be an ESE Specialist.

At Speech and/or Language only Eligibility and Placement meetings, the speech pathologist may sign as ESE Director/Designee in Part III on the Eligibility and Placement Form, ESE-1-9002.

At all eligibility meetings there **must** be three personnel present.

VI. Procedures for Re-admission to a Program after Dismissal/Removal

A student who has been dismissed from an ESE program may be found eligible for the same ESE program from which he/she was dismissed when they no longer meet dismissal criteria.

- 1) Obtain parent Consent for Evaluation/Reevaluation, ESE-1-2212. An eligibility/staffing committee reviews current student data including but not limited to diagnostics, evaluations, educational, or social data. **New reevaluation data does not have to be obtained prior to eligibility.**
- 2) Convene an eligibility meeting and make eligibility recommendations.
- 3) Present evidence that student no longer meets dismissal criteria (i.e. report cards, teacher documentation, evaluative data, written request from parent when dismissal was based on written request, etc.).
- 4) Eligibility determination is made based on documentation.
- 5) Convene an IEP/placement staffing.
- 6) All eligibility/IEP placement procedures should be followed.

NOTE: Parents should sign a new Permission for Placement form if the student is not served in any other ESE program.

Least Restrictive Environment (LRE) and Placement Determinations

To the maximum extent appropriate, students with disabilities, including those in public or private institutions or other facilities, are educated with students who are not disabled. The term "inclusion" means that a student is receiving education in a general education class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a student is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research.

NOTE: After the determination is made to place the student in an ESE program, an initial Permission for Placement is obtained. If the student is in ANY OTHER ESE program(s) (including Gifted and Hospital/Homebound) and already has Permission for Placement, no additional Permission for Placement forms should be signed. If a student is already in an ESE program, an annual or interim IEP must be completed along with the Eligibility paperwork.

The following documents are required for Eligibility:

Referral Packet	Various MIS Numbers
Meeting Participation Form	ESE-1-2221
Eligibility and Placement Form	ESE-1-9002
Written Summary of Group Analysis of Data	(if appropriate)
Permission for Placement	ESE-1-9047 (if appropriate)
IEP	Various MIS Numbers
Special Transportation (if appropriate)	ESE-1-2278
Student Data Entry and Schedule form	ESE-1-2989

The following documents are required for Ineligibility:

Referral Packet	Various MIS Numbers
Meeting Participation Form	ESE-1-2221
Eligibility and Placement Form	ESE-1-9002
Written Summary of Group Analysis of Data	(if appropriate)
Student Data Entry and Schedule form	ESE-1-2989

Routing:

ESE District Office	Copies of all forms
Parent	Copies of all forms
Cumulative Folder	Originals of all forms

Routing Procedures for Referrals

A. Behavioral/Academic/Intellectual Ability/Gifted Referrals

-includes referrals for Pre-K students already in a Clay County School

1. Referral is initiated and completed.
2. Route to school's Staffing Specialist for Document Review I.
3. Send to Student Services secretary for logging and routing to psychologist.
4. Psychologist completes evaluation and returns evaluation and referral to Student Services secretary.
5. Secretary sends evaluation to school.
6. Route evaluation and completed referral to school's Staffing Specialist for Document Review II.
7. School conducts Eligibility Staffing (after Document Reviews have been completed).

B. Speech/Language Referrals

-includes referrals for Pre-K students already in a Clay County School

1. Referral is initiated and completed.
2. Route to school's Staffing Specialist for Document Review I.
3. Speech Therapist completes evaluation and routes evaluation and completed referral to school's Staffing Specialist for Document Review II.
4. School conducts Eligibility Staffing (after Document Reviews have been completed).

C. Deaf/Hard of Hearing, Visually Impaired, Autism Spectrum Disorder, Dual Sensory Impaired, Physically Impaired (OHI, TBI, OI)

-includes referrals for Pre-K students already in a Clay County School

1. Route to appropriate ESE District Office Program Specialist for Document Review I.
2. ESE Program Specialist routes to appropriate evaluator (through Student Services secretary if appropriate).
3. Evaluator completes evaluation or written summary statement.
4. Evaluation is routed back to the school.
5. School routes evaluation to appropriate ESE District Office Program Specialist for Document Review II.
6. School conducts Eligibility Staffing (after Document Reviews have been completed).

D. Language Impaired Self-Contained, Emotional/Behavioral Disabilities Self-Contained and Intellectual Disabilities - Independent Self-Contained

1. Route to appropriate ESE District Office Program Specialist for authorization to convene IEP meeting.
2. School conducts IEP Meeting. In most cases a student is already being served in the program, thus an Eligibility Staffing is not required.

E. Occupational and Physical Therapy

1. Referral is initiated and completed.
2. Route to school's Staffing Specialist for Document Review I.
3. School routes one copy to OT/PT Department Head, currently based at FIE.
4. OT/PT Department Head routes to appropriate OT/PT for evaluation.
5. OT/PT completes evaluation and returns to OT/PT Department Head.
6. OT/PT Department Head sends evaluation to school.
7. Route evaluation and completed referral to school's Staffing Specialist for Document Review II.
8. School convenes IEP meeting (after Document Reviews have been completed).

Eligibility and Placement Form Directions

Complete all demographic information.

Part I: Eligibility Recommendations - Complete the date the Eligibility Committee met. Check one or more of the following:

Meets eligibility criteria for assignment in _____ and does not meet eligibility criteria for any other exceptional program at this time.

Utilize if a student is being recommended for eligibility for the first time in one or more ESE programs. If the student has been evaluated for various programmatic components and only meets eligibility criteria for one ESE program, it is only necessary to complete this section.

Meets eligibility criteria for assignment in _____ and continues to be eligible for _____.

Utilize if a student is being recommended for eligibility in one or more ESE programs and has already been found eligible for another ESE program previously.

Does not meet eligibility criteria for any exceptional programs at this time. The option of an ESE placement was rejected because your child does not meet state and local eligibility requirements.

Utilize if the student is being recommended for ineligibility for any and all ESE programs.

Is already enrolled in _____ and does not meet criteria for any other exceptional programs at this time.

Utilize if the student has already been found eligible for an ESE program previously and does not meet eligibility criteria for any other ESE programs at this meeting.

Is recommended for removal from _____ program and continues to be eligible for _____. Removal recommendations are based upon (check all that apply): __Evaluation/Assessment Results, __Grades/Achievement Data, __Other: _____.

Utilize if the student is recommended for removal from a program, but continues to be eligible for another program. The program must be specified. A rationale for removal is required. Check appropriate basis for removal recommendation.

Is recommended for dismissal from Exceptional Student Education. Dismissal recommendations are based upon (check all that apply): __Graduation, __Evaluation/Assessment Results, __Grades/Achievement Data, __Other: _____.

Utilize if the student is recommended for dismissal from all ESE programs. A rationale for dismissal is required. Check appropriate basis for dismissal recommendation.

NOTE: It is necessary to complete only one Eligibility and Placement form for multiple processes. Thus, the Eligibility and Placement form can be used for multiple eligibilities at one meeting. (i.e., eligibility and dismissal at one meeting, eligibility and ineligibility at one meeting, or any number of other applicable combinations.)

Part II: Committee Members – Appropriate members of the eligibility committee must sign. These members must include at least three professionals. The required participants are:

1. LEA Representative-this can be the School counselor, the ESE Director/Designee, or the Principal/Assistant Principal
2. ESE Teacher-this should be the teacher of the child, if possible
3. General Education Teacher-this should be the teacher of the child, if possible
4. Evaluator or Evaluation Specialist

Part III: Eligibility Determination: After the committee has made the eligibility recommendation, the final determination is signed off by the ESE Director/Designee. The ESE Director/Designee may be an ESE Specialist, the ESE Director, or in Speech and/or Language ONLY situations, the Speech/Language Therapist.

Part IV: Dismissal/Change in Placement (Removal) Determination – complete only for students being dismissal or removed from a program.

Parts V: Consideration of 504 Referral – complete for all students.

Part VI: Placement Recommendations – complete for all students.

Part VII: Evaluation Instruments Administered – complete for all students.

Permission for Initial Placement in Exceptional Student Education – Directions

Demographic Information – Complete using the student demographic information.

The following educational alternatives ... – check all educational alternatives, placements, accommodations and/or modification that were considered or previously attempted.

Other placements did not ... - check all applicable reasons. At minimum, least restrictive environment and the appropriate program have to be considered.

Placement Recommendations – check the placement option that matches the amount of time the student with a disability will spend with non-disabled peers. This information is based upon a week of 1860 minutes.

Note: When Permission for Initial Placement is obtained at a meeting separate from the eligibility determination, this section fulfills the requirement for Placement Recommendations that would have been completed had permission for placement occurred at the eligibility meeting and noted at the bottom of that form. It is not necessary to return to the eligibility form and complete that section when permission for placement is obtained at a separate meeting.

Initial Placement – direct parent to sign in the section that denotes their preference ... *am in agreement or do not agree*

In accordance with section 1003.57(1)(j), F.S., ... - share with the parent the information regarding the amount that the school district receives from the state appropriation for the exceptional student support level applicable to the student. Parent signs and dates the form after this information is shared.

Specific Learning Disabilities DOCUMENTATION REQUIRED

See documentation required for school-age referrals and eligibility.

Document Review 1 Data

1. Student Analysis Checklist, STD-2-2481. (All relevant attachments should be copied and include in referral packet.)
2. Vision and hearing screenings within the last 12 months (PK-3) and the last 36 months (4-12).
3. Documentation from the Intervention Team must include the following:
 - a. **Two or more parent conferences** showing that the parents were informed of:
 - i. the areas of concern regarding the student's academics
 - ii. the interventions that were put in place
 - iii. the student's academic response to these interventions(If the student is already identified as a student with disabilities, the ESE Meeting Participation Form is used to invite parent to the first conference which must be held via an Interim IEP Review to Obtain Consent for Reevaluation.)
 - b. **Two or more observations** by more than one person, including the student's general education teacher, documenting the difficulties the student is having.
 - c. **General education interventions:** At least two evidence-based interventions that specifically match the student's targeted need should be implemented until response to intervention can be determined.
 - d. **Interventions Results and Recommendations** (RTI-2-0000) with completed summary, post gap-analysis, and recommendations. Results of the interventions must be stated in measurable terms with graphic representation.
4. Student Services Team (SST) Meeting* Summary including either:
 - a. Student Services Team Parent Participation form (for general education students)

or

 - b. ESE Meeting Participation Form (for students already served in ESE) – It is not necessary to complete Interim IEP forms, however, **all required IEP team members must be present and sign the SST Meeting Summary.**
5. Consent for Evaluation/Reevaluation (for non-ESE students), ESE-1-2212, including the Student Services Team Parent Participation form.

or

Consent for Evaluation/Reevaluation (ESE-1-2212) for students already served in ESE, including the Meeting Participation Form and Interim IEP at which the Consent was obtained.

Document Review 2 Data

6. Developmental History.
7. Psycho-educational Evaluation.
8. Written Summary of Group Analysis of Data for Specific Learning Disabilities, ESE-3-9040.
9. Eligibility and Placement Form, ESE-1-9002.

NOTE: If there is an open consent which does not have all of the areas of concern noted, parent conference documentation would include the concerns that may lead to additional evaluation(s) which, in turn, may lead to eligibility in another area of exceptionality. (This documentation may be included on the SST Summary form.)

**Written Summary of Group Analysis of Data
(WSGAD) for Specific Learning Disability**
Directions

The Written Summary of Group Analysis of Data form (ESE-3-9040) is required at an eligibility meeting for a student who has been referred because of academic difficulties. The following are sequential instructions for completion of the form.

Numbered Sequential Instructions for Completion of the ESE-3-9040 SLD Program Eligibility, Written Summary of Group Analysis of Data:

Page1, Top Section:

1. Enter the month/day/year of the meeting. This is usually done in conjunction with the eligibility staffing, prior to the actual determination of eligibility.
2. Enter the student's legal name - first, last, and middle initial. Do not use nicknames.
3. Enter the six digit student identification number.
4. This section has been deleted.
5. Enter in the full name of the school the student attends, e.g. Southside Elementary School. Do not use school initials or numbers. If the student is not in school, enter in a brief explanation.
6. Enter in the numerical grade in which the student is enrolled, e.g., 3.
7. Enter in the student's race.
8. Enter the student's retention history, e.g., retained in grade 3. Address administrative placement or promotion on strengths. If none of these apply, check NA.

Identified Area(s) of Concern:

9. In the space provided, select the identified area(s) of academic and/or behavioral concern (oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, math calculation, and/or math problem-solving).
- 10a. In the space provided, note the specific difficulties observed within each area of concern.
- 10b. In the space provided, describe how the specific observed difficulties relate to academic functioning.

Educationally relevant medical findings/Diagnostic assessment results:

11. Enter any relevant medical findings. The team would review all available medical and health data on the student and discuss the medical status. If there are recent medical data, e.g., neurological report, physician diagnosis, the team would discuss these data as they relate to SLD and consideration of eligibility. List any medications the student takes. Examples may include a student who is diabetic, and has an insulin pump, which requires the school nurse to monitor it once daily. The student is able to check his/her own glucose level with a glucometer provided by the parent. The student should be given ample time to eat foods which control sugar level, and the student brings these foods with him/her daily. Other examples may address epileptic seizures or asthma and should also address the impact of these on the student's academic performance.

Intervention Summary: There are four (4) sub-sections to complete across three (3) tiers.

12. Complete the diagnostic assessment results section by specifying the name of the instrument, the date of administration, and the results from the initiation of the MTSS process beginning from Tier 1. Instruments may include, but are not be limited to, General Statewide Assessments, FAIR/DIBELS, ERDA, or DAR. Preference is given to scale scores and standard scores versus General Statewide Assessments level.
13. Specify the areas of instruction and type of intervention. An example for Tier 1 is the core academic program and may include activities on the Progress Monitoring Plan; Tier II is a small group intervention while Tier III is an intensive individual intervention plan.
14. Specify the position, not name of the implementer of the intervention, e.g., second grade teacher.
15. Enter duration/frequency statements for each instruction/intervention. Enter start dates for Tiers 2 and 3 along with how frequently the intervention(s) was used. Examples: Tier 1 – 50 mins. daily, ongoing; Tier 2 – 30 mins., 3x/wk; Tier 3 – 15 mins., 4x/wk.
16. To ensure interventions were implemented with fidelity, enter statements that specify the sources of information which verify the interventions were implemented as planned/intended. Fidelity at each level could be as follows:

	Fidelity (Examples)	Support (Examples)
Tier I Core	Tier 1 data (such as FCAT scores or FAIR data) and administrator walk-throughs	Administrator
Tier II Targeted	school-based leadership team review of tier II group data	Instructional personnel (e.g, a colleague, teacher, intervention coach, support facilitator...)
Tier III Intensive	on-going progress monitoring chart	Instructional personnel (e.g, a colleague, teacher, intervention coach, support facilitator...)

17. At each Tier, check whether the student’s response was positive (+), questionable (?), or poor (-) based on the intervention data.
18. Analysis of Response to Intervention Data (Attach data which includes the completed progress monitoring forms and graphs.) These graphs should show the rate of progress.
Performance discrepancy: For the identified area of concern(s) noted in box #9, enter relevant post-intervention data for the student (not General Statewide Assessments level) and when available, enter data for the state, district, school, class, Peer Group 1, and Peer Group 2. Make use of district data and/or curriculum-based assessment data. NOTE: Examples of peer groups includes English Language Learners or students of low socio-economic status.
19. Rate of Progress. Based on the interventions attempted, check a summary statement that best describes the student’s rate of progress.
20. Statement of Need. Indicate whether the student “does” or “does not” need a more intensive level of service.

Factors Impacting Learning (page 2):

21. Place a check in the yes or no box for each of the factors impacting learning. For example, if a student comes from a non-English speaking home, that may or may not be the primary reason the rate of progress or performance level, is inadequate. Staff should exercise due caution to establish a causal relationship which may remove the student from SLD eligibility.

Summary of Eligibility Criteria

22. Place a check in the yes or no box indicating whether the student does not achieve adequately for age or not meeting grade level standards. Then check the specific area(s) below in which the student is not achieving adequately.
23. Check yes if student does not make adequate progress based on response to scientific, research-based intervention. Otherwise, check no.
24. Check 'yes' if the statement applies. Otherwise, check no.
25. After the team reviews the summary of data, the team determines whether or not the data supports the consideration for eligibility for specific learning disability.
26. Anyone disagreeing with the recommendations of the team may prepare and submit a written statement of disagreement and sign and indicate their position as provided for in this section.
27. Each team member present, signs their name in this section. Required members include the ESE Director/Designee, the parent, the general education teacher, and an evaluation specialist (psychologist, speech/language pathologist or reading specialist, or person knowledgeable of evaluations).

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
WRITTEN SUMMARY OF GROUP ANALYSIS OF DATA FOR
SPECIFIC LEARNING DISABILITIES

Meeting Date: 1			
Student Name: 2	ID#: 3	<input type="checkbox"/> Leave Blank 4 <input type="checkbox"/>	
School: 5	Grade: 6	Race: 7	Retention History: 8 <input type="checkbox"/> N/A

Identified Area(s) of Concern: (Check one or more) 9

Oral expression comprehension
 Mathematics problem solving
 Basic reading skills
 Reading
 Listening comprehension
 Mathematics calculation
 Reading fluency skills
 Written expression

Observations (Attach Observation Summaries)

	Observations	Relationship to academic functioning
Observation #1	10a	10b
Observation #2		

Educationally relevant medical findings:	11		
Diagnostic assessment results: 12	Instrument	Date	Results

Intervention Summary:					Student Response		
	Instruction/Intervention	Implementer	Duration/Frequency	Fidelity/Support	+	?	-
Tier I Core	13	14	15	16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tier II Targeted					17		
Tier III Intensive							

Analysis of Response to Intervention Data (Attach data which includes progress monitoring forms and graphs)

1. Performance discrepancy (level of performance: post-intervention data):

Instrument	Student	State	District	School	Class	Peer Group #1	Peer Group #2
18							

2. Rate of Progress:
The student ___ is making adequate progress with general education interventions.
___ is not making adequate progress and functions below grade level expectations.
19 ___ is making adequate progress, but the level of support needed cannot be maintained without additional support.
___ rate of progress cannot be determined because of limited data (specific to parent request for initial evaluation).

3. Statement of Need:
By ___ student performance as measured by various instruments as cited in the psycho-educational evaluation, the student
20 ___ does not need a more intensive level of service.

Exceptional Student Education
Specific Learning Disability Program Eligibility: Written Summary of Group Analysis of Data

Consideration of exclusionary factors: Determine whether level of performance and rate of progress are primarily the result of any of the following. If any area is marked 'yes' specify the documentation that supports the group's conclusions.		
Yes	No	
<input type="checkbox"/>	<input checked="" type="checkbox"/> 21	Visual, hearing, or motor disability
<input type="checkbox"/>	<input type="checkbox"/>	Intellectual disability
<input type="checkbox"/>	<input type="checkbox"/>	Emotional/behavioral disability
<input type="checkbox"/>	<input type="checkbox"/>	Cultural factors
<input type="checkbox"/>	<input type="checkbox"/>	Irregular pattern of attendance
<input type="checkbox"/>	<input type="checkbox"/>	Mobility rate
<input type="checkbox"/>	<input type="checkbox"/>	Classroom behavior
<input type="checkbox"/>	<input type="checkbox"/>	Environmental or economic factors
<input type="checkbox"/>	<input type="checkbox"/>	Limited English proficiency

Summary of eligibility criteria for a Specific Learning Disability		
Yes	No	
<input type="checkbox"/>	<input checked="" type="checkbox"/> 22	Student does not achieve adequately for age or does not meet grade-level standards in one or more of the following areas. (Check all that apply)
		<input type="checkbox"/> Oral expression
		<input type="checkbox"/> Listening comprehension
		<input type="checkbox"/> Written expression
		<input type="checkbox"/> Basic reading skills
		<input type="checkbox"/> Reading fluency skills
		<input type="checkbox"/> Reading comprehension
		<input type="checkbox"/> Mathematics calculation
		<input type="checkbox"/> Mathematics problem solving
<input type="checkbox"/>	<input checked="" type="checkbox"/> 23	Student does not make adequate progress based on response to scientific, research-based intervention.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	The student's learning difficulties are not primarily the result of lack of scientific, research-based instruction in the general education setting.
<input type="checkbox"/>	<input checked="" type="checkbox"/> 24	The student's parent(s) or guardian(s) were notified about the amount and nature of student performance data that would be collected and the general education services that would be provided, interventions for increasing the student's rate of progress, and the parental or guardian right to request an evaluation.
<input type="checkbox"/>	<input type="checkbox"/>	The student's learning difficulties are not primarily the result of any of the exclusionary factors.
<input type="checkbox"/>	<input type="checkbox"/>	The student needs interventions that differ significantly in intensity and duration from what can be provided through general education resources alone.
<input type="checkbox"/>	<input checked="" type="checkbox"/> 25	The team agrees that the analysis of data supports consideration for eligibility for a specific learning disability.

This report reflects the conclusions of the following team members and was made in accordance with subsection 6A.6.0331 (6), F.A.C. If this report **does not** reflect the conclusion of the members, a separate report 26 be filed by a member who is not in agreement.

Signature 27

ESE Director/Designee: _____

Other/Title: _____

Parent: _____

Other/Title: _____

General Education Teacher: _____

Other/Title: _____

Evaluation Specialist: _____

Other/Title: _____

Intellectual Disabilities

DOCUMENTATION REQUIRED FOR ELIGIBILITY

See documentation required for Pre-K referrals and eligibility.

Document Review 1 Data

1. Student Analysis Checklist, STD-2-2481.
2. Documentation from Intervention Team - for referral purposes the documentation **must** include the following:
 - **Two or more parent conference** with documentation showing that the parents were informed of:
 - a. the areas of concern regarding the student's academics
 - b. the interventions that were put in place
 - c. the student's academic response to these interventions
 - **Two or more observations** documenting the difficulties the student is having, by more than one person including the student's general education teacher.
 - **General education interventions:** At least two evidence-based interventions that specifically match the student's targeted need should be implemented until response to intervention can be determined. Results of the interventions must be stated in measurable terms with graphic representation.
3. Student Services Team (SST) Meeting Summary
 - a. Student Services Team Parent Participation form - for general education students

or

 - b. ESE Meeting Participation form - for students already in ESE

NOTE: It is not necessary to complete Interim IEP forms, however, **all required IEP team members must be present and sign the SST Meeting Summary.**
4. Consent for Evaluation/Reevaluation (ESE-1-2212)
Students Services Team Parent Participation form or ESE Meeting Participation form used to invite parents to meeting to obtain consent if meeting is different from SST meeting.
5. Vision and hearing screening within the last 12 months for PK-3 and the last 36 months for 4-12. For InD-P and InD-S students, the Functional Vision or Hearing Screening test may be used.
6. Copies of pertinent medical, social, psychological data

Document Review 2 Data

7. Adaptive behavior assessment (Ex. Vineland).
8. Social History and/or update.
9. Psychological Testing.
10. Eligibility and Placement form, ESE-1-9002.

NOTE: Students coming from general education classes and then being found eligible for InD should first have academic ESE services within their current school. Students with IQ scores and other performance below 60 may be placed in self-contained programs based on the recommendation of the IEP Committee. Students receiving academic ESE services who are referred and found eligible for InD placement are an exception to this rule. **Prior to considering placement in an InD self-contained program or change of service level from independent to supported or supported to participatory level, the appropriate ESE Program Specialist in the County Office must be contacted.**

Instructions for Completing Written Summary of Group Analysis of Data for Intellectual Disabilities

This summary includes the required eligibility components for Intellectual Disabilities (InD) in accordance with Rule 6A-6.03011. For a student to be considered eligible for InD, all criteria in sections numbered 3, 4 (item 2), and 5 must be met.

1. Complete with the student's legal name, six digit student number, school name and current grade.
2. Date of eligibility meeting.
3. Check the appropriate response, "yes" or "no". Responding "yes" to all four questions may indicate an intellectual disability.
4. Complete numbers 1-5 by filling in the written information. Checking all areas in number two may indicate an intellectual disability.
5. Respond to each statement by checking "Yes" or "No". Checking "yes" to both statements may indicate the student is eligible as a student with an intellectual disability.
6. All persons in attendance at the meeting should sign and note their title. If a member is not in agreement with the recommendation, they must file a separate report.

NOTE: This form is completed only for students who are found eligible for InD. Complete the Written Summary of group Analysis for Specific Learning Disabilities for students who have gone through the intervention process for academic concerns and do not qualify for InD.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
 WRITTEN SUMMARY OF GROUP ANALYSIS OF DATA FOR INTELLECTUAL DISABILITIES

1			2
Student Name	Student Number	School	Grade
Meeting Date			

- | | | | | |
|--------------------------|-----|--------------------------|----|---|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | The measured level of intellectual functioning is more than two (2) standard deviations below the mean on an individually measured, standardized test of intellectual functioning. |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | The measured level of adaptive functioning is more than two (2) standard deviations below the mean based on the composite score or based on two (2) out of three (3) domains on a standardized test of adaptive behavior that includes parental or guardian input. |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | The level of academic or pre-academic performance on a standardized test of achievement or a standardized developmental scale is consistent with the performance that is expected of a student of comparable intellectual functioning. |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | The social/developmental history identifies the developmental, familial, medical/health, and environmental factors impacting the student's functioning and documents the student's functional skills outside the school environment. |

In accordance with Rule 6A-6.03011(5)(a)-(e), Florida Administrative Code (FAC.), the eligibility team must document that eligibility was based on the analysis of data that incorporates the following information. Documentation is attached.

1. The basis for the team making the determination that the student is a student with an Intellectual Disability: _____

2. The determination has been made in accordance with the requirements of eligibility as identified in Rule 6A-6.0331, FAC.

- Parental involvement in general education intervention (K-12)
- Observations of the student in the educational environment to document the student's areas of concern (K-12)
- Review of existing data, including anecdotal, social, psychological, medical, attendance and achievement (PreK-12)
- Vision and hearing screening (PreK-12)
- Evidence-based interventions addressing the identified areas of concern, to include pre-intervention and ongoing progress monitoring (K-12)

3. Noted behavior during the observation of the student and the relationship of that behavior to the student's academic and intellectual functioning:

4

4. Educationally relevant medical findings, if any: _____

5. Other factors, such as vision, hearing, motor, or emotional/behavioral disability; cultural factors; environmental or economic factors, irregular patterns of attendance or high mobility rate; classroom behavior; or limited English proficiency affecting the student's achievement level, but are not the primary cause of the student's difficulties:

- | | | | | |
|--------------------------|-----|--------------------------|----|--|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | The student demonstrates a need for special education services. |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | The team agrees that the analysis of data supports consideration for eligibility for an Intellectual Disability. |

This report reflects the conclusions of the following team members. If this report **does not** reflect the conclusion of the members, a separate report must be filed by a member who is not in agreement.

<u>Signature</u>	<u>Title</u>

6

Intellectual Disabilities Self-contained
DOCUMENTATION REQUIRED FOR INITIAL PLACEMENT
OR CHANGE IN SERVICE LEVEL

Prior to considering placement in an InD self-contained program or change of service level from independent to supported or supported to participatory level, the appropriate ESE Program Specialist in the County Office must be contacted. An IEP meeting is held to discuss the problem with the LEA Representative, Evaluation Specialist, ESE teacher, General Education teacher, parent and other personnel who are currently involved with the student. The meeting may yield one of the following decisions: (1) an agreement that no action needs to be taken, or (2) an agreement to collect and analyze data to determine the appropriateness of an InD self-contained referral.

The following items should be reviewed and analyzed in an IEP Team Meeting:

1. Consideration of appropriate related services.
2. Conference with parent to inform him of the InD Self-Contained program.
3. Observations/suggestions from ESE Specialist, unless otherwise directed.
4. Additional or new interventions.
5. Possible request for psychological evaluation using Consent for Evaluation/Reevaluation Form, ESE-1-2212, and Meeting Participation form, ESE-1-2221.
6. A consultation with a representative of the potential receiving program/school.

NOTE: The appropriate ESE Specialist will contact the school housing the proposed self-contained program. The school housing the InD self-contained program will then contact the home school to set up the IEP meeting. The IEP meeting does not require an Eligibility Staffing.

Emotional/Behavioral Disabilities (E/BD)
DOCUMENTATION REQUIRED FOR ELIGIBILITY

See documentation required for Pre-K referrals and eligibility.

Document Review 1 Data

1. Student Analysis Checklist, ESE-2-2481.
2. Documentation from Intervention Team - for referral purposes the documentation **must** include the following:
 - **Two or more parent conference** with documentation showing that the parents were inform of:
 - a. the areas of concern regarding the student's academics
 - b. the interventions that were put in place
 - c. the student's academic response to these interventions
 - **Two or more observations** documenting the difficulties the student is having, by more than one person including the student's general education teacher.
 - **General education interventions:** At least two evidence-based interventions that specifically match the student's targeted need should be implemented until response to intervention can be determined. Results of the interventions must be stated in measurable terms with graphic representation.
3. Student Services Team (SST) Meeting Summary
Student Services Team Parent Participation form - for general education students

or

ESE Meeting Participation form - for students already in ESE
NOTE: It is not necessary to complete Interim IEP forms, however, **all required IEP team members must be present and sign the SST Meeting Summary.**
4. Consent for Evaluation/Reevaluation (ESE-1-2212)
Students Services Team Parent Participation form or ESE Meeting Participation form used to invite parents to meeting to obtain consent if meeting is different from SST meeting.
5. Vision and hearing screening within the last 12 months (PK-3) and the last 36 months (4-12).
6. Copies of Medical, psychiatric

Document Review 2 Data

7. Functional Behavioral Assessment/Positive Behavior Support Plan required components (See FBA/PBSP Section of the A&P Manual)
8. Social History or updated social history if the one on file is older than 12 months or there has been a significant change in the student's life.
9. Psychological Testing or Psychological Report.
10. Eligibility and Placement form, ESE-1-9002.

Evaluation Information

The evaluation for determining eligibility shall include the following:

1. A functional behavioral assessment (FBA) must be conducted. The FBA must identify the specific behavior(s) of concern, conditions under which the behavior is most and least likely to occur, and function or purposes of the behavior. A review, and if necessary, a revision of an FBA completed as part of general education interventions may meet this requirement if it meets the conditions described in this section. If an FBA was not completed to assist in the development of general education interventions, one must be completed and a well-delivered scientific, research-based behavioral intervention plan of reasonable intensity and duration must be implemented with fidelity prior to determining eligibility. Implementation of the behavioral intervention plan is not required in extraordinary circumstances.
2. The evaluation must include documentation of the student's response to general education interventions implemented to target the function of the behavior as identified in the FBA.
3. A social/developmental history compiled from a structured interview with the parent or guardian that addresses developmental, familial, medical/health, and environmental factors impacting learning and behavior, and which identifies the relationship between social/developmental and socio-cultural factors, and the presence or non-presence of emotional/behavioral responses beyond the school environment.
4. A psychological evaluation conducted in accordance with Rule 6A-6.0331, F.A.C. The psychological evaluation should include assessment procedures necessary to identify the factors contributing to the development of an emotional/behavioral disability, which include behavioral observations and interview data relative to the referral concerns, and assessment of emotional and behavioral functioning, and may also include information on developmental functioning and skills. The psychological evaluation shall include a review of general education interventions that have already been implemented and the criteria used to evaluate their success.
5. A review of educational data which includes information on the student's academic levels of performance, and the relationship between the student's academic performance and the emotional/behavioral disability; additional academic evaluation may be completed if needed.
6. A medical evaluation must be conducted when it is determined by the administrator of the exceptional student program or the designee that the emotional/behavioral responses may be precipitated by a physical problem.

Emotional/Behavioral Disabilities Self-contained

DOCUMENTATION REQUIRED

In general, a student must already be identified as E/BD and must have been unsuccessful in a less restrictive setting such as inclusion. **Prior to considering placement in an E/BD self-contained program, the appropriate ESE Program Specialist in the County Office must be contacted.** The program specialist will contact the appropriate Behavior Site Coach to assist with the process.

The process will require several meetings to discuss the problem, services, interventions, progress, and data with personnel who are currently involved with the student.

Initially, the Behavior Site Coach meets with the ESE teacher of the student to review and analyze the current services. The following items are considered. If there is no evidence for one or more of these, an IEP meeting is scheduled to address the needs of the student with the parent.

1. Appropriate related services.
2. Behavior goals on the IEP with progress monitoring
3. Functional Behavior Assessment-Positive Behavior Support Plan with detailed, specific interventions
3. Social skills being taught on a regular schedule
4. Data with graphic representation with frequency, duration, or intensity

If there is evidence of the above and sufficient data that supports the student's need for a more restrictive setting, an IEP meeting may be scheduled with the parent.

If there is evidence of intensive services and sufficient data that supports the student's need for a more restrictive setting, the following items should be reviewed, analyzed and documented to consider self-contained:

1. The student's response to the interventions with graphic representation for frequency, duration or intensity of behavior.
2. The students' response to social skills training.
3. A discussion of the attributes of the self-contained setting if the IEP team determines that a referral for the self-contained setting is appropriate. Provide parent a copy of the Attributes of Self-Contained Positive Behavioral Support for Students with Emotional/Behavioral Disabilities.
4. Obtain Consent for Evaluation/Reevaluation, ESE-1-2212, if needed for an updated social history or behavior rating scale.

The referral for self-contained should contain the following:

- a. Letter from Principal, requesting consideration for a more restrictive environment (also signed by the Behavior Site Coach).
- b. Evidence of support services from outside personnel, including medical
- c. Behavior Rating Scale (BURKS or BASC)
- d. Updates Social History if more than a year old or if a significant life event has occurred
- e. A copy of the Positive Behavior Support Plan with graphic representation of student's response to interventions (frequency, duration or intensity)
- f. The IEP page showing documentation of social skills
- g. Documentation that attributes of the self-contained setting were discussed and a copy provided to parent/guardian

NOTE: One copy of the referral should be sent to the EBD program specialist. The data should support the student's need for a more restrictive setting.

If the referral contains sufficient evidence to support a more restrictive setting, an IEP meeting is scheduled by the receiving school and is held at the receiving school with representation from the sending school. The receiving school and the sending school must collaborate to complete the IEP. The components listed below are required documentation in the IEP:

- a. On the IEP, page 1, Social Skills Training listed as an ESE service
- b. On the IEP, page 1, Specialized Instructional Techniques
- c. On the IEP, page 2, Positive Behavior Support Plan under related service
- d. On the IEP, page 2, counseling if parents agree to this service
- e. On the IEP, page 5 Special Considerations, yes should be marked for C. Does the student exhibit behaviors that impede his/her learning or that of others?
- f. On the IEP, page 6, complete the appropriate boxes for the change in placement and or FAPE
- g. On the IEP, Present Level of Academic Achievement and Functional Performance, written with the supports necessary for the student's success. In addition, Social Emotional Effect would be cited as having an impact on progress.
- h. On the IEP, page 8, goals and objectives should be related to the FBA/PBSP target behaviors.
- i. On the FBA/PBSP, social/personal skills training should be listed as an intervention.

Attributes of Self-contained Positive Behavior Support Programs (K-12) for Students with Emotional/Behavioral Disabilities

1. The academic curriculum matches that of the appropriate diploma track. The presentation of material is designed to meet the learning needs of the individual students.
2. A monitored bus ride to and from school is available. This “special transportation” service offers additional safety resources.
3. A Behavior Site Coach is available to assist students and classroom teachers interventions, data collection and Behavior Management systems
4. Each student will be involved in Functional Behavior Assessment/Positive Behavior Support Plan.
5. Classrooms provide a smaller student-teacher ratio than the typical inclusion or general education classroom, and therefore offers more individual assistance with academic achievement, social skills, and behavior.
6. Safe Crisis Management (SCM) may be implemented by trained users. SCM is used only in situations which may result in injury to the student or others. Crisis management is available only if less restrictive interventions are not likely to prevent a dangerous occurrence. All incidents are reported in accordance with Department of Education regulations.
7. Time-Out, a behavioral management technique, is implemented to reduce the occurrence, intensity, or duration of problematic behaviors.
8. Levels of Time-Out (Least Restrictive to Most Restrictive) include:
 - in-class isolation
 - separate time-out room
9. A calm space in the classroom or in another room to help students to self-regulate
10. On-campus counseling is offered via the contracted services of Clay County Behavioral Health Center. Parent permission as well as participation in an “intake” session is necessary before counseling occurs. A mental health counselor employed by the Clay County School Board provides counseling at Bannerman Learning Center.

Speech
DOCUMENTATION REQUIRED FOR ELIGIBILITY

See documentation required for Pre-K referrals and eligibility.

Document Review 1 Data

1. Student Analysis Checklist, STD-2-2481
2. a. Parent Notification of Meetings & Conferences, STD-1-2412 **and** Consent for Screening, STD-1-2473 (for general education students)

or

b. Meeting Participation form, ESE-1-2221 **and** Consent for Evaluation/Reevaluation, ESE-1-2212 (for students already in ESE)
3. At least two parent conferences (STD-1-2423) with documentation showing that the parents were informed of the school's concerns
4. Two or more observations:
 - a. For students with speech concerns, at least one **must** be completed by the speech therapist. Speech observations should corroborate speech concerns indicated or previously discussed.
 - a. For students with fluency concerns, two observations by the speech therapist must be completed with at least one of these in the typical learning environment. One additional observation must be completed by the student's teacher.
5. Results of Speech Screening, ESE-2-2230.
6. Consent for Evaluation/Reevaluation, ESE-1-2212, if one was not obtained prior to screening.
7. Vision screening within the last 12 months (PK-grade 3) and the last 36 months (grades 4-12).
8. Hearing screening within the last 12 months must be completed and include:
 - screening the frequencies of 500, 1000, 2000, and 4000 Hz at an intensity level of 25dB for students 5 through 11 years of age (6000 and 8000 Hz must also be screened for students over 11 years of age)

Document Review 2 Data

9. Speech Evaluation Report, ESE-2-2231.
10. Appropriate teacher checklist documenting educational relevance.
11. Eligibility and Placement form, ESE-1-9002.

Language
DOCUMENTATION REQUIRED FOR ELIGIBILITY

See documentation required for Pre-K referrals and eligibility.

Document Review 1 Data

1. Student Analysis Checklist, (STD-2-2481.)
2. Documentation from Intervention Team - for referral purposes the documentation **must** include the following:
 - Two or more parent conferences** with documentation showing that the parents were informed of:
 - a. the areas of concern regarding the student's academics
 - b. the interventions that were put in place
 - c. the student's academic response to these interventions

 - Two or more observations** documenting significant language deficits that interfere with the student's performance and/or functioning in the educational environment by more than one person, including the student's general education teacher.

 - General education interventions** - At least two evidence-based interventions that specifically match the student's targeted need should be implemented until response to intervention can be determined. Results of the interventions must be stated in measurable terms with graphic representation.
3. Student Services Team (SST) Meeting Summary & Student Services Team Parent Participation form – (for general education students)

or

ESE Meeting Participation form – (for students already in ESE)

NOTE: It is not necessary to complete Interim IEP forms, however, **all required IEP team members must be present and sign the SST Meeting Summary.**
4. Consent for Evaluation/Reevaluation (ESE-1-2212)
Students Services Team Parent Participation form **or** ESE Meeting Participation form used to invite parents to meeting to obtain consent, if meeting is different from SST meeting.
5. Vision screening within the last 12 months (PK-grade 3) and the last 36 months (grades 4-12).
6. Hearing screening within the last 12 months must be completed and include:
screening the frequencies of 500, 1000, 2000, and 4000 Hz at an intensity level of 25dB for students 5 through 11 years of age (6000 and 8000 Hz must also be screened for students over 11 years of age)
7. Language screening, if deemed necessary to assist in determining interventions and instructional strategies. If the student has passed a previous screening, the last one on record may be submitted (regardless of date).

Document Review 2 Data

8. Language Evaluation Report, ESE-2-2234
9. Appropriate teacher checklist documenting educational relevance.
10. Written Summary of Group Analysis of Data for Language Impairment, ESE-39041.
11. Eligibility and Placement form, ESE-1-9002.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
WRITTEN SUMMARY OF GROUP ANALYSIS OF DATA FOR
LANGUAGE IMPAIRMENT

Meeting Date:			
Student Name:	ID#:		
School:	Grade:	Race:	Retention History: <input type="checkbox"/> N/A

Identified Area(s) of Concern: (Check one or more)

Oral expression
 Social interaction
 Phonological processing
 Emergent literacy skills (pre-K only)

Listening comprehension
 Written expression
 Reading comprehension

Observations (Attach Observation Summaries)	
	Observations
Observation #1	
Observation #2	

Educationally relevant medical findings:			
Diagnostic assessment results:	Instrument	Date	Results

Intervention Summary: (required for kindergarten through 12 th grade students)					n/a (pre-K) <input type="checkbox"/>			Student Response		
	Instruction/Intervention	Implementer	Duration/Frequency	Fidelity/Support	+	?	-			
Tier I Core										
Tier II Targeted										
Tier III Intensive										

Analysis of Response to Intervention Data (Attach data which includes progress monitoring forms and graphs) n/a (pre-K)

1. Performance discrepancy (level of performance: post-intervention data):

Instrument	Student	State	District	School	Class	Peer Group #1	Peer Group #2

2. Rate of Progress:
 The student ___ is making adequate progress with general education interventions.
 ___ is not making adequate progress and functions below grade level expectations.
 ___ is making adequate progress, but the level of support needed cannot be maintained without additional support.

3. Statement of Educational Need:
 The student continues to demonstrate the need for interventions that significantly differ in intensity and duration from what can be provided solely through educational resources and services currently in place. ___ yes ___ no

Exceptional Student Education
Language Impaired Program Eligibility: Written Summary of Group Analysis of Data

Consideration of exclusionary factors: Determine whether level of performance and rate of progress are primarily the result of any of the following. If any area is marked 'yes' specify the documentation that supports the group's conclusions.	
Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
Summary of eligibility criteria for a Language Impairment	
<input type="checkbox"/> yes <input type="checkbox"/> no	Student does not achieve adequately for age or does not meet grade-level standards in one or more of the following areas. (Check all that apply)
	<input type="checkbox"/> <input type="checkbox"/> Oral expression
	<input type="checkbox"/> <input type="checkbox"/> Listening comprehension
	<input type="checkbox"/> <input type="checkbox"/> Written expression
	<input type="checkbox"/> <input type="checkbox"/> Social interaction
	<input type="checkbox"/> <input type="checkbox"/> Phonological processing
	<input type="checkbox"/> <input type="checkbox"/> Reading comprehension
	<input type="checkbox"/> <input type="checkbox"/> Emergent literacy skills (pre-K only)
<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> n/a (pre-K)	Student did not make adequate progress based on response to scientific, research-based intervention.
<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> n/a (pre-K)	The student's learning difficulties are not primarily the result of lack of scientific, research-based instruction in the general education setting.
<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> n/a (pre-K)	The student's parent(s) or guardian(s) were notified about the amount and nature of student performance data that would be collected and the educational resources and services that would be provided, interventions for increasing the student's rate of progress; and the parental or guardian right to request an evaluation.
<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> n/a	The student's language impairment is not primarily the result of any of the exclusionary factors.
<input type="checkbox"/> yes <input type="checkbox"/> <input type="checkbox"/> no	Information gathered from the student's parent(s) or guardian(s), teacher(s), and when appropriate, the student, support the results of the standardized language instruments and observations conducted.
<input type="checkbox"/> yes <input type="checkbox"/> no	The student needs interventions that differ significantly in intensity and duration from what can be provided through general education resources alone.
<input type="checkbox"/> yes <input type="checkbox"/> no	The team agrees that the analysis of data supports consideration for eligibility for Language Impairment..

This report reflects the conclusions of the following team members and was made in accordance with subsection 6A-6.0331 (6), F.A.C. If this report **does not** reflect the conclusion of the members, a member who is not in agreement must file a separate report.

Signatures:

ESE Director/Designee: _____

Other/Title: _____

Parent: _____

Other/Title: _____

General Education Teacher : _____

Other/Title: _____

Evaluation Specialist: _____

Other/Title: _____

Self-contained Language Impairment DOCUMENTATION REQUIRED

In general, a student must have already met eligibility criteria for Language Impairment and based on documentation, may be in need of additional services to support their academic and language needs. Current placement in language therapy and placement in a resource room or inclusion setting must have been attempted prior to this consideration.

*** Prior to considering placement in a Self-Contained Language Impairment class, the Speech and Language Specialist at the District Office must be contacted.**

Documentation to be included, if the decision is made to submit a Self-Contained Language Impairment referral:

1. Letter from the principal (addressed to the Director of ESE) requesting consideration for a more restrictive environment.
2. Current IEP (annual or interim) which includes: Consent for Evaluation/Reevaluation, ESE-1-2212, Meeting Participation form, ESE-1-2221, and documentation of consideration of a more restrictive environment (e.g. PLF addendum including parent input).
3. Extensive written classroom observations by teacher(s) and therapist(s) describing how the student's language deficits are significantly interfering with academic performance and/or functioning in the educational environment.
*Documentation may include samples of classroom work, signed and dated teacher or therapist logs, copies of reports to parents, grades, performance on state and district assessments, etc.
4. Alternatives attempted by teacher(s) and therapist(s) (e.g. increased time in language therapy, specific strategies used to address language difficulties)
5. Formal language evaluation, within the past year, which reflects the following on at least two standardized language tests:
*Language scores that are more than two and a half standard deviations below the mean (based on specification in the assessment manuals).
6. Psycho-educational evaluation, if available.
7. Grade placement of students entering K-12.

ROUTING: Send a copy of the referral packet to the **Speech and Language Specialist at the District Office.**
The school should retain the original.

Deaf or Hard-of-Hearing DOCUMENTATION REQUIRED FOR ELIGIBILITY

See documentation required for Pre-K referrals and eligibility.

Prior to considering placement in a program for students who are Deaf or Hard-of-Hearing, the Deaf/Hard of Hearing Program Specialist at the District Office must be contacted.

Definition

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

Eligibility Criteria

A student who is deaf or hard-of-hearing is eligible for exceptional student education (e.g. specially designed instruction and related services) if **all** of the following criteria are met:

Document Review 1 Data

1. Student Analysis Checklist, STD-2-2481 (Explanation of excessive absences should be included).
2. Parent Conference **and either** the Meeting Participation form (for ESE students) **or** the Parent Notification of Meeting (for general education students).
3. At least two observations by general education teacher(s) demonstrating that the hearing threshold level interferes with progress in any one of the following areas: developmental skills, academic performance, social-emotional development or linguistic and communicative skills, and that the student requires special education and/or related services in order to benefit from education. For preschool students, referred from a non-educational setting, observations by Child Find personnel may be substituted.
4. Results of vision screening.
5. Consent for Evaluation/Reevaluation (ESE-1-2212).
6. Complete Speech and Language evaluation. Evaluation must address receptive and expressive language. Include evaluation reports in referral.
7. Evaluation of social development (e.g. Meadow Kendall Social Emotional Assessment Inventories) administered within the last 12 months by the counselor, social worker, teacher, or psychologist.
8. Medical: An audiological evaluation documents a permanent or fluctuating hearing threshold level that interferes with progress in any one (1) of the following areas: developmental skills or academic performance, social-emotional development, or linguistic and communicative skills as evidenced by:
 - a. 25 decibel (dB) \pm 5dB or greater based on pure tone average or average of 500, 1000, and 2000 Hz unaided in the better ear; **or**
 - b. A high frequency hearing threshold level of 25dB \pm 5dB or greater based on pure tone average of 1000, 2000, and 3000 Hz unaided in the better ear, **or**
 - c. A unilateral hearing threshold level of 50 dB \pm 5 dB or greater based on pure tone average of 500, 1000, and 2000 Hz unaided; **or**
 - d. Auditory Evoked Potential responses evidencing permanent hearing loss at multiple frequencies equivalent to or in excess of the decibel hearing loss threshold criteria for pure tone audiometric testing specified above.

Document Review 2 Data

9. Evaluation of developmental skills or academic achievement, including information on the student's academic strengths and weaknesses, **or** a comprehensive non-verbal assessment of intellectual functioning or developmental scales, if more appropriate for students under age seven.
10. Eligibility and Placement form, ESE-1-9002
11. Develop IEP and Model Communication Plan.

Visually Impaired

DOCUMENTATION REQUIRED FOR ELIGIBILITY

See documentation required for Pre-K referrals and eligibility.

Prior to considering placement in a program for students with Visual Impairments, the appropriate ESE Specialist at the District Office must be contacted.

Definition: Students who are visually impaired include students who are blind, have no vision, or have little potential for using vision or students who have low vision. The term visual impairment does not include students who have learning problems that are primarily the result of visual perceptual and/or visual motor difficulties. The corresponding definition is found in State Board of Education Rule 6A-6.03014, Florida Administrative Code (F.A.C.).

Document Review 1 Data

1. Student Analysis Checklist, STD-2-2481 (Explanation of excessive absences should be included).
2. Parent Conference **and** either:
 - a. The Meeting Participation form, ESE-1-2221, for students who have been found eligible for ESE services **or**
 - b. The Parent Notification of Meeting form, STD-1-2412, for students in general education who have not been found eligible for any ESE services.
3. Observations:
 - a. At least **two** observations in at least two settings, demonstrating:
 - i. Academic difficulties related to the vision problem.
 - ii. For preschool students referred from a non-educational setting, observations by Child Find personnel may be substituted.
4. Consent for Evaluation/Reevaluation, ESE-1-2212.
5. Results of hearing screening within last 12 months (PK-3) and last 36 months (4-12).
6. A medical eye examination by a licensed ophthalmologist or optometrist. Using the Medical Eye Report, ESE-2-2273, documentation must include:
 - a. A visual acuity of 20/70 or less in the better eye with best possible correction;
 - b. A peripheral field so constricted that it affects the student's ability to function in an educational setting;
 - c. A progressive loss of vision that may affect the student's ability to function in an educational setting, not including students who have learning problems that are primarily the result of visual perceptual or visual motor difficulties; or
 - d. For children birth to five (5) years of age or students who are otherwise unable to be assessed, bilateral lack of central steady, or maintained fixation of vision with an estimated visual acuity of 20/70 or less after best possible correction; bilateral central scotoma involving the perimacula area (20/80-20/200); bilateral grade III, IV, or V retinopathy of prematurity (ROP); or documented eye impairment as stated in paragraph (3)(a) of Rule 6A-6.03014.
7. A letter from the principal requesting a Functional Vision and Learning Media Assessment
8. A comprehensive assessment of skills known to be impacted by the visual impairment shall include, but not be limited to:
 - a. A Functional Vision Evaluation (completed by the Teacher of Students with Visual Impairments)
 - b. A Learning Media Assessment (completed by the Teacher of Students with Visual Impairments),
 - c. And, if appropriate, Orientation and Mobility Assessment.

Document Review 2 Data

9. If deemed necessary by the ESE Director/Designee, Social History or adaptive behavior measure to document daily living skills.
10. If deemed necessary by the ESE Director/Designee, Psychological testing.
11. Eligibility and Placement form, ESE-1-9002

Note: If the medical professional does not complete the information requested, signed and dated documentation of phone conversations with the professional and/or written correspondence with the professional to secure the information may be submitted.

Orthopedic Impairment

DOCUMENTATION REQUIRED FOR ELIGIBILITY

See documentation required for Pre-K referrals and eligibility.

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

Eligible Clay County students who are age 3 through Grade 12 will be served in Clay County's program. **Prior to considering placement in the Orthopedic Impairment program, the appropriate ESE Program Specialist in the District Office must be contacted.**

Documentation needed prior to eligibility:

Document Review 1 Data

1. Student Analysis Checklist, STD-2-2481.
2. Documentation from Intervention Team - for referral purposes the documentation **must** include the following:
 - **Two or more parent conference** with documentation showing that the parents were inform of:
 - a. the areas of concern regarding the student's academics
 - b. the interventions that were put in place
 - c. the student's academic response to these interventions
 - **Two or more observations showing that physical impairment significantly limits the student's ability to move about, sit or manipulate the materials for learning; or affects ambulation, posture or body use necessary in school work. For preschool students referred from a non-educational setting, observations by Child Find personnel may be substituted.**
 - At least two evidence-based interventions that specifically match the student's targeted need should be implemented until response to intervention can be determined. Results of the interventions must be stated in measurable terms with graphic representation.
3. Student Services Team (SST) Meeting Summary
 - a. Student Services Team Parent Participation form - for general education students
 - or**
 - b. ESE Meeting Participation form - for students already in ESE
 - a. Meeting Participation form, ESE-1-2221, for students who have been found eligible for ESE services or b. the parent invitation to attend the SST Meeting if the student is not an ESE student
4. Consent for Evaluation/Reevaluation, ESE-1-2212
5. Vision and hearing screening within the last 12 months (PK-3) and the last 36 months (4-12).
6. All relevant medical information.
7. A medical evaluation, completed within the previous twelve month period, from a physician(s) licensed in Florida unless a report of medical examination from a physician licensed in another state is permitted. The physician's report must provide a description of the impairment and any medical implications for instruction.

Document Review 2 Data

8. Developmental History or Social History (when appropriate).
9. Psychological Testing when determined necessary by ESE Director/Designee.
10. Educational evaluation which identifies educational and environmental needs of the student.
11. Eligibility and Placement form, ESE-1-9002.

NOTE: The school should obtain a Release of Records so information can be shared between the school and the doctor.

Other Health Impairment

DOCUMENTATION REQUIRED FOR ELIGIBILITY

See documentation required for Pre-K referrals and eligibility.

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

Eligible Clay County students who are age 3 through Grade 12 will be served in Clay County's program. **Prior to considering placement in the Other Health Impairment program, the appropriate ESE Program Specialist in the District Office must be contacted.**

Documentation needed prior to eligibility:

Document Review 1 Data

1. Student Analysis Checklist, STD-2-2481.
2. Documentation from Intervention Team - for referral purposes the documentation **must** include the following:
 - **Two or more parent conference** with documentation showing that the parents were informed of:
 - a. the areas of concern regarding the student's academics
 - b. the interventions that were put in place
 - c. the student's academic response to these interventions
 - **Two or more observations showing that the health problem results in reduced efficiency in school work because of temporary or chronic lack of strength, vitality or alertness. For preschool students referred from a non-educational setting, observations by Child Find personnel may be substituted.**
 - **General education interventions:** At least two evidence-based interventions that specifically match the student's targeted need should be implemented until response to intervention can be determined. Results of the interventions must be stated in measurable terms with graphic representation.
3. Student Services Team (SST) Meeting Summary
 - a. Student Services Team Parent Participation form - for general education students

or

 - b. ESE Meeting Participation form - for students already in ESE
 - a. Meeting Participation form, ESE-1-2221, for students who have been found eligible for ESE services or b. the parent invitation to attend the SST Meeting if the student is not an ESE student
4. Consent for Evaluation/Reevaluation, ESE-1-2212
5. Vision and hearing screening within the last 12 months (PK-3) and the last 36 months (4-12).
6. All relevant medical information.
7. A medical evaluation, completed within the previous twelve month period, from a physician(s) licensed in Florida unless a report of medical examination from a physician licensed in another state is permitted. The physician's report must provide a description of the impairment and any medical implications for instruction.

Document Review 2 Data

8. Developmental History or Social History (when appropriate).
9. Psychological Testing when determined necessary by ESE Director/Designee.
10. Educational evaluation which identifies educational and environmental needs of the student.
11. Eligibility and Placement form, ESE-1-9002.

NOTE: The school should obtain a Release of Records so information can be shared between the school and the doctor.

NOTE: There must be evidence that the health impairment results in reduced efficiency in schoolwork and adversely affects the student's performance in the educational environment.

Traumatic Brain Injury

DOCUMENTATION REQUIRED FOR ELIGIBILITY

See documentation required for Pre-K referrals and eligibility.

An acquired injury to the brain caused by an external physical force resulting in total or partial functional **disability** or psychosocial impairment, or both, that adversely affects educational performance. The term includes open or closed head injuries. It does not include brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.

Eligible Clay County students who are age 3 through Grade 12 will be served in Clay County's program. **Prior to considering placement in the Traumatic Brain Injury program, the appropriate ESE Program Specialist in the District Office must be contacted as soon as possible.**

Documentation needed prior to eligibility:

Document Review 1 Data

1. Student Analysis Checklist, STD-2-2481.
2. Documentation from Intervention Team - for referral purposes the documentation **must** include the following:
 - **Two or more parent conference** with documentation showing that the parents were inform of:
 - a. the areas of concern regarding the student's academics
 - b. the interventions that were put in place
 - c. the student's academic response to these interventions
 - A report of observations by more than one person including the parent/guardian, in more than one situation. The TBI observational checklist ESE-2-2201 **must be used**. The documentation shall include evidence of a marked contrast of pre and post-injury capabilities in one or more of the following areas: cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities, psychosocial behavior; physical functions; information processing or speech. **For preschool students referred from a non-educational setting, observations by Child Find personnel may be substituted.**
 - **General education interventions:** At least two evidence-based interventions that specifically match the student's targeted need should be implemented until response to intervention can be determined. Results of the interventions must be stated in measurable terms with graphic representation.
3. Student Services Team (SST) Meeting Summary
 - a. Student Services Team Parent Participation form - for general education students
 - or**
 - b. ESE Meeting Participation form - for students already in ESE
 - a. Meeting Participation form, ESE-1-2221, for students who have been found eligible for ESE services or b. the parent invitation to attend the SST Meeting if the student is not an ESE student
4. Consent for Evaluation/Reevaluation, ESE-1-2212
5. Vision and hearing screening within the last 12 months (PK-3) and the last 36 months (4-12).
6. All relevant medical information.
7. A medical evaluation, completed within the previous twelve month period, from a physician(s) licensed in Florida unless a report of medical examination from a physician licensed in another state is permitted. The physician's report must provide a description of the traumatic brain injury and any medical implications for instruction.

Document Review 2 Data

8. Developmental History or Social History (when appropriate).
9. Psychological Testing, when determined necessary by ESE Director/Designee.
10. Neuropsychological Evaluation, when determined necessary by ESE Director/Designee.
11. Educational evaluation which identifies educational and environmental needs of the student.
12. Eligibility and Placement form, ESE-1-9002.

NOTE: The school should obtain a Release of Records so information can be shared between the school and the doctor.

Autism Spectrum Disorder

DOCUMENTATION REQUIRED FOR ELIGIBILITY

See Documentation required for Pre-K referrals and eligibility

ASD is a condition that reflects a wide range of symptoms and levels of impairments, which vary in severity from one individual to another. ASD is characterized by an atypical developmental profile with a pattern of qualitative impairments in social interaction and social communication, and the presence of restricted or repetitive pattern of behavior, interests, or activities, which occur across settings. **Prior to considering placement in the ASD program, the ASD Program Specialist must be contacted. The ASD Program Specialist must review the ASD Referral. Services for ASD students can range from general education to self-contained environments.** An ASD label does not mean a student will attend a self-contained classroom.

Documentation needed prior to eligibility:

Document Review 1 Data

1. Student Analysis Checklist, STD-2-2481
2. Documentation from Intervention Team – for referral purposes the documentation must include the following:
 - Two or more parent conferences with documentation showing that the parents were informed of:
 - a. Area of concern regarding the student’s presenting problems and the impact on academic functioning
 - b. The interventions that were put in place **and** the student’s response to interventions
 - Two or more observations documenting the difficulties the student is having by more than one person, including the general education teacher.
 - Completion of the Teacher Observation Form for Social Interactions, Communication and Repetitive Behavior Checklist by the student’s teacher.
 - Observation and completion of the Social Interactions, Communication and Repetitive Behavior Checklist by School Psychologist and/or ASD Program Specialist
 - At least two evidence-based interventions that specifically match the student’s targeted need should be implemented until response to intervention can be determined. Results of the interventions must be stated in measurable terms with graphic representation.

NOTE: If the student has severe behaviors or if there are EBD concerns a comprehensive FBA/PBIP must be completed, otherwise the ESE FBA/PBIP must be completed if self-contained is being considered.

3. Student Services Team (SST) Meeting Summary & Student Services Team Parent Participation form – (for general education students)

OR

4. ESE Meeting Participation Form – (for students already in ESE)
5. Consent for Evaluation/Reevaluation (ESE -1-2212)
6. Vision and Hearing screening within the last 12 months (PK-3) and the last 36 months (4-1)
7. Language Evaluation that includes assessment of the pragmatic (both verbal and nonverbal) and social interaction components of social communication. An observation of the student’s social communication skills conducted by a Speech/Language Pathologist.

Document Review 2 Data

8. Social History based on an interview with the parent(s) or guardian(s), including the Social Interaction, Social Communication & Repetitive Behaviors Parent Survey Form and Standardized Assessment of Adaptive Behavior (Vineland).
9. Medical assessment, when deemed necessary by the ESE Director.
10. Copies of all other medical, psychological, psychiatric and neurological data if available.
11. Psychological evaluation that includes assessment of academic, intellectual, social-emotional and behavioral functioning and must include at least one, (1) standardized instrument specific to ASD.
12. If behavior concerns are present, a functional behavioral assessment must be conducted.
13. Autism Diagnostic Observation Schedule (ADOS) if deemed necessary by the District Review Team.
14. Eligibility and Placement Form, ESE-1-9002

A student with Autism Spectrum Disorder is eligible for exceptional student education if all of the following criteria are met:

- A. Impairment in social interaction as evidenced by delayed, absent, or atypical ability to relate to individuals or the environment;
- B. Impairment in verbal or nonverbal language skills used for social communication; and,
- C. Restricted or repetitive patterns of behavior, interests, or activities.
- D. The core features identified in subparagraphs (4)(a)1., (4)(a)3, of this rule, occur across settings
- E. The student needs special education services

Dual Sensory Impaired

DOCUMENTATION REQUIRED FOR ELIGIBILITY

Definition - A student who has dual sensory impairments affecting both vision and hearing, the combination of which causes a serious impairment in the abilities to acquire information, communicate, or function within the environment, or who has a degenerative condition which will lead to such an impairment.

Documentation needed prior to eligibility:

Document Review 1 Data

1. Student Analysis Checklist, STD-2-2481.
2. a. Meeting Participation form, ESE-1-2221, for students who have been found eligible for ESE services or
b. the parent invitation to attend the SST Meeting if the student is not an ESE student.
3. a. Parent Conference, STD-1-2423, **and either** the Meeting Participation form (for ESE students) **or** the Parent Notification of Meeting, STD-1-2412, (for general education students.)
b. an IEP meeting with documentation in the Present Level of Academic Achievement and Functional Performance
4. At least two observations demonstrating the student's inability to benefit from a program for the Hearing Impaired or a program for the Visually Impaired without appropriate services. These observations should document the impact of the student's sensory deficits on his educational, communicative, and developmental progress. Alternatives attempted by the school should be included as part of these records
5. Copies of all relevant medical, psychological, psychiatric, and neurological data available on the student.
6. Consent for Evaluation/Reevaluation, ESE-1-2212

Criteria - A student is eligible for a special program for students with dual-sensory impairments if the student has: A medical eye examination completed by a licensed ophthalmologist or optometrist using the Physicians Report of Eye Exam, ESE-2-2273. The medical eye examination must document one or more of the following visual impairments:

- a. a visual acuity of 20/70 or less in the better eye after best correction;
- b. a peripheral field loss;
- c. a progressive vision loss; or
- d. Other documented visual conditions, including, but not limited to, extreme light sensitivity or lack of contrast sensitivity; and an

Audiogram completed by an audiologist or physician. The audiogram must document one or more of the following hearing impairments:

- a. Hearing impairment of 30dB or greater unaided in the better ear;
- b. Other documented auditory conditions including, but not limited to, monaural loss or an inability to screen out auditory background sounds;
- c. A progressive hearing loss and

A combination of the visual and auditory impairments as specified above which adversely effects, or has the potential to adversely effect, the student's abilities to acquire information, communicate, or function within the environment, unless special instruction, materials, adaptations, or counseling are provided; or

A diagnosed degenerative condition or syndrome which will lead to dual-sensory impairment and is likely to adversely affect the areas listed above.

Note: For students who are under the age of three:

- a. A medical eye exam describing etiology, diagnosis and prognosis
 - b. Documented observation of functional vision which includes possible impediments to visual use
 - c. An audiological exam, and
 - d. Documented observation of auditory functioning.
7. Functional Vision and Learning Media Assessment which includes possible impediments to visual use.
 8. *Complete Speech and Language evaluation. Evaluation must address receptive and expressive language, including modality strengths and preferences. Include evaluation report in referral.

Document Review 2 Data

9. *An assessment of intellectual functioning, developmental level, or academic functioning.
***For students age 3 and older.**
10. Eligibility and Placement form, ESE-1-9002.
11. Develop IEP and Model Communication Plan.

Gifted

DOCUMENTATION REQUIRED FOR ELIGIBILITY

Documentation needed prior to eligibility:

Document Review 1 Data

1. Student Analysis Checklist (STD-2-2481).
2. a. Meeting Participation form, (ESE-1-2221), for students who have been found eligible for ESE services **and** Consent for Evaluation/Reevaluation (ESE-1-2212)

or

b. The Parent Notification of Gifted Screening and Conference form (STD-1-2471) for general education students **and** Consent for Evaluation/Reevaluation (ESE-1-2212)
3. Gifted Referral Decision Tool (ESE-2-9089) and Gifted Traits Screening Checklist (ESE-2-9086) if needed

or

If non-verbal assessment is required (Ex. for LEP students), the TONI can be used. Documentation must be attached to support the need for non-verbal testing.

NOTE: Student Services Team may be convened when there is reason to believe the normal screening process is insufficient to identify a potential gifted student. Both above screening must have been used prior to convening the SST. The Student Services Team Summary (STD-1-2400) and the Meeting Participation form (ESE-1-2221) or Student Services Team Meeting Parent Participation form (STD-1-2498) must be included.

4. Vision and hearing screening (STD-1-2400) within the last 12 months for Prek-3, and the last 36 months for grades 4-12.
5. Consent for Evaluation/Reevaluation (ESE-1-2212), if one was not obtained prior to screening.
6. Attendance history (available online).
7. Results of recent (within one year) group or individual achievement testing and/or the most recent report card (available online).
8. A Revision of the Scale for Rating Behavioral Characteristics of Superior Students (ESE-2-9088).

Document Review 2 Data

9. Psychological testing.
10. Eligibility and Placement Form (ESE-1-9002).

NOTE: If student is found eligible under Plan B – use Plan B Gifted Eligibility Matrix (ESE-1-9085).

NOTE: Gifted NQ meetings - parents are not required to attend the meeting and are notified of the eligibility determination via the Gifted NQ letter, ESE-1-2295.

NOTE: For Gifted transfers from out-of-state without an EP, and who have been in a setting for Gifted, Gifted and Talented, or a similar placement, an EP should be written to match services.

District Policy to Address Requests for Gifted Re-testing

Our policy is to wait two years before retesting a student who scores near the eligibility cut-off score but does not meet the entrance criteria for the gifted program. It is not recommended to retest children who have previously obtained a Full Scale IQ of less than 120 for Plan A Gifted, or a Full Scale IQ of 108 for Plan B Gifted. Exceptions may be made for extenuating circumstances identified by school personnel or parents. If a teacher or parent requests re-testing for a student for gifted consideration, the SST (consisting of teacher, parent, school psychologist, and guidance counselor) should convene to discuss previous test results, any changes in child's performance since the previous testing and current progress. As a team, the SST should make a recommendation as to whether or not a child should be retested. If consensus cannot be obtained, the case should be referred to district level personnel for recommendations. Once a child has been tested twice through the school district and scores are within similar range, there is no need to refer for testing a third time.

The repeated testing of students referred for gifted can have a negative psychological impact. When scores do not meet the criteria set by FL-DOE for eligibility into the Gifted Program, students perceive that they "failed" the test. Continuing to re-test these children only promotes further disappointment.

Pre-K Referral, Evaluation and Eligibility Procedures

A. Pre-K students already served in an ESE program (in an ESE Pre-K setting or with itinerant ESE services) and being considered for another program can follow the Pre-K referral process:

1. Hold an SST and IEP meeting documenting concerns regarding the child. At this IEP meeting, Prekindergarten Consent to Evaluate/Reevaluate must be obtained. The Meeting Participation form is required.

After the IEP meeting complete the following:

2. Student Analysis Checklist.
3. Vision and hearing screening.
4. Speech/Language screening if appropriate (If the student is already in Speech/ Language, attach a copy of the student's previous Speech/Language evaluation.) **For ASD referrals complete Speech/Language evaluation including pragmatics (if current one is more than one year old and an observation by the SLP.)**
5. One observation documented on the Classroom Observations of Student form, STD-2-2435. **For ASD referrals, observation and completion of the Social Interaction, Communication and Behavior Checklist by the school psychologist and/or ASD program specialist.**
6. A copy of existing PreK progress report plan.
7. Copies of existing educational, social, psychological, and medical data. **Medical must be included if the student is being referred for possible placement in OHI, TBI, OI, HI and VI. Note: PT requires Florida Physicians Prescription within 12 months.**
8. Developmental History or Social History (for behavior concerns) or Social History and Vineland (for cognitive or ASD concerns.) **For ASD referrals, Social History must include ASD checklist.**
9. Page 1 and PLF from current IEP
10. Completion of Document Review I by ESE Staffing Specialist.
11. Psychologists/evaluator evaluates.
12. Completion of Document Review II by ESE Staffing Specialist.
13. Hold Eligibility Meeting.

NOTE: Pre-K referral components are different than K-12 referral components and once a child has started in a K class, they **MUST** go through the K-12 referral process.

B. Students age birth – 3 years old (Part C) who have a Family Support Plan (FSP) developed through Early Steps **must have an eligibility determination by age three.** The following procedures are used.

1. The Pre-K specialist determines, based on the child's birthday, how evaluations and eligibility will be handled.
2. For children who will be turning three, the referral will be sent to the school for completion of appropriate evaluation(s). When evaluations are completed, county office personnel will complete the Document Review II and send the evaluations back to the school so that an eligibility meeting can be scheduled.
3. In most cases, Early Steps will conduct an exiting BDI-2. DD eligibility will be based on those BDI-2 scores and/or a committee decision. No psychological evaluation is required.

IMPORTANT: STUDENTS WHO HAVE BEEN IDENTIFIED AS NEEDING ESE SERVICES PRIOR TO AGE THREE MUST HAVE AN ELIGIBILITY DETERMINATION BY THEIR THIRD BIRTHDAY.

- C. Students age 3 – 5 years old (Part B) are screened through Child Find. If screenings indicate a need for further evaluation, the Child Find referral is submitted to PAT (Pre-K Assessment Team) evaluators. Eligibility meeting is held and if the student qualifies for services, an IEP is written at the student’s home school.

NOTE: When a general education student who is attending a Voluntary Pre-K (VPK) program or is attending a high school daycare program needs to be referred for evaluation, the procedures in section A should be followed. No IEP meeting is required. Hold SST and obtain Prekindergarten Consent for Evaluation/Reevaluation. Check “Initial Evaluation” and obtain a parent signature.

Extraordinary Circumstances Exception

- In cases where severe cognitive functioning, severe behaviors, or autistic behaviors are exhibited, there may be a waiver of interventions. The following procedure must be followed.
- Contact the appropriate program specialist to inform him/her of the school's concerns.
- Convene a conference including the Program Specialist, School Psychologist, and appropriate school personnel. Complete the Extraordinary Circumstances form.
- The request will be reviewed by the Director of ESE.
- A final decision will be made and the school will be notified of the results.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
EXTRAORDINARY CIRCUMSTANCES EXCEPTION

Background Information

Student Name: _____ Student #: _____ DOB: _____

Current School: _____ Grade: _____ CA: _____

School Cumulative Folder Review

Reviewed by: _____ Date: _____

Evidence of (6 Months or more ago):

- No Yes Prior history of satisfactory relationships
- No Yes Prior history of compliant behavior
- No Yes Prior history of non-aggressive/non-destructive behavior
- No Yes Prior history of age appropriate social skills

Behavior Observations (attach statements):

School Psychologist: _____ Date: _____

Behavior Specialist: _____ Date: _____

Recent onset (within the past 6 months) of: (attach evidence)

- No Yes Extreme feelings of sadness
- No Yes Frequent crying
- No Yes Loss of interest in friends and/or school work
- No Yes Moods swing for no apparent reason
- No Yes Erratic or restless behavior
- No Yes Fascination with death or violence
- No Yes Suicidal statements/attempts
- No Yes Fears or phobias
- No Yes Excessive worrying and/or anxiety
- No Yes Views are inconsistent with actual events
- No Yes Has strange or unrealistic ideas
- No Yes Withdraws from others for no apparent reason

1. Student experience a significant life event(s) or crisis within the past 6 months: No Yes, STOP
2. Student's current difficulties have an adverse educational impact No, STOP Yes
3. Student's difficulties are attributable to physical, sensory, socio-cultural, developmental, medical or health factors: No Yes, STOP
4. Student's emotional responses can be attributed to age, culture, gender, or ethnicity: No Yes, STOP

Autism Spectrum Disorder/Intellectual Disabilities

- No Yes Student does not demonstrate functional communication (expressing needs, wants, requesting preferred items)
- No Yes Student does not respond to non-verbal communication (pointing, glances, gestures, facial expressions)
- No Yes Student demonstrates inability to participate in the learning environment (describe: _____)
- No Yes Student unable to independently participate in daily living routines
- No Yes Student engages in tantrum behaviors (when unexpected changes in routing occurs)
- No Yes Student engages in challenging behaviors (major property damage, aggression and self-injury, running away)

Student referred for a psycho-educational evaluation with an Extraordinary Circumstances Exception:

- No Student will be referred to the Intervention Team
- Yes Student will be referred for a psycho-educational evaluation

Program Specialist: _____ Date: _____

School Psychologist: _____ Date: _____

ESE Director: _____ Date: _____

RELATED SERVICES

Occupational Therapy/Physical Therapy Related Services

DOCUMENTATION REQUIRED FOR ELIGIBILITY

Occupational Therapy (OT) and Physical Therapy (PT) are related services that are required to assist a student with a disability to benefit from special education. These services are recorded in the related services section of the IEP.

Students must meet the requirements for the provision of OT and/or PT services in order to receive these services. This referral can be accomplished through initial evaluation or reevaluation.

Initial Evaluation Referral

Initial evaluations must be sufficiently comprehensive to identify all the student's needs for special education and related services whether or not they are commonly linked to the suspected disability. As such, the team reviewing the need for initial evaluation should consider whether or not the student is exhibiting a need for occupational or physical therapy. If there are concerns for OT/PT, it should be documented on the Student Services Team Summary and the Consent for Evaluation/Reevaluation should include *Physical Therapy Evaluation* and/or *Occupational Therapy Evaluation*. This process includes students considered for gifted.

Note: At the Student Services Team Meeting, it is important to inform the parent that should the student not be found eligible for an exceptional student education program, they would not be eligible for OT/PT services.

Reevaluation Referral

Before the need can be determined for Occupational Therapy (OT) and/or Physical Therapy (PT), a student must be found eligible for any of the ESE categories under Florida rule unless the referral was initiated through an initial evaluation. If a student is exhibiting a need for OT and/or PT, the IEP team should convene to discuss and document concerns and obtain Consent for Evaluation/Reevaluation. All other eligibility data should be compiled and the referral submitted to the staffing specialist for document review. This process includes students already found eligible for gifted.

The referral data include:

Document Review 1 Data

1. Student Analysis Checklist, STD-2-2481.
2. Consent for Evaluation/Reevaluation form, ESE-1-2212 and Meeting Participation form, ESE-1-2221.
3. Occupational/Physical Therapy Referral form, ESE-1-2925.
4. Physicians Report/Medical Form, ESE-1-2937, completed by a Florida physician (for PT only).

Document Review 2 Data

5. OT/PT evaluation.

When Document Review 2 is completed indicating a need for services, schedule an IEP meeting, annual or interim, to document the need for therapy and the service to be provided.

NOTE: If the student is dismissed from all ESE programs, they must also be dismissed from all related services including OT and PT.

If a student no longer demonstrates a need for therapy, the IEP team should convene to gain consent for reevaluation. When reevaluation is completed, conduct an IEP meeting to share the results and remove the service, if warranted, from the related services section of the IEP.

Occupational and Physical Therapy – Routing Procedures

1. Referral is initiated and completed.
2. Route to school's Staffing Specialist for Document Review I.
3. School routes one copy to OT/PT Department Head, currently based at FIE.
4. OT/PT Department Head routes to appropriate OT/PT for evaluation.
5. OT/PT completes evaluation and returns to OT/PT Department Head.
6. OT/PT Department Head sends evaluation to school.
7. Route evaluation and completed referral to school's Staffing Specialist for Document Review II.
8. School convenes IEP meeting (after Document Reviews have been completed).

GUIDELINES FOR VARIED ESE TOPICS

ESE Classroom Guidelines

A. Setting Classroom Procedures

Before a teacher can expect students to succeed in their class, the following is necessary:

1. Clarity of overall work requirements.
2. Procedures for communicating assignments and instructions to students.
3. Teachers monitoring of work in progress.
4. Routines for checking and turning in work.
5. General academic feedback to students and parents/guardians.

B. Communicating Assignments

1. Classroom assignments may be posted, presented in a syllabus and/or given orally to students. See to it that the students know what to do and see that they do it.
2. Post homework assignments either daily or weekly in a general spot. Have students write down the assignments in a notebook or on an assignment sheet. If a student has particular difficulty, take the time to check that student's notebook or assignment sheet.
3. Make the requirements for grading criteria for each assignment very clear and be realistic in your grading criteria.
4. In making a long term or broad assignment either dictate requirements in detail or provide a description of the requirements on a ditto for the students to keep for reference. Written and oral reminders should be given as the due date nears.

C. Monitoring

1. Whenever students begin any seatwork, walk by each of the students to be sure that they are able to do the work correctly and that they have, in fact gotten started. Responding only to raised hands may cause you to miss those who hesitate to request help.
2. If you must turn your attention to other matters once students are at work, look around the classroom at frequent interval and walk around periodically to check progress. This enables you to use eye contact or a brief word to keep students on task as well as to help students who need it before they get too far behind.
3. During student recitation or class discussion, be systematic in having all students participate.

D. Academic Feedback

1. Your grading system needs to be consistent with school policy. Find out whether your school has a specific policy for assigning grades.
2. Decide on the overall basis for grading. Although components vary by subject area, frequently used ones are tests, daily assignments, papers, projects, notebooks, worksheets, quizzes, performance participation and extra credit work.
3. Decide what percent of student's grade each aspect will represent, and be sure your system enables you to assess the relevant aspects of student learning.
4. Be sure you can manage the bookkeeping required by your system, considering you could possibly have 25-30 students in each of five classes if you are in secondary. It is a requirement to keep grades and assessment information on your students.
5. Plan class work assignments, homework assignments and checking activities so that students receive a daily grade. This keeps you, as well as students, informed of their progress.
6. Decide how you will record grades/assessment information so later you can tell what assignment/task assigned.
7. Consider your students' goals and objectives outlined in the IEPs and how progress of those goals will be monitored.

Alternate School Site Procedures for ESE Students

In some situations, as ESE student may benefit from placement in an alternate school site rather than their home school ESE setting or their zoned program ESE setting. The IEP committee makes a determination for such placements and their duration. Prior to any recommendation considering such an alternate school site for a student, the ESE Director/Designee and administrators of the sending and receiving schools must be contacted by the home school site personnel. Parents should be included in all discussions regarding placement. All district procedures must be followed if change in placement is the recommendation.

NOTE: If recommendations are made to consider a change in school site, the home school site must include personnel from the proposed receiving schools.

NOTE: The alternate school site may not result in a Special Pupil Assignment. The Director-Designee will determine the necessity of a Special Pupil Assignment.

NOTE: Open communication should be stressed between ESE personnel and parent prior to the above considerations.

NOTE: The Director/Designee, prior to any decision, must approve all considerations for a change in school site.

Photograph/Video/Class Assignment(s) for ESE Students

If any IDEA/Part B information (disability information) is present in any photograph, video or class assignment, specific permission needs to be obtained from the parents prior to displaying or releasing the information using ESE Photography/Video/Class Assignment Permission Form..

Examples of IDEA/Part B information for which specific permission would need to be obtained are as follows:

1. The student is in a wheelchair in the photo even though no written disability information is listed.
2. The student has Downs Syndrome and is photographed even though no written disability information is listed with the photo.
3. Listed with the photo is “Mrs. Jones’s ID-S Class” or “Mr. Smith’s VE Class”.

ESE Photography/Video/Class Assignments(s) Permission Form

Your student with disabilities may be involved in school-related projects or activities which may be video recorded, photographed or result in class assignments. This information (photos, videos, class assignments) may be displayed at our school, distributed for media coverage, published on the internet for educational purposes (school website, teacher website or other educational websites), or may be posted on the internet, only first names with last initials will be used. When information is provided for media coverage, full names will be used. You should also be aware that this information may contain information related to your student’s disability.

Please indicate below your wishes concerning recognition of your student through the use of your student’s name, photograph, or video or class assignment at our school, in the media, on the internet or at conferences.

Student Name _____

_____ Yes, I give my permission for my child’s name, photograph, video or class assignment to be used at school, in the media, on the internet or at conferences.

_____ No, I do not give my permission for my child’s name, photograph, video or class assignment to be used at school, in the media, on the internet or at conferences.

Parent/Guardian Signature

Date

Outside Agency Observation Policies

1. All classroom observation requests must be approved in advance by the site administrator with full disclosure of the purpose.
2. School and/or district personnel will accompany the observer during the scheduled observation.
3. Each observation should not exceed 60 minutes. Independent evaluations may be scheduled for longer periods. Please contact the ESE office if a request for an independent evaluation observation is made.
4. Observers may not disrupt instruction or structured activities.
5. Any discussion the observer wants to have must occur during non-student contact time and may not exceed the teacher's regularly scheduled duty day.
6. Any written documentation or summary of the observation must reflect student behaviors and may not be an evaluation of staff skill or performance.
7. Agency or private observers may not engage in any type of therapy or instruction during the classroom visit. However, consultation with school staff in order to develop or review a comprehensive plan is encouraged, but should occur outside student contact time. For example, an Applied Behavior Analyst home therapist could meet with school staff to collaborate on appropriate educational practices.
8. Written parent permission is required for all observations initiated by the family or outside agencies.
9. Confidentiality must be maintained by all observers.
10. Schools must maintain a written record of all visits by outside observers.

Request for ESE Behavioral Health Assistant (Individual Aide)

All requests for an individual assistant must be reviewed by a team from the district level. This request should be put in writing and sent to the ESE Director or Supervisor at the County Office. In consideration of a one-to-one assistant, the team shall carefully consider the following policy:

A one-to-one assistant may in many instances be a roadblock to learning. Sometimes, the least trained staff is assigned to the most complex cases. Over-reliance on one-to-one assistants can result in a denial of Free Appropriate Public Education because the student with disabilities (SWD) relies on the assistant to provide supports with the very skills needed to achieve goals (i.e., the SWD does not learn what he/she needs to learn). Oftentimes, the SWDs dependence on the assistant reduces learning. The team may suggest alternatives to a one-to-one assistant.

Additional information/documentation will be necessary to support the request. The request will be reviewed by a team of professionals, including, but not limited to, an administrator, program specialist, and a staffing specialist.

NOTE: On the IEP, check “individual assistant” only if the student has an individual assistant assigned to them. Additional information should be put in the present level of functioning.

Guidelines for Placing ESE Students on a Modified School-Day Schedule

On rare occasions, students with disabilities exhibit disruptive behavior to the extent that individual educational plan (IEP) teams consider instruction on a modified schedule (e.g., shortened school day). **The appropriate curriculum specialist must be contacted if the IEP team is considering such a modification.**

The limitations inherent in the implementation of a shortened school day or school week for a student with a disability (i.e., reduction in instructional contact hours and/or course content) threaten to jeopardize the provision of a free, appropriate public education (FAPE) to the student. As a result, this intervention is to be implemented only for those students with the most difficult of behaviors, for very limited time periods, and under close supervision. For example students who;

- Exhibit disruptive behaviors with such frequency and intensity that they are unable to benefit from traditional school-day instruction.

In all behavior related cases, a Functional Behavioral Assessment (FBA) related to the target behavior should be conducted, and a Positive Behavior Support Plan (PBSP) should be developed and implemented prior to changing the student's placement to a modified schedule. The FBA/PBSP must target the behavior(s) that warrant the consideration of a change in placement and FAPE.

If after a review of progress, the IEP team determines that the student's needs can be met only through the use of a modified schedule, the team must examine classroom data in order to identify the times of the day when student learning will be most efficient.

An annual IEP or interim IEP must be held to initiate and/or discontinue this intervention. The IEP team must ensure that the student's IEP and Positive Behavioral Intervention Plan:

- Includes information that specifically targets the reason for being placed on a modified schedule and targets the behavior(s) that warrant the consideration of a change in placement and FAPE.
- Addresses all areas of need resulting from the disability (e.g., academic; social/emotional)
- Includes a completed Informed Notice of Change in Placement and/or Free Appropriate Public Education form.
- Includes a structured plan for reentry to school, with clear benchmarks, timelines, and a plan to monitor the student's progress frequently. It is recommended that a modified schedule be implemented for a period of time not to exceed one semester except in extreme circumstances. Even then, the IEP team should review the progress of the student periodically to determine if the student's progress warrants this intervention.
- Includes a plan to facilitate frequent communication between district or school staff and the family regarding the student's performance.
- The IEP team should also consider the need for agency involvement as part of the modified school day plan (i.e. Clay Behavioral).

NOTE: If Special Transportation services are required to necessitate a modified school day, prior approval from the ESE District Office and the Transportation Department must be obtained.

Third Grade Good Cause Exemption

Students with disabilities who participate in General Statewide Assessments and who have an IEP or a 504 Plan that reflects that they have received intensive remediation in reading for more than two years but still demonstrate a deficiency in reading and were previously retained in grades K-2, may be eligible to implement good cause exemption for making decisions regarding retention.

If the school has documentation (IEP, PMP, 504 Plan, student services team intervention records, etc.) reflecting that the student has received intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading, then the relevant portion of the good cause exemption criteria of 1008.25 (6) (b)5, FAC, has been met.

This would mean that an ESE student does not have to be in the ESE program for more than 2 years to meet the exemption criteria. It does mean there must be adequate documentation of 1) intensive remediation in reading for more than 2 years and 2) that the student was previously retained in grades K-2.

Any third-grade student receiving intensive remediation in reading two or more years but still has deficiency in reading and previously retained in K-2 for a total of two years may be eligible to implement good cause exemption for making decisions regarding retention. If promoted under this exemption, intensive reading instruction must include an altered instructional day based on a plan that includes specialized diagnostic information and specific reading strategies.

This would be applicable if the student is a third grader scoring a Level 1, but there is documentation showing 1) two years or more of intensive remediation in reading, 2) retention in K-2 for general education, one retention for ESE, and 3) intensive reading instruction must include altered instructional day based on a plan that includes specialized diagnostic information and specific reading strategies. The school must have documentation to support ALL three components.

Additional information can be found in the Student Progress Plan.

Determining “Grade Level” Performance for ESE Student Report Cards Working on General Education Standards

If a student is working **below** grade level in reading and/or math, teachers should check “*below grade level*” and write in the comment section, “*Report card reflects instructional level materials in reading and/or math*”.

- The two main factors for determining whether or not a student is on grade level are the amount of time (50% or more) a student spends working in a particular set of materials (including teacher led instruction, independent work, and small group work) and the level of these materials (materials should be at least 1 ½ years below grade level).
- K-2 Standards Based Report Card may indicate below grade level by marking in any of the big ideas.

If the student needs significant accommodations in reading and math, but is working **on** grade level, the teacher marks “*on grade level*” and writes in the comment section, “*Report card reflects support with grade level materials in reading and/or math*”.

Assessment & Report Cards for Students with Significant Cognitive Disabilities

Specially Designed Report Card for Students with Significant Cognitive Disabilities

Students in Kindergarten – 2nd grades at the Supported and Participatory level will use the Specially Designed report card which can be requested from the appropriate Program Specialist.

General Education Report card

Students with significant cognitive disabilities in Kindergarten – 2nd grade at the Independent level and students with significant cognitive disabilities in 3rd - 12th grades at all levels (Independent, Supported, and Participatory) will use the general education report card.

Assessment of students with significant cognitive disabilities is based on progress towards achievement of the Florida Standards Access Points and their current IEP goals. Grading is a report of the results of what has been learned and demonstrated through formative and summative assessments. The most effective assessment and grading practices are those that are tied directly to instruction and that focus directly on student learning. Just as assessment should be an opportunity for students to show what they know, grading should reflect that demonstration of learning. The results should be communicated to students and parents in clear and meaningful ways. **Do not put the student’s disability or indicate the student is an ESE student anywhere on the report card.**

Procedures for Collaboration of Public and Private Instructional Personnel

Background

Section 1003.572, Florida Statutes (2013), was enacted to provide parents/guardians with the opportunity to enhance the education of students under the Individuals with Disabilities Education Act (IDEA). A parent/guardian can hire certain professionals to observe the student in the educational setting, collaborate with instructional personnel, and provide services in the educational setting, provided that 1) the instructional personnel and principal consent to the time and place and 2) the private instructional personnel satisfy the requirements of section 1012.32 or 1012.321, Florida Statutes. This program may not replace or interfere with the District's responsibilities under the IDEA.

Only the following professionals are eligible to participate:

- (a) Individuals certified under s. 393.17 or licensed under chapter 490 or chapter 491 for applied behavior analysis services as defined in ss. 627.6686 and 641.31098.
- (b) Speech-language pathologists licensed under s. 468.1185.
- (c) Occupational therapists licensed under part III of chapter 468.
- (d) Physical therapists licensed under chapter 486.
- (e) Psychologists licensed under chapter 490.
- (f) Clinical social workers licensed under chapter 491.

Instructions for Initiating Collaboration

Step 1

The parent/guardian requests for an observation of their child by their private instructional personnel and/or for their private instructional personnel to provide direct provision of services to their child at school.

Step 2

The teacher notifies the principal and contacts the school's ESE Secretary, the district behavior analyst, the relevant program specialist, or the ESE Hospital Homebound office to receive the *Request for Collaboration of Public and Private Instructional Personnel* packet and then gives the parent/guardian a copy. A copy of the packet may also be found within the A&P Manual.

Step 3

For One-Time Observations (once a semester):

If a parent/guardian requests for an observation of their child either by their private instructional personnel who is eligible under Section 1003.572, Florida Statute (2013) or by someone who does not apply to this statute, then the parent/guardian must complete Section 1 of the *Request for Collaboration of Public and Private Instructional Personnel* packet to provide their consent for school and district personnel to collaborate and share student information with the private instructional personnel.

The nature of one-time observations is generally to gain information for an upcoming meeting and/or to help make educational decisions. Once we have the parent/guardian's consent for a non-school district employee to observe their child and share information with them, then the teacher may go ahead and schedule an observation with that person as well as an ESE District Office Specialist or other school district employee to accompany them during the observation.

For Regular Observations and/or Direct Provision of Services:

If a parent/guardian requests for regular observations and/or direct provision of services for their child by their private instructional personnel who is eligible under Section 1003.572, Florida Statute (2013), then the

parent/guardian must complete Section 1 of the *Request for Collaboration of Public and Private Instructional Personnel* packet to provide their consent for school and district personnel to collaborate and share student information with the private instructional personnel. The private instructional personnel must complete Section 2 of the request packet and is required to complete fingerprinting and background check requirements as well as insurance requirements.

While waiting for the *Request for Collaboration of Public and Private Instructional Personnel* packet to be processed, a parent's private instructional personnel may conduct an observation under the above parameters for a one-time observation in order to begin the collaborative process once the *Request for Collaboration of Public and Private Instructional Personnel* packet has been submitted for processing.

Step 4

The *Request for Collaboration of Public and Private Instructional Personnel* packet is submitted to the ESE Hospital Homebound Office within the ESE District Office. Ideally, Section 1 and Section 2, as well as any additional relevant documents, should be kept together as a packet to help process the paperwork more efficiently. This packet may be submitted by the parent to the school that will then fax a copy to the ESE Hospital Homebound office at fax number (904) 529-1155 before sending the original copy through the school district's county mail system to the ESE Hospital Homebound office at the ESE District Office. Alternatively, the parent/guardian and/or private instructional personnel may directly fax paperwork to the ESE Hospital Homebound office or deliver them to the School District of Clay County's Exceptional Student Education (ESE) Hospital Homebound office at 23 S. Green Street, Green Cove Springs, FL 32043.

Step 5

The ESE Hospital Homebound Office will contact the private instructional personnel about when to complete the fingerprinting procedure. If the private instructional personnel has completed a venter level background check in the State of Florida within the last five years, then they may provide a copy within the request packet. If the private instructional personnel has provided all of the required documents and passes the background check, the originals will be filed in the ESE Hospital Homebound office. The private instructional personnel identification badge will be given to the ESE Hospital Homebound Office who will notify the private instructional personnel to make arrangements for pickup of their identification badge. The ESE Hospital Homebound office will also contact the principal, teacher, district behavior analyst, relevant program specialist, and any other relevant school district employee to notify them that the private instructional personnel has been cleared and is ready to receive their badge.

If the private instructional personnel does not pass the background check, Human Resources shall notify the private instructional personnel of the failure and the reason why. The original of the denied Request packet will be returned to the parent/guardian without specifying the reason for the denial, a copy will be filed at the ESE Hospital Homebound office, and a copy will be returned to the school for placement in the student's education records.

Step 6

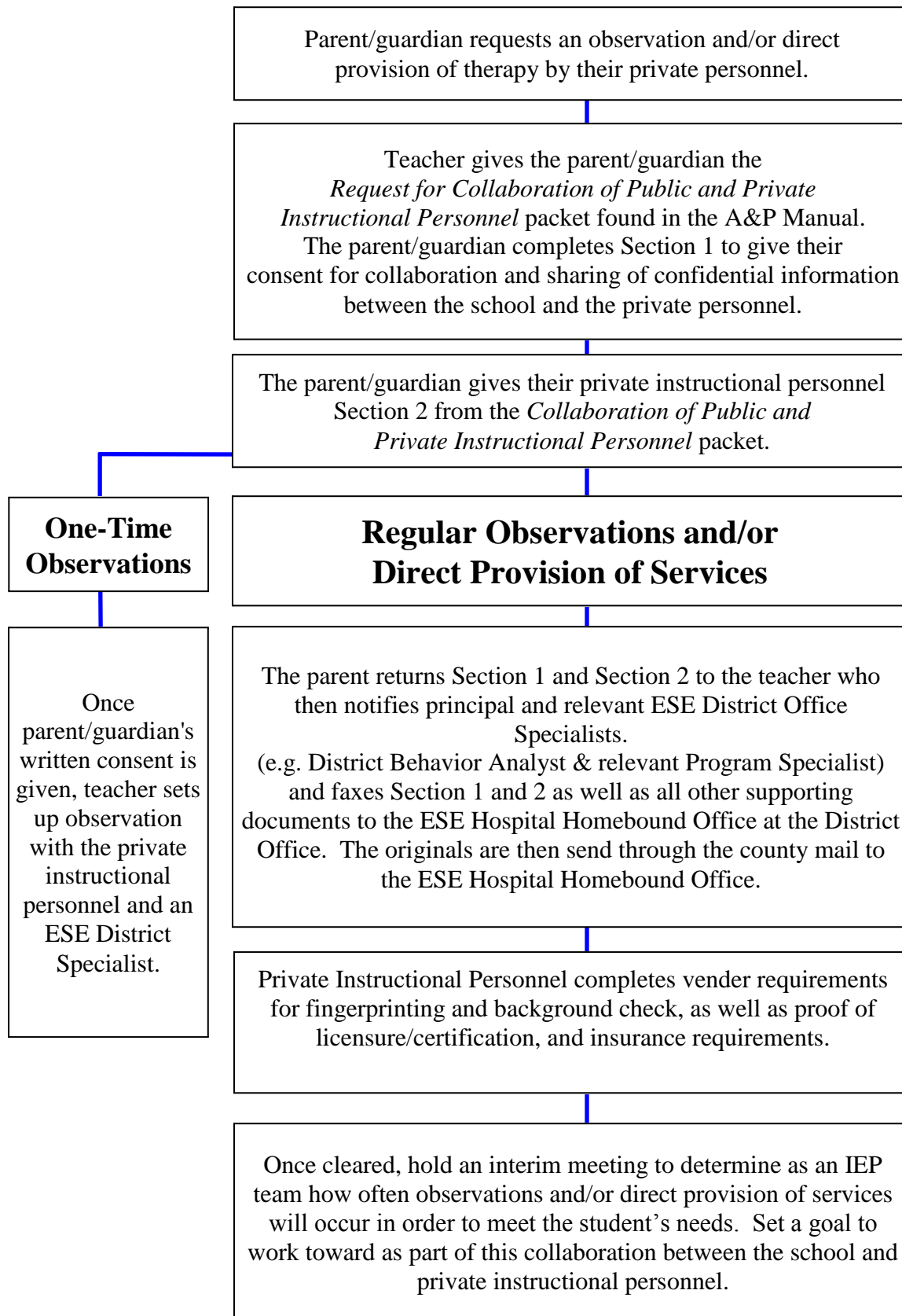
For regular observations and direct provision of services, an interim meeting is to be scheduled to discuss how often observations and direct provision of services will occur in order to meet the student's needs, and a schedule will be developed. Afterwards, the teacher will be responsible for coordinating the observations with the private instructional personnel. The principal and/or teacher may request that an ESE District Office Specialist accompany the private instructional personnel during the observation. For direct provision of services, the principal will provide the private instructional personnel a space to provide therapy during non-instructional times in a separate location.

Parameters

- Scheduling – The parent/guardian must contact the teacher to schedule the session (observation or direct provision of therapy) at least 24-hours prior to a proposed visit.
- Frequency/Timing – Visits should be scheduled in a manner that minimizes the student’s loss of instruction and minimizes the amount of disruption to classroom culture.
- Confidentiality – The parent/guardian and the private instructional personnel must respect the confidentiality of other students at all times.
- Interactions with Students – The private instructional personnel must minimize interactions with other students and may not involve them in the therapeutic process (e.g. involving them in group session, offering them tangible rewards, correcting them, etc.).
- Interactions with Staff – The private instructional personnel must minimize interactions with staff that would interrupt the flow of instruction or compromise the teacher’s authority within the classroom. If the private instructional personnel would like to discuss an observation with staff, then the private instructional personnel must schedule a time to collaborate with the teacher during a planning period. Feedback provided to staff must take the form of suggestions/recommendations as part of a dialog for improving the student’s behaviors or academic success. The parents/guardians must be given the option to participate in this dialog.
- Observations
 - No audio/video recording or photographs are permissible.
 - No physical, academic intervention/therapies or verbal instruction are to be performed with a student by persons/agencies not employed by the School Board of Clay County.
 - Minimal verbal interactions with the teacher, support staff or student during observation unless requested by the teacher.
 - Paraprofessionals take direction only from the teacher.
 - Limit observations within a classroom to a maximum of 1.5 hours in a day.
 - After each observation, suggestions/recommendations are to be made in writing to the teacher (ESE and/or General Education) with a copy provided to the school administration.
- Direct Provision of Services
 - Direct provision of services will be provided during non-instructional times in a separate location from the classroom.
 - The principal will designate a space within the school for the direct provision of services to occur.

If there are any questions about these procedures please contact the ESE Hospital Homebound office (904) 529-4851 or for questions about the child’s services under Section 504 or IDEA, please contact our Exceptional Student Education Department at (904) 284-6509.

Procedures for Collaboration of Public and Private Instructional Personnel



Section 1 – Parent/Guardian Request and Consent

School Year_____

A. Student Information (Parent Completes)

Name: _____ School/Center: _____
(First) (MI) (Last)

Date of Birth: _____ Grade: _____ Student Number: _____

B. Parent/Guardian Information (Parent Completes)

Name: _____ Phone: _____
(First) (MI) (Last)

Address: _____ Email: _____

C. Private Instructional Personnel Information (Parent Completes)

Name: _____ Phone: _____

Address: _____ Email: _____

Profession: _____

D. Private Instructional Personnel *Employer* Information (Parent Completes)

Name: _____ Phone: _____

Address: _____ Email: _____

E. Types of Services Requested (Parent Completes: check those that apply)

One-Time Observation (once a semester): _____

Regular Observations: _____

Direct Provision of Services: _____

F. Consent (Parent Completes)

By signing below, I/we consent to having the above-named private instructional personnel provide services to my/our child at school during regular school hours. I/We also give consent to school staff and ESE District personnel to share confidential information with the private instructional personnel about my/our child for purposes of collaboration to include (**initial below**):

- _____ Individualized Education Plan
- _____ Academic information
- _____ Behavior data
- _____ School Records
- _____ Other: _____

I/We understand that services provided cannot replace those that the School District must provide under the IDEA and my/our child's IEP.

I/We also agree to defend, fully indemnify, and hold harmless The School Board of Clay County, Florida, and its employees for any expense, cost, loss, damage, claim, judgment, or claims bill incurred or rendered against The School Board of Clay County, Florida, including attorney's fees and investigation expenses on account of any intentional or negligent acts or omission of the private instructional personnel hired by me/us.

Signature: _____ Date: _____

Relationship to Student: _____

Signature: _____ Date: _____

Relationship to Student: _____

Section 2 – Private Instructional Personnel Request to Provide Services

A. Provider and Provider Employer (Provider Completes)

Name:	_____	Phone:	_____
Address:	_____	Email:	_____

Profession:	_____	License/Certification #:	_____
Licensing/Certification Agency:	_____	License/Certification Expiration:	_____
Employer:	_____	Employer Phone:	_____
Address:	_____	Email:	_____

B. Required Documentation for Regular Observations and/or Direct Provision of Services (Provider Completes)

All private instructional personnel seeking to provide professional services at a facility of the School Board of Clay County, Florida, shall provide proof of the following:

For Regular Observations and/or Direct Provision of Services:

1. Driver's License
2. Professional License/Certification
3. United States Citizenship and Immigration (USCIS) Form I-9, a copy of a passport, social security card, or Department of Homeland Security Employment Eligibility Verification (provider completes section 1, provider's employer completes section 2)
4. Copy of current FL vendor badge (if you already have one)
5. Worker's Compensation Coverage (\$1,000,000)
6. General Liability Insurance (\$1,000,000 with School Board of Clay County, Florida, named as additional insured).
7. Professional Liability/Errors and Omissions Insurance (\$1,000,000)

In addition, the applicant shall comply with District staff in the collection and submission of the private personnel's fingerprints for completion of a background check pursuant to section 1012.32 or 1012.321, Florida Statutes.

C. Access to School (Provider Completes)

By signing below, I agree that my provision of services is subject to the approval of the principal and teacher(s). I also agree to wear my District-issued identification badge and to sign in at the school/center office upon arrival and departure.

Initial

D. Indemnification Agreement (Provider Completes)

By signing below, I understand and agree that I am providing services as an independent contractor and shall be solely responsible for determining what those services will be. I will provide updated required documentation prior to expiration (e.g. insurance, certification, badge expiration). I will not be subject to the direct supervision or control of the School Board of Clay County, Florida, its employees, or agents with respect to the provision of services. I am not an employee of the School Board of Clay County, nor may I represent myself as one.

In addition, I shall defend, fully indemnify, and hold harmless The School Board of Clay County, Florida, and its employees for any expense, cost, loss, damage, claim, judgment, or claims bill incurred or rendered against same, including attorney's fees and investigation expenses on account of any intentional or negligent acts or omissions by me or one of my employees, agents, or servants arising out of the use of any facility or the provision of any service pursuant to this agreement.

Initial

E. Confidentiality (Provider Completes)

By signing below, I agree to comply with 20 USC 1232g (FERPA); 34 CFR §§99.31 and 99.33; section 1002.22, Florida Statutes; State Board of Education Rule 6A-1.0955; and any other law, rule, or regulation regarding the confidentiality of student information and records.

Initial

Signature: _____

Date: _____

Printed Name: _____

INDIVIDUAL EDUCATION PLANS (IEP)

Initial Individual Education Plan Development

General Instructions

After eligibility has been determined and prior to obtaining parent consent for placement, the IEP is developed. **Parents must be given the opportunity to participate in the IEP development.**

District policy addressing the audio or video recording of IEP team meetings:

No audio or video recording devices of any kind may be used during the IEP meeting unless the attending parent does not understand the English language or suffers from a mental or physical impairment which prevents him or her from understanding the proceedings.

Special requests that don't meet the criteria above are scrutinized and may be prohibited when any member of the IEP team objects to the recording and the parent cannot demonstrate that it is necessary to ensure his or her right to participate. In many cases, an ESE staffing specialist or curriculum specialist will attend and monitor the IEP meeting to provide expertise or assistance as needed.

In all cases, when an IEP meeting is audio or video recorded by a parent, the school district will audio or video record the meeting.

Prior to the IEP development, members of the IEP team should have reviewed student evaluation data and other pertinent information. If the student is being placed into more than one (1) ESE program, an ESE teacher from each ESE program area is responsible for the IEP and should attend the meeting. There must be only one (1) IEP consolidated for all programs.

Members of the IEP committee must include at least three professionals. Personnel who are required to attend the meeting are:

- LEA Representative (Administrator, ESE Specialist or Counselor)
Note: An ESE Teacher may NOT be the LEA Representative at the initial IEP meeting unless they are the ESE Director Designee, such as Speech/Language Therapist.
- ESE Teacher(s)
- General Education Teacher
- Evaluation Specialist (participant knowledgeable in interpreting test data, including educational implications)

***If a participant is filling two roles, that person would need to sign in both specified places. An ESE Teacher acting as an LEA Representative cannot also sign as the student's ESE Teacher.**

Others, including administrators and/or any personnel who may provide important input, should attend. **The student may attend if appropriate and must be invited if the IEP is to be for Transition.** All ESE and General Education teachers involved with the student should be invited to attend the review. If circumstances prevent a teacher's attendance, data and projected goals

and objectives for the new IEP must be submitted in advance of the review meeting as appropriate.

Parents **must** have the opportunity for input and/or revision regarding their student's IEP. At the initial placement staffing, parents must have access to the IEP before they are asked to sign Permission for Placement.

The IEP is valid for twelve (12) calendar months but may be reviewed earlier. (See IEP Review Section)

NOTE: Federal regulations require that **ALL TEACHERS** (including general education teachers) of a student with disabilities have access and be informed of information contained in the student's IEP. This includes the specific accommodations, modifications, and supports to personnel listed on the IEP. In order to meet this Federal regulation, it is the responsibility of the School Principal to ensure that the legal confidentiality of ESE students is maintained.

NOTE: It is a requirement that documentation of special transportation be sent to the Transportation Department ESE Routing Specialist at every IEP meeting that addresses transportation.

NOTE: An IEP meeting may be adjourned at any time with the agreement of parent and school personnel. Examples of when an IEP might be adjourned and rescheduled include, but are not limited to, attendance of a lawyer with a parent when the district is not represented by counsel, attendance of a psychologist with a parent, etc. Before the meeting is adjourned, it is required that a new IEP meeting be scheduled and documented with the Meeting Participation form, ESE-1-2221.

NOTE: At the close of the IEP meeting the automated IEP must be archived.

The following documents are required:

Meeting Participation form	ESE-1-2221
IEP	Various MIS Numbers
Meeting Participation Statement	ESE-2-2909
Special Transportation (if appropriate)	ESE-1-2278
All other required Eligibility IEP Placement Staffing forms	Various MIS Numbers

Routing:

ESE District Office	Copies of all documents
Parents	Copies of all documents
ESE Teacher(s)	Copies of IEP
Cumulative Folder	All original documents

Individual Education Plan Reviews

General Instructions

1. **Annual IEP reviews** must be held by the expiration date on the IEP although the content of an IEP may be reviewed at any point. At annual reviews the existing IEP goals must be closed out and a new IEP (including goals) must be written. When changes are necessary, these should be documented on an Interim IEP. It is important to note the required IEP review date listed on the annual IEP will remain the same when an Interim IEP is held.
2. Although each school shall designate the person in charge of keeping track of required review dates and scheduling the meetings, each ESE teacher is ultimately responsible for ensuring that IEPs are reviewed before the required review date.
3. Personnel who are required to attend the meeting are:
 - a. LEA Representative (Administrator, ESE Specialist, ESE Teacher or Counselor)
 - b. ESE Teacher(s)
 - c. General Education Teacher
 - d. Evaluation Specialist (or participant knowledgeable in interpreting test data, including educational implications)

Others, including administrators, and/or any personnel who may provide important input, should attend. **The student may attend if appropriate, and must be invited if the IEP is to be for Transition.** All ESE and General Education teachers involved with the student should be invited to attend the review. If circumstances prevent a teacher's attendance, data and projected goals and objectives for the new IEP must be submitted in advance of the review meeting as appropriate. This does not negate the requirement of having at least one ESE teacher and one General Education teacher at the IEP meeting.

***If a participant is filling two roles, that person would need to sign in both specified places. An ESE Teacher acting as an LEA cannot also sign as the student's ESE Teacher.**

4. An IEP review is scheduled no later than the required review date. Two documented attempts must be made to invite the parent to the IEP review, **one of which must be in writing and sent home**. The only exceptions are if the parent returns the notice prior to the second notice and: (1) if the parent checks *hold the meeting without me* or (2) *yes, I will attend the meeting as scheduled*. If the parent requests that the IEP review be held after the date of expiration on the IEP, the school must comply with this request. The request must be in writing and be attached to the IEP for audit purposes.
5. If, at the IEP meeting, a decision is made to follow a process that was not originally planned, (e.g., to conduct a re-evaluation review) the parent must agree to waive a week's right to notice and this must be documented on the Meeting Participation form, ESE-1-2221. If the parent is not in attendance, either in person or by phone, the purpose of the meeting cannot be changed.

NOTE: Federal regulations require that **ALL TEACHERS** (including general education teachers) of a student with disabilities have access and be informed of information contained in that student's IEP. This includes the specific accommodations, modifications, and supports to personnel listed on the IEP. In order to meet this Federal regulation, it is the responsibility of the School Principal to make sure that the legal confidentiality of ESE students is maintained.

NOTE: It is a requirement that documentation of special transportation be sent to the Transportation Department ESE Routing Specialist at every IEP meeting that addresses transportation.

NOTE: An IEP meeting may be adjourned at any time for appropriate rationale. These rationales include, but are not limited to, attendance of a lawyer with a parent, attendance of a psychologist with a parent, etc. Before the meeting is adjourned, it is required that a new IEP meeting be scheduled and documented with the Meeting Participation form, ESE-1-2221.

NOTE: At the close of the IEP meeting the automated IEP must be archived.

NOTE: **District policy addressing the audio or video recording of IEP team meetings:**

No audio or video recording devices of any kind may be used during the IEP meeting unless the attending parent does not understand the English language or suffers from a mental or physical impairment which prevents him or her from understanding the proceedings.

Special requests that don't meet the criteria above are scrutinized and may be prohibited when any member of the IEP team objects to the recording and the parent cannot demonstrate that it is necessary to ensure his or her right to participate. In many cases, an ESE staffing specialist or curriculum specialist will attend and monitor the IEP meeting to provide expertise or assistance as needed.

In all cases, when an IEP meeting is audio or video recorded by a parent, the school district will audio or video record the meeting.

NOTE: **SIGNIFICANT CHANGES IN THE IEP**

In addition to Page 7 of the IEP, Informed Notice of Change in Placement/FAPE, it is also clear that IDEA intends to ensure parental participation in decision-making regarding students' ESE programming. Accordingly, changes which impact a student's programming must be initiated through the IEP review process even if they do not constitute a change in placement.

Examples:

1. A significant change in the number of hours/week a student attends an ESE program (referring more to a percentage of ESE time related to their general education time) would require a formal IEP review.
2. A “General Class with Support” (80% or more) Speech and Language student changing from 60 minutes per week to 90 minutes per week would require a formal IEP review (this is a significant % of ESE time related to the student’s general education time).
3. When a goal page is added or deleted because a subject area is added or deleted, this is considered a change, and an IEP review is necessary, however, objectives, if applicable, may be added to the IEP without holding a review by the IEP committee if these are a continuation of work toward the same annual goal(s).
4. A “Resource Room” student changing from 200 minutes per week to 230 minutes per week would not necessarily require an IEP review unless goal page(s) or the Level of Academic Achievement and Functional Performance of the IEP are altered. If an IEP review is not held, parents must be notified, in writing, of the change and it must be documented in the student’s cumulative folder.

The following documents are required:

Meeting Participation form	ESE-1-2221
IEP	Various MIS Numbers
Special Transportation (if appropriate)	ESE-1-2278
Mtg. Participation Statement	ESE-2-2909

Routing:

Parents	Copies of all documents
Teacher	Copies of IEP
Cumulative Folder	Originals

LEA Representative

QUESTIONS:

1. What does LEA Representative mean? Local Education Agency Representative
2. Can School Counselors qualify legally as an LEA Representative? Yes, they meet the legal definition of LEA Representative. The state has specifically noted that School Counselors can serve as LEA Representatives.
3. What is the liability of the LEA Representative in an IEP review? There is no intended personal liability of any team member, including the LEA, in that the district is responsible for provisions of services on an IEP, not any team member. Each team member is an agent of the School Board and therefore is immune from personal liability. Any team member may however be requested to represent the district in any legal or quasi-legal action that may be initiated as a result of parental challenge, such as a Department of Education or Office of Civil Rights complaint or a Due Process Hearing.

IMPLEMENTATION:

1. ESE District Office designates the Staffing Specialist as LEA Representative at Staffings.
2. ESE District Office designates the Behavior Site Coach as LEA Representative at E/BD Annual/Interim IEP Reviews.
3. Principal designates either a School Counselor and/or ESE teacher as LEA Representative for all other annual/interim IEP reviews. If an ESE teacher is utilized, it would be in addition to the student's ESE teacher who is already a member of the IEP team. If there are already two ESE teachers involved in the IEP meeting, one can act as the LEA and one can act as the ESE teacher. An ESE teacher acting as an LEA cannot also sign as the ESE teacher. Some schools may continue to use only School Counselors, some schools may use only ESE teachers, and some schools may use a combination approach. This decision would be made by the Principal. It is best practice that, if two ESE teachers are at the IEP meeting, the teacher of the primary exceptionality signs as the ESE teacher.

The principal should consider the ESE teacher's experience in assigning LEA responsibilities.

4. **The school takes a "share the load" approach in that no one is alleviated from all LEA Representative's responsibilities. It is strongly recommended that the Principal utilize the expertise of the School Counselor(s) and ESE teacher(s) in determining the best plan for his/her individual school.**
5. Principal takes into account the additional time and responsibility this duty will take for the ESE Teacher and thus adjusts their "duty time" accordingly.

EXAMPLES OF APPROACHES:

- A. School Counselor is assigned Monday and Wednesday as LEA Representative.
- B. Pair ESE teachers together (giving careful consideration to personality, level of experience, knowledge, etc.) to serve as LEA Representative for each other's IEP reviews. Assign a School Counselor to ESE, who would be available to attend these meetings as needed, at the request of the ESE teachers.

Duties of the LEA Representative

The LEA, Local Education Agency, Representative in most cases is the person who chairs the meeting. The LEA assumes the responsibility for ensuring that the required paperwork is completed accurately. All participants in the meeting should share in this effort, however, the LEA should do the final check of records to be sure that all forms are accurate. The LEA is a representative of the school, designated by the Principal of the school, who

- i. is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
- ii. is knowledgeable about the general curriculum; and
- iii. is knowledgeable about the availability of resources of the school district

Following is a list of items that should be checked for completion and accuracy:

- appropriate notice was sent to parents - check for a week's notice or right waived, parent signature or two notices sent, appropriate items checked prior to meeting, additional items checked at meeting and right to a week's notice waived
- appropriate signatures are on all forms - staffing papers, IEP, Consent for Evaluation, etc.
- all sections of the IEP have been addressed
- dates on all forms are correct (especially on Interim IEP pages)
- Special Considerations are checked and documented in the pages of the IEP
- progress toward goals and objectives has been documented
- goals and objectives are closed out as applicable and copies given/sent to parents
- the Data Entry and Schedule sheet is completed
- the matrix is completed (staffing or annual IEP review) or reviewed (interim IEP review) for students in cost factor 253 (with a rating of 16 or 17), 254 or 255 - this does not have to be done at the meeting but should be completed within the week - the matrix should not be dated prior to the meeting

Although the LEA does assume final responsibility for accuracy, this does not imply that the person in this position assumes any more legal liability than anyone else in the meeting.

General Educators in the IEP Process

From ESE Legal Issues 2002

Melinda Baird, Esq.

The Law Office of Melinda Baird

A. General Education Teachers as a Member of the IEP Team

Individual Education Plan (IEP) meetings must include “**at least one general education teacher of the child**”. 34 C.F.R. SS300.344(2). If a student participates in “general education” classes, one of the general education teachers must attend the IEP meeting. If the student is in a self-contained environment, a general education teacher may be a teacher that teaches students of the same age. Can someone else substitute for the general education teacher (e.g. a librarian who certified to teach science)? No, the U. S. Department of Education’s Commentary states: “It is important to point out that the statute specifies that at least one general education teacher of the child is a member of the IEP team. Therefore, the suggestion that other individuals could participate in lieu of the child’s general education teacher... should not be adopted.” Federal Register, Vol. 64, No. 48, p. 12583 (March 12, 1999).

B. General Education Teacher Responsibilities at an IEP Team Meeting

The Individuals with Disabilities Education Act (IDEA) defines the legal responsibilities of the general education teacher at an IEP meeting. The general education teacher of the child, as a member of the IEP team, shall, to the extent appropriate participate in the development of the IEP of the child, assist in the determination of appropriate positive behavior interventions and strategies for the child, and assist in the determination of supplementary aids and services, program modifications, or supports for school personnel that will be provided for the child.

C. Legal Issues

General education teachers who willfully fail to implement a child’s IEP or 504 plan may be at risk of personal liability, including money damages.

Doe v. Withers, 20 IDELR 422 (W.VA.) Cit. Ct. 1993). A general education history teacher was ordered to \$15,000 to the parents of a student with learning disabilities due to the teacher’s refusal to provide oral testing as required by his IEP.

General Education Teachers MUST:

1. Know which students in their class are ESE and review the IEPs for these students.
2. Implement each IEP (i.e. accommodations and modifications) as necessary.
3. Keep documentation that they are implementing the student’s IEP.

Support Facilitator

An ESE Support Facilitator works with ESE students who are placed primarily in general education classes but need support to be successful. The duties and responsibilities of this teacher may include:

- providing support based on general ed. teachers' and students' need for assistance at a level and frequency that promotes success
- arranging classroom testing accommodations
- developing and /or adapting curriculum and testing materials to meet the needs of teachers and students
- providing small group instruction in general ed. classes although not generally on a daily basis
- providing support using cooperative consultation
- providing support using Strategic Instruction Model routines and strategies in the general ed. classroom in small groups or with whole class to promote success for all struggling learners

Which Students Need Support Facilitation Services

- Students who require the services noted above in order to be successful in the general ed. setting.
- Students receiving Consultation Services for the first time or have been receiving these services but are not doing well in the general education setting and require support services to make progress in the general education curriculum.
- Students who are monitored and require support services to make progress in the general education setting.

IEP Documentation for Support Facilitation

- ***Present Level of Functioning*** must indicate a need for services, the subject, the student's weaknesses that interfere with normal progress, the interventions and/or accommodations that are most successful, and any other pertinent information regarding the student's academic and/or behavioral functioning.
- If Support Facilitation is the only service the student will be receiving, goals and objectives should be included that directly relate to the skills the student needs to acquire to be successful in the general ed. setting.

Modifications and Accommodations

The Florida Department of Education has defined and described the appropriate uses for modifications and accommodations for students with disabilities. Both modifications and accommodations must be considered when writing IEPs. It is important to understand the differences between modifications and accommodations and consider the implications before writing recommendations in an IEP.

A. MODIFICATIONS – Changes to WHAT the students are expected to learn.

Modifications involve changes in the curriculum. The expected outcomes and curriculum content for the standard diploma via access points are modified for the student with disabilities.

EXAMPLES:

1. While the class (or general education peers) learns multiplication facts, the student with disabilities learns addition facts, i.e. materials presented below grade level.
2. While the class is learning to write and edit a paragraph, the learning outcome for the student with disabilities is to write, but not edit, a sentence.
3. The student with disabilities uses a textbook from a lower grade level for his science book, with the expectation to learn different standards and curricula from their general education peers, i.e. materials presented below grade level.
4. While the class (or general education peers) learns about the water cycle, the student with disabilities learns that rain waters the plants to help them live.

B. ACCOMMODATIONS – Changes to HOW the student with disabilities is expected to learn and/or how they are assessed.

Accommodations involve a range of techniques and support systems that help students with disabilities work around any limitations that arise from their disabilities. Accommodations are made to the WAY students learn and how they are assessed, but the curriculum and standards remain the same as students without disabilities. Accommodations may be provided in instructional materials and methods, assignments and classroom assessments, learning environment and use of special communication systems.

NOTE: Accommodations to any standardized test procedure must be limited to those which are permitted in the test manual and be the same, or nearly the same, as those used by the student in completing classroom assessment activities.

Accommodations Checklist

Students With Limited Reading Abilities

- Highlight important points of the text and tell the student to read these points first.
- Give the student a list of important vocabulary
- Have the student read the summary or objectives first.
- Have the student read the review questions first, and then look for the answers.
- Give the student a worksheet or study guide to follow when he or she must do independent reading.
- Use hands-on activities, pictures or diagrams to provide alternate ways of learning abstract concepts or complex information.
- Let the student use sticky notes or an erasable highlighter to mark key points in the textbook.
- Let the student use a book written at a lower grade level. This helps the student pay more attention to the main ideas.
- Provide an audio version of the material. Use books-on-tape or access online audio text.
- Provide alternate materials with similar content at a lower reading level.
- Use a videotape or movie that presents the same information.
- Use assistive technology to transfer printed works to speech.
- Have a learning buddy read aloud textbooks or other printed material.
- Provide books-on-tape or large-print versions of texts.
- Provide books and other instructional materials in Braille.
- Provide copies of class handouts and materials with key information in an embossed format.
- Provide a special tilt-top desk or bookstand to hold materials for easier reading.
- Provide specialized equipment such as an optical enhancer, magnifier, stylus and slate or Braille writer.
- Formulate questions to be answered prior to reading the text.

Students Who Have Difficulty with Mathematical Concepts and Processes

- Let the student use concrete materials and manipulatives to explore and learn about mathematical concepts.
- Use computer-based models to represent math concepts.
- Let the student practice skills using computer-based instruction.
- Let the student use a calculator for routine computation tasks.
- Let the student use a chart or table with basic math facts.
- Color-code or highlight key words in math word problems.
- Let the student use a flowchart to plan strategies for problem solving.

Students Who Have Difficulty Following Instructions

- Use a pre-arranged signal to gain attention before giving directions.
- Make sure the student is facing you when instructions are given.
- Change your tone of voice to alert the student and sustain attention.
- Give the student an agenda or schedule for each day.
- Combine oral directions with pictures, words or diagrams.
- Read written directions orally before starting the assignment.
- When modeling expected behavior, describe critical components.
- Complete sample problems or tasks to show the student what is expected.
- Have the student paraphrase instructions or show you what to do.
- Repeat and simplify instructions for the student.
- Give the student a description of expected behaviors or the rubric to be used for evaluation.
- Give step-by-step instructions with the steps outlined in writing or shown in picture sequences.

Students Who Have Difficulty Understanding Lectures and Discussions

- Introduce new vocabulary prior to lesson; prepare glossary of terms; use visual aids (whiteboard, charts).
- Use advance organizers to alert students to what will be included and expected from the lesson
- Provide an overview of the content or expected learning at the beginning of the session
- Present material in a logical manner and use explicit cues to shift from one aspect to the next

- ___ Promote active involvement of students by asking questions or breaking up the lectures with small group interaction discussion or structured responses.
- ___ Break the information into steps or key components and monitor the student's comprehension as the information is presented.
- ___ Provide oral and visual clues during lecture or discussion about what is important to include in notes.
- ___ Write important ideas on the board or chart paper. Use different colors for emphasis or coding.
- ___ Provide structured organizers for note taking, such as a copy of notes, outline of lecture, or pre-designed graphic organizer.
- ___ Provide student with copies of notes taken by peers.
- ___ Teach the student how to use a two-column note taking format or concept mapping for notes.
- ___ Key class notes to relevant pages in the textbook.
- ___ Prepare a summary of important information from the lecture with blanks to be filled or questions to be answered by the student.
- ___ Check comprehension of material and directions often.
- ___ Use cooperative learning techniques such as Think-Pair-Share or Jigsaw to have student review key points.
- ___ Ask the student to tell, or write, the important information that was included in the lesson before the class ends.
- ___ Encourage him/her to ask questions.
- ___ Arrange for time to meet with the student after class to clarify anything the student doesn't understand
- ___ Talk while you teach, making an attempt to describe exactly what you are doing. Be sure to describe nonverbal messages and introduce beginnings, transitions and closures to each activity.
- ___ Use real-life examples and concrete materials whenever possible.
- ___ Make the student feel comfortable asking for assistance. "Tell me what you need." "How does this fit with what you know?"
- ___ Use nonverbal communications to convey your message.
- ___ Speak naturally
- ___ Use visual information (words, charts, graphics) to reinforce what is presented orally. Repeat as often as necessary
- ___ Help the student feel comfortable asking others for assistance whenever it is needed. "Tell me what you need."
- ___ Use a sign language interpreter or note taker when appropriate.
- ___ Provide peer tutoring.
- ___ Provide written outline of material covered.
- ___ Allow student to record lessons.
- ___ Allow student to use computer-assisted instruction.
- ___ Hand worksheets out one at a time.
- ___ Allow student to record or take a picture of assignments/homework.
- ___ Provide over learning and opportunities for extra drill.
- ___ Give assignments orally and visually.
- ___ Teach students how to use self-monitoring devices.

Students Who Have Difficulty Completing Assignments

- ___ Break long-term assignments into parts with corresponding due dates.
- ___ Teach the student to maintain a calendar of assignments.
- ___ Give the student an individual responsibility checklist
- ___ Give the student a choice of tasks or assignments.
- ___ Let the student have access to learning resources and instructional materials outside of class.
- ___ Use a kitchen timer to define work times.
- ___ Reduce the total amount of work, but select those tasks or items that are needed to accomplish learning objectives.
- ___ Have the student keep a journal or homework log that includes the instructions and time lines.
- ___ Communicate homework assignments and expectations to parents so they can help, if needed.
- ___ At first, give partial credit for late assignments or incomplete work until the student is able to complete the work on time.
- ___ Allow student to choose instructional activities according to student's interest.

- ___ Provide a daily or weekly homework assignment list.
- ___ Provide peer assistance with organizational skills.
- ___ Assign volunteer homework buddy.
- ___ Send daily/weekly progress reports home.
- ___ Use daily assignment sheets.
- ___ Develop a reward system for in-school work and homework completion.
- ___ Check notebook weekly (if part of final grade) to get student on track.

Students Who Have Difficulty with Complex Tasks and Organization

- ___ Indicate sections on paper for each response by drawing lines or folding.
- ___ Use different kinds of paper for assignments, such as graph paper for doing computations or paper with midlines for taking notes.
- ___ Use color-coding to help students identify tasks, meanings or expectations.
- ___ Show students how to cover parts of text or worksheet not being used.
- ___ Give page numbers for locating answers to questions in textbook.
- ___ Simplify directions by numbering each step.
- ___ Use clear formatting for handouts, assignments and tests.
- ___ Use uncluttered and clearly formatted tests and worksheets. Arrange problems or items so that it is easy to know where to start and how to proceed.
- ___ Let the student use a special folder or binder to keep materials organized. Use dividers or folders to keep subjects organized and use color-coding by unit or subject.
- ___ Give the student a compartmentalized container for classroom materials, tools and supplies.
- ___ Let then student use physical supports such as bookends, plastic containers to keep supplies or bags or folders for work materials.
- ___ Place a timetable or assignment list on the student's desk.
- ___ Give the student a checklist of materials needed for each class to be kept in the student's locker or binder.
- ___ Give the student a written copy of instructions and requirements for each assignment.
- ___ Let the student keep one copy of school materials at home and another copy in class.

Students Who Have Difficulty Taking Tests

- ___ Read the test items to the student, unless the assessment is a test of reading skills.
- ___ Let the student read the test items aloud as he or she works on the assessment.
- ___ Provide audio version of the test tape, in Braille or in large print format.
- ___ Let the student use assistive technology for magnification or amplification, if needed.
- ___ Provide a sign language interpreter to interpret oral directions.
- ___ Use symbols on the test or answer form that help the student follow directions, such as an arrow or stop sign.
- ___ Reread or explain the directions during the test if the student needs it.
- ___ Underline or highlight important words in the directions or test items.
- ___ Group questions so that similar kinds of items are together. Put the easiest questions first.
- ___ Block matching questions into small groups of four or five items.
- ___ Provide a list of words to use for fill-in-the-blank questions.
- ___ Increase space allowed for test answers.
- ___ Let the student respond orally, dictating or recording test answers.
- ___ Let the student type answers to the test items.
- ___ Let the student write on the test itself instead of writing on an answer sheet.
- ___ Let the student use webs, diagrams or charts and outlines to plan for, or respond to, open-ended or essay questions.
- ___ Let the student provide alternate demonstrations of knowledge and skills using objects and oral explanations, role playing or interviewing.
- ___ Give extra examples for practice.
- ___ Let the student have additional time to complete test.
- ___ Break the test into small sections and let the student take it over a period of days, if needed.
- ___ Eliminate one of the choices in multiple-choice items.
- ___ Require fewer questions, but select ones that measure all required content and skills.

- ___ Let the student use graphic or word processing software to plan ideas before writing.
- ___ Let the student use a spelling dictionary or electronic spelling aid.
- ___ Let the student use peer editing or teacher assistance in the revision process.
- ___ Let the student use the spell-check or grammar-check utility in word processing software.
- ___ Grade content and mechanics separately in assignments requiring written expression. Give the student a chance to correctly identify spelling and grammar errors.

Students Who Need Help with Behavior Management

- ___ Let the student use an enclosed study carrel to complete independent work.
- ___ Let the student sit in an area away from the busy parts of a classroom.
- ___ Give the student tasks that can be completed in short periods of time.
- ___ Let the student use a timer to monitor how much longer he/she has to work on a specific task.
- ___ Give the student legitimate opportunities to get up and move in the classroom, use the restroom or get a drink of water.
- ___ Have the student sit close to the teacher.
- ___ Let the student sit next to an assistant, volunteer or trained classmate who can help maintain attention and understanding.
- ___ Give the student a preview of what is going to happen during the class.
- ___ Provide a balance of activities within the lessons. Provide follow-up instruction individually, as needed.
- ___ Make sure student has the communication and social skills needed for group interaction.
- ___ Assign a specific role and responsibility to the student when working in a group.
- ___ Let the student work with a trained classmate to help keep on task in a group situation.
- ___ Allow partial participation in cooperative groups.
- ___ Let the student use a learning center with appropriate materials and equipment.
- ___ Let the student use self-checking materials or computer-assisted instruction to practice skills.
- ___ Identify a “study buddy” who can repeat and explain directions.
- ___ Give the student a copy of class rules and expectations.
- ___ Let students role-play positive and negative examples of behaviors on a general basis to make sure all students understand.
- ___ Give positive reinforcement for using replacement behaviors for following class rules.
- ___ Establish and regularly use a hierarchy of consequences for rule infractions. Make sure that the student knows what the expectations and consequences are.
- ___ Monitor student’s compliance with class rules and communicate regularly with the student, family or others.
- ___ Provide a set of alternative activities for the student during unstructured time. Make sure the student knows how to initiate and complete the activities and wants to do them.
- ___ Use a general routine for transitions in the class. Establish a system of alerts and procedures to follow to get ready to start a lesson, to change classes, to complete an activity, to go to lunch, to go to another area of the school.
- ___ Identify a quiet area where the student may go when necessary.
- ___ Seat the student away from distractions such as windows, heating or cooling vents, doors, resource areas and any other students who may be disruptive.
- ___ Use proximity control (for directions and lesson presentation).
- ___ Avoid distracting stimuli (i.e. air conditioner, high traffic area, etc.).
- ___ Increase the distance between the desks.
- ___ Use study carrel or isolation.
- ___ Send positive notes home or make positive phone calls.
- ___ Increase the immediacy of rewards.
- ___ Check student’s comprehension of rules and procedures.
- ___ Deal with student privately (remove the audience).
- ___ Praise specific positive behaviors.
- ___ Avoid power struggles.
- ___ Give extra privileges and rewards for appropriate behavior (be sure they are actually “rewards” to the student).
- ___ Keep classroom rules simple and clear.
- ___ Make “prudent use” of negative consequences.
- ___ Use proximity control and eye contact.
- ___ Use “time-out” when appropriate.

- ___ Use logical consequences.
- ___ Treat students with respect.
- ___ Have the student write a short problem-solving plan for his/her inappropriate behavior.
- ___ Model the desired behavior and set the tone you want in the classroom.
- ___ Set up a behavior contract.
- ___ Allow for short breaks between assignments.
- ___ Allow students to stay on task with a nonverbal signal.
- ___ Mark student's correct answers, not his/her mistakes.
- ___ Implement a classroom behavior management system.
- ___ Allow student time out of seat to run errands, etc.
- ___ Seat student near teacher.
- ___ Seat student near positive peer role model.

General Instructions for Consultation/Collaboration

In order to maintain compliance with Individuals with Disabilities Education Act, it is essential to include students with disabilities in the general education setting whenever possible. In keeping with this effort, staffing committees/IEP committees are required to consider the student's participation in general education. Each decision for placement is determined by the IEP committee. Each student is entitled to interaction with his/her non-disabled peers.

Consultation/Collaboration are service delivery models in which teachers (general education and ESE, or ESE and ESE) work together to meet the needs of students in the general education and/or ESE setting utilizing appropriate accommodations and modifications. Teachers using these models generally follow a specific process in which the student's strengths and weaknesses are considered relative to use of accommodations and modifications. Using this information, teachers meet either monthly (consultation) or weekly (collaboration) to plan, implement, create and monitor instructional alternatives designed to ensure the student's success in either the general education classroom or the ESE classroom. A log is required to document the meetings and results of strategies. These models do not include direct contact between the ESE teacher and the student.

It is important that the ESE and general classroom teachers join forces in an effort to ensure the success of the student. An awareness of the available and legal accommodations and modifications is essential. ESE students, in most cases, will require certain accommodations and/or modifications in instruction in order to be successful.

The IEP Committee is always charged with the responsibility for making the decision regarding the most appropriate delivery model for the student and what accommodations or modifications are appropriate.

Requirements

The IEP Committee must determine the need for use of the consultative/collaborative model. In order for a student to be considered for participation, the following criteria must be present:

1. Student must be eligible for an Exceptional Student Education program.
2. Student must have a current Individual Education Plan.
3. Services must be documented on the IEP.
4. Documentation in the form of a monthly (consultation) or weekly (collaboration) log must be maintained by an ESE representative and placed in the cumulative folder at the end of the school year.

Procedures for Assignment

After the IEP Committee adds the consultation/collaboration information to the IEP, an appropriate Individual Education Plan must be implemented for the student. The student's strengths and weaknesses must be discussed and the committee must then make a decision regarding the classes in which the student will participate in consultation or collaboration.

How to Conduct Meetings

Consultation/Collaboration meetings between the ESE teacher and the general education teacher (or other ESE teacher) must take place each month/each week for the purpose of completing the Consultation/Collaboration Log(s). Each class addressed on the IEP must also be addressed on a log. An initial meeting is held, at which time the front page of the log will be filled out; this will be the most time consuming. After this initial meeting, monthly or weekly meetings will take place in order to determine the results/effectiveness of the accommodations or modifications. The purpose of the log is to ensure ESE student's success. Meaningful information should be reported.

Consultative Methods

A variety of consultative methods have been used to implement the consultative model. The ESE representative is responsible for ensuring that monthly meetings occur between the ESE representative and the general education teacher (or other ESE teacher). This communication between the ESE representative and the general education teacher (or other ESE teacher) is vital to the student's success in the educational setting.

The following are examples of methods found to be effective in organizing monthly meetings:

1. ESE teachers consult with general education teacher (or other ESE teacher) during planning time.
2. Grade level meetings.
3. Team meetings.
4. Schedule monthly group meetings with all of the student's teachers.
5. Assign case managers for each student so not every teacher is responsible for every child; therefore, necessitating fewer meetings for every teacher.
6. Schedule meetings before and after school.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
Consultation/Collaboration Log

Student: _____ Student Number: _____

Cons./Collab. Teachers: _____

Student Needs/Accommodations: _____

Course Name(s): _____ Course Code(s): _____

CONSULTATIONS/COLLABORATIONS

1. Date: _____ ESE initials: _____ Gen. Ed. Initials: _____

Comments: _____

2. Date: _____ ESE initials: _____ Gen. Ed. Initials: _____

Comments: _____

3. Date: _____ ESE initials: _____ Gen. Ed. Initials: _____

Comments: _____

4. Date: _____ ESE initials: _____ Gen. Ed. Initials: _____

Comments: _____

5. Date: _____ ESE initials: _____ Gen. Ed. Initials: _____

Comments: _____

6. Date: _____ ESE initials: _____ Gen. Ed. Initials: _____

Comments: _____

7. Date: _____ ESE initials: _____ Gen. Ed. Initials: _____

Comments: _____

8. Date: _____ ESE initials: _____ Gen. Ed. Initials: _____

Comments: _____

9. Date: _____ ESE initials: _____ Gen. Ed. Initials: _____

Comments: _____

10. Date: _____ ESE initials: _____ Gen. Ed. Initials: _____

Comments: _____

* Comments should be specific to the results and effectiveness of the accommodations and/or modifications in place for the student.

IEP/EP Articulation Procedures

When an ESE student moves from Pre-K to Elementary, Elementary to Junior High or Junior High to High School, special consideration needs to be given to writing an IEP/EP that will be appropriate for the remainder of the school year and also cover the student's needs for the next year. The following procedures should be followed when articulating students from one school to the next.

1. Determine required review date of IEPs/EPs. Articulation meeting should be held early enough in the spring to prevent having to hold two IEP/EP meetings.
2. The feeder school contacts its receiving school(s) to arrange the IEP/EP meetings. Participants in the IEP/EP meetings should include:
 - appropriate ESE teachers from feeder and receiving schools
 - LEA representatives from feeder and receiving schools
3. If a feeder school contacts its receiving school and gets no cooperation in planning for and scheduling these procedures, the feeder school principal should contact the ESE Director immediately.
4. Feeder schools should convene IEP/EP reviews as dictated by required review dates. Based on information exchanged at the school-to-school articulation meetings, the feeder schools should be able to write appropriate IEPs/EPs that will cover the rest of the current year and also for the coming year in the new school setting. It should not be necessary to have a representative from the receiving school in the IEP/EP meeting. There are special cases where schools or parents may feel that representatives from both schools should be present at the IEP/EP meeting. Every attempt should be made to schedule the meeting so all parties can attend.

NOTE: It is recommended that, during the spring, the receiving schools host a parent group meeting for parents of ESE students entering the receiving school for the first time in the fall. Parents should be given ample notice of this meeting and offers should be made to provide handouts to those parents who are unable to attend. Parents should be assured that these group meetings do not take the place of the individual IEP/EP reviews.

NOTE: A full EP review (not an interim review) **must** be held at the end of sixth grade, prior to the move to the junior high school, and again at the end of the eighth grade before the transition to high school.

Items to Discuss in School-to-School Articulation Meetings

1. Review "typical" schedules, course offerings, electives for ESE students at receiving school(s).
2. Review anticipated IEP/EP contact time for a "typical" ESE student. Consider electives, block scheduling.
3. Discuss how OT, PT, Speech, Language, VI, HI are scheduled at receiving schools(s).
4. Identify "best practices" of IEP/EP writing for students moving to a new school setting, such as changing to consultative or monitoring, reducing hours, dismissing from programs.
5. Discuss IEP/EP goals and objectives. Depending on the age of the student, transition may need to be discussed. The receiving school may want to provide examples of goal pages to the feeder school.
6. If the feeder school has any ESE students who do not fit the "typical" situation, these should be discussed and adaptations made.

Students with Disabilities and State and District Assessment Programs

Guidelines for Students with Disabilities:

The general expectation of state and district assessment systems is that all students participate in assessment for accountability purposes. However, a student's disability may be such that an alternate state or district assessment may be most appropriate for the student. This decision should be made at an IEP review. The IEP team should consider the student's present level of educational performance in reference to the general statewide and district standardized assessments. In order to facilitate informed and equitable decision making, IEP teams should answer each of the following questions when determining appropriate assessment.

1. Does the student have a significant cognitive disability?
2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications to the grade level general state content standards?
3. Does the student require direct instruction in academics areas of English language arts, mathematics, social studies, and science based on access points in order to acquire, generalize, and transfer skills across settings?

If the IEP team determines that ***all three*** of the questions accurately characterize a student's current educational situation, then an ***alternate assessment*** should be used to provide a meaningful evaluation of the student's current academic achievement. If ***"yes"*** is not checked in ***all three areas***, then the student should participate in general district-wide assessments, and general statewide standardized assessments, with accommodations, as appropriate.

WHAT IS ALTERNATE ASSESSMENT?

Alternate assessment is a performance-based assessment system designed to assess the progress of students with disabilities who are unable to participate in traditional state and district assessments. Alternate assessment includes performance testing, portfolio assessments and open-response tests. In all of these tests, students must produce a performance or a product.

If the decision of the IEP team is to assess the student through alternate assessment, the parents of the student must be informed that their child's achievement will be based on the Florida State Standards Access Points and this decision must be documented on the IEP. The parent must sign consent in accordance with rule 6A-6.0331(10), F.A.C.

Guidelines for Determining Appropriate Assessment Accommodations

Determination of appropriate accommodations in assessment situations for students with disabilities shall be based on the individual needs of each student. Decisions on accommodations shall be made at an IEP review. These decisions must be documented on the IEP based on observable, measurable data.

The following guidelines should be used for making accommodation decisions:

1. Accommodations should facilitate an accurate demonstration of what the student knows or can do.
2. Accommodations should not provide the student with an unfair advantage, or interfere with the validity of the test.
3. Accommodations must be the same, or nearly the same, as adaptations used by the student in completing classroom instruction and assessment activities.
4. Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill or mastery.

Testing Accommodations for Students with Disabilities

The State Board of Education Rule 6A-1.0943 provides the basis for accommodations to Florida's statewide assessment system for students with disabilities. In addition, the test administrator's manual for each statewide assessment provides a listing of allowable accommodations that can be used for students with disabilities. Such accommodations shall include:

a.) **Flexible Scheduling**

Students may take a session of the test during several brief periods, within one school day; however, a session of the test must be completed within one school day.

b.) **Flexible Setting**

Students may take the test individually, or in a small group setting, under a proctor's supervision. Some students may require a flexible setting to accommodate special lighting, furniture, equipment, or acoustic needs. Other students may need calming background music, freedom to move about as needed, or a space that is comfortable for them.

c.) **Flexible Timing**

Some students may need extended/additional time to complete the testing process; however, a session of the test must be completed within one school day.

d.) **Flexible Responding (Recording of Answers)**

Students may provide an oral response, a signed response, a response on a word processor or a response on a Braille writer. If an oral response is given by the student, the proctor must ask the student to indicate the punctuation when appropriate. Oral responses, signed responses and responses provided on a word processor must be transcribed by a proctor or printed out and taped into the appropriate space on the test answer sheet assigned to the student (general or large print). Student responses must not be edited when transcribed. This accommodation may require a one-on-one test administration in order to avoid distraction for other students.

e.) **Revised Format/Flexible Presentation/Mechanical Aids**

Students may use mechanical aids such as a magnifying device, a pointer, a non-calibrated rule or template, or other similar devices to assist in maintaining visual attention to the test book or answer book. Flexible presentation means that students may need to have directions read to them or summarized for them. Re-reading directions may be necessary. Some language on directions may need to be simplified or the student may need to restate the directions in his/her own words. Proctors may answer student questions about any test directions. Test item language may not be reworded, and proctors may not answer student questions about the wording of test questions or interpret test questions for students. Reading items (questions and responses) and passages **may not** be read to the student. Simple math questions should be read in their entirety and more complex math questions may be read one part at a time. Flexible Presentation includes the following revised format options:

1. **Print Versions**

Students may be tested with enlarged-print materials enlarged through mechanical or electronic means. Enlarged material shall be provided only for students who meet the eligibility criteria for visually impaired programs.

2. **Braille Versions**

Students may be tested with materials that have been transferred to Braille code, or tested by using devices that permit optical-to-tactile transformations.

3. **Auditory and Sign Language Presentations**

The test administrator may sign, provide oral interpretations, or read to students the general directions and the mathematics items. The reading items and passages must be read by the student using visual or tactile means.

Meeting Participation Form

General Instructions

The Meeting Participation Form, ESE-1-2221, is used to invite appropriate persons to ESE meetings conducted for many different purposes. This Form is utilized with students who are being considered eligible for ESE services or for students who have already been found eligible for ESE Services.

PURPOSE

The following are guidelines for use in the first section of the form (purpose of the meeting):

1. *The annual review of the individual educational plan (IEP) or educational plan (EP) for your child and/or consideration of possible change in placement and may include transition services for students 14 and older.* Used for any meeting that includes the annual review of an IEP or bi-annual review of the EP (for Gifted only). Changes in placement are discussed in the Technical Assistance Section of this Manual.
2. *The interim review of the IEP or EP for your child and/or consideration of possible change in placement. If appropriate, school to post-school transition services will be considered for students 14 and older.* Used for any IEP/EP review held prior to the required IEP review date. This will **NOT** change the duration date of the existing IEP/EP. Changes in placement are discussed in the Technical Assistance Section of this Manual.
3. *The review step for reevaluation for your child.* Used for the reevaluation, including required 3 year reevaluation, review meeting where the decision is made as to whether formal assessments will be conducted or whether no formal assessments are needed and for reevaluation for consideration of additional ESE programs.
4. *The review of evaluation data and the determination of the appropriate educational program and/or consideration of possible change in placement for your child. If appropriate, an IEP or EP will be developed. If an IEP is developed, school to post-school transition services will be considered, if appropriate. (Eligibility/Placement Staffing/Transfers/Reevaluation/Dismissal)* Used for any type eligibility meeting which may result in eligibility/placement of a student in a program, ineligibility for placement of a student in a program, or dismissal of a student from a program.
5. *Student Services Team Meeting (if your child is already an ESE student)* used for Student Services Team Meetings if the child is already an ESE student. All required members of an IEP team must be present at the Student Services Team Meeting. All procedural components of an invitation for an IEP meeting are applicable.
6. *School to post-school transition services will be considered including development of post-secondary goals for children turning at least 16 years old. Agencies may be invited to send a representative and the district will invite the student.* Used for students who need initial transition IEP development (prior to the child's 14th birthday) and subsequent IEP.
7. *Other:* Any other reason for having an IEP meeting.

NOTE: Any purpose may be checked in conjunction with another purpose if they both apply.

MEETING PARTICIPANTS

The required IEP meeting participants are listed by title. The student should be invited as appropriate (required by 14th birthday/transition.) Agency Representative(s) must be listed by name.

RECORD OF CONTACT ATTEMPTS

The parent must have at least seven days' notice to a meeting, but can waive this requirement if documented in this section. Two notifications for the same date are required to involve the parent in the meeting, if the parent does not respond. One attempt must be in writing. No second attempt is necessary if the parent responds and checks *I wish to attend on the above date and time* or *I am unable to attend, but do give my permission for the meeting to proceed without me*. The meeting **must** be rescheduled if the parent responds and checks *I wish to attend, but on another date and time (specify):* _____. This section is utilized to document each attempt to involve the parent. The first attempt (typically by letter) must be documented in this section. An uncompleted call, including messages left on machines, is not considered a legitimate attempt. The original of this form must always be sent to parents prior to the meeting, even if the initial contact was by phone, the second paper copy notice must be sent. Notification is also sent to all participants of the scheduled meeting.

IEP MEETING CHANGE

When conducting meetings involving ESE students, it is sometimes necessary to change or add to the original purpose of the meeting. This is an acceptable procedure **ONLY** if the parent is in attendance, either in person or by phone, at the meeting. The decision should be documented in this section.

IEP, Page 1

1-6. Demographic information - Complete all items

7. IEP Date - The date the IEP is initially held.

8. Required Review Date - This date can be no more than one year from the IEP Date. The IEP committee may choose to review the IEP at any time.

9. 3-Year Reevaluation Date – The due date for the first three-year reevaluation is the three-year anniversary date of the last assessment administered or data collected during the initial evaluation process. The due date for subsequent reevaluations is the three-year anniversary date of the completion of the previous reevaluation process. This is the date the last assessment/data was collected (See Reevaluation Section in the Admission and Placement manual on determining reevaluation dates).

10. Exceptionalities - List the Exceptional Student Education (ESE) program(s) in which the student is receiving services. The complete program title should be written here, initials should not be used. The program which is considered to be the primary exceptionality would be listed first. This may not always be the program in which the student spends the most time.

NOTE: In cases where Speech and/or Language are provided as a Related Service, it would NOT be listed as an ESE program in this section.

11. Eligibility Date - Fill in the date that the student was found eligible for each program. The Eligibility date for Placement is the date the ESE Director/Designee signs the Eligibility Determination Section on the Eligibility and Assignment Staffing form, ESE-1-9002.

12. Placement Date - Fill in the date the student first receives services in the program. The placement date on the IEP may be the same or fall after the initiation date and the date on the Parent Permission for Placement. The IEP placement date must not precede the initiation date or Parent Permission for Placement (for initial ESE eligibility). The IEP placement date will not change when the IEP is reviewed.

[In the following sections of page one, “A” is the current school year and “B” is the next school year.]

13. Initiation Date (Projected) - Write in the date that you expect the services on the IEP to begin. This date is considered a projected date in case the student should be absent on the initiation date. Depending on when the IEP is written, dates for the following year may not be established, so a “best guess” should be used. If, on the IEP, the written date is not the exact date the student begins services, it is not necessary to change this date.

EXCEPTION: If this is an initial placement, the initiation date may not precede the signature date on the Parent Permission for Placement form, ESE-1-9047.

14. Duration Date (Projected) - Write in the date that you expect the services on the IEP to end. **This date may not go beyond the required review date.** It may be prior to the required review date but this will necessitate an IEP review before the duration date to add additional services. If the Duration Date is reached and no additional services are added, the IEP is considered expired, even if the Required Review Date has not been reached.

NOTE: When writing an IEP that spans the summer break, the Initiation and Duration Dates should show this break.

Example:

Initiation Dates:

A: 2-15-2016 B: 8-14-2016

Duration Dates:

A: 6-5-2016 B: 2-15-2017

15. Initiation/Duration Dates apply- If any other ESE services (i.e. Speech, Language) will have different Projected Initiation and Duration Dates other than those indicated in 13 and 14, list the service(s) and dates in this section.

16. ESE Services – “A” is the current school year and “B” is the next school year. If “B” does not apply, or if the IEP team is unsure of the services for the next school year, “B” may be left blank. If the latter applies, an interim or annual IEP meeting must be held to address “B” services before the end of the current school year.

Describe the ESE Services the student is receiving. Examples are:

- Academic assistance
- Community based instruction
- Community based vocational education
- Curriculum compacting
- Differentiated curriculum
- Intensive instruction
- Job coaching
- On-the-job training
- Social skills training
- Specialized instructional techniques
- Specially designed physical education
- Supported employment
- Therapy

Academic Assistance – a model which provides services and accommodations in the general education environment/curriculum.

Community-Based Instruction (CBI) - a model in which ESE students are taught pre-vocational and vocational skills both on and off school campus.

Curriculum Compacting – a model which usually provides instruction for students who are gifted or advanced academically and need accelerated instruction.

Differentiated Curriculum – a model which provides services for students who are gifted or advanced academically and need accelerated instruction.

Intensive Instruction – a model in which ESE students are provided intensive instruction within a group with a pupil/staff ratio of 3:1 or less

Job Coaching – a model in which job specific instruction is provided.

Social Skills Training - a model which provides instruction for appropriate behavioral and/or affect.

Specialized Instructional Techniques - a model which provides academic instruction in settings other than general education although specialized instructional techniques may be utilized in the general education setting if the intensity and frequency of the service differs greatly from what is occurring in the general education setting.

Specially Designed PE – a model in which ESE students are provided modified physical education (address in the IEP special considerations section and include in PLF, IEP goals & objectives addressing skills).

Supported Employment - a model which affords the student the opportunity to earn credits while in a work environment with support from a school board employee.

Therapy - a model in which a Speech and Language Pathologist provides therapy to the student. This therapy may occur in different locations.

17. Subject - List the academic subjects or therapies in which the student will be participating.

NOTE: For self-contained classes you may put *all academic classes* or *subjects*.

18. Frequency - List frequency of services, Examples: ____per week, ___ per month, other. Only therapies should note the number of minutes per week; this is not required for other services.

19. Location - List where services are being provided. Examples include, but are not limited to:

- | | |
|---|--|
| -General education class | -General education class w/monitoring |
| -General education class w/co-teaching | -General education class w/consultation |
| -General education class w/support facilitation | -General education class w/collaboration |
| -Self-contained class | -Resource room |
| -Separate school | -Home instruction |
| -Job site | -Learning lab |

General education class with co-teaching –

General education courses in which two teachers are in the class together the entire time and are responsible for all students. This is generally listed as Academic Assistance in the “service” section of page one of the IEP. The location is General class with co-teaching. One teacher is general education and the other teacher is an ESE teacher.

General education class with support facilitation -

A general education course in which one general education teacher provides instruction for the entire class period and an ESE teacher meets with an individual ESE student or a small group of ESE students on an individual basis. The ESE teacher is scheduled each time the class meets for the entire class period.

A general education course in which one general education teacher provides instruction for the entire class period and an ESE teacher meets with individual ESE student or small group of ESE students on an individual basis. The ESE teacher is scheduled each time the class meets for part of the period or is regularly scheduled but not on a daily basis.

A general education course in which one general education teacher provides instruction for the entire class period and an ESE teacher meets with an individual ESE student or small group of ESE students on an individual basis. The ESE teacher is not scheduled on a daily basis, but may be scheduled once or twice a week, several times a month, or randomly as needs arise.

Academic Assistance in generally the service listed on page one of the IEP. General Class with Support Facilitation is listed on the “location” section.

General education class with monitoring - a service in which an ESE student is full-time in general education classes with accommodations and/or adaptations (see Matrix manual) to the general curriculum. The Present Level of Academic Achievement and Functional Performance must contain information to support the need for the services. If the student is receiving a service in another ESE program and has goals and objectives for that program, no goals and objectives for the monitored program are necessary. **If the student is not receiving direct services in any other program, then goals and objectives are needed for the monitored program.** The Data Entry form would show zero time for the monitored services; the monitored time spent in general education would be shown as time with non-disabled peers. Because there are ESE services provided in the general education setting, the matrix cost factor will be 111, 112 or 113.

General education class with consultation - a service in which teachers, families, agencies, or others work together to share information in order to address the student’s needs. Consultation must be regularly scheduled and conducted monthly, face-to-face, except for consultation with families. If the student is receiving service in another ESE program and has goals and objectives for that program, no goals and objectives for the consultation program are necessary. **On the other hand, if a student is not receiving direct services in any other program, then goals and objectives are needed for the consultative program.** There must be documentation

in the Present Level of Academic Achievement and Functional Performance on which the goals are based. If the consultation model is utilized, a consultation Log, ESE-2-9074, is used to document the consultation.

General education class with collaboration - a service in which teachers, families, agencies, or others actively plan and carry out interventions designed to meet the student's needs. Collaboration involves cooperative, proactive work on the part of all participants. If the student is receiving service in another ESE program and has goals and objectives for that program, no goals and objectives for the collaboration program are necessary. **If a student is not receiving direct services in any other program, then goals are needed for the collaboration program.** There must be documentation in the Present Level of Academic Achievement and Functional Performance on which the goals and objectives are based. Collaboration must be regularly scheduled and conducted weekly, face-to-face. If the collaboration model is utilized, a consultation Log, ESE-2-9074, is used to document the collaboration.

Support Facilitator

An ESE Support Facilitator is an ESE teacher who is assigned a group of ESE students receiving services full-time in the general education setting. He/she support both general ed. and ESE teachers to promote inclusion activities. The duties and responsibilities of this teacher include:

- providing support based on general ed. teachers' and students' need for assistance at a level and frequency that promotes success
- arranging classroom testing accommodations
- developing and/or adapting curriculum and testing materials to meet the needs of teachers and students
- providing small group instruction in general ed. classes although not on a general daily basis
- providing support using cooperative consultation
- providing support using Strategic Instruction Model routines and strategies in the general ed. classroom in small groups or with whole class to promote success for all struggling learners

Students Needing Support Facilitation Services

- Students who require the services offered by the support facilitator to be successful in the general ed. setting.
- Students receiving Consultation Services for the first time or have been receiving these services but are not doing well in the general education setting and require support services to make progress and be successful.
- Students who are monitored and require support services to make progress and be successful in the general education setting.
- Students who have specific skill deficiencies that are interfering with progress in general education. (These students may also be considered for enrollment in the ESE Learning Strategies course.)

IEP Documentation for Support Facilitation

- **Present Level of Functioning** must indicate a need for services, the subject, the student's weaknesses that interfere with normal progress, the interventions and/or accommodations that are most successful, and any other pertinent information regarding the student's academic and/or behavioral functioning.
- If Support Facilitation is the only service the student will be receiving, goals and objectives should be included that directly relate to the skills the student needs to acquire to be successful in the general education curriculum.

IEP, Page 2

1. **Demographic information** - Complete Student Name, Number, and Date.
2. **Related Services** – are provided to enable the student to benefit from special education services. The IEP team will determine if the student requires related services to benefit from special education.
 - Select the applicable related services, and complete the “Initiation Date, Duration Date, Location, and Frequency of Services” fields.
 - Only therapies should note the number of minutes per week; this is not required for other services.

Select “Individual assistant” only if the student has an individual assistant assigned to them. Additional information should be put in the Present Level of Academic Achievement and Functional Performance. Do not check assistant unless one has already been assigned to the student.

Request for ESE Behavioral Health Assistant (Individual Aide)

All requests for an individual assistant must be reviewed by a team from the district level. This request should be put in writing and sent to the ESE Director or Supervisor at the County Office. In consideration of a one-to-one assistant the team shall carefully consider the following policy:

A one-to-one assistant may in many instances be a roadblock to learning. Sometimes, the least trained staff is assigned to the most complex cases. Over-reliance on one-to-one assistants can result in a denial of FAPE because the student with disabilities (SWD) relies on the assistant to provide supports with the very skills needed to achieve goals, i.e., the SWD does not learn what he/she needs to learn. Oftentimes, the SWD's dependence on the assistant reduces learning. The team may suggest alternatives to a one-to-one assistant.

Additional information/documentation will be necessary to support the request. The request will be reviewed by a team of professionals, including, but not limited to, an administrator, program specialist, and a staffing specialist.

NOTE: On the IEP, check “individual assistant” only if the student has an individual assistant assigned to them. Additional information should be put in the present level of functioning.

3. **Supplementary Aids and Services** - IDEA 2004 identifies supplementary aids and services as a separate category of services, including aids, services, and other supports, that are provided in general education classes or other education-related settings, and in extracurricular and nonacademic settings to enable students with disabilities to be educated with students without disabilities to the maximum extent appropriate in accordance with the Least Restrictive Environment decision-making process. The distinction between supplementary aids and services and special education and related services is primarily the intent or expected outcomes of the

services. **Supplementary aids and services** are provided in general education classes or other educational settings to enable students with disabilities to be educated with students without disabilities.

- Select the applicable **Supplementary aids and services**, and complete the “Initiation Date, Duration Date, Location, and Frequency of Services” fields.

Select “Individual assistant” only if the student has an individual assistant assigned to them. Additional information should be put in the Present Level of Academic Achievement and Functional Performance. Do not check assistant unless one has already been assigned to the student. **All requests for an individual assistant must be reviewed by a team from the district level. (See “Request for ESE Assistant Behavioral Health (Individual Aide) Procedures listed under Related Services).**

- 4. Supports for School Personnel** – If applicable, indicate the supports necessary for the school personnel who assist in implementation of the student’s IEP. Supports for school personnel are defined as services provided directly to the general teacher, special education teacher, or other school personnel to assist a student with disabilities to be involved or progress in the general curriculum. Support may include specific training or specific professional development activities to ensure school personnel have the knowledge, information, skills, and materials they need to help the student. Support may also include consultant services, collaborative teaching, or assistance from a paraprofessional or teacher assistant. School personnel may also need special equipment or materials, such as a Braille writer, to provide accommodations the student needs.

The determination of supports for school personnel is one of several areas in the development of IEPs in which the general education teacher should be sure to participate. The general education teacher can provide valuable information concerning what teachers or other providers need to assist them in providing the appropriate services and accommodations to students with disabilities.

Supports for school personnel must relate to meeting the unique needs of the student and should not reflect professional development, training, or information related to meeting the needs of students with disabilities in general.

- Select the applicable Supports for School Personnel, and complete the “Initiation Date, Duration Date, Location, and Frequency of Services” fields.

- Examples:
- training or staff development activities
 - assistance from a paraprofessional or teacher aide
 - peer modeling
 - observation opportunities
 - consultant services
 - collaborative teaching
 - other

*If you have questions regarding available supports for school personnel please contact your principal, ESE Specialist, or ESE Director.

NOTE: Careful consideration should be given to aids, services, and/or supports for personnel that require additional funding, and the Director of ESE should be contacted as necessary.

- 5. Program Modifications** – Select the applicable modifications that are required for the student to make progress in both ESE and General Education, and complete the “Initiation Date, Duration Date, Location, and Frequency of Services” fields.

The following are definitions and examples (or where to access examples) of modifications:

MODIFICATIONS - changes to **WHAT** the students are expected to learn. Modifications involve changes in the curriculum. The expected outcomes and curriculum content are modified for the student with disabilities. Thus, if a student with disabilities is being given modifications, the typical recommendation would be to instruct using the access points curriculum.

EXAMPLES:

- **While** the class, or general education peers, learns multiplication facts, the student with disabilities learns addition facts, i.e. materials presented below grade level.
- **While** the class is learning to write and edit a paragraph, the learning outcome for the student with disabilities is to write, but not edit, a sentence.
- **The student** with disabilities uses a textbook from a lower grade level for his science book, with the expectation to learn different standards and curricula from their general education peers, i.e. materials presented below grade level.
- **While the class**, or general education peers, learns about the water cycle, the student with disabilities learns that rain waters the plants to make them live.

NOTE: It is critical that the modifications are described/explained in the Present Level of Academic Achievement and Functional Performance on the IEP. An example of such an explanation would be “John Doe needs _____ modifications to his reading and math instruction. John is performing approximately three years below grade level in both areas. See the Accommodations and Modifications Section of the A&P Manual for more examples.

6. Indicate the student’s Educational Placement: The student’s placement is based upon the amount of time a student with a disability spends with non-disabled peers. This information is based upon a week of 1860 minutes.
7. The IEP committee deems opportunities... - Check all apply.

The explanation of the extent... This includes information that describes where and under what circumstances a student will not participate with non-disabled peers. Example: _____ will participate with non-disabled peers except for (therapy time, non-instructional time, social/personal, and/or academics.) List the specific therapy, academic area, or social/personal.

8. Share the Accessibility and Implementation statement with the student’s parents/guardians. The IEP is accessible to each of the student’s teachers who are responsible for its implementation and procedures are implemented to ensure that each teacher of the student has been informed of the specific responsibilities related to implementing the IEP.

IEP, Page 3

CLASSROOM ACCOMMODATIONS AND ALLOWABLE TEST ACCOMMODATIONS

Accommodations involve a range of techniques and support systems that help students with disabilities work around any limitations that arise from their disabilities. Accommodations are made to the **WAY** students learn and how they are tested in the classroom, but the curriculum and standards remain the same as students without disabilities. Accommodations may be provided in instructional materials and methods, assignments and classroom assessments, learning environment and use of special communication systems. **Accommodations to any standardized test procedure must be limited to those which are permitted in the test manual and be the same, or nearly the same, as those used by the student in completing classroom assessment activities.**

1. Complete Student Name, Number, and Date.
2. Check appropriate accommodations.
3. List any other necessary classroom accommodations than do not appear in the menu.
4. Note the accommodation details for the following items: extended time, oral presentation, paper-based tests for computer-based assessments, and include details for other accommodations as applicable.
5. For the student to be provided the accommodations noted with an asterisk, these accommodations must be entered into the student information system (Focus) as the state uses this system to ensure the district has the appropriate materials to assess the student. The ESE contact teacher is responsible for ensuring the ESE secretary is provided this information for data entry purposes. The Student Data Entry and Schedule Form is used.

The ESE contact teacher must also ensure that test proctors are aware of the other allowable test accommodations.

Unique Accommodations

If a student with a disability needs an unusual accommodation that is not included in the test administration manual, a request can be made for approval from the Commissioner of Education or designee. Unique accommodations generally involve alterations to test materials, such as fewer items per page or the use of special assistive devices.

Written requests for unique accommodations for any of the statewide tests must be submitted on a Unique Accommodations Request Form to the Bureau of K–12 Assessment in the FDOE. Contact your school-based assessment coordinator or school counselor and ESE Specialist as these requests must be reviewed and require the signature of the district assessment coordinator and the district exceptional student education director (FDOE, 2010, July 19).

IEP, Page 4

1. Complete student name, number, and date.
2. The three questions are intended to guide the decision-making process to determine how a student with disabilities will be instructed and participate in the **Florida Standards Alternate Assessment (FSAA)** or the Florida Standards Alternate Assessment **Datafolio**. If the IEP team determines that all three of the questions accurately characterize a student’s current educational situation, the student should be enrolled in access courses and the Florida Alternate Assessment should be used to provide meaningful evaluation of the student’s current academic achievement. If “yes” is not checked in all three areas, then the student should be instructed in the general education courses and participate in the general statewide standardized assessment with accommodations, as appropriate.

If the decision of the IEP team is that the student will participate in access courses and be assessed through the Florida Alternate Assessment, the parents of the student must give signed consent to have their child instructed in access points and their achievement measured by the Florida Standards Alternate Assessment. This decision must be documented on the Parent Consent Form – Instruction in the State Standards Access Points Curriculum and Florida Alternate Assessment Administration, ESE-1-9095.

3. **Florida Standards Alternate Assessment - Datafolio Participation Guidelines (Complete this section for all**

students participating in the Florida Standards Alternate Assessment.)

Questions 1-3 are intended to help the IEP team determine how the student participates in the FSAA.

4. **Previous FAA Performance (If applicable – For students in grade 3 or with no previous FAA score, questions 4 and 5 do not apply.)**

Questions 4 -5 are intended to help the IEP team determine how the student performed on the FAA previously. The Florida Alternate Assessment (FAA) was the previous name assigned to the alternate state test; it is now titled Florida Standards Alternate Assessment (FSAA).

If "yes" is selected for any of the first three questions AND "yes" to either question 4 or 5, the student's participation in the FSAA-Datafolio Assessment is the more appropriate statewide assessment.

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

5. In this section select the Alternate Assessment that the student will take.

- Florida Standards Alternate Assessment Performance Task/District Alternate Assessment
- Florida Standards Alternate Assessment Datafolio/District Alternate Assessment

6. Why is this selected assessment appropriate – Write a reason why the student cannot take general assessment. It might be helpful to refer to the first three questions used to determine the student's eligibility to participate in the Florida Standards Alternate Assessment to write this rationale.

7. Check the statement which reflects the student's involvement in the assessment process.

NOTE: Only students with significant cognitive disabilities may participate in alternate assessment.

IEP, Page 5

1. Complete student name, number, and date.
2. Special Considerations - The IEP Team has considered the strengths of the child, the results of the most recent evaluation, performance on State and District-wide assessments, and the parent's concerns for enhancing their child's education. If the IEP team answers "yes" to any of the special considerations questions, the student's needs must be addressed and documented in appropriate places in the IEP, including the present level statement(s), annual goals, or special education services and supports.

For students who are deaf, hard of hearing or dual sensory impaired a Model Communication Plan must be completed at every annual IEP meeting.

3. Physical Education - Check appropriately.

General PE - PE in a general setting, no ESE services provided. Goals are not needed.

Specially Designed PE - This program is separate from a general education P.E. setting and is taught by an Specially Designed P.E. teacher. Goals and objectives, if appropriate, are needed, along with appropriate information in the Present Level of Academic Achievement and Functional Performance.

Adaptive PE - This may be delivered in a general education P.E. setting and taught by a general education teacher. Adaptations are made as prescribed on the IEP. Goals and objectives are needed along with appropriate information in the Present Level of Academic Achievement and Functional Performance.

4. Special Transportation - If Special Transportation is not needed, check no. If Special Transportation is needed, check yes and indicate the reason for special transportation. Check all that apply:
- Medical equipment
 - Medical condition
 - Bus aide or monitor for student
 - Shortened day due to disability
 - Student attends school in neighboring district

Describe the student's need for special transportation. Include any medical, behavioral, physical, safety, and/or communication concerns.

Indicate and briefly explain the need for a bus assistant/monitor. Address all of the items that apply.

If an IEP meeting is held to add special transportation, the IEP paperwork and Special Transportation request from must be sent to the Transportation Department ESE Routing Specialist.

5. Extended School Year (ESY)/Summer School - If the team determines ESY is needed, select the applicable services. Initiation Date, Duration Date, Frequency and Location (i.e., general education class with support facilitation, resource room, self-contained class etc.) must be completed.

All ESE students may not need ESY services. The IEP team determines, on an individual basis, that the services are necessary for the provision of a Free and Appropriate Public Education. The recommendation for Summer School must be made at an IEP meeting and must be based on demonstrated student need. The intent of summer school is to provide the continuation of instruction so the student maintains learning gain. Recommending students based on parent request or the idea that it may be of some educational benefit is not appropriate. Summer School must be checked on the IEP and the goals that are to be addressed should be indicated by an asterisk.

The following areas should be considered by the IEP team in deciding the need for ESY:

- a. Regression/Recoupment - Consider whether the student experiences significant regression, more pronounced than that experienced by nondisabled peers, in social or adaptive behaviors or learned skill over regularly scheduled school breaks during the year. Also, consider if there is no documented history of regression/recoupment problems from prior breaks in instruction, does the IEP team believe that serious potential for regression exists.
- b. Emerging Skills Breakthrough - Consider whether the student is beginning to learn critical skills in their development and whether a break in services would be detrimental to those emerging skills.
- c. Nature/Severity of Disability - Consider whether the student demonstrates a severe disability in one or more areas of functioning.
- d. Interfering Behaviors - Consider whether the student's behaviors are so significant that they interfere with skill development enough to require ESY services.
- e. Critical Point of Instruction - Consider whether the student is at a critical stage in development where the window of opportunity will be lost if the student does not receive ESY services.
- f. Special Circumstances - Circumstances that exist beyond the other six areas. The IEP team deals with these circumstances on an individual basis.

All student information requested for Summer School MUST be received at the district office by the date indicated in the Summer School memo. The only students who may be added after that date are:

- students who are staffed after the date the information is due,
- students who are in danger of retention based on general state/district assessment scores,
- sixth graders who fail a core academic subject,
- or students new to the district who require special transportation

ESY/Summer School and Transportation

Students who have not received special transportation during the general school year may not be eligible for special transportation for Summer School. If a student has special transportation marked on the IEP, a copy of that page must be sent to special transportation office. This documentation is to be sent at an initial staffing, any IEP meeting when special transportation is first addressed, and at all subsequent IEPs when transportation is an identified need.

6. Identify the Career and Professional Education (CAPE) digital tools certificates and CAPE industry certifications, if any, that the student seeks to attain before high school graduation.
- Student is not pursuing this option at this time
 - CAPE Digital Tool Certificates
 - CAPE ESE Digital Tool Certificates
 - CAPE Acceleration Industry Certifications
 - CAPE Industry Certifications

Beginning with the 2015-2016 school year, each IEP must contain a statement identifying the Career and Professional Education (CAPE) digital tool certificates and the CAPE industry certifications that the student seeks to attain before high school graduation, if any.

This standard applies to students of all ages. CAPE digital certificates are available to students in grades K-8 and industry certifications are available to students in grades 6 through 12. Definitions are provided below.

This item on the IEP must be completed for all students. Keep in mind CAPE digital tools are new and schools are in the process of making these tools available to students. For more details about Career and Professional Education (CAPE) Digital Tools please contact the Career and Technical Education department.

CAPE Digital Tool Certificates

CAPE Digital Tool Certificates are certificates available to elementary and middle grades students where a student must pass an assessment of digital skills in the following areas to earn the certificate: word processing; spreadsheets; sound, motion and color presentations; digital arts; cyber security; and coding. The certificates must be consistent with CAPE industry certifications on the CAPE Industry Certification Funding List.

CAPE ESE Digital Tool Certificates

FDOE will prioritize those certificates identified as CAPE Digital Tools that include accommodations and are more accessible to students with disabilities. However, students with disabilities are not limited to these and may work toward any CAPE Digital Tool Certificates offered by their school.

CAPE Industry Certifications

CAPE Industry Certifications are industry certifications that do not articulate for college credit or that articulate for no more than 14 college credit hours.

CAPE Acceleration Industry Certifications

CAPE Acceleration Industry Certifications are industry certifications that articulate for 15 or more college credit hours.

Informed Notice of Change in Placement and/or Free Appropriate Public Education, Page 6

A change of placement or change in a free and appropriate public education (FAPE) occurs when there is a fundamental change in the student's IEP or its elements at an IEP review.

1. Complete student name, number, and date.
2. The evaluation procedures, tests, records..... - Check all that apply. At minimum, it is necessary to obtain parent input, ESE teacher input, and general education teacher input.
3. The following educational alternatives, placements..... - Check all that apply. At minimum basic or vocational education should be considered or previously attempted.
4. Other placements did not..... - Check all that apply. The least restrictive environment and the appropriate program should always be considered.
5. All the following placement options..... - Check a current and a proposed placement. The student's placement is based upon the amount of time a student with a disability spends with non-disabled peers. More than one of each may be checked.

All of the following placement options were considered and the current (C) and proposed (P) placements are as follows: (These figures are based on an 1860 minute week.)

Examples of changes in placement are:

- a. 80% or more of the school day with nondisabled peers 1488-1860 mins.
40%-79% of the school day with nondisabled peers 744-1487 mins.
39% or less of the school day with nondisabled peers <743 mins.
 - b. A change in location to implement the IEP when (a) opportunities for interaction with non-disabled peers are reduced/increased, (b) participation in extra-curricular and non-academic activities are reduced or increased, and (c) the student is assigned from a general school to a separate school or other alternative setting.
6. Change in placements are.... - Check and specify the program that has been added, removed or dismissed.
 7. The proposed change(s) in the provision... - Check if an addition or deletion of related services has occurred as this is a change in FAPE. Other examples include:
 - A change of services effected by an IEP revision, e.g. change in time of a related service or deleting of service (considered a change in FAPE).
 - Change from a direct service to an indirect service
 - Change in frequency of ESE services

Reminder: When a Clay County IEP is written for a transfer student, it will be necessary to complete the Change in Placement page if Clay will not be serving the student in the same manner as the previous placement.

Present Level of Academic Achievement and Functional Performance, Page 7

1. Demographic information - Complete all items.
2. Instructional Structure: Place a check in the Domain(s) in which the student demonstrates a need. The present level of performance statements, measurable annual goals, and short term objectives will be developed based on the identified domains.
3. Student's Strengths - List some of the student's academic, behavioral, independent living, etc. strengths. This is

what the student can do. The source of this information should be identified using “based on” statements. For transition IEPs, document that the student’s interests were taken into account.

4. Student’s Current Level of Academic and/or Functional Performance – List the student’s current level of academic and/or functional performance. This might include the current math and/or reading levels, approximately how many grade levels they are below or above their grade level placement, what their functional performance is regarding self-help skills, etc.

For Transition IEPs, all IEP team members should develop an accurate picture of the student’s needs in the areas of transition (employment/training, community experience, post-school adult living, related services, and, if applicable, daily living skills and functional/vocational assessment).

5. Student’s Needs/Areas for Improvement - List the student’s academic, behavioral, and independent living, etc. areas of need. The source of information should be identified using “based on” statements. If test data is referenced, it must be dated, identified with the correct name, parent friendly and explained in meaningful terms. Test names should be written out and a meaningful statement should be made that indicates how the information impacts the IEP. NO RAW DATA may be used in isolation.
6. Describe the results of State and District-Wide Assessments – List state or district-wide assessment information with an explanation statement as to how the student scored compared to their peers. (Example: In a 1-5 situation, stating that the majority of students score in the 3 range, with 5 being the highest score and one being the lowest.)

This section should include results of psychological, achievement, speech/language evaluation, or any other formal assessment results. All test data must be dated, identified with the correct name, parent friendly and explained in meaningful terms. Test names should be written out and a meaningful statement should be made that indicates how the information impacts the IEP. NO RAW DATA may be used in isolation.

7. How the Disability Affects Progress....Write a statement of how the student’s disability affects their progress in the general education curriculum as well as involvement and participation in extracurricular and non-academic activities.

Examples:

- a. The student’s disability has a minor effect on their progress in the general education curriculum. The student is working on grade level in all academic subject areas and should be able to participate and achieve the general State Standards.
- b. The student’s disability has a severe effect on their progress in the general education curriculum. The student is developmentally delayed significantly in that they have very limited participation in the general curriculum. The student is working on Access Points Standards.
- c. The student’s emotional/behavioral disability has a mild effect on their progress in the general education curriculum. The student is below grade level in some subject areas and may be able to participate and achieve State Standards with accommodations as appropriate.
- d. The student becomes confused when faced with changes in his routine and does not transfer what he does in one routine to similar tasks.

These statements should explain what difficulties or challenges the student is experiencing because of the disabling condition.

Note: For Pre-K students, how the disability affects the student’s participation in age appropriate activities should be explained.

8. Medical/Health Information - Medical information should be included as relevant to the student's education. Medical information should be updated at each IEP review.

If the student has no medical information relevant to the student's education, check N/A. If there is information relevant to the student's education, describe the medical information, check whether medication is taken, where the medication is administered, and whether any specialized administration is necessary. Do not include names of medication and dosage amounts.

Check either *yes* or *no* based on whether the student will receive nursing services from a registered nurse/licensed practical nurse or behavioral/general health assistant. **If the student will be receiving one or both of these services while at school, complete the following information:**

- (1) Name all medical/psychological/psychiatric diagnoses,
- (2) name the educational setting in which the student participates (general education class, resource room, self-contained class, etc.), and
- (3) Describe the specific service the student receives. For example, *A behavioral health assistant provides intensive supportive instruction and supervision throughout the school day. Medication is administered per doctor orders daily.*

Note: All students who have medical conditions warranting monitoring or direct nursing services should have such information noted on their IEP.

Note: Medical services being billed to Medicaid must be documented on the student's IEP. Nurses should attend IEP meetings for students with medical conditions. If an RN is assigned to the school, it is recommended that he/she be in attendance for students with more complex medical needs.

Examples:

- a. The student takes (requires, receives, is prescribed) medication for _____.
 - b. The student has _____ (diabetes, seizure disorder, CP, asthma, etc.) and requires the following nursing service(s): catheterization, tube feeding, blood pressure checks, glucose monitoring, medication administration, monitoring of condition.
 - c. The student has asthma (seizure disorder, diabetes, etc.) and requires monitoring of condition and administration of medication when condition warrants.
9. Parent Concerns... - If parent is in attendance at the IEP Meeting, input must be gathered at that time and noted. If parent is not in attendance, input may be gathered through the Meeting Participation form, conferences or phone calls, but some type of parental input **MUST** be in this section. After several frequent documented attempts to get parent input, and the parent does not respond, that documentation is added to this section of the IEP.
 10. Meeting Notes may be utilized if applicable – Examples: additional notes to assist with instructional planning, notes to document student participation, meeting dates, attendees, meeting start/stop times, and reminders to follow up on agreements made during the meeting.

Present Level of Academic Achievement and Functional Performance Addendum, Page 7a

To be used when additional information is needed beyond the Present Level of Academic Achievement and Functional Performance.

Present Level of Academic Achievement and Functional Performance Speech/Language Therapy, Page 7b

To be completed by Speech/Language Therapists.

Measurable Annual Goals and Short Term Objectives, Page 8

1. Complete student name, number, and date.
2. Educational Domain – Select the educational domain related to the goal, i.e. curriculum and learning, social/emotional behavior, independent functioning, health care, and communication. Selection(s) will match the Instructional Sequence(s) on the Present Level of Academic Achievement and Functional Performance.
3. Priority Educational Need - List student's priority educational need(s) that will be addressed through goals and objectives in the IEP. A priority educational need should be a compilation of information from the Present Level of Academic Achievement and Functional Performance. It is a need that must be addressed if the student is to move toward achieving the goals and objectives or transition service activity area. The following are examples of priority educational needs. The IEP Committee is not limited to these examples. Each goal addressed must have a priority educational need.

EXAMPLES:

- To follow multi-step directions in completing assignments.
- To maintain physical self-control in resolving everyday conflicts.
- To improve test-taking skills.
- To complete assignments within specified time limits.
- To organize personal belongings and classroom materials.
- To seek assistance when needed.
- To increase on-task behaviors using self-monitoring strategies.
- To complete simple tasks independently.
- To listen attentively without unnecessary interruptions.
- To increase expressive vocabulary
- To initiate peer and adult interaction appropriately.
- To reduce/replace negative attention-getting behaviors.
- To become more independent in the community.
- To give appropriate responses to conversation initiated by others.
- To follow three-step sequential directions.
- To improve self-care skills in dressing and grooming.
- To learn strategies for identifying key concepts in text materials.
- To improve balance and stance in walking.
- To improve study skills.
- To acquire strategies to apply employability skills in an employment setting.
- To improve visual strategies to select and learn key grade level facts, terms, and concepts.

To convey desires and feelings more appropriately.
 To increase performance on self-care skills.
 To increase visual skills.
 To acquire a strategy to apply academic skills in the classroom.
 To acquire a strategy to understand the requirements of complex tasks.
 To turn in more classroom assignments.
 To increase reading comprehension skills.
 To learn how to compare and contrast concepts in science and social studies.
 To apply functional math skills needed for post-school adult living.
 To communicate wants and needs using a communication device.
 To learn how to use physical education equipment.
 To improve rate of correctly completed assignments.
 To develop self-advocacy skills for expressing his/her own needs.
 To acquire basic motor skills that will allow him/her to move safely and purposefully in the classroom, the school campus, and home.
 To respond to invitations without the promise of food.
 To decrease the number of times he/she hits, bites, or pulls on others.
 To acquire skills that will allow him/her to express frustrations verbally in an appropriate manner and maintain physical control when frustrated with situations or others.
 To increase cane skills for independent travel.
 To learn to use self-directed behaviors to maintain on-task behavior in class.
 To communicate more effectively and participate fully in classroom activities.
 To acquire strategies to complete assignments.

4. For Transition Only - Check the activity areas that are addressed through the goals and objectives, if required, on that page. More than one activity area may be checked for the goals. Transition goals and objectives, if appropriate, must be in place prior to a student's 14th birthday. If appropriate, they may be addressed earlier if appropriate.

There must be goals and objectives, if necessary, for Instruction, Community Experience, Employment and Daily Living Skills if these areas have not been addressed with a "No Needs Statement".

5. Measurable Goal(s) - Goal statements are the focus of instruction for a period of one year. **They must be written in terms that are measurable.** These statements are yearly targets that will guide the instructional portion of the student's program. Goals emanate from the present level of academic achievement and functional performance; address a priority educational need; and identify **measurable** knowledge, skills, behaviors, or attitudes to be mastered within the year.

Measurable annual goals (a) describe what a student can do within 12 months, (b) state an observable behavior or aspects of the student the IEP team plans to address, (c) are developed for each area of need in the present levels, (d) must be prioritized, (e) can be knowledge or skills the student should acquire, and (f) be functional, realistic, and measurable.

The measurable annual goal (MAG) is specific – it tells what to measure and how to measure it. It is objective in that it yields the same results no matter who measures it. It is quantifiable in that it contains numerical or descriptive information to compare to baseline. Last, it is clear so that it is understandable by all involved.

To determine the focus of the MAG, it is based on analysis of information about the student's performance and needs. It is not written in isolation. The MAG, again, is based on the present level of performance and considers information such as:

- Specific evaluation results, observations, and work samples

- Student strengths
- Effect of disability on student performance or progress
- Needs, skills, or behaviors critical for the student to learn.

There should be a direct link between what is known about the student’s needs and the goals set for the student in the next twelve (12) months. Remember, the student need (priority educational need) is addressed in the present level statement(s) on the IEP.

There are three components of the MAG:

1. Observable behavior, which is an explicit, observable statement of what the student will do.
2. Conditions that specify the specific circumstances or assistance that will affect performance of the behavior.
3. Criterion which states what will be measured and how well the student must perform.

There are several types of criteria:

- a. Grade or Age Level which is a numerical description of established grade or age progression. These are used with established content or developmental sequences.
- b. Rate which compares number of correct responses to the total number of possible responses. A rate is used when the skill must be demonstrated multiple times to ensure mastery.
- c. Time which is pace or time limits within which the behavior must be performed. Time is used when time parameters are important to skill performance.
- d. Percentage which describes a part of a quantified (measurable) set or “whole.” Percentages are used.
- e. Descriptive Statement which states expected quality of results in clear, objective language. It is used to provide explicit information about the nature of the expected performance.

Examples of MAGs follow:

1. Given story starters, Jessica will write five sentence paragraphs with clear structure, including a topic sentence and supporting details, on four consecutive essay writing assignments.
2. Given work scenarios that involve changes to his routine or setting, Jaime will complete the assigned task during one observation each week for one month.
3. Given work assignments similar to those encountered in post-secondary and job settings, Julian will independently state his needs and request accommodations in three different consecutive scenarios.
4. Jason will independently share materials and toys with peers 80% of the possible opportunities during a 30-minute observation in four different structured classroom activities each week for six consecutive weeks.

Do’s and Don’ts when writing MAGs:

Do

- Use clear information
- Target to student need
- Focus on student behavior
- Use quantifiable or descriptive information
- Use action verbs such as define, describe, identify, associate, classify, solve, rank, apply, solve, and compare.

Don’t

- Use vague information
- Copy curriculum without individualization

- Describe staff activities
- Use incomplete information

Note: If a student's general district/state assessment scores indicate deficit areas and a need for intensive interventions, there must be goals addressing the deficit(s) on the student's IEP.

6. Short-Term Instructional Objectives* - These are the instructional sub steps that lead to achievement of the established goal. There must be at least two active objectives for each goal. If it is necessary to add objectives to maintain the goal, an IEP review is required. There should be as many short term objectives as needed to accomplish the annual goal and a minimum of two objectives per goal are required. Short-term objectives are measurable, intermediate steps between the present levels of educational performance and the annual goal.

Examples of short-term objectives are:

1. Given story starters, Jessica will write five-sentence paragraphs with clear structure, including a topic sentence and supporting details, on two consecutive essay writing assignments.
2. Given story starters, Jessica will write five-sentence paragraphs with clear structure, including a topic sentence and supporting details, on three consecutive essay writing assignments.
3. Jason will independently share materials and toys with peers 50% of the possible opportunities during a 30-minute observation in three different structured classroom activities each week for three consecutive weeks.
4. Jason will independently share materials and toys with peers 80% of the possible opportunities during a 30-minute observation in three different structured classroom activities each week for five consecutive weeks.

***Note: Short-term objectives are required for students taking alternate assessment and for Gifted students with an Education Plan. It is not necessary to write short-term objectives for students who have an IEP and are taking general state and district assessment.**

Note: In some cases, where it is necessary to monitor the student's progress very closely, due to parent request, or for academic purposes, it is strongly recommended that the IEP team continue to develop objectives.

7. Schedule of Progress Toward Goal – Indicate how the progress toward the goal will be measured.
8. Position(s) Responsible for Goal - List by title the person/persons or agency/agencies responsible for the goal. This might be more than one person. Best practice would be to not write in students and/or parents as the responsible position. This would be more likely to occur in transition IEPs, but should never be exclusively the student and/or parent. The teacher should always be listed as the position responsible.
9. Date – Record the date progress is reported to parents. Progress reporting should be completed every 4 1/2 weeks, i.e. interim and report card dates.
10. Documenting Progress Toward Goals - Progress and extent to which progress is sufficient to achieve a goal by the duration of the IEP need to be documented when interim reports and report cards are sent home, unless a goal is met prior to the expiration of the IEP. Extent to which progress is sufficient to achieve a goal by the duration of the IEP must also be documented eight times during the school year. Extent to which progress is sufficient to achieve a goal by the duration of the IEP needs to be documented as S-Satisfactory or U-Unsatisfactory. Progress needs to be documented as S-Satisfactory, U-Unsatisfactory or N/A-Not Applicable at this time. If the student has had their rights transferred to them, copies also need to be given to the student.

If the student is making unsatisfactory progress on a consistent basis, an IEP review must be held to address the need for adjustments in the IEP. This is a legal requirement based on IDEA.

11. Results - At each annual review, each goal must have documented results. At the Required IEP Review Date, final results need to be documented, placed in the cumulative folder attached to the IEP and a copy given to parents at the IEP meeting. Results need to be documented as A-Achieved or N-Not Met. If the goal will be continued on the new IEP, this should be noted on the closed-out goal page. Progress toward annual goals will be measured and reported to parents at the regularly scheduled times that report cards and interims are sent home.
12. Additional Comments – Provide additional comments (optional).

Extending IEP Goals and Objectives

There are times when it is appropriate to extend the goals and objectives in an IEP that is due to be reviewed. This might be the case if the student's IEP is being reviewed in the spring and the current goals/objectives will be taught until the end of the year with new goals/objectives being initiated at the beginning of the next year. This is not a difficult procedure, but schools should be careful to complete all steps in order for IEPs to remain in compliance with audit regulations.

REMEMBER: THERE CANNOT BE TWO ACTIVE IEPs IN EFFECT AT THE SAME TIME.

1. Make copies of the goals/objectives in the IEP that are due to be reviewed and closed out.
2. Then close out the original goals/objectives pages(s) showing appropriate progress and making a note on the page that the goal/objective will be continued until (appropriate date).
3. When writing the new IEP, include the copied goals/objectives page(s) and note somewhere on the page(s) that these goals/objectives have been reviewed, are still appropriate and will continue until (appropriate date).
4. Also, include the new goals/objectives page(s) for next year. Note on the pages that these will be initiated as of _____ appropriate date.

Progress/results should be noted on the continued goals/objectives and incorporated in the new IEP when they are no longer in effect. Copies must be sent to parents along with report card or interim report.

NOTE: Since goals and objectives are usually not curriculum based, it is more likely that they can be written so that they are appropriate from one year to the next. However, there are circumstances, such as articulation, when the above procedure could be used.

Notice of McKay Scholarship, Page 9

This page, McKay Scholarship eligibility information, is provided to parents annually.

Transition IEP

(See Transition section for additional information.)

NOTE: The Transition IEP is primarily completed at the IEP meeting prior to the student turning 14 years old. It may be completed for students younger when applicable.

1. If the student was not in attendance...Check the appropriate method(s) used to ensure that his or her preferences and interests were considered.
2. Transition - If the student is 14 or older, the IEP must address the need for transition service activity areas. For each transition service activity area, either indicate “See measurable annual goals/objectives” if the transition services area has been determined to be a need or develop a “no services needed” statement for any transition services area for which a “no services needed” decision is made. Transition services may be addressed prior to age 14, if the IEP committee determines it is necessary.
3. Check the assessments used...
4. Measurable Post-Secondary Goals – This section is to be completed for students at the IEP prior to the student’s 16th birthday and at every subsequent IEP. The assessments that are the basis for the development of the postsecondary goals in the areas of education/training and employment must be indicated on the IEP. Check the assessment(s) that are the basis for the development of these. The independent living goal is addressed only if applicable. These goals are to be addressed in the instructional schedule of the student.

Education is defined as: enrollment in a community or technical college (2-year program), college/university (4 year program), and high school completion document or certificate.

Training is defined as: short-term education or employment training program or a vocational technical school, which is less than a two year program.

Independent living skills include the life skills in the following domains: leisure/recreation, maintaining home and personal care, and community participation.

A measurable postsecondary goal is an outcome that occurs after the student has exited high school. The goal must contain the four critical elements: timeframe, conditions, behavior, and criterion. The measurable postsecondary goals must be based on age-appropriate transition assessment. Age appropriate transition assessments mean assessments that address activities, assessments, content, environments, instruction, and/or materials that reflect a student’s chronological age. Age appropriate assessments may necessitate adaptations to their administration for some students, so that meaningful data are obtained. These assessments may be formal or informal. Examples of formal assessments include, but are not limited to the following: General State/District Assessment, College Entrance Test, Transition Planning Inventory, Florida Standards Alternate Assessment, or other norm referenced tests. Informal assessments may include the following: curriculum-based/teacher made tests, interest inventories, Self-Determination, questionnaires/surveys/interviews, and checklists. The results of these assessments must be documented on the IEP. Transition assessment will provide practical information to assist in all facets of transition planning and Transition IEP development. Age appropriate transition assessment must be used to develop the students’ measurable postsecondary goals. Transition assessment data should be: obtained over time, indicate strengths, preferences, and interest, consider present and future environments, and be conducted by way of multiple places/sources/persons, and be sensitive to cultural diversity. Types of transition assessments may also include: paper and pencil tests, structured student and family interviews, observational community or work-based assessment.

The IEP must also include goals that reasonably enable the student to meet the postsecondary goals. The goals must be based on information in the Present Level of Academic Achievement and Functional Performance. The transition services should include course(s) of study that focus on improving the academic and functional achievement of the student to facilitate the student’s movement from school to post-school.

SAMPLE MEASURABLE POSTSECONDARY GOALS

The following are examples of measurable postsecondary goals in the areas of education/training, employment and independent living.

EDUCATION/TRAINING

By May 2012, Allison will obtain a four-year degree from a liberal arts college with a major in Child Development.

Within three years of graduation from high school, Lisette will complete the non-degree program at Montgomery County College.

Within three months of graduation, Kevin will participate in supported employment training and home and community-based training through the Progressive Employment Services (PES) community-based program.

EMPLOYMENT

Within in six months of receiving her degree in Child Development, Allison will obtain employment in the field of early childhood education.

By January of 2012, through the assistance of Vocational Rehabilitation and the staff of the non-degree program at MCC, Lisette will obtain part-time employment on campus at MCC that does not interfere with her program's schedule.

Within three months of graduation, Kevin will obtain a supported employment position, using assistive technology, which allows him to work a minimum of 20 hours per week.

INDEPENDENT LIVING

Within one year of graduation from high school, Lisette will utilize public transportation, including the public bus and uptown trolley, to independently get to and from classes at MCC.

Immediately following graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.

Immediately following graduation, Kevin will participate in one to two age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and/or music.

5. Check the transition services including courses of study needed to assist the student in reaching the postsecondary goal(s).
6. Indicate whether changes have been made to one or more postsecondary goal.
7. If changes were made to one or more postsecondary goal, check one of the options to indicate whether the parent/adult student approved the changes, the parent/adult student was not in attendance at the IEP meeting, or the parent/adult student does not approve of the changes.

If the parent/adult student was not in attendance, ensure that notification of their rights is sent home via a printed copy of the IEP. In this document, the parent/adult student is asked to contact the district ESE department if he/she do not approve of the changes.

If the parent/adult student states that he/she does not approve of the changes, an explanation of the disapproval is written in the space provided. In addition, the parent/adult student should be aware that they can contact the district ESE department if they do not approve of the changes.

8. Diploma Options and Courses of Study – Section A - This determination is made during the 8th grade year or prior to the student’s 14th birthday at an IEP meeting and in collaboration with the student’s parent(s)/guardian(s). Check appropriate diploma option the student intends to pursue. Options must be carefully considered and must be addressed by the time the student begins earning credits.

NOTE: Senate Bill 850 repealed the Special Diploma option effective July 1, 2014. Only students who enrolled in grade nine (9) or higher prior to the 2014-2015 school year and whose IEP indicated a selection of Special Diploma as of June 20, 2014 may pursue a Special Diploma. In addition, students with disabilities who entered 9th grade before the 2014-2015 school year on the standard diploma track cannot switch to special diploma after June 20, 2014.

Parents must be informed of the meaning of diploma options using the Summary of Graduation Options (ESE-3-9080) at the IEP meeting when the diploma decision is made and at any subsequent IEP reviews that results in a change in diploma decision.

If a Standard Diploma via Access Course Standards or a Standard Diploma via Academic and Employment Competencies is selected, the IEP team must complete Section C of the Transition IEP.

9. Diploma Options and Courses of Study – Section B - If a change is made to the student’s graduation option, the change must be approved by the parent/adult student and is subject to verification of appropriateness by an independent reviewer. Contact the district ESE department for a list of independent reviewers.

Check “No” if no change is made to the graduation option. Check “Yes” if the graduation option is changed. If “Yes” is checked, indicate whether the parent/adult student approved the change, was not in attendance at the IEP meeting, or does not approve of the change.

If the parent/adult student was not in attendance, ensure that notification of their rights is sent home via a printed copy of the IEP. In this document, the parent/adult student is asked to contact the district ESE department if he/she do not approve of the change.

If the parent/adult student states that he/she does not approve of the changes, an explanation of the disapproval is written in the space provided. In addition, the parent/adult student should be aware that they can contact the district ESE department if they do not approve of the change.

10. Diploma Options and Courses of Study – Section C – This section is completed for students who have selected the Standard Diploma via Access Course Standards or the Standard Diploma via Academic and Employment Competencies.

If the student has selected neither of these diploma options, check “N/A” and continue to Section D.

Standard Diploma via Access Course Standards – This diploma option is available only to students with significant cognitive disabilities who take access courses and whose parent has given consent for the alternate assessment.

Students may substitute access courses for general education courses or may also substitute a career-technical education (CTE) course that contains content related to a specified course. In addition, the CTE courses may be modified through the use of Modified Occupational Completion Points. The following list indicates the allowable CTE substitutions based on the information in the 2017-2018 Course Directory – Adopted by the State Board of Education on May 16, 2017:

May substitute a CTE* course with content related to English for English 4 or Access English 4

May substitute a CTE* course with content related to mathematics for 1 mathematics credit-Access Mathematics or

other math course except for Algebra I and Geometry or Access Algebra I and Access Geometry
May substitute a CTE* course with content related to science for 1 science credit (except for Biology or Access Biology)

May substitute a CTE* course with content related to social studies for 1 social studies credit (except US History or Access US History)

*Eligible courses and eligible course substitutions are specified in the FL Course Code Directory at <http://www.fldoe.org/articulation/CCD/default.asp>

Check “yes” if eligible CTE courses will be substituted for required access courses. Check “no” if no substitutions will be made.

If CTE courses will be substituted, the IEP team will determine if modifications to the CTE courses are necessary after considering all appropriate accommodations to access the courses without modifications. Check “yes” if modifications are necessary and “no” if they are not necessary. If modifications are necessary, the applicable Modified Occupational Completion Points must be attached to the IEP. Contact the ESE department at the district office for available Modified Occupational Completion Points.

Florida Standards Alternate Assessment (FSAA) – Students must score at least a 4 on the FAA in reading, math, and science. The IEP team will determine if the results of the FSAA as required for the purpose of receiving a course grade and standard high school diploma should be waived because the assessments do not accurately measure the student’s abilities even when all allowable accommodations are provided. The waiver may be granted for any area in which the score is below level 4. If the team determines that the results should be waived, check “yes” and indicate the area in which the waiver is recommended; otherwise check “no”.

If it is determined that the results of the FSAA should be waived, the parent/adult student must approve and the decision to waive results is subject to verification for appropriateness by an independent reviewer chosen by the parent/adult student. Contact the district ESE department for a list of independent reviewers. In addition, a Graduation Portfolio (ESE- -) must be developed. Directions for the Graduation Portfolio are found in the Transition section of this manual.

If “Yes” is checked to waive results, indicate whether the parent/adult student approved the change, was not in attendance at the IEP meeting, or does not approve of the change.

If the parent/adult student was not in attendance, ensure that notification of their rights is sent home via a printed copy of the IEP. In this document, the parent/adult student is asked to contact the district ESE department if he/she do not approve of the change.

If the parent/adult student states that he/she does not approve of the changes, an explanation of the disapproval is written in the space provided. In addition, the parent/adult student should be aware that they can contact the district ESE department if they do not approve of the change.

Standard Diploma via Academic Courses and Employment Competencies – This diploma option is available to any student with disabilities for whom this is the most appropriate way to demonstrate skills.

Students may substitute a career-technical education (CTE) course that contains content related to a specified course. The following list indicates the allowable CTE substitutions:

- May substitute a CTE* course with content related to English for English IV
- May substitute a CTE* course with content related to mathematics for 1 mathematics credit (except for Algebra I and Geometry)
- May substitute a CTE* course with content related to science for 1 science credit (except for Biology)
- May substitute a CTE* course with content related to social studies for 1 social studies credit (except US History)

*Eligible courses and eligible course substitutions are specified in the FL Course Code Directory at <http://www.fldoe.org/articulation/CCD/default.asp>

Check “yes” if eligible CTE courses will be substituted for required courses. Check “no” if no substitutions will be made.

NOTE: Separate from the IEP, an appropriate and signed Employment Transition Plan (ESE- -) must be in place for any student selecting this diploma option. Directions for completing the Employment Transition Plan (ESE- -) may be found in the Transition section of this manual.

11. Diploma Options and Courses of Study – Section D – This section is only completed for students pursuing the standard diploma option and are age 16, or younger if appropriate. Check “Yes” if the student intends to receive his/her standard diploma before turning 22, or check “No” if the student does not intend to receive his/her standard diploma before becoming 22 years old. If the student is not pursuing a standard diploma, check the third option. This question is answered on each annual Transition IEP review and may be amended at an interim Transition IEP review if applicable.
12. Diploma Options and Courses of Study – Section E – For students pursuing the standard diploma option, check the items that describe the preparation needed to graduate from high school for the selected standard diploma.
13. Diploma Options and Courses of Study – Section F – Before the student’s 16th birthday or younger, if appropriate, it is necessary to consider any additional benefits or outcomes that can be expected at the time of graduation. This information may be important for postsecondary supports to foster successful student transition to adulthood.
14. Self-Determination and Self-Advocacy - When a student’s Transition IEP is developed beginning in 8th grade or during the school year in which the student turns 14, there must be consideration of instruction or the provision of information in the area of self-determination to assist the student to actively and effectively participate in IEP meetings and self-advocate if necessary. Check in which manner the school is going to accomplish this requirement. Include IEP goals to address needs if applicable.
15. Online Course Graduation Requirement – Check whether or not the IEP team determines the online course requirement appropriate for the student. If not appropriate, explain why it is not appropriate. The student’s input along with teachers’ and parent’s input is important to determine the appropriateness of this requirement.
16. Transfer of Rights – Complete the appropriate area.
The student will turn 17 years of age within the duration...
The student has turned 17 years of age, and has been informed...

At age 18, the rights will transfer to the student. The Transfer of Right form, ESE-2-2905, must be provided to the student prior to the student’s 18th birthday. It is recommended that this be given to the student at the IEP meeting that will occur when the student turns 18.

17. Discussion Regarding Deferral of Graduation/Receipt of Standard High School Diploma – This section applies only to students pursuing a standard diploma and expecting to graduate during the school year for which the current IEP is in effect. [Students who receive a certificate of completion do NOT need to defer receipt of the certificate in order to continue to receive FAPE.] The diploma may be deferred if the decision is made to do this by May 15, and the student will continue to receive services if:
 - The IEP includes special education, transition planning, transition services, or related services **AND**
 - The student is enrolled in one or more of the following:
 - Accelerated college credit instruction (dual enrollment and early admission, advanced placement, credit by examination, International Baccalaureate program, or Advanced International Certificate of Education program)
 - Industry certification courses that lead to college credit (check with the Career-Technical Education department for courses that apply)

- Collegiate high school program (available to students in grade 11 or 12 to earn Career and Professional Education industry certifications and complete 30 credit hours through dual enrollment toward the first year of college for an associate or baccalaureate degree)
- Courses necessary to satisfy the Scholar designation requirements (the scholar designation requires satisfactory completion of additional academic courses and assessments; see fldoe.org for additional information)
- A structured work-study program (any program that is designed to prepare the student for employment), internship, or pre-apprenticeship program (for students who are at least 16 years old; provide an avenue to become qualified to enter registered apprenticeship programs. Additional information is available at <http://www.fldoe.org/workforce/apprenticeship/preapprenticeship.asp>.)

Check “No” if the student is not deferring receipt of a standard high school diploma. Checking “No” indicates one of the following: the student is not expected to meet graduation requirements in the current school year and does not meet requirements for deferral or the parent/adult student has chosen not to defer graduation and receipt of standard diploma. Check “Yes” if the student chooses to defer receipt of the standard diploma. In addition, if “Yes” is checked, the Notice of Option to Accept or Defer Graduation and Receipt of Diploma (ESE- -) letter must be provided to the parent/adult student by January 30 of the school year in which the student is expected to graduate if not already provided. It is important that this section of the Transition IEP be addressed during the first semester of the graduation year.

18. Parent/Adult Student Accepts Option to Defer Graduation/Receipt of Standard Diploma – Complete this section only for students who have opted to defer receipt of a standard diploma.

Check the benefits of deferral that apply to the student. Consider the continuation of educational and related services.

19. Check the services and program options available to the student.

Signature Page, Page 10

1. Complete student name, number, and date.
2. Check the box or boxes that apply to the type of meeting being conducted.
3. In attendance at the IEP Meeting - Those who were present at the IEP meeting must sign. This does not imply concurrence with the plan, only presence. The professional participants must include an LEA Representative, at least one ESE teacher of the child, at least one General Education teacher of the child, and an Evaluation Specialist (any participant may act as Evaluation Specialist if they are knowledgeable in interpreting test data). As appropriate, the ESE Director/Designee should sign the IEP when present. The parent must be invited to all IEP meetings. Agency representatives must be invited and notified as part of the transition IEP meetings, if appropriate. The student must be listed as being invited on the Meeting Participation Form for all transition IEP meetings.
4. Check the appropriate box: ___No ___Yes The IEP team proposed one or more of the following actions: Administration of an alternate assessment pursuant to s. 1008.22, F.S., instruction in the state standards access points curriculum, and/or placement of the student in an ESE center school. If Yes, complete the required separate parental consent, ESE-1-9095.
5. I agree to access the Procedural Safeguards... - check appropriate response.
6. Informed Notice of Change in Placement and/or Free Appropriate Public Education. The parent agrees.... – If

the parent is in attendance at the IEP meeting, they must agree to waive the seven to ten calendar days' notice by signing ESE-1-2283, Informed Notice of Change in Placement/FAPE, IEP page 7.

7. If the parent is not in attendance, the Informed Notice of Change in Placement/FAPE form must be completed and sent home with the IEP. The initiation date of the IEP must be delayed seven to ten days. In some cases, the LEA Representative may call the parents who did not attend the IEP meeting and ask them to agree to waive the seven to ten calendar day advance notice of change in placement. This phone call must be made AFTER the IEP meeting is held. In cases where the parents agree, the LEA Representative shall document the phone call on the Informed Notice of Change in Placement/FAPE form. The LEA ensures the proper dates of the IEP.
8. Classroom Accommodations – Parent must read this statement and sign and date the Parent Signature of Permission line.
9. If no items on the Informed Notice of Change in Placement/FAPE or Classroom Accommodations and Allowable Test Accommodations pages have been checked, no signature or contacts are necessary. If any items on either page have been checked, and the parents do not attend the meeting to sign, a copy of the page must be sent home, signed and returned. At least two attempts must be made and a record of these attempts should be recorded on the original IEP in the space provided.

Separate Parental Consent for Specific Actions Included in an IEP

In accordance with s. 1003.5715, F.S., effective July 1, 2013, separate parental consent for the following actions in a student's IEP is required: Administration of an alternate assessment pursuant to s. 1008.22, F.S., instruction in the state standards access points curriculum, and/or placement of the student in an ESE center school.

In accordance with 34 CFR 300.503, each consent form must be provided in the parent's native language as defined in 34 CFR 300.29. A district may not proceed with the actions described above unless the district documents reasonable efforts to obtain the parent's consent and the student's parent has failed to respond or the district obtains approval through a due process hearing.

Except for a disciplinary change in placement as described in s. 1003.57(1)(h), if a district determines that there is a need to change a student's IEP related to administration of the alternate assessment, instruction in the access points curriculum, or ESE center school placement, the school must hold an IEP team meeting that includes the parent to discuss the reason for the change. The school shall provide written notice to the parent at least 10 days before the meeting, indicating the purpose, time, and location of the meeting and who, by title or position, will attend the meeting. The IEP team meeting requirement may be waived by informed consent of the parent after the parent receives the written notice.

For a change in a student's IEP related to administration of the alternate assessment, instruction in access points curriculum, or ESE center school placement, the district may not implement the change without parental consent unless the district documents reasonable efforts to obtain the parent's consent and the student's parent has failed to respond or the district obtains approval through a due process hearing and resolution of appeals.

NOTE: Written consent must be obtained at each annual IEP review or at any time that consent is necessary.

Parent Consent to Receive Electronic Procedural Safeguards

A copy of the procedural safeguards, ESE-1-2214, **must** be given to the parents/guardians of a student with a disability at each annual IEP meeting and under the following circumstances:

1. Upon initial referral or parent request for evaluation;
2. In accordance with the discipline procedures when a change in placement occurs;
3. Upon receipt of the first State complaint and upon receipt of the first request for a due process hearing in a school year; and
4. Upon request by a parent.

At an initial or annual IEP review meeting parents may provide permission to access the procedural safeguards electronically. This permission applies to all other subsequent interim IEP meetings/conditions not listed above. If the parent has given permission to access the Procedural Safeguards electronically, via the school district's website, no hard copy will be provided. Schools will determine how to keep track of this information. Best practice would be for the ESE secretary to affix the permission form to the inside covers of the student's IEP folder or enter the information on a spreadsheet.

Parent does not have to complete this consent form annually if it is on file. It is a good practice to remind a parent about permission at each annual.

Interim IEP Reviews

General Instructions

It is clear that IDEA intends to ensure parental participation in decision-making regarding students' ESE programming. Accordingly, changes which occur during the duration of a current IEP that impact a student's programming must be initiated through the interim IEP review process. The Interim IEP Review form must be completed and attached to the top of the current IEP. The duration of the current IEP **must not** be changed. At any point, if it seems more feasible to create an entirely new IEP, it is at the discretion of the IEP review team.

Examples of changes that require an Interim IEP review:

1. A change in the number of hours/week a student attends an ESE program that results in moving from one placement option to another would require a formal IEP review.
2. A "General Class with Support" (1488-1860 minutes) Speech and Language student changing from 60 minutes per week to 90 minutes per week would require a formal IEP review (this is a significant % of ESE time related to the student's general education time).
3. When a goal page is added or removed due to goal mastery, this is considered a major change in program, and an IEP review is necessary.
4. Addition or deletion of objectives requires an IEP review. (It is important to carefully plan student's IEP to last the duration of one year in order to minimize the need for additional IEP meetings due to the requirement of maintaining two active objectives for every goal.)
5. A change in a decision regarding the type of diploma a student will seek must be made at an IEP review.
6. The addition or deletion of related services/supplementary aids and services/program modifications and supports for school personnel requires an IEP review.
7. Adding Summer School/Extended School year to an IEP requires an IEP meeting.
8. Removal/Dismissal of a program.

Interim IEP Review Page

1. Interim IEP Review Date - The date the interim IEP review is held. When an Interim IEP Meeting is held the Interim IEP Review form must be completed. The date of the meeting must match the date noted on the Meeting Participation form, ESE-1-2221. The pages of the annual review and any other interim meeting must remain part of the IEP.
2. Required Review Date - This date can be no more than one year from the Annual IEP Development Date. This date may not extend beyond the original required annual IEP review date. The IEP committee may choose to review the IEP sooner if they wish.
3. Reevaluation Date - This date is the three-year reevaluation date which is three years, to the date, from the latest instrument used in the evaluation or the most recent reevaluation. (See Reevaluation Section in the Admissions and Placement Manual on determining reevaluation dates.)
4. Demographic information - Complete all items.
5. Projected Initiation Date - Write in the date that you expect the services on the Interim IEP to begin. This date is considered a projected date in case the student should be absent on the initiation date.
6. Projected Duration Date - Write in the date that you expect the services on the Interim IEP to end. This date is considered a projected date. This date may not extend beyond the original required IEP review date.
7. Initiation/Duration Dates apply... - If any other ESE services will have different Projected Initiation and Duration Dates other than those indicated in 5 and 6, list the service(s) and dates in this section.
8. Exceptionalities - List the Exceptional Student Education (ESE) program(s) being added to the student's IEP. The complete program title should be written here, initials **should not** be used.
9. Eligibility Date - Fill in the date that the student was found eligible for each program. The Eligibility date for Placement is the date the ESE Director/Designee signs the Eligibility Determination Section on the Eligibility and Assignment Staffing form, ESE-1-9002.
10. Placement Date - Fill in the date the student actually started in the program. This may not necessarily be the same as the Initiation Date when the initial IEP is developed for the program. This date **will not** change when the IEP is reviewed.
11. ESE Services - Describe the ESE Services the student is receiving.
Examples are:

-specialized instructional techniques	-social skills training
-intensive instruction	-therapy
-community based instruction (CBI)	-academic assistance
-curriculum compacting	-supported employment

“A” is the current school year and “B” is the next school year. If “B” does not apply, it may be left blank.

Specialized Instructional Techniques - a model which provides academic instruction in settings other than general education.

Social Skills Training - a model which provides instruction for appropriate behavioral and/or affect.

Supported Employment - a model which affords the student the opportunity to earn credits while in a work environment with support from a school board employee.

Therapy - a model in which a Speech and Language Therapist provides therapy to the student. This therapy may occur in different locations.

Community-Based Instruction (CBI) - a model in which ESE students are taught pre-vocational and vocational skills both on school campus and off school campus.

Other - list models that differ from those listed above.

Examples:

- Instruction in Differentiated Curriculum
 - Modifications to instruction to adjust for the pace and depth of learning
 - Gifted guided and independent in-depth studies
- Instruction in reading Braille
- Intensive Instruction
 - ESE student is given intensive instruction within a group with a pupil/staff ratio of 3:1 or less

12. Subject - List the academic subjects or therapies that the student will be participating in. "A" is the current school year and "B" is the next school year. If "B" does not apply, it may be left blank.
13. Frequency - List frequency of services, Examples: ____ per week, ____ per month, other. "A" is the current school year and "B" is the next school year. If "B" does not apply, it may be left blank.
- 13a. Location – List where services are being provided. Examples include, but are not limited to:
- | | |
|---|--|
| -General Education Class | -General Education Class w/Monitoring |
| -General Education Class w/Co-teaching | -General Education Class w/Consultation |
| -General Education Class w/Support Facilitation | -General Education Class w/Collaboration |
| -Self-Contained Class | -Resource Room |
14. ESE Services - Describe the ESE Services the student will be receiving next school year. See examples in number 11.
15. Related Services - List services that are required for the student to benefit from special education. Only therapies should note the number of minutes per week; this is not required for other services.

Supplementary Aids and Services - List aids, services, and other supports that are required for the student to benefit from general education classes or other education-related settings that enable students with disabilities to be educated with non-disabled students to the maximum extent appropriate. These aids and services can be thought of as modifications to the general education program.

Program Modifications & Support for School Personnel - List modifications and supports for school personnel that are required for the student to make progress in both ESE and General Education.

16. Special Transportation - If Special Transportation is not needed, check no. If Special Transportation is needed, check yes and indicate the reason for special transportation. Check all that apply:
- | | |
|---|----------------------------------|
| -Medical equipment | -Medical condition |
| -Bus aide or monitor for student | -Shortened day due to disability |
| -Student attends school in neighboring district | |

Describe the student's need for special transportation. Include any medical, behavioral, physical, safety, and/or communication concerns.

Indicate and briefly explain the need for a bus assistant/monitor. Address all of the items that apply.

If an IEP meeting is held to add special transportation, the IEP paperwork and Special Transportation request form must be sent to the Transportation Department ESE Routing Specialist.

17. Extended School Year/Summer School – If the team determines ESY is needed, select the applicable services. Initiation Date, Duration Date, Frequency and Location (i.e., general education class with support facilitation, resource room, self-contained class etc.) must be completed.

All ESE students may not need ESY services. The following areas should be considered by the IEP team in deciding the need for ESY:

- a. Regression/Recoupment - Consider whether the student experiences significant regression, more pronounced than that experienced by nondisabled peers, in social or adaptive behaviors or learned skill over regularly scheduled school breaks during the year. Also, consider if there is no documented history of regression/recoupment problems from prior breaks in instruction and whether the IEP team believe that serious potential for regression exists.
- b. Emerging Skills Breakthrough - Consider whether the student is beginning to learn critical skills in their development and whether a break in services would be detrimental to those emerging skills.
- c. Nature/Severity of Disability - Consider whether the student demonstrates a severe disability in one or more areas of functioning.
- d. Interfering Behaviors - Consider whether the student's behaviors are so significant that they interfere with skill development enough to require ESY services.
- e. Critical Point of Instruction - Consider whether the student is at a critical stage in development where the window of opportunity will be lost if the student does not receive ESY services.
- f. Special Circumstances - Circumstances that exist beyond the other six areas. The IEP team deals with these circumstances on an individual basis.

The recommendation for Summer School must be made at an IEP meeting and must be based on student need. Summer School must be checked on the IEP and the goals that are to be addressed should be indicated by an asterisk.

All student information requested for Summer School MUST be received at the district office by the date indicated in the Summer School memo. The only students who may be added after that date are:

- students who are staffed after the date the information is due,
- students who are in danger of retention based on general state/district assessment scores,
- sixth graders who fail a core academic subject,
- or students new to the district who require special transportation.

ESY/ Summer School and Transportation

Students who have not received special transportation during the regular school year may not be eligible for special transportation for Summer School. If a student has special transportation marked on the IEP, a copy of that page must be sent to special transportation office. This documentation is to be sent at an initial staffing, any IEP meeting when special transportation is first addressed, and at all subsequent IEPs when transportation is an identified need.

18. Dismissal/Deletion of Program and/or ESE Services - If a student is being dismissed from an ESE program, note which program and the date of dismissal recommendation. If the dismissal will not be effective immediately, note the date that it will become effective. Example: Dismissal from SLD 5/10/15, dismissal will be effective 6/10/15. Dismissals from programs and other ESE services, including related services, constitute a change in placement, thus change in placement procedures should be followed. If a service is being terminated, note the service, an explanation and the effective date of termination. Example:

Termination of transportation services due to parental desire to transport child, effective 2/2/00.

19. Other – List any other IEP changes that are not encompassed by the sections existing on the Interim IEP Review form.
20. Level of Academic Achievement and Functional Performance Added - Check yes or no.
21. Additional Goals and/or Objectives Added - Check yes or no.
22. Change in Placement - Check yes or no if the changes noted on the Interim IEP Review form constitute a change in placement. If yes is checked, the Notification of Possible Change in Placement and/or Free Appropriate Public Education, ESE-1-2283 form must be completed and attached to the Interim IEP.

Parental Input and Meeting Participation Statement

In accordance with section 1002.20 (21) (a), F.S., parents of public school students may be accompanied by another adult of their choice at any meeting with school district personnel. School district personnel may not object to the attendance of such adult or discourage or attempt to discourage, through any action, statement, or other means, parents from inviting another person of their choice to attend any meeting. Such prohibited actions include, but are not limited to, attempted or actual coercion or harassment of parents or students or retaliation or threats of consequences to parents or students. Such meetings include, but are not limited to, meetings related to: the eligibility for exceptional student education or related services; the development of an Individual Family Support Plan (IFSP); the development of an Individual Education Plan; the development of a 504 accommodation plan issued under s. 504 of the Rehabilitation Act of 1973; Gifted Education Plan meetings; the transition of a student from early intervention services to school district-operated programs; 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.

The parents and school district personnel attending the meeting shall sign a document (ESE-2-2909) at the meeting's conclusion stating whether any school district personnel have prohibited, discouraged or attempted to discourage the parents from inviting a person of their choice to the meeting.

Frequently Asked Questions for the Parental Input and Meeting Participation Statement (ESE-2-2909) Procedures

Do I need this form for a routine parent conference? No. Only complete the form for the types of meetings listed above.

At what point in the meeting should we discuss this form? At the conclusion of each meeting, the parents and school district personnel attending the meeting shall sign the Meeting Participation Statement. If a meeting participant is excused prior to the conclusion of the meeting, the team should not interrupt the flow of the meeting to address this procedure.

If the parent participates in a meeting via telephone, how should the form be presented to the parent? At the conclusion of the meeting, school district personnel should present the information to the parent and document the parent's response via phone on the Meeting Participation Statement form. The form is then signed by all meeting participants.

The school should send a copy of the form home (indicate date sent home on form) and request that the parent sign and return. The school should maintain the original copy.

If the parent does not attend the meeting, do school district personnel need to sign the form indicating that they did not prohibit or discourage the parent from bringing an individual of choice? No, however, it should be noted in the conference documentation that the parent was not in attendance at the meeting.

What happens if the parent states he/she was discouraged to invite a person of their choice to a meeting? We must make every effort to investigate and remedy the situation. Ensure that the principal of the school and the appropriate ESE Staffing

Specialist or ESE Curriculum Specialist are notified. Once the situation is remedied, carefully document the outcome of the situation in writing and attach the documentation to the original Meeting Participation Statement.

The form is complete. Now what? Once the form is completed and signed, provide the parent(s) with a copy and file the original form with the meeting documentation. For phone conferences, keep the completed original copy on file. If the parent returns a signed copy, attach it to the original and file.

Contact the ESE District Office if you have additional questions.

OTHER ESE SERVICES

<u>RELATED SERVICES (ESE) 2</u>				
Related Services	Initiation Date	Duration Date	Frequency	Location
<u>SUPPLEMENTARY AIDS & SERVICES (Reg. Ed. and/or ESE) 3</u>				
Aids & Services	Initiation Date	Duration Date	Frequency	Location
<u>SUPPORTS FOR SCHOOL PERSONNEL 4</u>				
Supports	Initiation Date	Duration Date	Frequency	Location
<u>PROGRAM MODIFICATIONS (These are changes in what the student is expected to learn.) 5</u>				
Modifications	Initiation Date	Duration Date	Frequency	Location

6

Educational Placement & Least Restrictive Environment: The student’s placement is based upon the amount of time a student with a disability spends with non-disabled peers. This information is based upon a week of 1860 minutes.

- | | |
|--|--|
| _____ 80% or more of the school day with nondisabled peers 1488-1860 mins. | _____ Separate school |
| _____ 40%-79% of the school day with nondisabled peers 744-1487 mins. | _____ PreK class with 50% or more non-disabled peers |
| _____ 39% or less of the school day with nondisabled peers <743 mins. | _____ PreK class with less than 50% non-disabled peers |
| _____ Individual instruction in a home or hospital | _____ Other(specify): _____ |

7

Extent of Participation in General Education Programs:

The IEP committee deems opportunities for interaction with non-disabled peers to be appropriate for the purpose of:

- | | | |
|---------------------------|------------------------|-------------------------------|
| _____ Socialization | _____ Extra-curricular | _____ Non-academic activities |
| _____ Academic activities | _____ Other: _____ | |

The explanation of the extent, if any, to which the student will not participate with non-disabled students in the general education class:

8

Accessibility and Implementation: The IEP is accessible to each of the student’s teachers who are responsible for its implementation and procedures are implemented to ensure that each teacher of the student has been informed of the specific responsibilities related to implementing the IEP.

CLASSROOM ACCOMMODATIONS AND ALLOWABLE TEST ACCOMMODATIONS

A. Scheduling 2	Classroom	General State/District Assessment
None at this time		
Extended time for assignments and assessments. Specify details below.		
Assignment Planners or Visual Schedules		
Scheduled breaks for tasks and assessments that take a long period of time		
Schedule instruction or assessment to occur at a specific time, day, or number of days		
Separate tasks into parts to provide students with a manageable way to complete lengthy assignments		
Other accommodations		
3		
Scheduling Accommodations Details: _____ 4 _____		
B. Setting	Classroom	General State/District Assessment
None at this time		
Small group setting		
Individual setting		
Preferential seating		
Reduce sources of distractions (i.e. seated away from windows, seated at study carrel)		
Increase or decrease opportunity for movement		
Deliver instruction/administer test in familiar location		
Special lighting		
Special acoustics (e.g. FM systems)		
Acoustical treatments to reduce auditory distractions and help student maintain concentration and focus		
Special or adaptive furniture		
Other accommodations:		
Setting Accommodations Details: _____		
C. Presentation	Classroom	General State/District Assessment
None at this time		
Repeat, clarify, or summarize directions		
Allow student to demonstrate understanding of directions, instruction		
Highlight key words or phrases in text		
Test booklet with reading passages for computer-based assessments		
*Paper-based test for computer-based assessments. Specify details below.		
* Oral presentation. Specify Individual, As Needed, or Group		
Note: For State Assessments applies only to directions and items other than reading passages.		
Enlargement of regular print through mechanical or electronic means		
Large print versions		
*One-item-per-page versions.		
*Braille versions: <input type="checkbox"/> Contracted <input type="checkbox"/> Uncontracted		
Support to maintain or enhance visual attention to items (pointer, blank cards or cards with a cut-out window, positioning tools such as a special tilt-top desk, book stand, and materials secured to work area).		
Printed copy of directions for assessments		
*Masking format for computer-based assessments.		
Colored transparencies or overlays		
Signed presentation for all directions and for items other than reading items		
Text-to-speech technology		

Note: For state assessment applies only to directions and items other than reading passages.		
Verbal encouragement (e.g. “keep working,” “make sure to answer every question” Not to be used to cue for correctness).		
Other accommodations:		
Presentation Accommodations Details: _____		
	Classroom	General State/District Assessment

D. Responding

None at this time		
Allow increased wait time for oral responses		
Shorten assignments		
Reduce amount of writing and/or copying		
Accept verbal responses		
Specialized paper (e.g. raised lines)		
Allowable use of calculator		
Allow written responses		
May transcribe responses		
Allow speech-to-text technology-alternative keyboards, pointing devices, switches		
Use communication devices to generate oral or written responses		
Monitoring to determine if student is marking in the correct space and sequence		
Grid paper to organize computation		
Writing guide for legibility		
Sign responses to an interpreter		
Response dictated to a proctor/tape recorder		
Answers entered directly on test booklet		
Response Brailled on separate paper, special paper with raised, shaded, or colored lines		
Abacus for students with visual impairments		
Other accommodations:		

Responding Accommodations Details: _____

	Classroom	General State/District Assessment
E. Assistive Devices		
Note: On state assessments the use of assistive devices must assure that responses are independent work of student. Calculators are not allowed on assessment of basic computation.		

None at this time		
Calculators for complex computation		
Visual magnification devices		
Auditory amplification devices		
Technology for writing assignments without spelling or grammar check (word processing software, digital voice, and/or recording).		
Recorded directions and test items other than reading passages		
English/Sign or Sign/English translation dictionary		
Communication equipment. Specify: (add a text box)		
Other accommodations:		

Assistive Devices Accommodations Details: _____

5

*These accommodations must be indicated on the student information system (Focus) for state reporting.

STATE/DISTRICT ASSESSMENT

Does the student have a significant cognitive disability? **2** yes no

Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications to the grade level general state content standards? yes no

Does the student require direct instruction in academics areas of English language arts, mathematics, social studies, and science based on access points in order to acquire, generalize, and transfer skills across settings? yes no

If the IEP team determines that all three of the questions accurately characterize a student's current educational situation, then the student should be enrolled in access courses and the Florida Standards Alternate Assessment should be used to provide meaningful evaluation of the student's current academic achievement

The student has met all the above criteria and will participate in the Florida Standards Alternate Assessment.
 yes* no

If "yes" is not checked in all three areas, then the student should be instructed in the general education courses and participate in the general statewide standardized assessment with accommodations, as appropriate.

3

Florida Standards Alternate Assessment - Datafolio Participation Guidelines (Complete this section for all students participating in the Florida Standards Alternate Assessment.

Determine how the student participates in the FSAA:

1. Does the student primarily communicate through cries, facial expression, eye gaze, and/or change in muscle tone that requires interpretation by listeners/observers? yes no

2. Does the student respond/react to sensory (e.g., auditory, visual, touch, movement) input from another person BUT require actual physical assistance to follow simple directions? yes no

3. Does the student exhibit reactions primarily to stimuli (e.g., student only communicates that he or she is hungry, tired, uncomfortable, sleepy)? yes no

4

Previous FAA Performance (If Applicable - For students in grade 3 or with no previous FAA score, questions 4 and 5 do not apply).

4. Has the student's previous performance on the FAA provided limited information (e.g., student requires support to answer all or most FAA items) and/or reflected limited growth within Level 1? yes no

5. Has the student historically received a score of 20 or less on the FAA? yes no

If "yes" is selected for any of the first three questions AND "yes" to either question 4 or 5 the student's participation in the FSAA-Datafolio Assessment is the more appropriate statewide assessment.

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

Alternate Assessment that the student will take: **5**

Florida Standards Alternate Assessment Performance Task/District Alternate Assessment

Florida Standards Alternate Assessment **Datafolio**/District Alternate Assessment

Why is this selected assessment appropriate? _____ **6** _____

Students enrolled in access courses and the Florida Standards Assessment may pursue a standard diploma via access courses.

Note: For students who entered the 9th grade before the 2014-15 school year and whose IEP noted that they were working toward a special diploma on the day the bill was signed into law (June 20, 2014) may receive a special diploma, as provided by s. 1003.438, F.S. The following are the IMPLICATIONS OF NON-PARTICIPATION IN THE STATE ASSESSMENT for this select group:

Your child is participating in the alternate assessment program, as specified on the IEP. As required by State law, we are required to inform you that non-participation in the general State assessment program may have implications such as the following:

1. The student probably will attain a special diploma rather than a standard diploma.
2. A special diploma usually does not allow a student to enroll in the military, attend a state university or academic program at a community college.
3. Further restrictions, which may be imposed by state or local agencies, programs or entities.

Please know that the IEP committee has carefully considered appropriate goals for your child, and that many students who attain a special diploma become very successful and independent adults.

Please contact the school counselor or ESE Director if you need further information.

STATE OR DISTRICT ASSESSMENT PARTICIPATION (check only one) **7**

Student will participate in alternate assessment: (K-12th grade)

Student will participate in state and/or district assessment: with accommodations without accommodations

Student has met all state/district assessment requirements for graduation

Student will participate in PreK assessments

SPECIAL CONSIDERATIONS: **2**

The IEP Team has considered the strengths of the child, the results of the most recent evaluation, performance on State and District-wide assessments, and the parent's concerns for enhancing their child's education. In considering the following factors, if the IEP team answers "yes" to any of the following questions, the student's needs must be addressed and documented in appropriate places in the IEP, including the present level statement(s), annual goals, or special education services and supports.

A. Is the Student Blind or Visually Impaired?

No Yes - Team must address the need for Braille/Braille instruction based on the student's current and future reading and writing skills and needs to be included in the development of the IEP.

B. Is the Student Deaf or Hard of Hearing?

No Yes - Team must address the student's language and communication needs, opportunities for direct communication with peers and professionals in the student's language and communication mode, academic level, and full range of needs including opportunities for direct instruction in the child's language and communication mode in the development of the IEP and Model Communication Plan.

C. Does the Student exhibit behaviors that impede his/her learning or that of others?

No Yes - Team must develop strategies and consider the use of positive behavioral interventions and supports to address the behavior.

D. Does the Student have limited English proficiency?

No Yes - Team must address the language needs of the student in the development of the IEP.

E. Does the Student have Communication Needs?

No Yes - Team must address the communication needs of the student, including, for a student who is deaf or hard-of-hearing, consideration of the student's opportunities for direct communication with peers and professional personnel in the student's mode of communication, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

F. Does the Student require Assistive Technology Devices and Services?

No Yes - Team must address the student's assistive technology needs in the development of the IEP.

Physical Education: 3	<input type="checkbox"/> General <input type="checkbox"/> Adaptive <input type="checkbox"/> Specially Designed <input type="checkbox"/> N/A
-------------------------------------	---

SPECIAL TRANSPORTATION: Yes No **4**

Check all that apply: Medical Condition Medical Equipment Bus aide/monitor

Shortened school day due to disability Student attends school in neighboring school district

Describe the student's need for special transportation. Include any medical, behavioral, physical, safety, and/or communication concerns.

Indicate and briefly explain the need for a Bus aide/monitor. Address all that apply:

Bus Aide /Monitor to assist the student with:

- () Behavior (i.e. provide positive behavioral support) : _____
- () Physical Needs (i.e. wheelchair, walker, braces): _____
- () Student requires monitoring: _____
- () To ensure the student is safe and secure during transportation.
- () Provide daily cues, reminders, comprehension checks for following directions, bus rules, and emergency procedures.
- () Other: _____

EXTENDED SCHOOL YEAR (ESY)

5

ESY Services: Student is recommended for ESY services ___Yes ___No Goals to be maintained during ESY will have an asterisk(*).	Initiation Date	Duration Date	Frequency (Classes/Period)	Location
___Direct Instruction ___Credit Recovery ___Summer Reading Camp Recommended subject(s):_____				
___Language Therapy				
___Speech Therapy				
___Occupational Therapy				
___Physical Therapy				
___Visual Impairment Services				
___Deaf /Hard of Hearing Services				
___ESY Take home instructional materials ___Other:_____				

6

Identify the Career and Professional Education (CAPE) digital tools certificates and CAPE industry certifications, if any, that the student seeks to attain before high school graduation.

- Student is not pursuing this option at this time
- CAPE Digital Tool Certificates
- CAPE ESE Digital Tool Certificates

- CAPE Acceleration Industry Certifications
- CAPE Industry Certifications

INFORMED NOTICE OF CHANGE IN PLACEMENT AND/OR FREE APPROPRIATE PUBLIC EDUCATION
N/A _____

The School Board of Clay County has held an IEP Meeting. In order to meet the current educational needs of your child, a change to your child's placement and/or the provision of a Free Appropriate Public Education (FAPE) is being proposed. You were invited to participate as a member of the Individual Education Plan (IEP) team that made this proposal.

2

The evaluation procedures, tests, records, reports, other factors and information used and or relevant in the IEP development and as a basis for this proposal include(d):

- | | | |
|--|--|--|
| <input type="checkbox"/> Current IEP | <input type="checkbox"/> Previous Referrals | <input type="checkbox"/> Evaluation/Reevaluation results |
| <input type="checkbox"/> Cumulative Files | <input type="checkbox"/> Academic Grades | <input type="checkbox"/> Personality/Behavioral concerns |
| <input type="checkbox"/> Parent Input | <input type="checkbox"/> Classroom Performance | <input type="checkbox"/> Alternative Assessments |
| <input type="checkbox"/> Observations | <input type="checkbox"/> Conferences | <input type="checkbox"/> General Ed. Teacher input |
| <input type="checkbox"/> ESE Teacher input | <input type="checkbox"/> Discipline reports | <input type="checkbox"/> Agency information |
| <input type="checkbox"/> State/district assessment performance | <input type="checkbox"/> Medical Information | <input type="checkbox"/> Other: _____ |

3

The following educational alternatives, placements, accommodations and/or modifications were considered or previously attempted:

- | | | |
|--|--|--|
| <input type="checkbox"/> Basic or vocational education | <input type="checkbox"/> Teacher special training | <input type="checkbox"/> Counseling |
| <input type="checkbox"/> Resource room | <input type="checkbox"/> Special class | <input type="checkbox"/> Title I |
| <input type="checkbox"/> Dropout prevention | <input type="checkbox"/> Health services | <input type="checkbox"/> Assistive technology |
| <input type="checkbox"/> Itinerant support in reg. ed | <input type="checkbox"/> Use of instructional aide | <input type="checkbox"/> Behavior modification |
| <input type="checkbox"/> Instructional accommodations | <input type="checkbox"/> Instructional modifications | <input type="checkbox"/> Other: _____ |

4

Other placements did not:

- | | |
|--|---|
| <input type="checkbox"/> Provide least restrictive environment | <input type="checkbox"/> Provide the amount of individual/small group instruction |
| <input type="checkbox"/> Provide the appropriate program | <input type="checkbox"/> Other (specify): _____ |

If any other factors were relevant to the district's proposal, they included: _____

5

The student's placement is based upon the amount of time a student with a disability spends with non-disabled peers. All of the following placement options were considered and the current (C) and proposed (P) placements are as follows:

- | | | | | |
|---|---|--|---|---|
| C | P | (These figures are based on an 1860 minute week) | C | P |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | 80% or more of the school day with nondisabled peers 1488-1860 mins. | <input type="checkbox"/> <input type="checkbox"/> | Residential Facility |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | 40% - 79% of the school day with nondisabled peers 744-1487 mins. | <input type="checkbox"/> <input type="checkbox"/> | Alternative education facility |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | 39% or less of the school day with nondisabled peers <743 mins. | <input type="checkbox"/> <input type="checkbox"/> | Juvenile Justice or correctional facility |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | Individual instruction in a home or hospital | <input type="checkbox"/> <input type="checkbox"/> | Standard diploma option |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | Regular school campus | <input type="checkbox"/> <input type="checkbox"/> | Special diploma option |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | Separate School | <input type="checkbox"/> <input type="checkbox"/> | Other: _____ |

6

Change in placements are also addition, removal or dismissal of one or more programs:

- | | |
|---|------------|
| <input type="checkbox"/> Addition of _____ | program(s) |
| <input type="checkbox"/> Change in Placement (Removal)/Dismissal of _____ | program(s) |

7

The proposed change(s) in the provision of a free appropriate public education (FAPE) include(s):

- | | |
|--|---|
| <input type="checkbox"/> Addition/Removal of Transportation | <input type="checkbox"/> Addition/Removal of FBA/PBSP |
| <input type="checkbox"/> Addition/Removal of Counseling | <input type="checkbox"/> Addition/Removal of Adaptive/Specially Designed PE |
| <input type="checkbox"/> Addition/Removal of Assistive Tech. | <input type="checkbox"/> Addition/Removal of OT/PT |
| <input type="checkbox"/> Addition/Removal of other related service: _____ | |
| <input type="checkbox"/> Change from a direct ESE service to an indirect service _____ | |
| <input type="checkbox"/> A change in the frequency of ESE services _____ | |

As a parent(s)/guardian(s) of a child with a disability, you have protections as explained in the Procedural Safeguards (http://www.oneclay.net/uploads/3/8/0/5/38058641/summary_of_procedural_safeguards.pdf) under the Individuals with Disabilities Education Act. For additional copies and/or explanations, contact the ESE Director or school counselor. For parents of a student with a disability, you have the right to invite anyone who has specific knowledge/ expertise regarding your child to the meeting. By law, when a legally competent student turns the age of majority (18), they have the rights pertaining to education transferred to them. The parent has the right to request the district invite a Part C representative to the initial IEP meeting for a Student with Disabilities previously served under Part C.

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

The present level of performance must include, but is not limited to, the following information. Each area must be preceded by a "based on" statement giving the source of the information provided. Progress towards annual goals will be measured and reported to parents at the regularly scheduled times that report cards and interims are sent home. This information will be recorded on the Goal Pages of the IEP.

INSTRUCTIONAL STRUCTURE: Place a check in the Domain(s) in which the student demonstrates a need. The present level of performance statements, measurable annual goals, and short term objectives will be developed based on the Domain(s) indicated below:

2

Curriculum and Learning Environment Social/Emotional Behavior Independent Functioning Health Care Communication

1. STUDENT'S STRENGTHS 3

Based on...

2. STUDENT'S CURRENT LEVEL OF ACADEMIC AND/OR FUNCTIONAL PERFORMANCE: 4

Based on...

3. STUDENT'S NEEDS/AREAS FOR IMPROVEMENT: 5

Based on...

4. DESCRIBE THE RESULTS OF ASSESSMENTS: 6**5. HOW THE DISABILITY AFFECTS PROGRESS IN THE GENERAL EDUCATION CURRICULUM, ETC.: 7****6. MEDICAL/HEALTH INFORMATION: (If appropriate) ___N/A 8**Medication: ___Yes ___No **Location administered:** ___Home ___School

Medication taken for:

If applicable, describe any specialized administration of medication:

The student will receive nursing services from a: Registered Nurse or a Licensed Practical Nurse ___Yes ___No

Behavioral or General Health Assistant ___Yes ___No

If the student will receive services from an RN, LPN, Behavioral or General Health Assistant:

1). List all medical/psychological/psychiatric diagnoses **and** student's educational setting:

2). Describe the specific service:

7. PARENT CONCERNS FOR ENHANCING THE EDUCATION OF THEIR CHILD: 9

(Required even if parents are not in attendance.)

8. MEETING NOTES: 10

STUDENT NAME: _____ STUDENT NUMBER: _____ DATE: _____

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE ADDENDUM

To be used if additional Present Level of Academic Achievement and Functional Performance information is needed beyond the Present Level of Academic Achievement and Functional Performance, ESE-1-2282.

PARENT INPUT (Required even if parents are not in attendance):

SPEECH/LANGUAGE THERAPY
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

The present level of performance must include, but is not limited to, the following information. Each area must be preceded by a “based on” statement giving the source of the information provided. Progress towards annual goals will be measured and reported to parents at the regularly scheduled times that report cards and interims are sent home. This information will be recorded on the Goal Pages of the IEP.

INSTRUCTIONAL STRUCTURE: Place a check in the Domain(s) in which the student demonstrates a need. The present level of performance statements, measurable annual goals, and short term objectives will be developed based on the Domain(s) indicated below:
 Curriculum and Learning Environment Social/Emotional Behavior Independent Functioning Health Care Communication

1. **STUDENT’S STRENGTHS**

Based on...

2. **STUDENT’S CURRENT LEVEL OF ACADEMIC AND/OR FUNCTIONAL PERFORMANCE:**

Based on...

3. **STUDENT’S NEEDS/AREAS FOR IMPROVEMENT (Appropriate Goals and Objectives listed on IEP Page 8):**

Based on...

4. **THERAPY SERVICE DELIVERY MODEL (e.g. individual therapy, small group therapy):**

5. **DESCRIBE THE RESULTS OF ASSESSMENTS:**

6. **HOW THE DISABILITY AFFECTS PROGRESS IN THE GENERAL EDUCATION CURRICULUM, ETC.:**

7. **MEDICAL/HEALTH INFORMATION: (If appropriate) _____N/A**

7a. **HEALTH SERVICES: (If applicable, complete this section for students receiving nursing services by an RN, LPN, and/or Health Assistant).**

1). List medical/psychological/psychiatric diagnosis **and** student’s educational setting:

2). Nursing services will be provided: _____Yes _____No **If yes, describe each nursing service:**

3). Medication: _____Yes _____No **If yes, describe reason/need:**

8. **PARENT CONCERNS FOR ENHANCING THE EDUCATION OF THEIR CHILD:**

(Required even if parents are not in attendance.)

9. **MEETING NOTES:**

Speech/Language Therapist Signature is required below if Therapist is not in attendance at IEP/Interim Meeting.

Signature

Credentials

Date

MEASURABLE ANNUAL GOAL & OBJECTIVES

EDUCATIONAL DOMAIN: 2

PRIORITY EDUCATIONAL NEED: To improve skills in the area(s) of: 3

FOR TRANSITION ONLY: (*Must be addressed) 4

- Instruction* Employment* Related Services* Daily Living
 Community Experience* Post-school Adult Living* Functional Vocational Assessment

MEASURABLE GOAL 5

SHORT-TERM OBJECTIVES: <u>6</u>	
1.	Results:
2.	Results:
3.	Results:
4.	Results:

SCHEDULE OF PROGRESS TOWARD GOAL 7

Progress toward the goal will be measured by: (check all that apply)

- classwork work samples homework tests/quizzes curriculum-based assessments portfolios observation charts/logs
 standardized assessments scoring guides/rubrics checklists behavior charts/logs employer evaluations
 performance assessments therapist observation and tallies other _____ other _____

Position(s) responsible for goal: <u>8</u>	Reporting Periods										Results <u>11</u>
	1	2	3	4	5	6	7	8	9	10	
Date: <u>9</u>											
Progress**: <u>10</u>											
**Extent to which progress is sufficient to achieve goal by the duration of the IEP:											

Progress and Extent: S-Satisfactory - The student is progressing satisfactorily to achieve their goal by the duration of the IEP. Results:A-Achieved
 U-Unsatisfactory - The student is not progressing satisfactorily to achieve their goal by the duration of the IEP. Results: N-Not Met
 N/A-Not applicable at this time.

Additional Comments 12

Reporting Period 1	
Reporting Period 2	
Reporting Period 3	
Reporting Period 4	
Reporting Period 5	
Reporting Period 6	
Reporting Period 7	
Reporting Period 8	
Reporting Period 9	
Reporting Period 10	

Notice of McKay Scholarship

We would like to inform you that your child **may** be eligible to participate in the John M. McKay Scholarships for Students with Disabilities Program, commonly known as the McKay Scholarship Program. This program was created to provide educational options to parents of disabled students.

By participating in the McKay Scholarship Program, your student may be able to attend a different public school in your district, attend a public school in an adjacent district, or receive a scholarship to attend a participating private school.

In order to be eligible for the McKay Scholarship Program, a student must apply for the program prior to withdrawing from public school. The student must have an Individual Education Plan (IEP), and:

- Have been enrolled and reported for funding in a Florida public school during the preceding October and February Florida Education Finance Program surveys (Grades K-12); or
- Have been a pre-kindergarten student who was enrolled and reported for funding in a Florida public school during the preceding October and February Florida Education Finance Program surveys and was at least 4 years old; or
- Have been a pre-kindergarten student who was reported as having received Specialized Instructional Services by the Office of Early Learning and was at least 4 years old; or
- Have attended the Florida School for the Deaf and Blind during the preceding October and February student membership surveys (Grades K-12).

If your child does not meet these requirements but has an IEP and is a dependent child of a member of the United States Armed Forces who transfers to a school in Florida from out of state or from a foreign country pursuant to a parent's permanent change of station orders, the child may be eligible for a McKay Scholarship. Please contact this office at 1-800-447-1636 for additional information.

To find out if a student is eligible, you may apply for the McKay Scholarship on the School Choice Web site at www.floridaschoolchoice.org. Select the **McKay Scholarships** link and then the link titled **Apply for a McKay Scholarship** on the menu bar on the left.

To learn more about your child's educational options, please contact your school district's Parental Choice Office. You may also contact the Department of Education, Office of Independent Education and Parental Choice Information Hotline at 1 (800) 447-1636 or visit the School Choice Web site at www.floridaschoolchoice.org and click the **McKay Scholarships** link.

In order for a student to be eligible for the program, intent to participate in the McKay Scholarship Program must be filed on the School Choice Web site prior to withdrawing from public school.

Please note this document serves to notify you that your child may be eligible to participate in the McKay Scholarship Program. **This notice does not guarantee your student's eligibility.**

For additional information please contact the Clay County School District's Exceptional Student Education Department.

**SCHOOL BOARD OF CLAY COUNTY, FLORIDA
TRANSITION IEP FORM**

Complete this page only for those students who must have a Transition IEP

If the student is not in attendance at the transition IEP meeting, the following method was used to ensure that his/her preferences and interests were considered:

- Assessment and Student Input form 1
- Student Interview
- Other _____

2

TRANSITION SERVICES NEEDS

This section is to be completed prior to the student's 14th birthday and every subsequent IEP.

Each of the following transition services must be addressed by developing measurable annual goal/objectives or by writing an explanatory statement as to why no services are needed. Simply stating no services are needed isn't sufficient.

Instruction: Instruction services must have measurable annual goal/objectives.

Employment/Training: _____

Community Experience: _____

Post-School Adult Living: _____

Related Services: _____

(If services are needed, specify in the Related Services section on the IEP.)

Each of the following transition services should be addressed if appropriate. (A Functional/Vocational Evaluation is NOT the same as a transition assessment which is an ongoing process rather than a one-time evaluation.)

Acquisition of Daily Living Skills: _____

Functional/Vocational Assessment: _____

MEASURABLE POSTSECONDARY GOALS N/A

This section is to be completed prior to the student's 16th birthday and every subsequent IEP after.

Students must be assessed using one or more of the following checked transition assessment(s):

- General Statewide Assessments/FSA College Entrance Test Brigance Teacher-made Assessments Interest Inventories Career Assessments
- Self-Determination Assessments Armed Services Vocational Aptitude Battery (ASVAB) Florida Alternate Assessment
- Assessment and Student Input for Transition form, ESE-2-2217 Checklists Postsecondary Education Readiness Test (P.E.R.T.)
- Test of Adult Basic Education Scholastic Aptitude Test (SAT) American College Testing (ACT)
- Other: _____

For transition students, identify the appropriate measurable postsecondary goals based upon the above checked appropriate transition assessments related to training, education, employment/career and, when appropriate, independent living skills.

4

Post-secondary education/training goal: _____

Employment/career goal: _____

Independent living goal: - N/A _____

For the above stated goals, please check the transition services (including courses of study) needed to assist the student in reaching the goals. (More than one may be checked.)

5

- Standard Diploma Course of Study Special Diploma Option 1 Course of Study
- Advanced Courses Special Diploma Option 2 Course of Study
- Industry Certification Community Based Instruction
- Career and Technical Education Course of Study Community Based Vocational Education
- Transition Academy
- Other: _____

Were changes made to one or more postsecondary goals? Any changes in the long-term postsecondary goals must be approved by the parent (or adult student) and are subject to verification for appropriateness by an independent reviewer. (s. 1003.5716, F.S.).

No, there were no changes made to the student's postsecondary goals. **6**

Yes, changes were made to one or more postsecondary goals.

If Yes, did the parent (or adult student) approve the changes? **7**

The parent (or adult student) approved the changes to the student's postsecondary goal(s).

The parent (or adult student) was not in attendance at the IEP team meeting. He/she will be notified through the printed copy of the IEP that includes their rights under s. 1003.5716, F.S. and asked to notify the district if s/he does not approve of the changes.
Contact Name: Exceptional Student Educational Department Contact Phone: 904-284-6509

The parent (or adult student) stated that s/he does not approve of one or more changes that were made to the student's postsecondary goal(s). Explain: _____

The parent (or adult student) may notify the district if s/he does not approve of the changes.

Contact Name: Exceptional Student Educational Department Contact Phone: 904-284-6509

Diploma Options and Courses of Study (Attach Summary of Graduation Options (ESE-3-9080) to IEP when diploma decision is made or changed.)

The IEP team in collaboration with the student's parent(s)/guardian(s) will review the diploma option (including standard diploma designations) annually and, if appropriate, revise the diploma option accordingly.

8

A. Prior to the student's 14th birthday, the IEP team in collaboration with the parent(s)/guardian(s) determined the student's intent to pursue the following diploma option:

- | | | |
|--|---|--|
| <input type="checkbox"/> Standard Diploma | <input type="checkbox"/> State of Florida High School Diploma (GED) | <input type="checkbox"/> Special Diploma (Option 1)* |
| <input type="checkbox"/> Standard Diploma Merit Designation | <input type="checkbox"/> International Baccalaureate (IB) | <input type="checkbox"/> Special Diploma (Option 2)* |
| <input type="checkbox"/> Standard Diploma Scholar Designation | <input type="checkbox"/> Standard Diploma ACCEL 18 Credit option | |
| <input type="checkbox"/> Advanced International Certificate of Education (AICE) | | |
| <input type="checkbox"/> Standard Diploma via Access Course Standards** | | |
| <input type="checkbox"/> Standard Diploma via Academic and Employment Competencies** | | |
| <input type="checkbox"/> State of Florida High School Performance-Based Diploma | | |

* SB 850 repealed the Special Diploma option effective July 1, 2014. This option is available ONLY to students who enrolled in grade nine (9) or higher prior to the 2014-15 school year and the student's IEP indicated a selection of special diploma as of June 20, 2014.

ESE Students who entered the 9th grade before the 2014-2015 school year on the standard diploma track cannot be switched to special diploma after June 20, 2014.

****If this option is chosen, Section C must be completed.**

B. Was a change made to the student's graduation option? Any change in the graduation option specified in the student's IEP must be approved by the parent (or adult student) and is subject to verification for appropriateness by an independent reviewer. (s.1003.5716, F.S.).

9

No, the student's graduation option was not changed. **(If no, skip to section C)**

Yes, the student's graduation option was changed.

If yes, did the parent (or adult student) approve the change?

The parent (or adult student) was in attendance at the IEP team meeting and approved the change.

The parent (or adult student) was not in attendance at the IEP team meeting. He/she will be notified through the printed copy of the IEP of the rights under s.1003.5716, F.S. and asked to notify the district if he/she does not approve of the change.
Contact Name:

Exceptional Student Educational Department Contact Phone: 904-284-6509

- The parent (or adult student) stated that he/she does not approve of the change that was made to the student's graduation option.
 Explain: _____
 The parent (or adult student) may notify the district if s/he does not approve of the changes.
 Contact Name: Exceptional Student Educational Department Contact Phone: 904-284-6509

C. Complete this section if the selected graduation option is Standard Diploma via Access Course Standards or Standard Diploma via Academic and Employment Competencies

10

- N/A

Standard Diploma via Access Courses

The IEP team has determined that participation in the Florida Standards Alternate Assessment is the most appropriate measure of the student's skills and instruction in access course standards is the most appropriate means of providing the student access to the general curriculum.

___ Yes ___ No Will eligible Career-Technical Education (CTE) courses be substituted for required access courses?

___ Yes ___ No If "yes" to the previous question, are modified expectations or outcomes to the CTE curriculum necessary after all appropriate accommodations have been considered to access courses without modifications? If modifications to the CTE curriculum are necessary, attach the applicable Modified Occupational Completion Points (MOCPs) to the IEP. **Note:** For students enrolled in a post-secondary program, course outcomes may be modified by the IEP team if the student is earning high school credit for the program.

___ Yes ___ No **Florida Standards Alternate Assessment:** Students must score at least a 4 on the Florida Standards Alternate Assessment in Reading, Math, and Science. Does the IEP team believe that results on Florida Standards Alternate Assessment should be waived for the purpose of receiving a course grade and a standard high school diploma because the assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations? If yes, indicate the subject area for which the waiver is recommended: ___ Reading ___ Math ___ Science
Note: Additionally, the waiver must be approved by the parents and is subject to verification for appropriateness by an independent reviewer chosen by the parent, and a **Graduation Portfolio** must be developed in the area in which the waiver is granted.

If yes, the IEP team recommends that the Florida Standards Alternate Assessment results be waived, did the parent (or adult student) approve the changes?

- The parent (or adult student) was in attendance at the IEP team meeting and approved the Florida Standards Alternate Assessment Waiver.
- The parent (or adult student) was not in attendance at the IEP team meeting. He/she will be notified through the printed copy of the IEP and asked to notify the district if s/he does not approve of the changes.
 Contact Information: Exceptional Student Education Department at 904-284-6509
- The parent (or adult student) stated that s/he does not approve of the Florida Standards Alternate Assessment Waiver.
 Explain: _____
 The parent (or adult student) may notify the district if s/he does not approve of the changes.
 Contact Information: Exceptional Student Education Department at 904-284-6509

Standard Diploma via Academic Courses and Employment Competencies

The IEP team has determined that mastery of both academic and employment competencies are the most appropriate way for the student to demonstrate skills.

___ Yes ___ No Will eligible Career-Technical Education (CTE) courses be substituted for required core academic courses?

Note: An appropriate and signed **Employment Transition Plan** must be in place, separate from the IEP.

D. If the student is pursuing a standard high school diploma, does the student intend to receive the diploma before becoming 22 years old? (Only complete for students pursuing the standard diploma option prior to age 16, or younger if appropriate.)

- Yes 11
- No
- Student is not pursuing the standard diploma option.

E. Indicate/describe the preparation needed for the student to graduate from high school with the selected standard diploma option, check the items that apply. (Only complete for the standard diploma option.)

- Meet the course credit requirements
- Meet the required grade point average
- Meet state/district assessment requirements
- For "Scholar" designation, meet additional state/standardized assessments requirements, 2 years of foreign language, and at least one credit in Advanced Placement, IB, AICE, or Dual Enrollment courses
- For "Merit" designation, earn one or more industry certifications
- Other: _____

In addition, check the items that apply.

- Effectively self-advocate for instructional needs, goals, and accommodations.
- Comply with class rules, rituals, routines, and expectations.
- Attend school regularly.
- Other: _____

F. Before the student turns 16 (or younger, if determined appropriate by the IEP team), state the outcomes and/or any additional benefits expected by the student's parents, the student, or the IEP team at the time of the student's graduation.

Linkage with 13

- Vocational Rehabilitation
- ARC
- Florida Alliance for Assistive Services and Technology
- Centers for Independent Living
- Other: _____

- Guidance in accessing supports for students with disabilities provided by colleges and universities
- Guidance related to post-secondary options
- Other: _____

Self- Determination and Self-Advocacy

14

Beginning in eighth grade, or during the school year in which the student turns 14, whichever is sooner, the IEP team must consider the student's need for instruction or information about self-determination to assist the student to actively and effectively participate in IEP team meetings and self-advocate, so that needed postsecondary goals may be identified and in place by age 16 (check all that apply):

- The IEP team considered the student's need for instruction or the provision of information in the area of self- determination and self-advocacy.
- Information in the area of self-determination and self-advocacy was provided to student and discussed (brochure)
- Instruction is needed in the following self-determination/advocacy area(s):

The student's need for instruction in the area of self-determination and self-advocacy will be addressed through (check all that apply):

- IEP goal(s) for self-determination/advocacy skills One-on-one information session provided by the teacher of record
- One-on-one information session provided by the counselor Training provided to student via half-day or full-day workshop
- Self-determination/advocacy instruction integrated into specific courses (i.e. vocational education, community-based instruction, social/personal skills, unique skills, character education, on-the job training etc.)
- Other: _____

Online Course Graduation Requirement

15

- Yes No The IEP team has determined that an online course is appropriate for this student.

If no, explain why it is not appropriate: _____

TRANSFER OF RIGHTS

16

This student **will turn** 17 years of age within the duration of this IEP, and he/she has been informed of his/her rights in regard to ESE and transition services. _____ Date of Notification

This student **has turned** 17 years of age, and has been informed of the transfer of his/her rights in regard to ESE and transition services. _____ Date of Notification A separate and distinct notice of the transfer of rights must be provided closer to the time of the student's 18th birthday. (Provide *Transfer of Rights at Age of Majority* form)

DISCUSSION REGARDING DEFERRAL OF GRADUATION/RECEIPT OF STANDARD HIGH SCHOOL DIPLOMA

(Complete for students who are expected to earn a standard diploma and graduate during the school year for which this IEP is in effect.)

17

A student with a disability may defer the receipt of a standard high school diploma and continue to receive services if s/he meets the following requirements found at s. 1003.4282(11)(c), F.S.:

1. The IEP includes special education, transition planning, transition services, or related services through age 21; and
2. The student is enrolled in:
 - a. accelerated college credit instruction,
 - b. industry certification courses that lead to college credit,
 - c. a collegiate high school program (IB, AICE),
 - d. courses necessary to satisfy the Scholar designation requirements,
 - e. a structured work-study, internship, or pre-apprenticeship program.

The decision to accept or defer receipt of a standard high school diploma must be made by May 15th during the school year in which the student is expected to meet all of the requirements.

Is this student deferring receipt of a standard diploma?

- No, the student is not deferring receipt of a standard high school diploma.

If no, the student is not expected to meet graduation requirements this school year and does not meet requirements for deferral or the parent/adult student has not chosen to defer graduation and receipt of standard diploma.

- Yes, the student is deferring receipt of a standard diploma.

If yes, *Notice of Option to Accept or Defer Graduation and Receipt of Diploma* (ESE- -) **must be provided (if not already provided) to parent/adult student by January 30th of the school year in which the student is expected to graduate.** Also, complete the section below.

PARENT/ADULT STUDENT ACCEPTS OPTION TO DEFER GRADUATION/RECEIPT OF STANDARD DIPLOMA

It is expected that the student will meet graduation requirements this school year, but the parent/adult student has decided to defer graduation and receipt of the standard high school diploma as noted on the *Notice of Option to Accept or Defer Graduation and Receipt of Standard High School Diploma* (ESE -). The IEP Team considered the following:

1. Describe the benefits reviewed by the team for deferring the standard high school diploma, including continuation of educational and related services. (Check those that apply.) **18**

- Industry certification that leads to college credit
- Pursuing a collegiate high school program
- Completion of courses necessary to satisfy the Scholar Diploma designation requirements
- Pursuing a structured work-study program
- Pursuing an internship
- Pursuing a pre-apprenticeship program
- Achievement of employment/career goals
- Other: _____

2. Describe the services and program options available to the student. **19**

- Complete courses at the high school to continue to work toward a standard diploma
- Dual enroll in classes at a community college to complete a standard diploma and earn college credits
- Dual enroll in a career education (formerly career and technical education) program at a career/technical center to complete a standard diploma and earn a technical certificate
- Enroll in adult secondary courses (Adult General Education) for high school credit as a co-enrolled student to work toward a standard diploma
- Participate in a GED Exit Option Program to work toward a standard diploma
- Participate in on-the-job training (with time-limited support)
- Participate in community-based instruction to learn the necessary skills to access the community (e.g., domestic, recreation/leisure, general community, and vocational skills)
- Participate in supported employment (with intensive ongoing support).
- Other: _____

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
INDIVIDUAL EDUCATION PLAN SIGNATURE PAGE

Student Name: _____ 1 _____ Date: _____ 1 _____

This signature page must be used for any of the following meetings to document participants that attended the meeting.
Check boxes that apply: 2

- Annual IEP Interim IEP Initial Eligibility/Staffing

IN ATTENDANCE AT IEP MEETING: 3 DRAFT – Final when signed

Title	Printed Name	Signature	Credentials	Date
Parent/Guardian	/	/	/	/
Parent/Guardian	/	/	/	/
LEA Representative*	/	/	/	/
ESE Teacher*	/	/	/	/
Evaluation Specialist*	/	/	/	/
General Education Teacher*	/	/	/	/
ESE Teacher	/	/	/	/
General Education Teacher	/	/	/	/
Student	/	/	/	/
Other(s):	/	/	/	/
	/	/	/	/

*Required

4 ___ No ___ Yes The IEP team proposed one or more of the following actions: Administration of an alternate assessment pursuant to s. 1008.22, F.S., instruction in the state standards access points curriculum, and/or placement of the student in an ESE center school. If Yes, Complete the required separate parental consent.

5 I (parent) agree to access the Procedural Safeguards online http://www.oneclay.net/uploads/3/8/0/5/38058641/summary_of_procedural_safeguards.pdf
___yes ___no

INFORMED NOTICE OF CHANGE IN PLACEMENT AND/OR FREE APPROPRIATE PUBLIC EDUCATION

6 The parent agrees to waive the seven to ten calendar days advance notice and agrees to no delay in the initiation of the IEP.

Parent Signature: _____ Date: _____

7 The parent agrees not to require the seven to ten calendar days advance notice as documented by the following phone call:

Signature: _____ Date: _____

CLASSROOM ACCOMMODATIONS **8**

Only accommodations allowed by individual test administration manuals may be implemented on standardized tests. Some of the accommodations listed on pages 3 and 4 of the IEP for classroom use may not be allowed on standardized tests.

Parent Signature of Permission: _____ **Date:** _____

If parent doesn't attend and sign permission at IEP meeting, two attempts must be made to get permission.

Send copies of this page home and file them in the cumulative folder.

9

1st written notice sent home by: _____ Date: _____

2nd written notice sent home by: _____ Date: _____

As a parent(s)/guardian(s) of a child with a disability, you have protections as explained in the Procedural Safeguards (http://www.oneclay.net/uploads/3/8/0/5/38058641/summary_of_procedural_safeguards.pdf) under the Individuals with Disabilities Education Act. For your Gifted student, you have protections under the Procedural Safeguards under Rule 6A-6.03313, FAC. For additional copies and/or explanations, contact the ESE Director or school counselor. For parents of a student with a disability, you have the right to invite anyone who has specific knowledge/ expertise regarding your child to the meeting. By law, when a legally competent student turns the age of majority (18), they have the rights pertaining to education transferred to them. The parent has the right to request the district invite a Part C representative to the initial IEP meeting for a Student with Disabilities previously served under Part C. ESE – 2-2906 E. Original - School Copy 1 - Student Copy 2 – Parent

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
PARENT CONSENT TO RECEIVE ELECTRONIC PROCEDURAL SAFEGUARDS

I have been provided with an explanation that Rule 6A-6.03311 FAC allows the school district to provide me written procedural safeguards:

(1) with notice/consent for initial evaluation;(2) when a change in placement occurs due to disciplinary actions; (3) when I request them; (4) upon the first SEA complaint and/or filing for a due process hearing, and (5) one time per school year.

Select only one:

- I wish to receive the procedural safeguards electronically via the district's website
- I do not wish to receive the procedural safeguards electronically, and want the procedural safeguards in written format.

Name of Student

Signature of Parent

Date

To access the Electronic Procedural Safeguards please visit:

http://www.oneclay.net/uploads/3/8/0/5/38058641/summary_of_procedural_safeguards.pdf

**SCHOOL BOARD OF CLAY COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
INTERIM IEP REVIEW**

Interim IEP Review Date: _____ 1 _____ Required Annual Review Date: _____ 2 _____ Reevaluation Date: _____ 3 _____
 Student Name: _____ 4 _____ Student Number: _____ 4 _____ Date of Birth: _____ 4 _____

I. ADDITION OF PROGRAM AND/OR ESE SERVICES:

Projected Initiation Date(s): A. _____ <u>5</u> _____ B. _____	Projected Duration Date(s):* A. _____ <u>6</u> _____ B. _____
--	---

Initiation/Duration Dates apply to all ESE & Related Services unless noted: _____ 7 _____ *May not extend beyond original required review date.
 Service: _____ Initiation Date: _____ Duration Date: _____

Exceptionalities <u>8</u>	Eligibility Date <u>9</u>	Placement Date <u>10</u>

ESE Services A Current School Year <u>11</u> Service(s)	Subject <u>12</u>	Frequency A Periods/Classes <u>13</u>	Location A <u>13a</u>

ESE Services B Next School Year <u>14</u> Service(s)	Subject	Frequency B Periods/Classes	Location B

Related Services (ESE) Supplementary Aids & Services (Reg. Ed. and/or ESE) <u>15</u> Program Modifications, Accommodations and/or Supports for School Personnel (ESE & General Education)	Frequency	Location
___ SPECIAL TRANSPORTATION: Check appropriate area(s): ___ Medical Equipment ___ Bus aide or monitor for student ___ Shortened school day due to disability ___ Student attends school in neighboring district ___ Medical Condition <u>16</u>		

ESY Services: Student is recommended for ESY services ___ Yes ___ No Goals to be maintained during ESY will have an asterisk(*). <u>17</u>	Initiation Date	Duration Date	Frequency (Classes/Period)	Location
___ Direct Instruction ___ Credit Recovery ___ Summer Reading Camp Recommended subject(s): _____				
___ Language Therapy				
___ Speech Therapy				
___ Occupational Therapy				
___ Physical Therapy				
___ Visual Impairment Services				
___ Deaf /Hard of Hearing Services				
___ ESY Take home instructional materials Other: _____				

II. DISMISSAL/REMOVAL OF PROGRAM AND/OR ESE SERVICES: 18

III. OTHER: 19

Present Level of Functioning added: 20 ___ YES ___ NO Additional Goals and/or Objectives added: 21 ___ YES ___ NO

IV. CHANGE IN PLACEMENT 22 The changes listed above constitute a change in placement: ___ YES ___ NO

If the changes listed in this document constitute a change in placement, **AND** the parent has been appropriately notified, complete the Informed Notice of Change in Placement and/or Free Appropriate Public Education, ESE-1-2283.

All other components of the IEP will remain in effect.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
MEETING PARTICIPATION STATEMENT



Student Name: _____

Meeting Date: _____

Type of Meeting: _____

To be signed after every meeting between parents and school district personnel:

Today, a meeting was held between school staff and the student's parents (or the student if the student is an adult). Florida law requires all meeting attendees to sign the following at the conclusion of every meeting:

**Statement of Parent/Surrogate/Guardian/Adult Student who Attended Meeting
(check one and sign):**

School personnel **did not** prohibit, discourage or attempt to discourage me from inviting another adult person of my choice to attend today's meeting with me.

School personnel **did** prohibit, discourage or attempt to discourage me from inviting a person of my choice to today's meeting.

Signature _____ Date: _____

Statement of School Board Personnel who Attended Meeting (sign one):

School personnel **did not** prohibit, discourage, or attempt to discourage the parent/adult student from inviting another adult person of his/her choice to attend today's meeting with him/her.

I am **in agreement** with this statement:

Signature: _____ Date: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

I **disagree** with this statement:

Signature: _____ Date: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

STUDENT DATA ENTRY AND SCHEDULE FORM

STUDENT DATA & SCHEDULE
General Instructions

Demographic information: Complete all items

Primary Exceptionality: Specifies a code which identifies the student's primary exceptionality. Primary typically indicates the exceptionality which most affects the student's ability to learn. The Primary exceptionality is found on page one of the IEP under "Exceptionalities". It is listed first. Intellectual Disability does not include the level on this section of the IEP.

C-OI Orthopedic Impairment	O	Dual Sensory Impaired
D-OT Occupational Therapy*	P-ASD	Autistic Spectrum Disorder
E-PT Physical Therapy*	S-TBI	Traumatic Brain Injury
F-SI Speech Impaired	T-DD	Developmentally Delayed (Ages 0-5)
G-LI Language Impaired	U-EC	Established Conditions (Ages 0-2)
H-D/HH Deaf/Hard of Hearing	V-OHI	Other Health Impaired
I-VI Visually Impaired	W-Ind	Intellectual Disability-Independent
J-E/BD Emotional/Behavior Disabilities	W-S	Intellectual Disability-Supported
K-SLD Specific Learning Disabled	W-P	Intellectual Disability-Participatory
L-GIF Gifted		
M-H/H Hospital Homebound		

***Note: OT and PT are related services found on page two of the IEP; they will not be found on page 1.**

Program Code: Use the program code specific to each program as listed above. Include the primary exceptionality and all other exceptionalities and related services.

Consent Date: Enter the initial consent date. This is the date consent was received for formal evaluation to determine the student's eligibility for **each** special education program and related service. The format is MM/DD/YYYY.

Initial Evaluation Date: Enter the date the applicable **initial evaluation** procedures were completed for the purpose of determining a student's eligibility for each Exceptional Program and related service. The date of the evaluation is found on the evaluation conducted by the evaluator (Psychologist, Speech, OT, PT, etc.) This date must be before the eligibility date. The format is MM/DD/YYYY.

Eligibility Date: Enter the date the student's eligibility or ineligibility determination for the Special Program was verified by the program administrator or designee. This is the date that the ESE Director/Designee signs the Eligibility and Assignment Staffing Form, ESE-1-9002. This date is also noted on page one of the Individual Education Plan (IEP), Family Support Plan (FSP), or Education Plan (EP). This date must be before or the same as the placement date. The format is MM/DD/YYYY.

Note: The Eligibility Date for OT/PT will be the date of the IEP meeting, annual or interim, at which the need for therapy and the services is documented.

Placement Date: Specify the date the student was first enrolled in the Class, Course, or Services prescribed in the IEP/EP/FSP. The first day a student attends, "breathes air", in the ESE Program/class. This date is noted on page one of the IEP/EP/FSP. This date must be after or the same as the eligibility date and the parent signature on the Permission for Placement Form, ESE-1-9047. The format is MM/DD/YYYY.

Last Evaluation Date: Specify the date of the most recently conducted evaluation or reevaluation. The date must be entered in the format: MM/DD/YYYY.

Dismissal Date: Specify the date that the ESE Director/Designee signs the Eligibility and Assignment Staffing Form, ESE-1-9002, approving the dismissal or removal from the program. The date must be entered as MM/DD/YYYY.

Note: The Dismissal Date for OT/PT will be the date of the IEP meeting, annual or interim, at which the the services are discontinued.

Current Plan/Interim Date: Specify the date of the most recent Individual Education Plan/Interim, Family Support Plan, or Educational Plan development or review meeting. This is the date of the most current IEP/EP/FSP review held. This date is noted on page one of the IEP/EP/FSP as “IEP Date”. The date must be entered in the format: MM/DD/YYYY.

IEP/EP Required Review Date: Specify the date that the next IEP or EP review is due. For the IEP, this date cannot be more than one year from the Plan Date for placed students. For the EP, this date cannot be more than three years for K-8 and 4 years for 9th-12 grades. The date must be entered in the format: MM/DD/YYYY.

Next Evaluation Date (3 Year Reevaluation): Specify the date the student is to be reevaluated for their ESE Program(s), the date of the three year reevaluation. The first reevaluation date is three years from the date of the last formal evaluation instrument used in determining eligibility. Subsequent reevaluation dates are determined by the outcome of the Reevaluation Review Meeting. This date is also noted on page one of the IEP/FSP as “Three Yr. Reevaluation Date”. Gifted ONLY students with OT/PT as a related service are not subject to the three year reevaluation requirement. The date must be entered in the format: MM/DD/YYYY.

Time Total School Week (min): TTSW indicates the total amount of time a student with a disability is scheduled to attend school each week for the current year. This includes class time, recess, lunch and time between classes which must be included in the total. Enter the time in minutes per week. Note: TTSW minutes for “A” are for the current year, “B” is for the next school year.

Time with Non-Disabled Peers (min): TNDP indicates the total amount of time a student with a disability is with non-disabled peers for the current year. This includes time with school peers in and out of class, time with work place peers, class time, lunch, recess and times spent between classes if these times are spent with non-disabled peers. If the TTSW is specified, the TNDP must be equal or less. Enter the time in minutes per week. Note: TNDP minutes for “A” are for the current year, “B” is for the next school year.

For students who are both disabled and gifted, time with gifted peers is considered time with non-disabled peers.

ESE Matrix Code: Specifies the Support Level (111,112, or 113) or Matrix Number (254 or 255) under which the exceptional student should be funded. If the student does not have a Matrix with a 254 or 255, then the student will be assigned a Support Level based on their assigned grade level (111: Grade PK-3; 112: Grades 4-8; 113: Grades 9-12).

Use the drop-down menu to select from:

111 – PK – 3 Basic ESE Services

- 112 – 4-8 Basic ESE Services
- 113 – 9-12 Basic ESE Services
- 254 – ESE Support Level 4
- 255 – ESE Support Level 5
- 999 – Non-funded/Student Not Eligible

IDEA Educational Environment: The educational environment, in which a student with disabilities is served, is a one character code defined by DOE. Use the following list to select the first code applicable to the student.

Ages 3-5

A - Home (ages 3-5 only) - Children with disabilities who do not attend an early childhood program provided in a separate class, separate school, or residential facility, but who receive special education and related services in the principal residence of the child’s family or caregivers. Include children who receive special education both at home and in a service provider location.

B – Residential Facility (ages 3-5 only) - Children with disabilities attending a residential school or residential medical facility on an inpatient basis that includes less than 50% nondisabled children.

J – Service Provider (ages 3-5 only) - ESE student who receives all of their special education and related services from a service provider (i.e. Speech/Language Therapy). The student does not attend an early childhood program, kindergarten, or special education program in a separate class, separate school, or residential facility.

K – Early Childhood Program Receiving the Majority of ESE Services Inside the Program (ages 3-5 only) – ESE student attending an early childhood program that includes 50% or more nondisabled children **and** who receive the majority of ESE services **inside** the setting. For example, Head Start, private preschools, Voluntary Prekindergarten (50/50VPK) programs, group child care, and DD Consultative Services only.

L – ESE program at a Regular School Campus or Community Based Setting (ages 3-5 only)- Children with disabilities attending an early childhood special education program that includes less than 50% nondisabled children in a regular school building, in a portable building outside a regular school building, in a community-based setting such as a child care facility, or in a hospital facility on an outpatient basis. Examples: Head Start, private preschools, Voluntary Prekindergarten (VPK) programs, and group child care.

M - Early Childhood Program Receiving the Majority of ESE Services Outside the Program (ages 3-5 only) – ESE student attending an early childhood program that includes 50% or more nondisabled children **and** who receive the majority of ESE services **outside** the setting (such as pullout services for resource therapies).

S – ESE Program in a Separate School (ages 3-5 only) - Children with disabilities attending an early childhood program or kindergarten in a school designed specifically for children with disabilities (center schools). For example, Clarke School for Hearing Impaired.

Ages 6-21

C – Correction Facility (ages 6-21 only) - ESE students receiving ESE services in Department of Juvenile Justice Facilities, Department of Corrections Facilities, or City/County Jails.

D – Public Separate Facility (ages 6-21 only) - ESE students who receive services for greater than 50% of the school day in non-residential public or private separate day school facilities (Also known as center schools, where all of the students are disabled.)

E - Private Separate Facility (ages 6-21 only) - Students with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in **non-residential** private separate facilities. **This involves a contract between the school district and a private day school.**

F – Public Residential Facility (ages 6-21 only) - Students with disabilities receiving special education and related services for greater than 50% of the school day in public **residential** facilities (e.g., Florida School for the Deaf and the Blind).

G - Private Residential Facility (ages 6-21 only) - Students with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in private residential facilities. **This involves a contract between the school district and a private residential school.**

H – Home/Hospital (ages 6-21 only) - Students with disabilities receiving special education and related services at home or in an inpatient hospital program.

P- Private School (ages 6-21 only) - Students with disabilities enrolled in private schools and who receive special education and/or related services from public school. Include McKay Scholarship students who have a services plan. Do not include charter school students.

Z – Use for: Students with a disability ages 6-21 for whom codes C,D,E, F, G, H, or P do not apply; All students with disabilities ages 0-2; Gifted and not also identified as disabled.

State Assessment: This element is used to identify whether or not a student with disabilities is administered an alternate assessment. Use the drop-down menu to select from:

- D** The student will be assessed using the FSAA-Datafolio.
- P** The student will be assessed using the FSAA-Performance Tasks.
- Z** Student will take statewide FSA and other districtwide assessment, or student is in a grade/course where FSA and other districtwide assessments are not administered

Special Transportation: Check the applicable justification(s) for special transportation.

Extended School Year Services (ESY): This element is used to indicate whether or not a student with disabilities receives extended school year (ESY) services in accordance with the student’s individual education plan (IEP). Use the drop-down menu to select from:

- Z** Student is not identified as a student with a disability (e.g. student is gifted)
- Y** The student is eligible to receive ESY in accordance with an IEP team decision
- N** The IEP team determined that ESY services were not necessary

Gifted Eligibility: This element identifies whether a student is identified as a Gifted student. Use the drop-down menu to select from:

- NA** Not applicable
- A** Student determined eligible under criteria in Plan A
- B** Student determined eligible under criteria in Plan B
- Z** Student was found ineligible or was eligible before 7/1/2009

Graduation Options: Specify Standard Diploma, Special Diploma, or other 18 credit options. The *other 18 credit options* are accelerated college or career preparatory programs NOT the 18 credit special diploma option.

Class Schedule: Specify the beginning and ending dates for the information listed below. A teacher may use the two schedule blocks for two semesters, the end of one year and the change at the beginning of the next year, or not at all if it in an Interim IEP review and class schedule does not apply.

Course Title for Elementary: List the classes taught by the ESE teacher for students on Florida State Standards, including any team taught classes as well as speech, language, OT, PT, and Specially Designed PE. For students on Access Points (AP), list only speech, language, OT, PT, and Specially Designed PE.

Course Title for Secondary: Use the exact title of the course for both Florida State Standards and Access Points (AP) classes taught by an ESE teacher, including any team taught classes, as well as speech, language, OT, PT, and Specially Designed PE.

Mins/Wk: Specify minutes for speech, language, OT, PT, and Specially Designed PE. General course code classes do not have to have a time recorded. Team taught classes do not need minutes listed.

Teacher: Specify the teacher who has been identified as the “responsible teacher” who will be delivering instruction/service. If the co-teach or support facilitation model is the service, write in the names of **both** teachers.

S – Check *yes* if the services are provided by a teacher, general education or ESE, in a self-contained setting; a setting in which one teacher is assigned to a specific group of students.

I – Check *yes* if the services are provided by an ESE teacher and delivered in either of the following ways:

- The ESE teacher is scheduled for the entire class period each time the general class/course meets.
- The ESE teacher is scheduled for part of the class period **or** is regularly scheduled but not on a daily basis each time the general class/course meets.

DO NOT enter on the data sheet if *the ESE teacher is not scheduled on a daily basis, but may be scheduled once or twice a week, several times a month, or totally randomly as needs arise.*

G- Check *yes* if the services are provided in a setting of groups of 15 or less students. (Typically, therapies will use this code.)

Note: If the group exceeds 15 students, code all additional students as *S*. There is no need to change the original 15 student codes to *S*.

C – Check *yes* if the services are provided in a co-teaching setting. This is a setting in which two teachers, one general education and one ESE, are in the class together the entire time and are both responsible for all students. Both teachers are required to have Team-Teaching professional development.

Find the appropriate level. Check Florida State Standards, Pre-K State Performance Standards, or Access Points (AP)

Assessment Accommodations

Class Schedule “**A**” – state assessments to be administered during the current school year.

Class Schedule “**B**” – projected state assessments to be administered in the next school year.

Select the name of the assessment from the pull-down menu:

- FCAT Science
- EOC Biology
- EOC US History
- EOC Civics
- PERT
- PSAT
- FCAT Reading Retake
- FSA Geometry
- FSA Algebra I
- FSA Mathematics
- FSA ELA Writing
- FSA ELA Reading

Select the State Reported Accommodations from the pull-down menu that have been recommended on the student's IEP.

- Paper: One-item-per page
- Paper: Uncontracted UEB Braille
- Paper: Contracted UEB Braille
- Paper: Uncontracted EBAE Braille
- Paper: Contracted EBAE Braille
- Paper: Large Print
- Paper: Regular Print
- Online: Masking
- Online: Text-to-Speech
- Online: Passage Booklet
- American Sign Language (D/HH only)
- Closed Captioning (D/HH only)
- Listening Transcripts (D/HH only)

Select Additional Accommodations from the pull-down menu that have been recommended on the student's IEP.

- Extended Time
- Individual Setting
- Small Group Setting
- Flexible Scheduling
- Oral Presentation (Individual)
- Oral Presentation (Group)
- Oral Presentation (As Needed)

NOTE: A new data entry and schedule form is completed at each annual and interim review. For an interim, only changes need to be noted.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
STUDENT DATA & SCHEDULE

Student Name: _____ **Std Number:** _____ **DOB:** _____ **Grade:** _____

Reference the A&P Manual and/or FOCUS Help page for assistance.

Primary Exceptionality: _____

<u>Program Code*</u>	<u>Consent Date</u>	<u>Initial Eval Date</u>	<u>Eligibility Date</u>	<u>Placement Date</u>	<u>Last Eval Date</u>	<u>Dismissal Date</u>

* SLD-K EBD-J SI (Speech)-F LI (Language)-G GIF (Gifted)-L Deaf/HI-H VI-I OI-C InD (Intellectual Disabilities)-W
TBI-S H/H-M Age: 0-2-U Dual Sen.-O ASD-P OT-D PT-E DD-T OHI-V

Current IEP/Interim Date: _____ **IEP/EP Required Review Date:** _____ **Next Evaluation Date:** _____

A-Time Total School Week (min): _____ **Time with Non-Disabled Peers TNDP (min):** _____

B-Time Total School Week (min): _____ **Time with Non-Disabled Peers TNDP (min):** _____

ESE Matrix Code: _____ **IDEA Educational Environment:** _____ **State Assessment:** _____ **Special Transportation:** _____ **ESY:** _____

Gifted Eligibility: _____ **Graduation Options (Check One):** Z – n/a 1 – Standard Diploma 4 – Sp. Diploma Other 18 credit options

Legend: S= any teacher in a self-contained setting (Reg. Ed. or ESE); I = Support Facilitation; G= Groups of ≤ 15 students C= Co-Teaching						
CLASS SCHEDULE "A" Beginning (Date):			Ending (Date):			
<u>Course Title</u>	<u>Mins/Wk</u>	<u>Teacher</u>	<u>S</u>	<u>I</u>	<u>G</u>	<u>C</u>
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	yes	yes
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	yes	yes
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	yes	yes
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	yes	yes
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	yes	yes
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	yes	yes
CLASS SCHEDULE "B" Beginning (Date):			Ending (Date):			
<u>Course Title</u>	<u>Mins/Wk</u>	<u>Teacher</u>	<u>S</u>	<u>I</u>	<u>G</u>	<u>C</u>
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	yes	yes
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	yes	yes
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	yes	yes
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	yes	yes
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	yes	yes
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	yes	yes

For Pre-K Teachers check:
 Pre-K State Performance Standards

For Elementary Teachers check one:
 Florida State Standards If the student is on Florida State Standards, the teacher needs to list any academic classes taught by the ESE teacher, including any team taught classes, as well as Speech, OT, PT, Specially Designed PE, etc. Team taught classes do not need minutes listed, but Speech, OT, PT, and Specially Designed PE do.
 Access Points (AP)
 If the student is on AP, the teacher **only** needs to list Speech, OT, PT, Specially Designed PE, H/H, etc. The remainder of the schedules will be completed automatically.

For Secondary Teachers check one:
 Florida State Standards
 Access Points (AP)
 If the student is on either Florida State Standards or AP, the teacher needs to list any academic classes taught by the ESE teacher, including any team taught classes, as well as Speech, OT, PT, Specially Designed PE, etc. Team taught classes do not need minutes listed, but Speech, OT, PT, and Specially Designed PE do. **The exact course title must be used so that the course numbers are correct.**

Continued on next page...

			ESE Services Chart							
	<i>Description</i>	<i>Data Codes</i>	<i>ESE Service/Delivery Model</i>	<i>Subject Examples</i>	<i>Frequency</i>	<i>Location</i>	<i>Mins subtracted from TNDP</i>	<i>TNDP</i>	<i>Certification</i>	<i>Diploma</i>
1	Reg. Ed. Courses for ESE students only* (old VE); no general education students	S	Specialized Instructional Techniques	Applicable subject(s)	_ periods/week _ periods/_ week	Resource Room, Self-Contained,	X		ESE & Reg. Ed. Certification (in subject area as needed)	Standard
		S				In the Community		X		
		S				Job Site	X	(or) X		
2	Therapy services in a setting comprised of all ESE students (G ¹ – small groups of 15 or less)	G ¹	Therapy	Speech, Language, OT, or PT	_ times/week	Resource Room	X		Therapy as defined by state	n/a
3	Courses in which students are working on Access Points (InD and ASD Students) (G ¹ – small groups of 15 or less)	S (or) G ¹	Specialized Instructional Techniques or Intensive Instruction	Access English 1 Access Algebra 1	_ periods/week _ periods/_ week	Resource Room, Self-Contained	X		ESE Certification & Reg. Ed. Certification	Standard via Access Points
4	Elective ESE Courses for ESE students only (i.e. - Learning Strategies, Unique Skills or Social/Personal Skills.) The ESE teacher is coded as (S) for these courses.	S	Specialized Instructional Techniques	<u>Learning Strategies</u> 7863090/6 th -8 th 7963080/9 th -12 th <u>Unique Skills</u> 7863010/6 th -8 th 7963130/9 th -12 th <u>Social Personal</u> 7863000/6 th -8 th 7963070/9 th -12 th	5 periods/week	Resource Room, Self-Contained	X		ESE Certification NOTE: All Learning Strategies classes must be taught by a SIT teacher who is working toward Teacher Proficiency Requirements in the SIM Model	Standard
5	General Ed. Courses in which the majority of students are ESE* with a few general education students taught by an ESE Teacher (S)	S	Academic Assistance or Specialized Instructional Techniques	Applicable subject(s)	_ periods/ week _ periods/_ week	General Education Class		X	ESE & Reg. Ed. (in subject area as needed)	Standard
6	A. General education course in which one General Ed teacher (S) provides instruction for the entire class period and an ESE teacher (I) meets with an individual ESE student or small group of ESE students on an individualized basis. <i>The ESE teacher is scheduled each time the class meets for the entire class period</i> B. General education course in which one General Ed teacher (S) provides instruction for the entire class period and an ESE teacher (I) meets with an individual ESE student or small group of ESE students on an individualized basis. <i>The ESE teacher is scheduled each time the class meets for part of the class period or is regularly scheduled but not on a daily basis</i>	<u>A.</u> SI ²	Academic Assistance or Specialized Instructional Techniques	Applicable subject(s)	<u>A.</u> Example: 5 periods/wk	General Education Class with support facilitation		X	<u>General Ed. Teacher</u> Reg. Ed. Cert. <u>ESE Teacher</u> ESE Certification	Standard
		<u>B.</u> SI ²			<u>B.</u> 5 times/ wk					

	C. General education course in which one General Ed teacher (S) provides instruction for the entire class period and an ESE teacher (I) meets with an individual ESE student or small group of ESE students on an individualized basis. <i>The ESE teacher is not scheduled on a daily basis, but may be scheduled once or twice a week, several times a month, or totally randomly as needs arise.</i> I² – REQUIRES Team-Teaching Professional Dev.	C. Do not schedule on Data System			C. Varies, may use range Ex. 1-2 times per week					
7	General Ed. Courses* in which two teachers are in the class together the entire time and responsible for all students (pull-outs are allowable, but only in the classroom). This is the typical co-teaching model. It is a general ed. teacher (C) and an ESE teacher (C); both are REQUIRED to have Team-Teaching Professional Dev.	C/C	Academic Assistance or Specialized Instructional Techniques	Applicable subject(s)	_periods/ week _periods/_ week	General Class with co-teaching		X	General Ed. Teacher-Reg. Ed. Cert. ESE Teacher-ESE Cert. & Reg. Ed. Cert. in area	Standard
8	For any ESE student, the ESE teacher or therapist collaborates (works on products) with the Reg. Ed. teacher or another ESE teacher weekly . It must be teacher-to-teacher contact and documentation must be kept. A goal page is required if no other goal page(s) are in the IEP.	S	Academic Assistance	Applicable courses and/or therapies	1 time/ week	General Class w/ Collaboration or ESE Class w/Collaboration		X	ESE Cert.	Standard
9	For any ESE student, the ESE teacher or therapist consults with the Reg. Ed. teacher or another ESE teacher monthly . Documentation must be kept. A goal page is required if no other goal page(s) are in the IEP.	S	Academic Assistance	Applicable courses and/or therapies	1 time/ month	General Class w/ Consultation or ESE Class w/Consultation		X	ESE Cert.	Standard
10	For any ESE student whose IEP has only accommodations and/or modifications in a specific area listed. ESE teacher or therapist monitors that these are working. A goal page is required if no other goal page(s) are in the IEP.	S	Academic Assistance	Applicable courses and/or therapies	1 time/ 4.5 weeks	General Class w/ Monitoring or ESE Class w/Monitoring		X	ESE Cert.	Standard
11	A. Pre-K & ESE in VPK A self-contained setting with a combination of ESE and general ed. role models B. Pre-K A self-contained setting of ESE students with no general ed. role models	S S	Specialized Instructional Techniques	All	5 periods/day 5x/week	Self-contained	A. B. X	A. X B.		n/a

LEGEND: S = any teacher in a self-contained setting (Reg. Ed. or ESE); I = ESE teacher; G = ESE teacher scheduled with groups of 15 or less students

NOTE: Teachers may need to get the Reading Endorsement depending upon the subjects taught. See your principal for reading certification information.

General Definitions

Team Teaching Models

C/C: Both teachers are responsible for ALL students in the classroom; both teachers are scheduled for the entire class period or day

#7A. **Support Facilitation:** General education course in which one General Ed teacher (S) provides instruction for the entire class period and an ESE teacher (I) meets with an individual ESE student or small group of ESE students on an individualized basis. *The ESE teacher is scheduled each time the class meets for the entire class period*

#7B. **Support Facilitation:** General education course in which one General Ed teacher (S) provides instruction for the entire class period and an ESE teacher (I) meets with an individual ESE student or small group of ESE students on an individualized basis. *The ESE teacher is scheduled each time the class meets for part of the class period or is regularly scheduled but not on a daily basis*

#7C. **Support Facilitation:** General education course in which one General Ed teacher (S) provides instruction for the entire class period and an ESE teacher (I) meets with an individual

ESE student or small group of ESE students on an individualized basis. *The ESE teacher is not scheduled on a daily basis, but may be scheduled once or twice a week, several times a month, or totally randomly as needs arise.*

ESE Services

Academic Assistance – a model which provides academic instruction/assistance which normally occurs in the general education setting so that individual or small groups of ESE students can access the general curriculum and meet general Statewide Assessments.

Specialized Instructional Techniques – a model which provides academic instruction which normally occurs in settings other than general education but can occur in general education; it is instruction or techniques that are used specifically for the individual or small groups of ESE students that are not being used with the majority of students.

Change in Placement – Identifying ESE Minutes

- If the student has a goal page (other than a consultative, collaboration, or monitoring goal), based on the identified ESE needs, the services provided should be counted as ESE minutes on the Notification of Change in Placement.

Student Data Sheet

The ESE minutes on the Notification of Change in Placement may still be counted as TNDP (Total Time with Non-Disabled Peers) depending on the setting.

Completing Matrices

Initial Placement in an ESE program - A matrix must be completed for all students who are found eligible and initially placed in an ESE program. It is best practice not to have the matrix at the meeting. **The parent does not need to see it or get a copy of it.** The matrix must be dated the same date as the IEP meeting date.

In accordance with section 1003.57(1)(j), F.S., the district school board shall provide each parent with information regarding the amount that the school district receives from the state appropriation for each of the five exceptional student education support levels for a full-time student. The school district shall provide this information at the initial meeting of a student's individual educational plan (IEP) team. This information is provided to each school by the district office.

Annual IEP Reviews: For students who will be reported at the 254 and 255 funding level, a **new matrix** must be completed, dated and initialed at **each** annual IEP meeting. The matrix is then filed with the current IEP. **Do not complete a matrix on a student who would be a level 253 or below at each annual IEP meeting; it is completed when the student is initially placed.**

Interim IEP Reviews: When an interim review is held for any reason, a **new matrix** must be completed.

Monitoring or Changing the Matrix: It is important to monitor the level of services for students at the upper end of the 253 cost factor. If services should increase, it could possibly move them to a 254 or 255 Cost Factor for funding. Remember a student who scores a 17 and is rated a 5 in three of the five domains may have a point added to the total which would make them a level 254.

When services on the matrix decrease from a level 254 to a level 253, you do not need to complete another matrix. Make sure this change is reflected on the data sheet. On the current matrix, you may write the IEP date and "return to basic cost factor".

Uncommon Circumstances: On rare occasions a student may be served in both the hospital/homebound (H/H) setting as well as the school setting. In this case the student would need a matrix for the H/H setting, as well as a second matrix for the school setting if services warranted a level 254 or 255 at school.

In looking at special considerations #5 and #6, you can only add the one point to your Total of Domain Ratings if the total is 17 or 21, not if it is 18, 19, or 20.

IEP Documentation: When completing the matrix, make sure you have documentation on the IEP to justify the level of services indicated. (See the Matrix handbook.)

FTE for ESE students is reported in the following manner for levels 253 and below:

Grades PK – 3 are reported as 111

Grades 4 – 8 are reported as 112

Grades 9 – 12 are reported at 113

If you have any questions access the Matrix of Services Handbook (2015 edition) or consult your Staffing Specialist.

INITIAL EVALUATION

The Initial Evaluation Process for ESE Services

Evaluation is the systematic, full and individual examination of all of a student's suspected areas of need, including, as appropriate, health, vision, hearing, behavioral, social and emotional status, general intelligence, academic and classroom performance, communicative status and motor abilities.

The Overall Duty to Evaluate

The school district is responsible for conducting a "full and individual" initial evaluation before the provision of ESE services to a student may occur. It is important to note that data-based problem-solving does not cease when the student is referred for an evaluation or determined eligible for special education services. Instead, the student's progress and data reflecting response to intervention and instruction will continue to be monitored to support data-based decision-making regarding the interventions, instructional strategies or services provided to the student.

Obtaining Parental Consent for an ESE Evaluation

Before an initial evaluation for ESE services may be conducted, the district is required to obtain informed parental consent for the evaluation. As required by Florida Rule and reflected in the content of our district's Consent for Evaluation form ESE-1-2212, the school district must provide the parent with written notice that describes any evaluation procedures the district proposes to conduct. Broad evaluation areas are to be designated on the form rather than specific evaluation instruments, as the selection of instruments will be left to the discretion of the evaluation specialist.

When obtaining consent for evaluation, the school district is not required to set out the specific tests that will be administered. Rather, the parent is to be provided with information as to the areas of evaluation that will be conducted. If a parent demands specific instruments or assessments be done but the evaluation specialist does not agree, prior written notice of refusal is not required because the school district is not refusing to conduct an evaluation. Rather, the district is fulfilling its responsibility to conduct a "full and individual" evaluation in accordance with the IDEA and Florida Rules.

As part of an initial special education evaluation and in deciding what evaluation procedures or areas, if any, should be proposed as part of the initial evaluation, a group of qualified professionals and the parent, as appropriate, must:

1. Review all existing evaluation data on the student, including evaluation and information provided by the student's parents, current classroom-based, local or state assessments and classroom-based observations and observations by teachers and related services providers;
2. Identify, on the basis of that review and input from the student's parents, what additional data, if any, are needed to determine whether the student is a student with a disability, the educational needs of the student, the present levels of academic achievement and related developmental needs of the student, and whether the student needs special education and related services.

Parental consent is not required before reviewing existing data as part of an initial evaluation or administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required from parents of all students. While the law does not require that the review of existing data be conducted in a meeting, it is preferred that it is done through a meeting as part of the referral process and when parental consent is being sought for an evaluation.

In addition to advising parents as to what evaluation procedures the district is proposing to conduct, parents are advised via the Consent for Evaluation form ESE-1-2212, that the school district will not construe their consent for an initial evaluation as consent for the initial provision of ESE services.

The school district is required to make reasonable efforts, using the Consent for Evaluation form ESE-1-2212, to obtain informed parental consent for an initial evaluation and maintain documentation of those attempts. Efforts to make contact with parents and attempts to obtain their consent will be documented on the Consent for Evaluation form ESE-1-2212 and maintained by the district.

Consent timelines for gifted evaluations

Once a referral team has determined that a student will be evaluated for gifted services, there is no required timeline for obtaining parental consent for the evaluation. However, parental consent should, in all cases, be obtained within a reasonable period of time or as soon as possible. In order to be consistent with special education requirements, it is advisable that parental consent should be sought not later than 30 calendar days of the determination by the referral team that the gifted evaluation should be conducted.

Consent timelines for special education evaluations

Once a referral team has determined that a student will be evaluated for special education services, including a student who is suspected of being both gifted and disabled (“twice exceptional”), written parental consent to conduct the evaluation should be sought as soon as possible, so that the evaluation may proceed in a timely fashion. Florida Rule provides that if the referral for evaluation was based upon a school-based team’s determination (1) that a K-12 student’s Multi-Tiered Systems of Support data indicate that intensive interventions are effective but require a level of intensity and resources to sustain growth or performance that is beyond that which is accessible through general education resources or (2) that the student does not make adequate growth given effective core instruction and intensive, individualized, evidence-based interventions, the school district must seek parental consent for an evaluation within 30 calendar days of the determination that this circumstance exists.

This 30 calendar-day requirement also applies when the referral for evaluation is for a child age 3 to kindergarten entry age where (1) existing social, psychological and medical data have been reviewed, (2) vision and hearing screenings have been conducted for the purpose of ruling out sensory deficits, (3) a developmental screening through the school district or the FDLRS Center is received, and (4) it is suspected that the child may be a child with a disability in need of special education and related services. Similarly, the 30 calendar-day requirement applies when a parent requests an evaluation for special education services, and there is documentation or evidence that the K-12 student or child age 3 to kindergarten entry age who is enrolled in a school district-operated preschool program may be a student with a disability and needs special education and related services.

The 30 calendar-day requirement for obtaining parental consent for an evaluation in the above circumstances can be modified only if the parent and the school agree otherwise in writing.

Consent timeline when parent requests special education evaluation (reference the Multi-Tiered Systems of Support manual for procedures for handling parent requests for initial evaluations).

Whether or not the district has reason to believe or suspect a disability and need for special education services, if a parent has requested that the school conduct a special education evaluation, Florida Rule requires the school district to do the following within 30 calendar days of the parent’s request, unless the parent and the school agree otherwise in writing:

1. Obtain parental consent for the evaluation and timely conduct the evaluation; or
2. Provide the parent with the Notice of Proposal or Refusal to Take Action form, explaining its refusal to conduct the evaluation, along with a copy of the most recent Notice of Procedural Safeguards for Parents of Students with Disabilities.

When Parents Refuse Consent for a Special Education Evaluation

Parents are not required to consent to an initial special education evaluation of their child. Where a parent of a student who is enrolled or is seeking to enroll in a district school refuses to provide consent for a special education evaluation or fails to respond to the district’s request for it, the school district may, but is not required to, pursue an initial evaluation by requesting formal mediation through the Florida Department of Education or initiating a due process hearing to obtain an order to proceed with the evaluation.

If a parent should refuse consent to an initial evaluation for special education services, documentation must be maintained evidencing the parent’s refusal to consent to the initial evaluation. The decision as to whether the district will formally seek to over-ride parental refusal to consent to the evaluation is an administrative decision to be made by the ESE Director.

Evaluation Procedures

In conducting an evaluation, the school district:

1. Must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student within a data-based problem solving process, including information about the student's response to evidence-based interventions as applicable and information provided by the parent. This evaluation data may assist in determining whether the student is eligible for ESE and the content of the student's individual educational plan (IEP) or educational plan (EP), including information related to enabling the student with a disability to be involved in and progress in the general curriculum (or for a preschool child, to participate in appropriate activities), or for a gifted student's needs beyond the general curriculum;
2. Must not use any single measure or assessment as the sole criterion for determining whether a student is eligible for ESE and for determining an appropriate educational program for the student; and
3. Must use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

In addition, the school district must ensure that assessments and other evaluation materials and procedures used to assess a student are:

1. Selected and administered so as not to be discriminatory on a racial or cultural basis;
2. Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;
3. Used for the purposes for which the assessments or measures are valid and reliable; and
4. Administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments.

Assessments and other evaluation materials and procedures are required to include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient. Further, assessments are to be selected and administered in order to best ensure that if an assessment is administered to a student with impaired sensory, manual or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's sensory, manual or speaking skills, unless those are the factors the test purports to measure.

It is also required that the school district use assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the student. Thus, a student will be assessed in all areas related to a suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities, and any evaluation must be sufficiently comprehensive to identify all of a student's individual needs, whether or not commonly linked to the suspected exceptionality.

Many types of assessment procedures will make up a "full and individual" evaluation. For a student suspected of having a disability, for example, a "full and individual" evaluation would include a review of all the existing information on the student (e.g., graphic representations of the student's rate of progress and level of performance; observations; reports; parent or legal guardian input; and local, state and district assessments), as well as any additional assessments that a referral team, including the parents, deems necessary to identify the special education needs of the student and determine whether the student has a disability. The referral team will determine the type of additional information needed on a case-by-case basis, taking into consideration all requirements of applicable rules related to special education eligibility.

Timelines for Completing ESE Evaluations Once Parental Consent is Received

Evaluation timeline for special education evaluations

Florida Rule provides that the school district must ensure that initial evaluations of students and preschool age children age 3 through kindergarten entry age suspected of having a disability are completed within sixty (60) calendar days after the school district's receipt of signed parent consent for evaluation. For the purpose of calculating the 60 calendar-day evaluation timeline, the following calendar days will not count toward the requirement:

1. All school holidays and Thanksgiving, winter and spring breaks as adopted by the district school board pursuant to its official school calendar;*
2. The summer vacation period beginning the day after the last day of school for students and ending on the first day of school for students in accordance with the calendar adopted by the district school board. However, the school district is not prohibited from conducting evaluations during the summer vacation period; and
3. In the circumstance when a student is absent for more than eight (8) school days in the sixty (60) calendar day period, those days absent will not count toward the sixty (60) calendar-day requirement.

The sixty (60)-day timeline for completing an evaluation does not apply to a school district if:

1. The parent of the student repeatedly fails or refuses to produce the student for the evaluation;
2. A transfer student enrolls in the district after the timeline has begun and prior to a determination by the student's previous school district as to whether the student is a student with a disability. This exception applies only if the new school district is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and new school district agree to a specific time when the evaluation will be completed via a conference and documentation of such agreement using a Conference/Meeting Record. Assessment of a student with a disability who transfers from one school district to another school district in the same school year must be coordinated with the student's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of a full evaluation; or
3. For a student suspected of having a specific learning disability, the student's parent and a qualified group of school professionals agree in writing to extend the timeline (Florida Rule 6A-6.03018(3)(b), F.A.C.). This agreement will be documented using the form entitled, "Mutual Written Agreement to Extend the Initial Evaluation Timeline." Reference the MTSS manual for procedural details.

*Weekend days immediately preceding and following a 5-day (Monday-Friday) school holiday count toward the 60 calendar-day timeline. However, teacher planning days are not considered holidays.

Evaluation timeline for gifted evaluations

For gifted students, the school district must ensure that students suspected of being gifted are evaluated within a "reasonable period of time" as specified in the district's SP&P Document, but no more than ninety (90) school days that the student is in attendance after the school district's receipt of parental consent for the evaluation.

60-Day Rule for Initial Evaluations

In an effort to improve district procedures to ensure compliance with the 60-day rule for Initial Evaluations, we have approved and adopted the following procedures.

Staffing Specialists will maintain a log for all referrals requiring a Document Review. Staffing Specialists log entries that include the date the parent signed the consent for initial evaluation or the date stamped on the consent when it is returned if it is sent home for parent signature, the date the referral went to the evaluator, the date of testing, and whether or not the student was tested within 60 days of receiving the consent for initial evaluation.

It is imperative for Speech/Language Pathologists to maintain a log for the students they test. Log entries for Initial Speech/Language referrals must include the date the parent signed the consent for initial evaluation or date received at school, the date of testing, and whether or not the student was tested within 60-days of receiving consent for evaluation.

All logs will be submitted at the end of each school year to the ESE secretary, and the information will be used for data reporting purposes in order to comply with Federal and State rules. Please reference the current 60-day calendar in teacher portal.

REEVALUATION

Reevaluation Procedures

General Instructions

The IEP team determines which students will require a reevaluation. The reasons for conducting an individual reevaluation may include, but are not limited to the following:

- required three-year reevaluation
- gathering information
- consideration of additional programs
- consideration of a possible change in placement or setting
- consideration of possible changes in the student's IEP

A school can make the decision to reevaluate at any time before the required three-year reevaluation date.

The reevaluation IEP review meeting is scheduled. This meeting must be held in conjunction with an IEP review, which can be an interim IEP meeting. Required participants are:

- LEA Representative
- ESE Teacher
- General Education Teacher
- Evaluator or Evaluation Specialist

-the ESE teacher and/or LEA representative may serve as the Evaluation Specialist if they are knowledgeable about the evaluation procedures. They would need to sign in both places on the Consent for Evaluation/Reevaluation form, ESE-1-2212.

The parent must be invited to the reevaluation review. Use the Meeting Participation form, ESE-1-2221. All other personnel involved with the student should be invited or be given the opportunity to provide input.

NOTE: If the Meeting Participation form was not checked to indicate that the Review Step for Reevaluation would be conducted, this may be amended on the Meeting Participation form if parent(s) is in attendance either in person or by phone and agree to waive their right to a week's notice.

The meeting is held and the student's programming is discussed; previous evaluation/reevaluation data is reviewed. A decision is made to determine one of the following:

- Formal assessments are recommended. They should be recorded on the Consent for Evaluation/Reevaluation form, ESE-1-2212. If the committee determines that an evaluation by the psychologist is necessary, a copy of the Consent for Evaluation/Reevaluation form, ESE-1-2212, should be sent to the psychologist. If the committee is planning to consider evaluation by the psychologist, then the psychologist should be invited to the meeting. A formal assessment is **required** for Visually Impaired, Hearing Impaired and Dual Sensory Impaired students.
- No formal assessments are recommended. This should be noted in the fourth section of the Consent for Evaluation/Reevaluation form, ESE-1-2212. The decision to recommend no formal assessments should be made after considering the following questions:

Is more information needed to determine the present levels of functioning?

Is more information needed to determine if this is still a student with a disability?

Is more information needed to determine if the student still needs ESE services?

Is more information needed to determine if there is a need to modify the IEP or support

participation in the general curriculum?

Is more information needed to determine whether special considerations, e.g. communication or behavior, are interfering with the student's progress?

Is more information needed to determine appropriate placement?

NOTE: If the reevaluation is conducted for consideration of placement in another ESE program, formal assessments must be conducted in accordance with eligibility criteria.

Signing of the Consent for Evaluation/Reevaluation Form

If the parent is at the meeting, **and** if the parent signs "Yes, I give permission for a formal reevaluation" on the Consent for Evaluation/Reevaluation form, ESE-1-2212, the reevaluation process may continue.

If the parent is at the meeting and the parent signs "No, I do not give permission for a formal reevaluation" on the Consent for Evaluation/Reevaluation form, ESE-1-2212, the reevaluation process does not continue.

If the parent is at the meeting and the consensus is that no formal assessment is needed, the parent should sign as a participant only. Informal reevaluation will continue.

If the parent did not attend the meeting and no formal assessment is recommended, a copy of the Consent for Evaluation/Reevaluation form, ESE-1-2212, is sent home for parental information purposes ONLY. No attempt to get a parental signature is needed.

If a formal assessment is recommended, the Consent for Evaluation/Reevaluation form, ESE-1-2212 is sent home to obtain a parental signature and parental input into the process. (This also applies if the parent attended the review meeting but did not sign the Consent for Evaluation/Reevaluation form, ESE-1-2212, while there.)

If the parent signs and returns the Consent for Evaluation/Reevaluation form, ESE-1-2212, and is in agreement with the recommendation, continue the reevaluation process.

If the parent signs "No, I do not give permission for reevaluation" on the Consent for Evaluation/Reevaluation form, ESE-1-2212, the reevaluation process does not continue.

If the Consent for Evaluation/Reevaluation form, ESE-1-2212, is not returned, a second contact attempt must be made to get parental signature and **input**. On the Consent for Evaluation/Reevaluation form, ESE-1-2212, there is a section for the parent to give parental input. Parental input is a very important part of this process and parents should be encouraged to complete the parent input section of the form if they do not attend the meeting. If the parent does not respond after two contact attempts, these attempts should be recorded on the form and the reevaluation process may continue, based on the committee's recommendation. See Calculating Reevaluation dates for more information.

If formal assessments are recommended, they are completed prior to the date of Required 3-Year Reevaluation noted on the IEP. The reevaluation results and the student's progress and needs must be discussed and documented on Reevaluation Report form, ESE-1-2292 and the present level of functioning on the IEP. It is strongly recommended that students be formally evaluated at reasonable intervals.

If a reevaluation with no formal assessment is recommended, the Reevaluation (including the Reevaluation Report, ESE-1-2292 and adding of information to the present level of functioning) may be completed at the meeting if the parent is in attendance. Otherwise, the Reevaluation Report must be completed by the required three year reevaluation date and an IEP meeting must be held to add results of the reevaluation to the present

level of functioning.

If the parent is not in agreement with the reevaluation with no formal assessment recommendation, another meeting is scheduled to determine appropriate evaluations.

MINIMUM REQUIREMENTS FOR THREE-YEAR REEVALUATION - Each program area for which the student is eligible must be addressed in the reevaluation process (not necessarily a formal assessment instrument). The programs that require a formal assessment are VI, HI and Dual Sensory Impaired. The reevaluation committee's purpose is to reevaluate the educational needs of the student. The reevaluation results and the student's progress and needs in each program must be discussed and documented on the Reevaluation Report form, ESE-1-2292 and the present level of functioning on the IEP.

An annual or interim IEP review is held to discuss all reevaluation data and determine appropriate educational needs. If the review is for a required three year reevaluation, the meeting must be held no later than the required reevaluation date. The present level of functioning should reflect formal and/or informal data. If it appears that the results of the reevaluation necessitate consideration of an additional or alternate ESE program, a referral should be initiated. All referral components are required including intervention data and the Student Services Team summary. A student who is reassigned from one ESE program to another must meet initial eligibility criteria for the new program including, but not limited to, pre-referral, referral, and evaluation data.

If, at the outset, reevaluation is for the purpose of considering another ESE program, the entire referral process/eligibility process must be followed, including the Multi-Tiered System of Supports process (if applicable) and the Student Services Team meeting. The Student Services Team meeting can be held in conjunction with the individual reevaluation review step, as long as all participants for the review step are present, including parents. The Meeting Participation Form, ESE-1-2221, is used to notify parent of the intent to complete the Review Step for Reevaluation and hold a Student Services Team Meeting. If parent is not in attendance, parental input should be obtained by phone after the meeting and copies sent home for signature as needed.

If the results of the reevaluation appear to indicate consideration of dismissal, then appropriate dismissal procedures should be followed.

NOTE: For students in multiple ESE programs, the three-year reevaluation must be consolidated as one date for all programs using the last assessment date of the three-year reevaluations.

NOTE: Gifted programs do not require three-year reevaluations.

NOTE: Gifted ONLY students with OT/PT as a related service are not subject to the three year reevaluation requirement.

NOTE: OT & PT therapists will continue to provide annual reports. Consent for Evaluation/Reevaluation, ESE-1-2212, is not required unless there is a reason to believe that the results of the evaluation will result in a change in placement.

NOTE: Significant consideration should be given to the functioning level of intellectually disabled students placed in elementary settings, and/or Pre-K students transitioning to Kindergarten, to determine whether or not additional psychological testing is needed.

NOTE: Evaluations completed periodically by the teacher for the purpose of tracking student progress, sometimes resulting in changes on an IEP, do not require Consent for Evaluation/Reevaluation form, ESE-1-2212. Evaluations completed that may result in changes in programming/placement do require Consent for Evaluation/Reevaluation form, ESE-1-2212.

NOTE: For students in Speech and Language programs, if the student is being reevaluated for a different area in which they are not currently receiving services, the reevaluation procedure must be followed.

IMPORTANT: It is no longer mandatory that a student be dismissed from the InD program based on an IQ score done as a reevaluation. If the IEP committee can provide documentation in the Present Level of Performance that the student still needs the services provided in the InD program, the student can continue in the program.

To remain in the same ESE program(s) after reevaluation, the student does not have to meet the initial eligibility criteria; only demonstrate that dismissal criteria were not met.

Three-Year Reevaluations for McKay Scholarship Recipients Attending Private Schools

If a student has a McKay Scholarship and is in a private school in Clay County, the Clay County School Board is responsible for completing the three-year reevaluation. Three-year reevaluations are completed by IEP teams (ESE teachers and related services personnel if applicable).

If a student has a Services Plan, the contact teacher or therapist providing the service for the student will organize and conduct the reevaluation at the private school. If the student does not have a Services Plan and the parent agrees to a formal three-year reevaluation, the student will be reevaluated at a public school (serving the same grade level) closest to the private school.

For more information, see the McKay Scholarship section in this manual.

Reevaluation for Students with Specific Learning Disabilities

Reevaluation is the process of gathering and reviewing information to determine, in accordance with Section 300.533 of Title 34 of the Code of Federal Regulations:

- if a student continues to have a disability
- the present levels of performance and educational need of the student
- whether the student continues to need special education and related services
- whether any additions or modifications to special education and related services are needed to enable the student to meet the measurable annual goals on the IEP and to participate, as appropriate, in the general curriculum

The three year reevaluation for a student with a specific learning disability may be formal or informal. If an informal reevaluation is completed, it may include results of evaluations that are given to the entire group, classroom performance, and teacher observations. The information that is used must be specific in nature. Avoid general statements such as, “The student has a demonstrated need for special education services.” The request for an informal reevaluation does not require consent, only parent notice.

It is recommended that students be formally reevaluated at reasonable intervals. The information that is used in making educational decisions is based on the results of these evaluations as they are research-based. Parental permission must be obtained prior to administering formal instruments.

Schools may have a variety of reevaluation materials available. The team leaders at each school should have a list of these instruments.

Computing Reevaluation Dates

The due date for the first three-year reevaluation is the three-year anniversary date of the last assessment administered or data collected during the initial evaluation process.

Subsequent reevaluation dates will be calculated based on whether or not the parent/guardian signs Consent for Evaluation/Reevaluation form, ESE-1-2212.

If the consensus at the Reevaluation Review meeting is that no formal assessment is needed, the parent does not need to sign Consent for Reevaluation, they sign as participants only. When no formal assessment is administered, the reevaluation date is calculated based on the date of the IEP meeting when the results are shared. The reevaluation date would be three years from the date of the IEP.

Consent for Evaluation/Reevaluation form, ESE-1-2212, the reevaluation date is calculated three years from the date of the last formal instrument administered in the most recent reevaluation.

Consent for Evaluation/Reevaluation form, ESE-1-2212, the reevaluation date is calculated three years from the date that the parent signed refusal.

If two attempts are made and documented to obtain parent consent on the Consent for Evaluation/Reevaluation form, ESE-1-2212, and parents do not respond, the reevaluation process continues, assessment instruments are administered and a date is calculated three years from the date of the last formal instrument administered in this most recent reevaluation.

NOTE: Reevaluation results must be added to the Present Level of Academic Achievement and Functional Performance.

Examples for Calculating the Three-year Reevaluation Date on a Student's Individualized Education Plan

Initial placement in Exceptional Student Education:

The due date for the first three-year reevaluation is the three-year anniversary date of the last assessment administered or data collected during the initial evaluation process.

Examples:

<u>Formal Evaluation(s)</u>		<u>Three-year Reevaluation Date</u>
1). Psycho-educational Evaluation- Dates of Evaluation:	August 21, 2016 August 22, 2016	August 22, 2019
2). Psycho-educational Evaluation- Dates of Evaluation:	August 21, 2016 August 22, 2016	
Language evaluation- Date of Evaluation:	August 25, 2016	August 25, 2019

Formal Reevaluation(s)

1.) Key Math	September 1, 2016	
2.) Burks' Behavior Rating Scale	September 5, 2016	September 5, 2019

Informal Reevaluation

1.) IEP Date	September 1, 2016	September 1, 2019
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This date is calculated based on the date of the IEP meeting when the results are shared with the parent/guardian.

Formal & Informal Reevaluation

1.) Formal Vision Evaluation	September 1, 2016	
2.) Informal for Academics	September 9, 2016 (IEP Date)	September 9, 2019

For subsequent three-year reevaluations, the due date is the three-year anniversary date of the last assessment administered or data collected.

Assessments for Three-year Reevaluations

Formal school-based assessment is no longer a requirement for meeting the three year reevaluation criteria. In some programs, medical evaluations are still needed every three years. Listed below are the programs that require medical updates. Also listed, by program, are assessments that could be administered if the IEP team recommends formal assessment.

	<u>Required</u>	<u>Suggested</u>
InD	N/A	Academic and/or adaptive assessments
E/BD	N/A	Behavior rating scales
SLD	N/A	Academic assessments
Gifted	N/A	Three year reevaluation not required
Speech	N/A	Conversational probes, articulation tests, GFTA, voice profiles, Stuttering Severity Instrument
Language	N/A	TOLD-P, PPVT, CELF
D/HH	Audiological exam Usher's Syndrome screening at least once between grades 6-12	
VI	Medical eye exam within the last calendar year, functional media assessment, functional vision observation. The medical aspect of reevaluations for bilateral anophthalmia may be waived by written recommendation of the physician.	
OI	N/A	Adaptive, achievement, medical
OHI	N/A	Adaptive, achievement, medical
TBI	N/A	Adaptive, achievement, medical
ASD	N/A	Adaptive, achievement, medical
DSI	Medical eye exam, functional vision observation, audiological exam, functional audiological observation. The medical aspect of reevaluation for bilateral anophthalmia may be waived by written recommendation of the physician.	
PT	N/A	Evaluation by therapist
OT	N/A	Evaluation by therapist

The following documents are required:

Consent for Evaluation/Reevaluation
Meeting Participation
IEP with Reevaluation addressed
Reevaluation Report
Eligibility forms, if appropriate (See Eligibility section)
Matrix for students who are 254 or 255
Meeting Participation Statement

ESE-1-2212
ESE-1-2221
Various MIS Numbers
ESE-1-2292

ESE-1-9072
ESE-2-2909

Routing:

Parents
ESE Teacher(s)
Cum Folder

Copies of all documents
Copies of IEP
Originals

SAT/ACT Re-Evaluation Testing Policy and Procedures

While we wish to support our students in every way possible, some limitations must be imposed. Traditionally, we have attempted to provide a psycho-educational re-evaluation for each high school student upon request. Many of these requests are solely for the purpose of providing updated information to the administrators of college entrance agencies, especially those associated with the SAT and ACT. However, it is no longer possible to continue this practice. School districts are not required by State Statutes to provide psycho-educational evaluations for the purposes of college entrance activities or for meeting the eligibility requirement of any other post-secondary school program. The purposes of re-evaluation are the following:

- to determine if an ESE student continues to have a disability;
- to determine present levels of performance and educational needs;
- to determine if the student continues to need special education services; and
- to determine if any changes are needed to meet the IEP goals

Due to the overwhelming demand for re-evaluations primarily requested for post-secondary education purposes the following guidelines for re-evaluation at the high school level have been established:

1. Re-Evaluations for students with disabilities referred for three year re-evaluation purposes prior to administration of the general statewide assessments during the student's 10th grade year will generally consist of academic testing only.
2. For students with disabilities requesting accommodation on the SAT or ACT, the following requirements must be completed:
 - Student must have taken the 10th grade general Statewide Assessments and failed. Failure is defined as a score below that required for graduation requirements.
 - Student may be referred during the 11th grade year after the October administration of the General Statewide Assessments if a passing score has not yet been attained.
3. Should a parent formally request an evaluation for the purposes of college entrance activities or for eligibility in a post-secondary institution, the School District is required to complete an “**Informed Notice of Refusal to Take a Specific Action**” (ESE-1-9052) and to provide a copy to the parent.

TRANSITION

TRANSITION PROCEDURES

General Information

In defining transition, IDEA includes requirements that directly affect how schools provide transition services for students with disabilities prior to the age of 14 or older (excludes Gifted Only students). Methods of providing such services vary.

One of the purposes of IDEA is to incorporate transition services into students' educational programs. IDEA defines transition services to mean:

- (a) ...a coordinated set of activities - that promotes movement from school to post school activities...
- (b) The coordinated set of activities ... must
 - (1) be based on the individual student's needs, taking into account student's preferences and interests; and
 - (2) include needed activities in the areas of (i) Instruction; (ii) Community experiences; (iii) The development of employment and other post school adult living objectives; and (iv) If appropriate, the acquisition of daily living skills and functional vocational evaluation (34 CFR 300.18).

Transition services, as defined above, are intended to be incorporated into the actual goals and short term objectives, if appropriate, of a student's IEP. (Transition services are part of, not a replacement for, the IEP process.) Some level of transition planning is required for all students with disabilities who have IEPs (excludes Gifted Only). Therefore, transition planning is required for students with mild disabilities as well as for students with severe disabilities.

Pre-Transition IEP Activities

Although teachers are not responsible for the entire transition planning process, they are key people in the process. The following information is intended as a guide for including required transition elements in a student's Transition IEP.

Prior to writing any IEP which will incorporate transition, school personnel must:

1. Become familiar with Local Services and Supports
2. Review the previous IEP
3. Invite the parent/guardian and student to the IEP meeting using the *Meeting Participation Form*, ESE-1-2221.

Personnel who are required to attend the Transition IEP Meeting are:

- a. LEA Representative
- b. ESE Teacher(s) of the student
- c. General Education Teacher of the student
- d. Evaluation Specialist (or participant knowledgeable in interpreting test data)

The student must be invited if the IEP is to be for Transition. If the student does not attend, the school district shall take other steps to ensure that the student's preferences and interests are considered.

Others, including administrators, and/or any personnel who may provide important input should attend. All ESE and General Education teachers involved with the student should be invited to attend the review. If circumstances prevent a teacher's attendance, data and projected goals and objectives, if appropriate, for the new IEP must be submitted in advance of the meeting as appropriate. This does not negate the requirement of having at least one ESE teacher and one General Education teacher at the IEP meeting.

4. It is important that the IEP team begin discussing possible agency involvement early. In some cases agencies may need to be invited to an IEP team meeting when the student is 16 or younger. In other cases it may be determined that, although communication with the agency or between the family and the agency is required, it isn't necessary to invite an agency representative to participate in an IEP team meeting until closer to the time the student exits high school. If applicable, invite the agency using the *State/Community Agency Invitation Letter*, ESE-1-2206. This must be done annually if an agency will be involved and requires that the parent, guardian, or adult student has given prior consent by signing the *Consent for Release of Student Information to State/Community Agencies*, ESE-1-2213. Provided that the parent gives consent to the specific agency representative to be invited, a copy of **ESE-1-2213** and **ESE-1-2206**, *State and Community Invitation Letter*, may be sent to the agency.

Note the following guidelines for obtaining the *Consent for Release of Student Information to State/Community Agencies*, ESE-1-2213:

The *State and Community Invitation Letter* cannot be provided to agency representatives prior to the district's receipt of parent/guardian consent or consent from the student whose rights have transferred. The Office of Special Education Programs has clarified that districts must obtain parent/guardian or adult student consent each time an agency is invited to an IEP meeting that will address postsecondary transitions services. This typically applies to students with disabilities ages 16 and above. This also applies when agencies are invited to IEPs for students who are younger than 16. No longer is a one-time blanket request to invite an agency representative allowable. In order to meet this requirement the ESE-1-2213, *Consent for Release of Student Transition Information to State and Community Agencies*, is still used to obtain consent for release of information for transition agencies and others for whom consent for release is required. This must be received from the parent/guardian or adult student and sent to the agency prior to the IEP.

If the parent is in attendance at the IEP meeting or any other meeting before the next scheduled IEP, obtain agency consent from the parent at that meeting. If the parent has indicated that they will not be in attendance and have given permission to hold the meeting, **ESE-1-2213** must be sent home for a signature of approval and be returned to the school before inviting the agency to the meeting.

5a. Gather Background Information

Information pertinent to the Transition portion of the IEP should be gathered prior to the Transition IEP Meeting. Items that might provide helpful information are:

- a functional vocational assessment (e.g. academic achievement, interests, daily living skills, work behaviors, work personality, situational assessment, structured interviews)

- the student’s community-based instruction and experiences
- the student’s work history (e.g. jobs held, length of time on the job, supervision required, job preferences)
- past and current educational plans
- the student’s residential history (e.g., living arrangements, level of supervision required, needed support)
- vocational and career education courses taken and services used
- academic achievement
- information and progress toward meeting diploma requirements
- any other relevant information

5b. Obtain *Assessment and Student Input for Transition, ESE-2-2217*, to ensure that student’s strengths, preferences, and interests are considered in the development of the IEP.

Transition IEP Components, ESE-1-2289

(See the IEP section of this manual for additional information)

1. The *Assessment and Student Input for Transition, ESE-2-2217*, is completed by the student prior to or at the IEP meeting. This information is used in developing goals and objectives and considers the student’s preferences if he/she is not able to attend the meeting.

Student interview information may also be obtained and considered in developing transition goals and objectives.

2. Determine Transition Service Needs:

Each transition area **MUST** be addressed through either an annual goal or a “no services needed and why” statement. The following five areas are required. Instruction must always be addressed through an annual goal.

- Instruction: Must have measurable annual goals/objectives.
- Employment/Training
- Community Experience
- Post school Adult Living
- Related Services

For each required area, consider the student’s identified needs and desired post school outcome and, if applicable, write a statement describing the student’s needs in areas for which services will be needed. Transition services are typically addressed through the development of measurable annual goals or short-term objectives, if applicable. In some instances, they may be addressed through special education services, related services, program modifications or supports for school personnel, supplementary aids and services, or statewide and districtwide assessment accommodations or modifications. If no services are needed in a transition area, a statement indicating that no services are needed and why they are not needed is required. For example, “Based on the student’s successful employment experiences, no services are needed.”

The following additional activity areas should be addressed if appropriate:

- Acquisition of Daily Living Skills
- Functional/Vocational Assessment

3-7. Develop Measurable Post-Secondary Goals

Complete this section prior to the student's 16th birthday and at every subsequent IEP.

One or more transition assessments must be used to identify the appropriate measureable postsecondary goals related to post-secondary education/training and employment/career. The areas of education and training can reasonably be interpreted as overlapping in certain instances. In determining whether postsecondary goals in the areas of education and training overlap, the IEP team must consider the unique needs of each individual student with a disability, in light of his or her plans after leaving high school. If the IEP team determines that separate postsecondary goals in the areas of education and training would not result in the need for distinct skills for the student after leaving high school, the IEP team can combine the education and training goals however, the guidance is not intended to prohibit the IEP team from developing separate postsecondary goals in the areas related to education and training in a student's IEP, if deemed appropriate by the IEP team, in light of the student's postsecondary plans. On the other hand, because employment/career is a distinct activity from the areas related to training and education, each student's IEP must include a separate postsecondary goal in the area of employment/career.

A measurable postsecondary goal for independent living is required only for those students for whom the IEP team has determined it is appropriate.

Each measurable postsecondary goal must meet the following requirements:

- It must be measurable; you must be able to "count it" or observe it.
- It must be intended to occur after the student graduates from school.
- It must include a timeframe.
- It must be updated annually; the goal need not be revised, but should be reviewed to ensure that it continues to be appropriate and accurate.

For the goals, select the transition services (including courses of study) needed to assist the student in reaching the goals.

Any change in the post-secondary goals is subject to verification for appropriateness by an independent reviewer (s.1003.5716, F.S.) and requires parent/guardian and/or adult student approval. Parent/guardian or adult student approval or disapproval should be marked on the Transition IEP if the parent/guardian or adult student is in attendance. If the parent/guardian or adult student is not present at the meeting, notification through a printed copy of the IEP is provided and the parent or adult student will be asked to notify the district if he/she does not approve of the change.

8-14. Diploma Options and Courses of Study

- A. At the IEP developed prior to the student's 14th birthday, the IEP team, in collaboration with the parent/guardian and/or adult student, determines the diploma option the student intends to pursue. The *Summary of Graduation Options*, ESE-3-9080, is completed at this meeting. This only has to be completed one time unless the graduation option changes.
- B. If a change in the graduation option is made, parent/guardian and/or adult student approval must be considered, and a new *Summary of Graduation Options*, ESE-3-9080, is completed at the IEP meeting. Any change in the graduation option is subject to verification for appropriateness by an independent reviewer (s.1003.5716, F.S.).

Parent/guardian or adult student approval or disapproval should be marked on the Transition IEP if the parent/guardian or adult student is in attendance. If the parent/guardian or adult student is not present at

the meeting, notification through a printed copy of the IEP is provided and the parent or adult student will be asked to notify the district if he/she does not approve of the change.

- C. If either Standard Diploma via Access Courses or Standard Diploma via Academic & Employment Competencies is checked, either the Graduation Portfolio or Employment Transition Plan respectively will be required separate from the IEP. Directions for each may be found at the end of this Transition section.

NOTE FOR CAREER AND TECHNOLOGY EDUCATION STUDENTS:

Students enrolled in Career and Technology Education (CTE) courses will follow the current Department of Education CTE standards for successful completion of CTE courses unless the student has opted for the Standard Diploma via Access Course Standards and modifications to the CTE course(s) has been recommended on the IEP. The measurement for successful completion of CTE courses may include: Technical Skill Attainment, Industry Certification, and/or End of Course Exams. The IEP committee should determine if the student can benefit from the CTE program. If a student in a CTE course requires testing accommodations according to the IEP, flexibility in the testing conditions can occur but it must be written into the IEP. A student can participate in a CTE course with a modification in skill attainment; however, the student will not receive industry certification unless they pass the third party certification exam.

- D. Section D of the Transition IEP - indicate if the student intends to receive the diploma before becoming 22 years old.
- E. Section E of the Transition IEP - describe the preparation needed for the student to graduate with the diploma option selected.
- F. Section F of the Transition IEP - state the outcomes expected at the time of graduation. This section must be completed before the student turns 16. If determined appropriate by the IEP team, it may be completed when the student is younger than 16.

15. Self-Determination and Self-Advocacy -

For students for whom a Transition IEP is written, there must be consideration of 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 meeting and self-advocate if necessary.

16. Online Course Graduation Requirement - The IEP team determines if this requirement is appropriate for the student. If this requirement is not appropriate, an explanation should be provided.

17. Transfer of Rights, ESE-2-2905 - Inform parent/guardian and student of Transfer of Rights at least one year prior to the student's 18th birthday. (Continue to provide the parent/guardian with all notices of meetings.)

18-20. Discussion Regarding Deferral of Graduation/Receipt of Standard High School Diploma - complete for standard diploma students during the graduation year and **before May 15.**

Parent/Adult Student Accepts Option to Defer Graduation/Receipt of Standard Diploma - The benefits, services, and program options available to the student are described when the decision has been made to

defer graduation and receipt of the standard diploma even though it is expected that the student will meet graduation requirements.

Notice of Option to Accept or Defer Graduation and Receipt of Standard High School Diploma, ESE-_-__, is provided to the parent/adult student.

Additional IEP Components

- Measureable Annual Goals - Develop annual IEP goals related to the transition and self-determination areas identified on the *Transition IEP Form, ESE-1-2289*
- Present Level of Academic Achievement and Functional Performance related to Transition/Agency Services and the Transition IEP
 - If an agency attends the Transition IEP meeting and agrees to provide or pay for transition services, this should be noted on the Present Level of Academic Achievement and Functional Performance page of the IEP.
 - After the meeting, it remains a good practice to identify the IEP team member or designee responsible for follow-up with the agency or agencies that agreed to provide or pay for transition services. This practice will help ensure that transition services are provided or that the IEP team is reconvened in a timely manner to identify alternatives.

NOTE: If an agency fails to provide agreed upon transition services, an IEP Review must be convened as soon as possible to identify alternative strategies to assist the student in meeting the goals and objectives on the IEP.

These strategies may include inviting a representative from another agency to the meeting which could provide the service, finding a low or no-cost way of providing the service, or determining if the service is still needed. No changes can be made to the IEP without convening an IEP Review.

Note: It is, of course, crucial that prior to committing agency services or resources that an authorized representative of the agency be involved and indicates that the agency is willing to provide the needed service(s).

Standard Diploma via Access Courses

For students with significant cognitive disabilities opting for a Standard Diploma via Access Course Standards and for whom the Florida Alternate Assessment scores in reading, math, and/or science have been waived, the *Graduation Portfolio, ESE-_-_____*, is required. The portfolio will document the quantifiable evidence of achievement of standards the content area that has been waived. Additional guidance for completing the portfolio may be found at the end of this section.

Standard Diploma via Academic Courses and Employment Competencies

For students with any disability opting for a Standard Diploma via Academic and Employment Competencies *Employment Transition Plan, ESE-_-_____*, is required. This plan documents mastery of academics, employment competencies, industry certifications, and specified occupational completion points. Additional guidance for completing the portfolio may be found at the end of this section.

Notification of Possible Graduation Change in Placement, ESE-1-2200 Prior to Graduation

Send parents the Notification of Possible Graduation Change in Placement, ESE-1-2200, no later than April 1 of the school year in which the student will graduate. Additional guidance for completing the portfolio may be found at the end of this section.

Provide the Summary of Performance, ESE-2-2907, for students exiting with a diploma or aging-out prior to graduation. The summary may be provided any time during the year in which the student will graduate. Students applying to post-secondary institutions may need this during the junior year.

Transition IEP Activities Chart		Services will be incorporated into the Annual IEP prior to the age indicated below.					
		Age 14	Age 15	Age 16	Age 17	Age 18	Ages 19-21
Pre-IEP Activities	<input type="checkbox"/> 1.) Become familiar with local services and supports	X	X	X	X	X	X
	<input type="checkbox"/> 2.) Review the previous IEP	X	X	X	X	X	X
	<input type="checkbox"/> 3.) Invite parent/guardian, student, and agency(s) to the IEP using the <i>Meeting Participation Form, ESE-1-2221</i> .	X	X	X	X	X	X
	<input type="checkbox"/> If agency involvement is necessary to meet transition services and/or an agency is being invited to the IEP meeting, the <i>Consent for Release of Student Transition Information to State/Community Agencies, ESE-1-2213</i> must be obtained. The form can be sent home for signature and must be obtained annually prior to an agency invitation.	X	X	X	X	X	X
	<input type="checkbox"/> 4.) If applicable, once the consent is obtained, invite the agency using the <i>State/Community Agency Invitation Letter, ESE-1-2206</i> .	X	X	X	X	X	X
	<input type="checkbox"/> 5a.) Gather other relevant background information that is pertinent to transition planning for the student.	X	X	X	X	X	X
<input type="checkbox"/> 5b.) Obtain <i>Assessment and Student Input for Transition, ESE-2-2217</i> , to ensure that student's strength, preferences, and interests are considered.	X	X	X	X	X	X	
Transition IEP Components	<i>Transition IEP Form, ESE-1-2289</i> <input type="checkbox"/> If the student was not in attendance at the TIEP, indicate the method used to ensure his/her preferences and interests were considered.	X	X	X	X	X	X
	<i>Transition IEP Form, ESE-1-2289</i> <input type="checkbox"/> TRANSITION SERVICES NEEDS: Identify or update transition services needs for Instruction, Employment/Training**, Community Experience**, Post-School Adult Living**, and Related Services** that focus on improving the academic or functional achievement of the student. (Address Functional/Vocational Assessment and Daily Living Skills if appropriate.) Note: If no services are needed in a transition services area, a "based on no services needed" statement must be developed.	X	X	X	X	X	X
	<i>Transition IEP Form, ESE-1-2289</i> <u>MEASUREABLE POSTSECONDARY GOALS:</u> <input type="checkbox"/> These are developed based on age-appropriate transition assessment(s) in the areas of post-secondary education/training and employment/career. If applicable, these are developed for independent living skills also. <input type="checkbox"/> For the measurable postsecondary goals, the transition services and courses of study needed to assist the student in reaching the goals are checked. <input type="checkbox"/> If change(s) have been made, it must be indicated if the parent/adult			X	X	X	X
			X	X	X	X	
			X	X	X	X	

	student has approved the change(s).						
Transition IEP Components	Transition IEP	Services will be incorporated into the Annual IEP prior to the age indicated below.					
		Age 14	Age 15	Age 16	Age 17	Age 18	Ages 19-21
	Transition IEP Form, ESE-1-2289 <u>DIPLOMA OPTION:</u>						
	<input type="checkbox"/> Check the appropriate option and attach <i>Summary of Graduation Options, ESE-3-9080</i>	X	X	X	X	X	X
	<input type="checkbox"/> If change(s) have been made, it must be indicated if the parent/adult student approved the change(s).	X	X	X	X	X	X
	<input type="checkbox"/> If either Standard Diploma via Access Courses <u>or</u> Standard Diploma via Academic & Employment Competencies is checked, additional information is required in Section C of the Transition IEP (TIEP).	X	X	X	X	X	X
	<input type="checkbox"/> In Section D of the TIEP, indicate if the student is intending to receive the diploma before becoming 22 years old.	X, if appropriate	X, if appropriate	X	X	X	X
	<input type="checkbox"/> In Section E of the TIEP, describe the preparation needed for the student to graduate with the diploma option selected.	X	X	X	X	X	X
<input type="checkbox"/> In Section F of the TIEP, state the outcomes expected at the time of graduation.	X, if appropriate	X, if appropriate	X	X	X	X	
<input type="checkbox"/> In Section G of the TIEP, check the CAPE options that the student seeks to obtain before high school graduation.	X	X	X	X	X	X	
Transition IEP Form, ESE-1-2289							
<input type="checkbox"/> SELF-DETERMINATION/Self-Advocacy: Identify or update needs, so students are able to actively and effectively participate in IEP meetings and self-advocate. (Note: Consider <i>Present Level of Functioning</i> and <i>Goals</i> needed for this area.)	X	X	X	X	X	X	
Transition IEP Form, ESE-1-2289	Complete for any student who is earning high school credits.						
<input type="checkbox"/> ONLINE COURSE GRADUATION REQUIREMENT: The IEP team determines if this requirement is appropriate for the student. If this requirement is not appropriate, an explanation should be provided.							
Transition IEP Form, ESE-1-2289							
<input type="checkbox"/> TRANSFER OF RIGHTS, ESE-2-2905: Inform parent/guardian and student of Transfer of Rights at least one year prior to the student's 18 th birthday. (Continue to provide the parent/guardian with all notices.)				X	X	X	
Transition IEP Form, ESE-1-2289	Completed for students: - expected to earn a <u>standard diploma</u> - expected to <u>graduate</u> during the school year for which the IEP is in effect - and has made the decision to defer by <u>May 15</u>						
<input type="checkbox"/> Discussion Regarding Deferral of Graduation/Receipt of Standard High School Diploma: complete for standard diploma students during the graduation year and before May 15.							

Transition IEP		Services will be incorporated into the Annual IEP prior to the age indicated below.					
		Age 14	Age 15	Age 16	Age 17	Age 18	Ages 19-21
<p>Transition IEP Form, ESE-1-2289</p> <input type="checkbox"/> Parent/Adult and/or Student Accepts Option to Defer Graduation/Receipt of Standard Diploma: The benefits, services, and program options available to the student are described when the decision has been made to defer graduation and receipt of the standard diploma even though it is expected that the student will meet graduation requirements. <input type="checkbox"/> Notice of Option to Accept or Defer Graduation and Receipt of Standard High School Diploma, ESE-_-_, is provided to the parent/adult student.		<div style="border: 1px solid gray; border-radius: 15px; padding: 10px;"> Completed for students: <ul style="list-style-type: none"> - expected to earn a <u>standard diploma</u> - expected to <u>graduate</u> during the school year for which the IEP is in effect AND - has made the decision to defer by <u>May 15</u> </div>					
<p>Measureable Annual Goal & Objectives, ESE-1-2284</p> <input type="checkbox"/> Develop annual IEP goals related to the transition and self-determination areas identified on the <i>Transition IEP Form, ESE-1-2289</i>		X	X	X	X	X	X
Transition/Agency Services and the Transition IEP	<input type="checkbox"/> If an agency attends and agrees to provide or pay for transition service(s), this should be noted on the PLF	X	X	X	X	X	X
	If an agency fails to provide services as noted on the IEP, reconvene the IEP team to identify alternative strategies to meet the student's transition service needs.	X	X	X	X	X	X
	As best practice, identify an IEP team member to be responsible for follow-up with any agency that has agreed to provide or pay for transition service(s) to ensure that transition services are provided or that an IEP meeting is reconvened to identify alternatives.	X	X	X	X	X	X
After the Transition IEP Mtg.	<input type="checkbox"/> Graduation Portfolio, ESE-_-_____ Required for students with significant cognitive disabilities opting for a Standard Diploma via Access Course Standards – quantifiable evidence of achievement is documented on this Graduation Portfolio	X	X	X	X	X	X
	<input type="checkbox"/> Employment Transition Plan, ESE-_-_____ Required for students w/any disability opting for a Standard Diploma via Academic and Employment Competencies – documents mastery of academics, employment competencies, industry certifications, and occupational completion points specified	X	X	X	X	X	X
Prior to Graduation	<input type="checkbox"/> Send parents the Notification of Possible Graduation Change in Placement, ESE-1-2200.	No later than April 1 st of the school year in which the student will graduate.					
	<input type="checkbox"/> Provide the Summary of Performance, ESE-2-2907 for students exiting with a diploma or aging-out.	Provided at any time during the year in which the student will graduate. (Note: Students applying to postsecondary institutions may need this during the junior year.)					

Consent for Release of Student Transition Information, ESE-1-2213

The parent must sign the consent prior to an agency being invited to the transition IEP meeting. The Office of Special Education Programs has clarified that districts must obtain parent/guardian and/or adult student consent each time an agency is invited to an IEP meeting that will address post-secondary transitions services. This typically applies for students with disabilities ages 16 and above. This also applies when agencies are invited to IEPs for students who are younger than 16. No longer is a one-time blanket request to invite an agency representative allowable. In order to meet this requirement the **ESE-1-2213, Consent for Release of Student Transition Information to State and Community Agencies**, is still used to obtain consent for release of information, for transition agencies and others for whom consent for release is required. This must be received annually from the parent/guardian and/or adult student and sent to the agency prior to the IEP.

Student Input for Transition Form, ESE-2-2217

The Assessment and Student Input for Transition Form, ESE-2-2217, must be completed by the student or the student's teacher for every transition annual IEP meeting. The purpose of the form is to gain meaningful input from the student in order to appropriately develop the IEP's present level of functioning and goals and objectives.

Summary of Graduation Options, ESE-3-9080

Parents must be informed of the meaning of diploma options using the Summary of Graduation Options form ESE-3-9080 at this IEP meeting and at any other subsequent IEP review that results in a change in diploma decision. A diploma option may be changed at any time prior to the student's graduation with parent/guardian and/or adult student approval.

NOTE: Special Diploma Options I and II are limited to those students who enrolled in grade nine (9) or higher prior to the 2014-2015 school year and had an IEP indicating a selection of special diploma as of June 20, 2014.

Transfer of Rights Form, ESE-2-2905

When the student turns age 17, school districts must inform them of the transfer of their rights. This is one year before the student reaches majority (age 18 in Florida). At age 18, these rights will transfer to the student. For example, the student will have the right to receive notice and give consent. **The Transition IEP must include a statement that the student has been informed of the transfer of his/her rights.** If the student does not attend the IEP review, it is the IEP team's responsibility to inform the student of their rights in an alternate manner. Although, the student has legal transfer of rights at age 18, the School District is still required to continue to notify parents of ESE meetings. This must occur, even if the student is in disagreement. The Transfer of Rights Form, ESE-2-2905, must be completed and distributed at the IEP meeting prior to the student turning 18.

Notice of Option to Accept or Defer Graduation

and Receipt of Standard High School Diploma, ESE-_-__

The benefits, services, and program options available to the student are described when the decision has been made to defer graduation and receipt of the standard diploma even though it is expected that the student will meet graduation requirements. Complete this form for students pursuing a standard diploma and opting to defer. This form must be complete prior to January 30 of the year the student is expected to graduate. All decision options to defer must be made prior to May 15 of the graduation year.

Graduation Portfolio, ESE- - _____

The Graduation Portfolio is required for students who have scored less than a Level 4 on Florida Standards Alternate Assessment(s) and for whom the IEP Team has determined that the Florida Standards Alternate Assessment(s) cannot accurately measure the students' abilities even when all allowable accommodations are considered. Prior to this determination, the IEP Team determined that most appropriate measure of the student's skills is the Florida Standards Alternate Assessment and student access to the general curriculum for purpose of graduating with a standard diploma is most appropriate via access points. The development of the Graduation Portfolio is required to document quantifiable evidence of achievement for graduation with a standard high school diploma.

The following directions align to the numbered copy of the Graduation Portfolio at the end of this section.

DEMOGRAPHIC DATA - enter the student name, student number, the initiation date of the plan, and the school of enrolment.

1. CHECK THE AREA IN WHICH THE STUDENT SCORED BELOW A LEVEL 4 ON THE FLORIDA ALTERNATE ASSESSMENT – reading, math, and/or science

STUDENT WORK SAMPLES and OTHER MATERIALS - growth, improvement, and mastery of standards is required as evidence of achievement of the standards associated with the Florida Standards Alternate Assessments in reading, math, and science. This evidence may be work samples and any other materials, such as photographs, that adequately documents mastery.

2. COMMUNITY-BASED INSTRUCTION - note any relevant community-based instruction activities that document evidence of mastery of standards.

Each teacher who has completed collecting evidence of mastery should initial the appropriate standards for which they documented progress. The evidence should be added to the student's file.

3. MODIFIED OCCUPATIONAL COMPLETION POINTS - After all appropriate accommodations have been considered and put in place, the student may need modification to Career Technical courses. If accommodations have been put in place for the purpose, they should be noted in this section.

4. WORK EXPERIENCE - note any relevant work experience that document evidence of mastery of standards.

5. INTERNSHIPS - note any relevant internship activities that document evidence of mastery of standards.

6. COMMUNITY SERVICE - note any relevant community service activities that document evidence of mastery of standards.

7. POST-SECONDARY CREDIT - note any relevant post-secondary credit the student has earned that documents evidence of mastery of standards.

8. TRANSCRIPT - attach a copy of the student's transcript that includes academic history through the final year in high school.

9. SIGNATURES - Throughout the high school experience, it is likely that multiple teachers will work with the student and document evidence of mastery. The plan should be signed when evidence is added to it.

Employment Transition Plan **ESE- _ - ____ , Page 1 of 2**

NOTE: Development of this plan and signatures are required before placement in employment may begin.

The following directions align to the numbered copy of the Graduation Portfolio at the end of this section.

1. Enter the student's name, student's number, date the plan is being developed, and the school of attendance.
2. **EMPLOYMENT** – When the paid employment has been secured, the employer, student, parent, and teacher will need to discuss and complete the employment forms. These forms provide the policies and agreements between all parties involved as well as the required time sheet and employment competencies the student will be expected to master.
 - *Career Placement (Paid Workplace Experience) Policies*
 - *Paid Workplace Experience Agreement*
 - *Paid Workplace Time Sheet*
 - *Employment Competencies Checklist*
 - *Additional Employment Competencies for Successful Employment*
3. **INDUSTRY CERTIFICATION** – If the student is pursuing industry certification in one or more areas, note the areas in this section and indicate how achievement of the industry certification(s) will be determined.
4. **OCCUPATIONAL COMPLETION POINTS** – If the student is enrolled in courses of study in which occupational completion points are awarded, indicate these in this section and indicate how achievement of the occupational completion points be determined.
5. **SIGNATURES** – Parent/Guardian, ESE Teacher, Employer, and Student sign the plan. If the general education is present, he/she should sign also.

Employment Transition Plan, Documentation of Verification, Page 2 of 2

This page of the Employment Transition Plan is used to document that the IEP Team and employer have verified that all requirements of the plan that have been achieved and mastered.

6. Enter the student's name and student number
7. The five bulleted items in this list are requirements that all students must master in order to graduate from high school via standard diploma with employment competencies. Check the industry certification(s) and/or occupational completion points in the areas designated on page 1 of the plan that the student has mastered and/or achieved.
8. All members of the IEP Team and the Employer who are verifying achievement and mastery of the required and optional components of the plan sign in this section.

Notification of Possible Graduation Change in Placement, ESE-1-2200

For non-Gifted ESE students, graduation is considered a change of placement which requires a formal notification to parents. NOTE: If the student has opted to defer graduation, this notification is not sent to parents.

No later than April 1st of the school year, schools must send to parents the Notification of Possible Graduation Change in Placement, ESE-1-2200, with a copy sent to the student. In the case that the student does not graduate as planned, a parent conference or IEP meeting should be held to discuss further educational planning.

The information on the Notification of Possible Graduation Change in Placement, ESE-1-2200, must match the information on the current IEP. If a student reaches the end of 12th grade and has not completed the requirements for a diploma, he or she is entitled to continue with ESE Services and a Free and Appropriate Public Education (FAPE) until their 22nd birthday. Thus, the student may remain in school until their 22nd birthday.

NOTE: Although it is assumed that students will graduate as planned, the annual IEPs must be current and effective for one year and three-year reevaluations up-to-date. All legal requirements for ESE students remain in effect until the students' 22nd birthday.

Summary of Performance Form, ESE-2-2907

On exit (graduation) IDEA requires that the school districts provide students with disabilities with a summary of academic achievement and functional performance with recommendations for post-secondary goals. The Summary of Performance Form, ESE-2-2907 must be given to parents upon the student graduating from Clay County schools. Students may complete the Summary of Performance at any time during the year in which the student will graduate. Also, students applying to postsecondary institutions may need to complete this during their junior year.

It is important to remember to attach the detailed transcript which includes all available assessment data, credits earned in high school, and if applicable, documentation of all Florida Standards Alternative Assessments administered for each year the student earned credits.

Student Transcripts can be accessed through Focus. Select the Grade tab and scroll down to Transcripts. Follow the online instructions.

○ _____

6) **Community Service:** Note community service activities in which the student participated that are relevant and document evidence of mastery of standards.

6

○ _____

○ _____

○ _____

7) **Post-Secondary Credit:** Note any post-secondary credit earned that is relevant and documents evidence of mastery of standards.

7

○ _____

○ _____

○ _____

8) **Transcript.** Attach the final student transcript.

8

Signature(s) of person(s) providing input into this portfolio:

9

Signature

Position

Date

Signature

Position

Date

Signature

Position

Date

Signature

Position

Date

Signature

Position

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Date

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
Exceptional Student Education
EMPLOYMENT TRANSITION PLAN

Student Name: _____

1

Student Number: _____

Date Plan Developed: _____

School: _____

Florida law requires the development of this Employment Transition Plan because the student's IEP team, as documented on the IEP, has determined that mastery of academic and employment competencies is the most appropriate way for the student to demonstrate skills for the purpose of graduating from high school with a standard high school diploma. In addition to meeting all of the academic graduation requirements specified under Florida law via eligible courses, the student must also demonstrate mastery of employment competencies, industry certifications, and occupational completion points specified in this Plan. Before placement in employment, this document must be developed, and before graduation, mastery of goals must be documented and verified by the student's IEP team, employer and teacher.

A. EMPLOYMENT – Complete and attach the following forms. 2

- *Career Placement (Paid Workplace Experience) Policies*
- *Paid Workplace Experience Agreement*
- *Paid Workplace Time Sheet*
- *Employment Competencies Checklist and/or Additional Employment Competencies for Successful Employment* which identify the areas of need for employment.

Credit for a successful employment experience is awarded to students who earn a minimum of one-half (.5) credit, master the specified employment competencies, work the required minimum number of days and hours per week equivalent to at least one (1) semester, and earn minimum wage in compliance with the Federal Fair Labor Standards Act.

The following work hours must be met in order to receive the specified credit.

4 hours of work per week ----- 0.5 credit	25 hours of work per week ----- 4.0 credits
8 hours of work per week ----- 1.0 credit	30 hours of work per week ----- 5.0 credits
15 hours of work per week ----- 2.0 credits	35 hours of work per week ----- 6.0 credits
20 hours of work per week ----- 3.0 credits	

INDUSTRY CERTIFICATION – Complete this section if applicable. 3 Check here if not applicable:

What industry certification(s) is the student pursuing? _____

How will achievement of the industry certification(s) be determined? _____

B. OCCUPATIONAL COMPLETION POINTS – Complete this section if applicable. 4 Check here if not applicable:

In what courses of study is the student pursuing occupational completion points? _____

How will achievement of the occupational completion points be determined? _____

Development of this plan and signatures are required before placement in employment begins: 5

Parent/Guardian

Student

ESE Teacher

General Education Teacher, if applicable

Employer

Other

ESE- -

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
Exceptional Student Education
EMPLOYMENT TRANSITION PLAN
Documentation of Verification

6

Student: _____ Student Number: _____

Prior to graduation, the undersigned verifies that the above named student has mastered the areas indicated below. **7**

- Completion of minimum high school graduation requirements, including the number of course credits prescribed by rules of the State Board of Education
- Achievement of all academic annual goals and short-term objectives for academic and employment competencies, industry certification(s), and occupational completion points specified in the student’s Transition Plan
- Achievement of all employment competency annual goals and short-term objectives
- Completion of successful employment for the number of hours per week specified in this transition plan, for the equivalent of one (1) semester and payment of minimum wage in compliance with the requirements of the federal Fair Labor Standards Act
- Earned at least one-half credit in an employment-based course

In addition, the undersigned verifies that the above named student has mastered the following areas indicated below, if applicable.

____ Earned industry certification(s) as specified in the Plan.

____ Earned occupational completion point(s) in specified course of study in the Plan.

8

Parent/Guardian

Student

ESE Teacher

General Education Teacher

Employer

LEA Representative

Copy - ESE School

Copy - Parent/Adult Student

Copy – Employer

ESE- -

DISMISSAL/CHANGE IN PLACEMENT
(REMOVAL) OF A PROGRAM

Procedures

Dismissal is the process whereby a student is removed from all ESE programs. **Change in placement (removal)** is the process whereby a student is removed from one or more ESE programs, but continues to be placed in another ESE program. In considering dismissal/change in placement (removal) cases, the staffing committee needs to ensure that dismissal/change in placement (removal) criteria contained in the program sections of the Special Programs and Procedures, have been met prior to actual dismissal/change in placement (removal).

Dismissal/Change in Placement (Removals) Based on Student's Readiness to Return to the General Program

Before determining dismissal or a change placement (removal), the school must reevaluate the student. The reevaluation procedures must be followed (See Reevaluation Section of the A & P Manual). When considering dismissal or removal, the IEP team meets to discuss reevaluation, formal or informal, obtain consent, report reevaluation results, and make recommendations. This process normally occurs in two meetings. The first is to conduct the review step for reevaluation and obtain consent. The second is to report reevaluation results and make recommendations. The required IEP participants must attend the meetings.

- LEA Representative
- ESE Teacher
- General Education Teacher
- Evaluator or Evaluation Specialist (The ESE teacher and/or LEA representative may serve as the Evaluation Specialist if they are knowledgeable about the evaluation procedures and can interpret test data.)

Recommendation(s) are documented on the Eligibility and Placement Form, ESE-1-9002. The ESE Director/Designee approves or disapproves the recommendation for dismissal/change in placement (removal). The ESE specialist may sign as the ESE Director/Designee or, for language or speech, the designated therapist can sign.

Dismissal from related service(s), including OT and/or PT, must occur if the student is dismissed from all ESE programs. Related services may continue if the student continues to be eligible for another ESE program.

The appropriate goals and objectives on the IEP should be closed out and documented on the IEP. The Eligibility and Placement form, ESE1-9002, is used and either the dismissal line is checked or the change in placement (removal) line is checked with the name of the program identified and the rationale for the recommendation selected.

The following documents are required:

Review Step for Reevaluation – IEP Meeting

Meeting Participation Form	ESE-1-2221
Interim or annual IEP	ESE-1-2293, Various ESE numbers
Consent to Evaluate/Reevaluate	ESE-1-2212
Meeting Participation Statement	ESE-2-2909

Review of Evaluation Data – IEP Meeting

Meeting Participation Form	ESE-1-2221
Eligibility and Placement form	ESE-1-9002
Interim or annual IEP	ESE-1-2293, Various ESE numbers
Informed Notice of Change in Placement and/or	

Free Appropriate Public Education (IEP p. 6)	ESE-1-2283
Closed out goals and objectives	Various ESE Numbers
Reevaluation Report	ESE-1-2292
Meeting Participation Statement	ESE-2-2909

Routing:

ESE District	Copies of all documents
Parents	Copies of all documents
Cum Folder	Originals

NOTE: Gifted, Hospital/Homebound, and Graduation are Exceptions to the Required Reevaluation Requirement.

NOTE: Dismissal/change in placement (removal) from Hospital/Homebound requires approval of the ESE Director/Designee.

**Dismissal/Change in Placement (Removal)
Based on Parent Request**

In some cases dismissal/change in placement (removal) will be requested by a parent. This request should be submitted in writing. Before a student is dismissed/removed from all or an ESE program(s), a dismissal/change in placement (removal) staffing is required to consider reevaluation information. All procedures for reevaluation and dismissal/change in placement (removal) must be followed.

In cases where the eligibility team at the dismissal/change in placement (removal) determination does not challenge the parent’s request, conduct the staffing and indicate on the Eligibility and Placement form ESE-1-9002, that the student is being dismissed/removed from the (name of ESE program) based upon school agreement with parent request.

In those cases where the staff feels strongly that the student should remain in the ESE program, the ESE Director/Designee will need to be contacted. The district’s obligation to provide an appropriate education for the student is not negated by a parents’ demand that the student be dismissed/removed from an ESE program.

NOTE: The ESE teacher from the program of dismissal/change in placement (removal) must attend, and all other required IEP participants must attend.

NOTE: The required documents and routing procedure are the same as previously noted with the exception of the written parent request that is required.

**Dismissal/Change in Placement (Removal) from
Developmentally Delayed (DD)**

If the student is exhibiting readiness to return to the general program, follow the procedures outlined in the section titled, *Dismissals/Change in Placement (Removals) Based on Student’s Readiness to Return to the General Program*. Dismissal from related service(s) (OT and/or PT) must occur if the student is dismissed from all ESE programs. Related services may continue if the student continues to be eligible for another ESE program.

A student with a developmental delay must be dismissed by his/her sixth (6th) birthday. If the student is not

exhibiting readiness to return to the general program, the IEP team must convene prior to the student's sixth birthday to consider referral for other ESE program options, if appropriate, prior to the exit from Pre-K and/or DD. In cases where a referral for possible change of ESE program is the recommendation, all attempts to complete referral, evaluation, eligibility and staffing must be made prior to the sixth (6th) birthday.

If a student with a developmental delay is dismissed by his or her sixth birthday and it is after the February FTE count, the dismissal may be effective the last day of the school year. The student may still receive Developmentally Delayed services as well as related services (OT,PT) until the last day of the school year.

NOTE: The required documents and routing procedure are the same as previously noted.

Graduation Dismissal/Change in Placement

For non-Gifted ESE students, graduation is considered a change of placement which requires a formal notification to parents.

No later than April 1st of the school year, schools must send to parents the Notification of Possible Graduation Change in Placement, ESE-1-2200, with a copy sent to the student. In the case that the student does not graduate as planned, a parent conference or IEP meeting should be held to discuss further educational planning.

The diploma or certificate of completion recommended on the Notification of Possible Graduation Change in Placement, ESE-1-2200, must match the "Diploma Option" designated on the IEP. If a student reaches the end of 12th grade and has not completed the requirements for a diploma, he or she is entitled to continue with ESE Services and a Free and Appropriate Public Education (FAPE) until their 22nd birthday. Thus, the student may remain in school until their 22nd birthday.

NOTE: District ESE records will continue to show the student "Active" in an ESE program - and the school will be legally responsible for serving the student - until a copy of the Notification of Possible Graduation Change in Placement, ESE-1-2200, is received in the District Office.

NOTE: There are no guarantees that student will graduate with a diploma, so the legal requirements for ESE students continue to be in effect. It is still required that, as annual IEP reviews come due during the year, meetings be held and a new IEP developed for another year. Three-year reevaluations are also required if the due date occurs during the student's graduating year.

The following document is required:

Notification of Possible Graduation Change in Placement ESE-1-2200

Routing:

ESE District
Parents
Cum Folder

Copies of all documents
Copies of all documents
Originals

Revocation of Consent

Procedure When Parent Requests Revocation of Consent for Placement After the Initial Placement

In accordance with IDEA regulation 34 CFR 300.300, effective December 31, 2008, parents of Students with Disabilities (SWDs) (not Gifted) have the right to revoke consent for placement after the child has been initially placed and receiving ESE services. When the IEP team feels that the student still needs services, all attempts should be made to informally resolve the issues through conferences and/or IEP adjustments. There is no limitation on the number of times parents may revoke consent and request re-instatement of ESE and related services. The 60 day evaluation timeline is applicable when the district conducts an initial evaluation. However, the IEP team may not require an initial evaluation to determine that the student meets criteria (initial) to be re-instated. Of course, all informal methods to maintain a current IEP shall be followed to continue to provide FAPE. However, the district may not use mediation, or a due process hearing request to override the parent request for revocation.

When a parent wishes to exercise this option, they must complete the *Parent Request for Revocation of Consent for Placement after Initial Placement, ESE-1-2219, form. Following the review of the ESE-1-2219 form, the ESE Director/designee shall complete the *Informed Notice of Change in Placement When Parent Revokes Consent for Placement after Initial Placement, ESE-1-2218 form and provide it to the parent.**

The student will not be returned to general education until the parent has received this form. Copies are entered into the student's ESE file. No IEP shall be developed or revised at this point. The ESE-1-2218 form informs the parent that it is our district's position that the student requires ESE services. However, should the parent exercise the right to request re-instatement of ESE services, in writing, the IEP team shall convene and determine if **an initial evaluation is required**. If so, the team shall require activities prior to referral, as appropriate, consent for initial evaluation, and an initial evaluation which demonstrates that the student meets initial criteria for eligibility for ESE program(s). The team may determine that **an initial evaluation is not needed**, i.e., data indicate that the most recent evaluation/ reevaluation (including district and state assessment data and classroom performance data) are applicable. Factors the team would consider are if the latest evaluation/reevaluation are within three years and are reflective of the student's current functioning. **Upon request for re-instatement, contact the district office.**

The parent may not assert protection under IDEA after the child has been removed from ESE, if he/she subsequently violates the code of conduct and is subjected to disciplinary actions as a non-disabled student. This is especially important considering that some revocations of consent for placement may occur for E/BD students. The student will no longer receive classroom and testing accommodations and will not be eligible for an General Statewide Assessments waiver. If the student does not pass the 10th grade General Statewide Assessments sunshine state standards in reading and math, he/she will complete the form, Informed Notice of Change in Placement when Parent Revokes Consent for Placement after Initial Placement, ESE-1-2218; copies are entered into the student's ESE file. No IEP shall be developed or revised at this point.

NOTE: When completing the Informed Notice of Change in Placement When Parent Revokes Consent or Placement after Initial Placement, ESE-1-2218, the following is a sample of the documentation that would be appropriate for this form:

1. Action Proposed or Refused: Parent wants student dismissed.
2. Why the action is proposed or refused: Student demonstrates a need for ESE services.
3. Options considered and reasons why certain options were rejected: _____ has not

demonstrated skills required for success in the general education curriculum.

4. Evaluation procedures, test – etc. used as a basis for the proposal or refusal include: psychological evaluation, performance on classroom assessments, observations.
5. Other factors relevant to the proposal or refusal included: no basis for recommendation of dismissal by the IEP team (may also include information about behavior.)

Possible Outcomes of Revocation

Regression in critical skill areas
Lack of progress in critical skill areas
Failure to meet grade-level curriculum standards
Grade retention under regular LEA policies
Failure to achieve transition goals
Failure to meet grade-level standards on statewide assessments
Inability to graduate or failure to graduate on time
Loss or lack of progress in physical functioning
Potential need for more restrictive post-school placement
Diminished employment capacity and opportunity
Application of regular disciplinary policies without IDEA protections
Lowered overall achievement “ceiling”
Need for significant recoupment period should services be reinitiated
Potential required changes in graduation plans (depending on state law or regulation)
Potential need to retake certain courses required for graduation

SPECIAL TRANSPORTATION

Procedures

- I. Remember to invite a representative from the Transportation Department to any IEP meeting/review which may result in the addition of special transportation or the continuing need for special transportation as a related service.
- II. The district ESE Office will make requests of the Transportation Department for special transportation ONLY under the following circumstances:
 - A. Documentation is received from a school that proves the student's eligibility for ESE and for Special Transportation. Required documentation: Annual IEP pages documenting special transportation or Interim IEP page 1, IEP, transfer paperwork if applicable, and Special Transportation Request form, ESE-1-2278. In approved cases, the District ESE Office will forward the Special Transportation Request form ESE-1-2278 to the Transportation Department.
 - B. Documentation (parent request and/or medical documentation of need due to physical problems), specifying anticipated duration is received by the District ESE Office with the Special Transportation Request form. In approved cases, the District ESE Office will forward the Special Transportation Request form to the Transportation Department.
 - C. A Clay County student is officially placed, by Clay County, in a Duval County ESE program. In such cases, the District ESE Office will notify the Transportation Department.
- III. Each school will be responsible for notifying the Transportation Department of the following: (These requests should be in writing, unless an emergency situation or temporary change prohibits written request due to time constraints.)
 - A. Students who are no longer eligible for special transportation. (Dismissal from ESE, etc.)
 - B. The temporary cancellation of an OT or PT shuttle run.
 - C. A student's change in address that does not result in a full-time school change.
 - D. A student who moves out of district.
 - E. Parent requests that special pick-up and/or delivery arrangements be made - whether temporarily or permanently – for an already-authorized special transportation student. Parent will be required to initiate any such requests at the school level.
 - F. The need to temporarily discontinue special transportation for an already-authorized special transportation student because of bus suspension, prolonged illness, lack of parental cooperation, etc.
- IV. Each student receiving special transportation must have a statement of need in his IEP.

The IEP must identify whether the student using special transportation meets the requirements for special education transportation funding. A student may still receive special transportation based on the IEP driven needs (related service) and not qualify for State funding. One of the following criteria must be met if funding is to be received:

- Medical equipment required (e.g. wheelchair, crutches, walker, track equipment, position, and unique seating device – not just seatbelt)
- Assistant or monitor required due to individual need of student
- Shortened day due to a student's needs
- Student requires transportation to another county for services
- Special transportation environment for M.D. order (e.g. temperature control, dust control)

The reference to an “individual” assistant or monitor does not correspond to individual assistants in the classroom. It refers to a category of student who would normally need an assistant for the whole group.

Thus, a bus load of students served in self-contained settings would need a monitor. Some students may need to ride a bus with a monitor and some may not. The IEP committee would make that decision.

- V. Any request for a separate bus for an individual requires a representative of transportation at the IEP meeting, or in special circumstances, a transportation representative on the phone at the time of the meeting.
- VI. The terms “door to door” or “curbside service” are not available in transportation. Transportation schedules stops in accordance with student needs, bus needs, and other considerations. Parents should be informed of this at the IEP meeting.

NOTE: The Transportation Department must receive a copy of every IEP that addresses transportation. This documentation is to be sent at an initial staffing, or at any IEP meeting when special transportation is first addressed, and at all subsequent IEPs when transportation is an identified need.

NOTE: DO NOT discuss unique Special Transportation situations, such as a shortened day with a separate bus ride, with parents/guardians prior to approval from the ESE District Office and the Transportation Department.

ESY/ Summer School and Transportation

All student information requested for Summer School **MUST** be received at the district office by the date indicated in the Summer School memo. The only students who may be added after that date are:

- students who are staffed after the date the information is due,
- students who are in danger of retention based on General Statewide Assessments scores,
- sixth graders who fail a core academic subject,
- students who move into the district who need special transportation

The recommendation for Summer School must be made at an IEP meeting and must be based on demonstrated student need. The intent of summer school is to provide the continuation of instruction so the student maintains learning gain. Recommending students based on parent request or the idea that it may be of some educational benefit is not appropriate. Summer School must be checked on the IEP and the goals that are to be addressed should be indicated by an asterisk.

Students who have not received special transportation during the regular school year may not be eligible for special transportation for Summer School. If a student has special transportation marked on the IEP for summer school, a copy of that page must be sent to special transportation office. This documentation is to be sent at an initial staffing, or at any IEP meeting when special transportation is first addressed, and at all subsequent IEPs when transportation is an identified need.

**FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) AND POSITIVE
BEHAVIOR SUPPORT PLANS (PBSP)**

Procedures for Completing an FBA/PBSP

Rationale

The IDEA Regulations require local education agencies (LEA) to provide a Functional Behavioral Assessment and Positive Behavior Support Plan (FBA/PBSP) on behalf of a child whose behavior impedes his or her learning or that of others to the extent that significant disciplinary procedures are enacted.

Definitions

A Functional Behavior Assessment is a process of developing a useful understanding of how behavior relates to the environment. This understanding is then applied to the development of a plan of interventions which will result in the reduction of inappropriate behaviors. There is then, a logical progression of design:

- How is the behavior interfering with learning?
- What drives the behavior?
- What interventions are needed to modify the behaviors?

Functional assessment procedures usually include several methods of data gathering:

- Direct observations in one or more settings and at various times.
- Structured interviews with individuals familiar with the student.
- Review of records.

When to Develop an Initial FBA and Thus Then Create a PBSP

The FBA/PBSP must be completed and added to an IEP at an IEP meeting if any of the following situations exist:

- Before, and thus by, the 5th day of removal for ANY ESE student.
- A student is recommended for expulsion and thus given a 10 day suspension.
- Before/during the placement of a student into an E/BD program.
- Before addition of E/BD SC to a student's IEP.
- When it has been checked on the Matrix of Services. (Domain B-Social/Emotional)
- Whenever behavior appears to be significantly interfering with the learning process and well before behaviors reach crisis proportions.

If an IEP is contested, the FBA/PBSP becomes essential evidence while pursuing due process. Medical diagnoses and other professional terms should be supported by a review of records and/or interviews.

Note: A consent is required for an FBA if it involves assessment and is more than a review of existing records.

Note: For InD and ASD students, contact the Program Specialist with any questions or concerns regarding components of the behavior plan or to get assistance with initial data collection. Utilize the forms designed for the ASD/InD populations.

Note: A new FBA/PBSP must be completed at annual IEP reviews.

**The School District of Clay County
Exceptional Student Education
Positive Behavior Support Plan (PBSP)**

Student Name: _____ Student Number: _____ Grade: _____ School: _____ Date: _____

1	Especially when...	...when...	the student will...	...in order to...
			4a Inappropriate Behavior	
			4b Replacement Behavior	
2	Setting Event	3	Antecedent (A)	4
			Behavior (B)	5
				Consequence (C)

**Note: The above section should correspond to Part 6 of the Functional Behavior Assessment.*

6 Proactive Strategies

What adjustments can be made to improve the student's behaviors before the behavior occurs?

- Avoid/Eliminate** certain triggers by making adjustments:
 - Where** the problem behavior is likely to occur.
 - When** the problem behavior is likely to occur.
 - Activity** during which the behavior is likely to occur.
 - People** present when the behavior is likely to occur.
 - Other:

Describe these adjustments:

- Modify:**
 - Task Length
 - Task Difficulty
 - Expectations
 - Materials
 - Instruction
 - Environment

Describe these adjustments:

- Provide:**
 - Choices
 - Frequent reinforcement
 - Frequent breaks
 - Frequent assistance
 - Proximity control
 - Opportunities for appropriate peer/adult Interactions
 - Variety of activities
 - Visual supports
 - Activity schedule
 - Manipulatives
 - Sensory items

Describe these adjustments:

- Other:**

These Strategies are intended as a short term solution to gain control over the situation. Once the student gains the skills from the Educative Strategies, the Proactive Strategies should be faded where appropriate. The goal is for the student to engage in the replacement behavior with the least amount of supports as possible to maintain success.

**The School District of Clay County
Exceptional Student Education
Positive Behavior Support Plan (PBSP)**

Student Name: _____

Student Number: _____

Grade: _____

School: _____

Date: _____

7 **Educative Strategies**

Replacement Behavior:

What alternative behavior *would meet the same function/need* for the student? Rather than engaging in the inappropriate behavior, the student will (define replacement behavior):

Instructional Strategies:

What skills will the student need to be taught in order to successfully demonstrate the replacement behavior?

- Social:
- Communication:
- Organization:
- Academic:
- Self-Regulation:
- Other:

How will these skills be taught?

- | | |
|---|--|
| <input type="checkbox"/> Direct instruction | <input type="checkbox"/> Group instruction |
| <input type="checkbox"/> Modeling | <input type="checkbox"/> Role-play |
| <input type="checkbox"/> Social Stories | <input type="checkbox"/> Natural opportunities |
| <input type="checkbox"/> Other: | |

8

Level of Prompting:

How will the student be prompted to learn these new skills?

- Hand-over-hand:
- Partial physical:
- Modeling:
- Gestural:
- Positional:
- Verbal:
- Visual:
- Other:

**The School District of Clay County
Exceptional Student Education
Positive Behavior Support Plan (PBSP)**

Student Name: _____

Student Number: _____

Grade: _____

School: _____

Date: _____

9 Increasing Appropriate Behavior

What will be done to increase the occurrence of the replacement behavior?

10

Identify Potential Reinforcers:

What preferred items, activities, and/or people might be used as incentives for this student?

11

Establish specific behavior criteria:

What exactly should the student do to earn the above reinforcers?

12

Determine schedule of reinforcement:

How frequently can the student earn the above reinforcers?

13

Identify delivery system:

What intervention components will we use to deliver reinforcement?

- | | |
|--|---|
| <input type="checkbox"/> Verbal praise | <input type="checkbox"/> Goal setting |
| <input type="checkbox"/> Behavior charts | <input type="checkbox"/> Behavioral contract |
| <input type="checkbox"/> Token economy | <input type="checkbox"/> Tracking system |
| <input type="checkbox"/> Immediate reinforcement | <input type="checkbox"/> Self-monitoring system |
| <input type="checkbox"/> Home note system | <input type="checkbox"/> Lottery/raffle ticket |
| <input type="checkbox"/> Other: | |

The School District of Clay County
Exceptional Student Education
Positive Behavior Support Plan (PBSP)

Student Name: _____ Student Number: _____ Grade: _____ School: _____ Date: _____

14 Progress Monitoring

15

Inappropriate Behavior:

16

Replacement Behavior:

17

Data Collection Methods:

How can we monitor the student's behavior so we have a reliable record of progress?

- Behavior Frequency Record and Graph
- Duration Data Form
- Partial-Interval Data Form
- Whole Interval Data Form
- Latency Data Form
- Intensity Scale
- Other:

18

Data Collection and Review:

Titles/positions of person(s) responsible for collecting and reviewing data?

19

When will data be collected?

- Throughout the day
- Specific time periods/subjects/activities:

20

How often will the data be collected?

Examples: daily, 3 x week, 2 x week, once a week, etc.

It is required to collect data at least weekly.

21 Progress will be monitored through the Measurable IEP Goal(s) for Social/Emotional Behavior using the data collection methods chosen above.

Empty box for additional notes or details.

**The School District of Clay County
 Exceptional Student Education
 Maintenance Behavior Plan**

Student _____ Student Number _____ Grade _____ School _____ Date _____

This document is intended to be used for those students who are able to attend general education classes without significant services. A functional behavioral assessment must be completed to determine if this plan is appropriate.

Part 1. Conduct a Functional Behavior Assessment with an ABC observation, an observation guide and a data collection form (Frequency graph, Duration form, Interval Data form, Latency Data form, etc).

Part 2. Target Behavior: To maintain the current level of functioning including attendance, compliance, appropriate grades and discipline (address all that apply).

Targeted Attendance:

Targeted GPA and/or Report Card Grades:

Targeted Number of Discipline Referrals:

Part 3. Progress Monitoring

Date of Quarterly Review				
Unexcused Absences				
Unexcused Tardies				
GPA/Report Card Grades				
Discipline Referrals				
Progress notated with "S" or "U"				

*If progress is unsatisfactory, the maintenance behavior plan should be discontinued and a full service Functional Behavior Assessment and Positive Behavior Support Plan initiated.

Signature/Title of Team Members

FBA Flowchart

Complete a Functional Behavior Assessment (FBA)

This is the starting point of any review of a behavior plan leading up to an Annual IEP or Interim IEP meeting in order to update and make changes to a current behavior plan.

ABC form required

General Behavior Assessments (at least 1)

- Observation Guide
- Reinforcement Survey
- Functional Behavior Assessment Matrix
- Scatter Plot

Data Forms (at least 1)

- Behavior Frequency Record and Graph
- Duration Data Form
- Intensity Scale
- Latency Data Form
- Partial Interval Data Form
- Whole Interval Data Form

Does the student need a Positive Behavior Support Plan (PBSP)?

- If the student has high rates of problem behavior
- If the student has a high intensity problem behavior
- If the problem behavior is increasing
- If the student has Autism Spectrum Disorder (ASD) and is served within a self-contained setting.
- If the student has Emotional Behavior Disorder (EBD) and is served within a self-

Yes

No

Is it appropriate to monitor behaviors using a Maintenance Behavior Plan?

- If the student is served within a general education setting **AND**
 - If the problem behavior has remained at low rates **AND**
 - If the problem behavior has a low intensity (that is, the student is within acceptable ranges of being disruptive within a general education setting)

No

Yes

Develop a **Positive Behavior Support Plan (PBSP)**

Develop a **Maintenance Behavior Plan**

Functional Behavior Assessment (FBA) - Directions

This is the starting point of any review of a behavior plan leading up to an Annual IEP or Interim IEP meeting in order to update and make changes to a current behavior plan.

1

Part 1: Initial Data Collection

ABC form required

The Antecedent-Behavior-Consequence form is useful to identify the behavior, what possibly is triggering it, and what is happening afterwards. This form can be used to complete Part 2 (Problem Behavior Description), Part 5 (Hypothesis of Function), and to develop the Summary Hypothesis Statement in Part 6.

2

General Behavior Assessments

These forms are used to gain information on the context of the behaviors, to find patterns, and to identify other important components needed for an effective behavior plan.

- The **Observation Guide** is used to gain a context for behaviors and is a good starting point.
- A **Reinforcement Survey** is used to identify possible reinforcers. This is useful for identifying possible reinforcers in the Positive Behavior Support Plan.
- The **Functional Behavior Assessment Matrix** is used to identify where behaviors (both in physical areas and in the type of activity) are occurring. This is useful for Part 4 (Settings).
- A **Scatter Plot** is used to identify patterns of behavior across a 2 week period. This information will show if behaviors are occurring during a certain time period or activity. This data can be used to determine when data will be collected as part of progress monitoring in the Positive Behavior Support Plan (PBSP).

3

Data Forms

These forms are used to gain baseline data for the targeted behavior that will later be used as a comparison throughout the progress monitoring process to determine if the behavior plan is effective.

- The **Behavior Frequency Record and Graph** is used to track the number of times that a behavior occurs. This is most appropriate for behaviors that tend to have a clear beginning and end and can easily be counted (hitting, kicking, biting, number of math problems completed, etc.). The number that corresponds to the frequency is circled, and then the circles are connected across time to form a line graph. Alternatively, you could graph the data yourself on the computer using Excel or Google Sheets. You would choose this option if you are most interested in decreasing/increasing the number of behaviors occurring.
- The **Duration Data Form** is used to track how long behaviors occur. This is most appropriate for behaviors that may occur for several seconds or minutes (screaming, crying, lying on the floor, off-task, on-task, etc.). This form requires a start and end time for the behavior that can then be used to determine the duration. Other important information is the setting which can be used to find patterns. You would choose this option if you are most interested in decreasing/increasing how long a behavior lasts.
- An **Intensity Scale** is used to track how severe/intense a behavior is. There is no set form to use since it must be individualized for the student. You would choose this option if you are most interested in decreasing the severity of a behavior (such as behaviors that rarely occur, but are severe when they do occur). An intensity scale may use numbers, words/phrases, or pictures that indicate the level of intensity of a behavior. These levels must be defined at the bottom of Part 3 (Baseline Estimate of Problem Behavior) and ideally with more detail provided within the present level of functioning.

3. continued

Other Data Forms

- The **Latency Data Form** is used to measure the length of time that it takes for a student to do something once they have been given a direction or signaled to do something. For example: How long does it take a student to follow the teacher's direction to sit down? How long does it take the student to indicate that they are finished with their work once they complete the last problem? How long does it take for the student to turn in their work and return to their seat when given a direction? How long does it take for the student to transition to class once the bell rings? You would choose this option if you are most interested in decreasing the time it takes for the student to do something.
- The **Partial Interval Data Form** is used to identify if the target behavior occurs *at any point* within a 15 second interval during a 20 minute observation. It is a partial interval, so the target behavior only has to occur for a part of the interval. For example, if no targeted behaviors occur during the first 2 minutes and 25 seconds of the observation, then nine 15-second intervals will be marked with an "O" to indicate that the behavior was not observed during those first nine intervals (up until 2m15s). Within the following 15 second interval (2m15s to 2m30s), the student engages in the behavior at 2m25s, so a "+" is recorded for that 15 second interval. This is best used for behaviors that have a very small duration or are nearly instantaneous (e.g. hitting, kicking, etc.). This approach has a tendency to over-estimate behaviors.
- The **Whole Interval Data Form** is used to identify if the target behavior occurs *for the full duration* of a 15 second interval during a 20 minute observation. It is a whole interval, so the target behavior has to occur for the whole 15 second interval. For example, no target behaviors occur during the first 2 minutes and 25 seconds, but then the student begins yelling for a full 8 minutes and 25 seconds. On the form, this behavior would be recorded by placing an "O" in each of the first ten interval boxes (2m30s) because the last 5 seconds of the 10th interval when the yelling began does not count since the yelling did not occur during the *whole* interval. Instead, a "+" would be recorded for the full 15 second intervals in which behaviors occur, but would not include any intervals in which the behavior stops since it did not occur for the *whole* interval. This approach has a tendency to under-estimate behaviors.

4

Part 2: Problem Behavior Description

It is very important to define the problem behavior in observable terms so that anyone who reads the FBA will be able to understand the specific behavior that is described in this section. Avoid more general terms such as tantrum, aggressive, not following directions, angry, disrespectful, emotional, etc. These words are open to interpretation, especially if the person has only read the problem behavior description and has not observed the behavior for themselves. Instead focus on very specific words to make it as clear as possible what the problem behavior looks like so that different people are not collecting data on different behaviors due to their different interpretations of the words used to describe the behavior. The key words here are clear and precise descriptions of the problem behavior.

5

Part 3: Baseline Estimate of Problem Behavior

Only one option is necessary (Frequency, Duration, or Intensity). It is possible to use any of these three to record data, but it is important for you to think about which is the most useful approach for this data to be meaningful. For example, if a student hits adults when given a task, you can record how many times he hits the adults, how long he hits the adults, or how hard he hits the adults. If the student hits the adults ten times within a 30 second period, then maybe frequency is the better choice to make. If the student hits adults for 45 minutes before stopping, then maybe duration is the better route to take. If the student rarely hits but hits hard when he does, then maybe intensity is the better approach to take.

6 Part 4: Setting

This part looks at where the behaviors are occurring: either the physical location or the type of activity.

7 Part 5: Hypothesis of Function

This part looks at why the behavior is occurring. All behaviors occur to either gain access to something (For example: attention, a desired item, a desired activity, sensory feedback) or to escape/avoid something (For example: attention, a non-preferred item/activity, a difficult/frustrating task, a difficult/frustrating situation). Sometimes there is only one function, but often behaviors may be maintained by multiple functions. This is *the most important* part of a behavior plan since there is an emphasis on finding a replacement behavior that meets the same function. A replacement behavior must meet the same function as the problem behavior in order for the student to get what they want in a way that works better, faster, and/or easier than the problem behavior. If the replacement behavior cannot do some/all of these things to effectively replace the problem behavior, then the behavior plan may not be effective. In this case, the replacement behavior may need to be modified to make it easier for the student to complete and/or other ways to encourage or motivate the student may need to be examined.

8 Part 6: Summary Hypothesis Statement

Parts 1 through 5 of the FBA lead up to Part 6 by providing the components to create the best hypothesis for why a problem behavior occurs. We cannot know for certain why a behavior occurs, but we can make a better argument to support our hypothesis with each additional piece of data collected. Once we have this piece, we can determine the next step (You can also refer to the FBA Flowchart):

1. Does the student need a Positive Behavior Support Plan (PBSP)?
 - If the student has high rates of problem behavior
 - If the student has a high intensity problem behavior
 - If the problem behavior is increasing
 - If the student has Autism Spectrum Disorder (ASD) and is served within a self-contained setting.
 - If the student has Emotional Behavior Disorder (EBD) and is served within a self-contained setting.If you answer “Yes” to any of the above, then create a PBSP (because proactive strategies and/or inventions are needed).
If you answer “No” to each of the above, then:

2. Is it appropriate to monitor behaviors using a Maintenance Behavior Plan?
 - If the student is served within a general education setting **AND**
 - If the problem behavior has remained at low rates of problem behavior **AND**
 - If the problem behavior has a low intensity (that is, the student is within acceptable ranges of being disruptive within a general education setting)

Then the IEP Team may determine that it is appropriate to monitor behaviors using a Maintenance Behavior Plan. The behavior data will help make this determination. The behavior data should show a decreasing trend line that is being maintained at a low rate, or the behavior data should show a flat trend line that is being maintained at a low rate. However, if at any time the behaviors increase and/or become disruptive to the general education setting, then an IEP Team meeting is needed to return to a PBSP to address the behaviors more effectively.

Positive Behavior Support Plan (PBSP) - Directions

A Positive Behavior Support Plan is developed as a result of completing a Functional Behavior Assessment (FBA) and any of the following are present:

- If the student has high rates of problem behavior
- If the student has a high intensity problem behavior
- If the problem behavior is increasing
- If the student has Autism Spectrum Disorder (ASD) and is served within a self-contained setting.
- If the student has Emotional Behavior Disorder (EBD) and is served within a self-contained setting.

The goal of a PBSP is to find what we can do to make the problem behavior ineffective (it does not work to get the student what they want), inefficient (There are other ways for the student to get what they want that works better, faster, and/or easier than the problem behavior), and/or inapplicable (situations are created where the antecedents are no longer present).

1

Problem Behavior/Replacement Behavior Graphic Organizer

This graphic organizer is used to help identify an appropriate replacement behavior. This is *the most important* part of a behavior plan since there is an emphasis on finding a replacement behavior that meets the same function. A replacement behavior must meet the same function as the problem behavior in order for the student to get what they want in a way that works better, faster, and/or easier than the problem behavior. If the replacement behavior cannot do some/all of these things to effectively replace the problem behavior, then the behavior plan may not be effective. In this case, the replacement behavior may need to be modified to make it easier for the student to complete and/or ways to better encourage or motivate the student may need to be examined.

2

- A **Setting Event** is a condition in which the student is more likely to engage in the behavior. For example: The student is hot, cold, tired, hungry, has just eaten lunch and is not interested in working for edibles, is in a loud setting, is in a new setting, has worked for over an hour and needs a break, sees something new, etc. The setting event is not to be confused with the antecedent that is the trigger for the behavior. Instead, the setting event is the condition(s) that increases the likelihood for the antecedent to trigger the behavior.

3

- An **Antecedent** is the stimulus that precedes the behavior (the “trigger”). The ABC Form from the FBA can be used to identify the antecedent. Avoid the temptation to say that there is no antecedent or that the behavior “just happened out of the blue”. There is always something that triggers the behavior, but we may have missed it or are not able to perceive it (such as something happening internally within the student). It is okay to say that you do not know what the antecedent is, but make every effort to figure this part out (such as by talking with someone else who saw the behavior or by asking the parents if anything different has happened at home). This might be where you need to fill out a scatter plot over a 1 or 2 week period to gain a bigger picture of the context of when/where the behavior is happening. Data collection can help in finding patterns.

4a

- The **Inappropriate Behavior** (or problem behavior) is the behavior that is selected to reduce. It is very important to define the problem behavior in observable terms so that anyone who reads the PBSP will be able to understand the specific behavior that is described. This problem behavior in the PBSP should match up with the problem behavior in the FBA.

4b

- The **Replacement Behavior** is chosen to replace the problem behavior and it *must* meet the same function as the problem behavior. Otherwise, the student will continue to engage in the problem behavior, or a new problem behavior may begin that is worse than the original problem behavior. The replacement behavior is meant to break the behavior chain of the antecedent (A), problem behavior (B), and its maintaining consequence (C). The key is to find a replacement behavior that meets the same function as the problem behavior in order for the student to get what they want in a way that works better, faster, and/or easier than the problem behavior.

5

- The **Consequence** is what happens after the behavior and tends to maintain it. This is tied to the function of the behavior. For example, if the student throws their work on the floor in order to escape from a non-preferred task, then the student has been reinforced by getting out of having to do the work or at least has delayed having to do the work. In this case, the student would need to be taught a replacement behavior to appropriately escape/avoid work such as by asking for a break. Alternatively, if the student is attempting to escape from work in order to gain access to a preferred item, it may be appropriate to focus on the “to gain access to a preferred item/activity” function to teach a replacement skill to appropriately gain access to a preferred item, such as by asking appropriately. A common error when choosing a replacement behavior for escape/avoidance is to use “the student will sit and do his work” as the replacement behavior which does not meet the same function as the escape maintained problem behavior. The student doing his work may be our overall behavioral outcome that we seek (because we need the student to do his work), but it does not provide a solution for finding a functionally equivalent replacement behavior that works better, faster, and/or easier than the problem behavior. For example: “When given an assignment (A), the student will sit and do their work (B) in order to escape and avoid their work (C).” This ABC statement does not reflect a functionally equivalent replacement behavior. The student will not do their work in order to escape from it*.

**Important note:* When the inappropriate/replacement behavior graphic organizer is read, it should make sense as you read it both with the inappropriate behavior and with the replacement behavior.

Easier Examples of selecting a functionally equivalent replacement behavior:

- Inappropriate behavior sentence: “Especially during the afternoons, the student will hit other students in order to gain access to a preferred activity.” Replacement behavior sentence: “Especially during the afternoons, the student will request a turn from his peers in order to gain access to a preferred activity.”
- Inappropriate behavior sentence: “Especially when transitioning outside and walking in a line, the student will talk to the teacher in order to gain access to attention.” Replacement behavior sentence: “Especially when transitioning outside and walking in a line, the student will raise his hand in order to gain access to attention.” (Though a better alternative may be to provide times proactively in which the student can talk to the teacher throughout the day, but there could also be situations where the student needs to tell the teacher something while in line, such as for an emergency. So the student needs to learn how to do it appropriately.)

Non-Example

- Inappropriate behavior sentence: “Especially when the student is hungry, when given a difficult task, the student will yell repeatedly in order to escape/avoid the difficult task.” Replacement behavior sentence: “Especially when the student is hungry, when given a difficult task, the student will complete his work in order to escape/avoid the difficult task.” (Why would the student complete his work in order to escape/avoid it?)
- Better example: Replacement behavior sentence: “Especially when the student is hungry, when given a difficult task, the student will appropriately ask for a break in order to escape and avoid the difficult

task. (This may be a challenging approach for a classroom setting unless if you have the staff to work on teaching the student to first request appropriately, and then once the student has the skill to request appropriately to then do one more task before earning a break. Then, once this step is learned to do two more tasks before earning a break, etc. However, starting off, you would have to allow the student to escape from their work as long as they request appropriately. This seems counterintuitive to our overall goal of getting the student to do their work. However, without this approach the student may just return to using the problem behavior to escape/avoid their work because the problem behavior will be better, faster, and/or easier to help them escape/avoid their work instead of the replacement behavior (if the replacement behavior is not functionally equivalent). This may sound counterproductive because we need students to do their work, but it is a step toward getting the student to eventually tolerate doing one more task before their request for a break is honored. The student has to learn that they can gain what they want by communicating more effectively. That is the goal here and is a form of self-regulation.

- An even better approach in this situation could be to focus on the function to gain access to a preferred item (a snack because the student is hungry, which is a setting event) by teaching the student to ask appropriately for a snack (which could also build in a natural break time).
- An alternative approach could be to provide a snack time (being proactive) so that the student does not get overly hungry. That way the student is not asking repeatedly for a snack throughout the day and instead gets a snack just during snack time. However, the student still needs to learn to ask appropriately for a snack when hungry as well as how to ask for a break if not ready to begin working as well as to do one (two, three, five, etc.) more things before they earn a break. This proactive strategy used to affect the setting event is useful in helping to gain better control over the situation (i.e. the student is not so hungry and irritable) so that it makes it a little easier to teach these new skills (to ask for a break and to wait before earning a break).

Difficult Example

- Inappropriate behavior sentence: “Especially when the student is not motivated to work for anything, when given any task, the student will sit with her head down in order to escape/avoid work.” Replacement behavior sentence: “ Especially when the student is not motivated to work for anything, when given any task, the student will _____ in order to escape and avoid work.” (Whatever you put in the blank, you are going to have difficulty. You will need to find a way to motivate the student, and that may be a challenge. Contact a behavior site coach or behavior specialist to brainstorm with you on some possible interventions.)

6

Proactive Strategies

This section is used to provide adjustments to minimize the possibility of the behavior occurring. There are adjustments that can be made to avoid/eliminate a certain trigger, to modify something that the student must do, or to provide a support. Note the statement at the bottom of the pages says:

These Strategies are intended as a short term solution to gain control over the situation. Once the student gains the skills from the Educative Strategies, the Proactive Strategies should be faded where appropriate. The goal is for the student to engage in the replacement behavior with the least amount of supports as possible to maintain success.

The purpose of proactive strategies is to gain control over the behaviors. However, if the proactive strategies are always in place and never faded out, then the student has not actually learned to manage their behaviors. This is why the Educative Strategies (and specifically the replacement behavior) are so important because the student needs to learn how to manage their behaviors (an expectation that everyone must learn to become independent adults).

7

Educative Strategies

This section is used to describe how the replacement behavior will be taught. Remember that the replacement behavior *must* serve the same function as the problem behavior. The replacement behavior may also need to be broken down into smaller steps or components in order to make it easier for the student to engage in this new skill. Also remember that this replacement skill needs to provide a benefit to the student (think about long term goals that the student needs to learn, and then break them down to more easily managed skills) and not just benefit the teacher (by focusing on getting rid of annoying behaviors that irritate the teacher). Also think about expanding repertoires of skills in general (communication skills, social skills, play skills, leisure skills, self-care skills, etc.). For many of our students, *appropriate* communication is what is needed most. As communication skills increase, many problem behaviors decrease as a result.

8

A note about the Level of Prompting:

This list is organized from most restrictive level of prompting to least restrictive level of prompting. One goal is to work toward decreasing the level of prompting needed. However, keep in mind that a student may need a greater level of prompting to be successful at times (they may come to school tired, family could be visiting and have thrown off their routine, it is summer and they do not like the heat, etc.), and students do sometimes regress and need a greater level of prompting even though they might have been able to do something independently previously.

Be very careful of prompt dependency (where a student relies upon the prompt before doing anything and will refuse to do anything without the prompt). Contact a behavior site coach or behavior specialist to brainstorm on ideas to address prompt dependency.

9

Increasing Appropriate Behavior

Simply attempting to teach a student a replacement behavior does not mean the student will start to use the replacement behavior instead of the problem behavior. The whole school day will need to focus on providing opportunities to increase appropriate behavior. The more opportunities, the more likely the student will begin to use the appropriate behaviors (because they learn that the appropriate behaviors help them to get what they want in a way that works better, faster, and/or easier than the problem behavior). The goal is to make the appropriate behaviors worthwhile for the student to engage in rather than allow the problem behaviors be a strong competitor against the appropriate behaviors. Otherwise, they will resort to what has helped them to be successful in the past: the problem behavior.

10

Identify potential reinforcers:

Be sure to identify multiple reinforcers (also, think about developing goals for expanding repertoires of independent and leisure skills which provide more options for reinforcing activities). If the student only has one reinforcer, then they may very well become satiated and become tired of it after a time. If satiation occurs, then you are left with very little to work with and not much to motivate the student to use the replacement behavior. Also, never forget that giving your student attention can be a powerful reinforcer, whether it is talking to them about a favorite topic, reading a book to them that they choose, playing a game with the student, or eating lunch with the student. Your goal should be to move away from tangible reinforcers (candy, stickers, toys, etc.) over time and to work towards more social forms of reinforcement. This movement may take multiple years to achieve, so do not try to move too quickly. Also remember that what is reinforcing to one student may not be reinforcing to all students. Also, just because you think something is a reinforcer, does not mean that it is a reinforcer (reinforcers must increase behaviors over time to truly be reinforcers).

11

Establish specific behavior criteria:

It is also important to establish how the student earns reinforcement. One option is to describe what the expectations are for the student in order to earn a reward. (You may want to include the student's IEP behavior goals into these expectations.) If you find a powerful reinforcer, then you may want to limit access to that reinforcer to very specific situations (such as times when the student engages in the replacement behavior). If you give free access to an identified reinforcer (the student can have it whenever they want), the student may become satiated and you will be stuck with struggling to find another reinforcer. You may want to rotate reinforcers each week or each month and then eventually reintroduce previous reinforcers. This helps to maintain novelty, which can help to make items more interesting/reinforcing.

12

Determine schedule of reinforcement:

You will need to think about how often a student will earn a reward. Some students may need immediate and continuous reinforcement (especially when learning a new skill). Other students may be able to work on a token economy and only gain a preferred item/activity after earning 5 tokens. Other students may be able to work for something at the end of the day or at the end of the week. However, I would caution about having students wait for extended periods for reinforcement. The longer they have to wait for a reinforcer, the less effective it may become in reinforcing the replacement behavior. For new skills that are being taught, reinforcement should occur within 3 to 5 seconds of the replacement behavior to be most effective (whether it is a tangible or a social reinforcer). Also think about how attainable that reinforcer is to the student. If the student never or very rarely earns a reinforcer, then they may give up on trying to earn it because it is just not attainable. Alternatively, if you provide a highly powerful reinforcer at the end of the day with several opportunities for medium preferred items/activities throughout the day, this could be an effective system of reinforcement. The goal would be to eventually thin out the schedule of reinforcement to approximate the levels of reinforcement in real life, but avoid thinning the schedule too quickly which may cause the student to just give up on working for the reinforcer. And do not forget about attention as a possible (more natural) reinforcer.

13

Identify delivery system:

This section is used to identify the components of providing reinforcement. Ideally, all of our students would work for verbal praise. Realistically, many of our students do not find praise that reinforcing (or reinforcing enough) to be able to motivate them to work. This is especially why we need to find a system to help motivate our students. You may want to experiment with a few different systems before committing to one in order to find the right one that will motivate the student. Also, do not forget to allow the student to be a part of selecting and/or designing the materials that will be used. For example, when creating a token economy, have the student select an image for the token (a favorite character, toy, animal, color, etc.). You can do this through a Google images search to choose something that will be used as the tokens. Involving the student may increase their motivation to use the materials that are intended to motivate the student to work.

14

Progress Monitoring

This section is used to describe how data will be collected to monitor progress toward the IEP goals for behaviors that relate to the PBSP.

15

Inappropriate Behavior:

What you write here should be consistent with the other sections that describe the inappropriate/problem behavior.

16

Replacement Behavior:

What you write here should be consistent with the other sections that describe the replacement behavior.

17

Data Collection Method:

You should choose the data collection method that matches the data form used in the Functional Behavior Assessment (FBA) that was used to establish the baseline of behaviors. You will need to collect data as progress monitoring to compare progress with this baseline

18

Data Collection and Review:

This line identifies who is responsible for collecting and reviewing data.

19

When will data be collected?

This part specifies when data will be collected. Data may be collected throughout the day or for a specific time period (for example, during Math time). However, if a specific time period is chosen, then a scatter plot should be used to justify why that time period is significant (For example, the scatter plot completed for a 2 week period shows that inappropriate behaviors occur 7 out of 10 days during Math but rarely during other times).

20

How often will the data be collected?

This part specifies how often the data will be collected. The minimum requirement is data collected at least once a week for each student. This will provide several points of data (frequency, duration, or intensity) that can be used to determine if behaviors are increasing, decreasing, or staying the same. It would be best to collect data daily, especially if you are able to train your assistants to help with the data collection and if you are able to find ways to easily embed data collection into your daily routine. Data collection should not be something extra that you have to do. Please contact a behavior site coach and/or a behavior specialist to brainstorm on easier ways to collect data and also to train your assistants on how to collect data. There are ways to make this easy on you in order to collect data daily. Just ask.

If the student has an individual aide, then there is no choice: Data will be collected daily. Contact a behavior site coach and/or a behavior specialist if needed to assist with training.

21

Progress toward IEP goals

This section should exactly match the Measurable Goal for Social/Emotional Behavior found with the IEP goal pages. The following components are suggested: Condition - Behavior - Criteria - How will it be tested to determine if the criteria have been met?

For example: “While in the cafeteria, the student will independently respond to a greeting at 70% or higher of interactions on a weekly probe for 4 consecutive probes.”

Condition: “While in the cafeteria”

Behavior: “the student will independently respond to a greeting”

Criteria: “at 70% or higher of interactions”

How will it be tested: “on a weekly probe for 4 consecutive probes.” (i.e. Once a week the teacher/assistant will record data on the student’s response to their greeting first thing in the morning upon arrival and the student must independently respond with a greeting for 4 consecutive weeks.) The behavior is of course practiced every day, all day, but is tested once a week on Tuesdays on the very first greeting given to the student. (A probe is the first opportunity without prompting. This is to avoid the priming effects of prompting that increase the likelihood that the student will respond appropriately with the next opportunity.)

Also, use your data to write comments on the IEP goal page. Referring to the data (comparing the current data with the

baseline data and the data at the previous interim and end of quarter time periods) takes the guess work out of whether a goal is meeting satisfactory or unsatisfactory progress. If the progress is unsatisfactory for two reporting periods in a row, then contact a behavior site coach and/or a behavior specialist if needed to help make revisions to the PBSP and/or goals. An interim IEP meeting will need to be called to make these changes.

Maintenance Behavior Plan

A Maintenance Behavior Plan is developed as a result of completing a Functional Behavior Assessment (FBA) and if any of the following conditions are present:

- If the student is maintaining low rates of problem behavior.
- If the student is maintaining a low intensity of problem behavior.
- If the student has Autism Spectrum Disorder (ASD) and is served only within a general education setting.
- If the student has Emotional Behavior Disability (EBD) and is served only within a general education setting.

Think about whether the student has an acceptable range of problem behaviors within the general education setting that does not necessarily cause significant disruptions nor distinguishes them from any other student within the classroom and their level of problem behaviors.

An appropriate use of a Maintenance Behavior Plan, for example, is if a student who currently has a Positive Behavior Support Plan (PBSP) has made such great progress in managing their behaviors that the data consistently shows across a significant amount of time that the behaviors have been reduced to a low rate, with a low intensity, the student does not pose a safety risk to themselves or others, and they do not cause a disruption greater than would be expected for any other student within a general education setting.

The purpose of a Maintenance Behavior Plan is to be fade out the behavioral supports that a student may need as they become more successful and independent, but also to be able to quickly put the behavioral supports back in place for a student if they need it.

1

Part 1

A Functional Behavior Assessment must be completed in order to determine whether a Positive Behavior Support Plan (PBSP) or a Maintenance Behavior Plan is more appropriate. The requirements for Part 1 of the FBA will meet the requirements of Part 1 of the Maintenance Behavior Plan:

1. ABC form is required
2. One form from the general behavior assessments (left column)
3. One form from the data forms (right column)

The data forms (frequency, duration, intensity, latency, etc.) used during progress monitoring of a PBSP in particular will be useful in making the determination of whether a PBSP or Maintenance Behavior Plan would be more appropriate.

Completing an FBA provides the evidence for why an IEP team may not need to select a problem behavior to target: Several observations of the student may not record a problem behavior, general behavior assessments may not identify a behavior of concern, and data collection from progress monitoring may only show behaviors with low rates of occurrence, low intensity, and no more disruptive than that expected from any other student. These conditions provide a case for the IEP team to decide to use a Maintenance Behavior Plan to monitor attendance, GPA/grades, and/or the number of discipline referrals as an indicator for the student's continued success.

If a student currently is being monitored under a Maintenance Behavior Plan, then the review of records conducted at each quarter from the previous year for attendance, GPA/grades, and/or the number of discipline referrals is used as the data piece for the FBA. This data will be used to determine if the student needs to return to a Positive Behavior Support Plan (PBSP) to address increases in absences, tardies, discipline referrals, or a decrease in GPA/grades. The Maintenance Behavior Plan may be continued as long as behaviors continue to occur at low rates, low intensity, and no more disruptive than expected of any other student, as well as no significant regression in attendance, GPA/grade, and the number of discipline referrals. This requires that no episodes of behavior have occurred in the time since the previous Maintenance Behavior Plan was initiated that would warrant the return to a PBSP.

2

Part 2

Identify the appropriate target behavior(s) to monitor for the duration of the annual IEP. The point here is to maintain and not regress. A goal might be to maintain a GPA of no less than 2.5, to maintain report card grades above a C, to maintain no more than 3 unexcused absences within a quarter, to maintain with no referrals leading to removal from instruction, etc. Use the current level of that target behavior as a guide. It may be appropriate to set a goal for improvement, but be careful by using a small increment for improvement so as not to make the goal unattainable. The goal here is to maintain.

3

Part 3

Progress will be monitored with each quarter's report card. Use frequency counts for the number of unexcused absences, unexcused tardies, and discipline referrals for that quarter. Either report a letter or number grade to monitor the report card grades. Match a behavior goal with the target behavior being monitored if applicable. Examples of types of goals to work toward could include gaining more independence, using self-advocacy skills, improving attending to tasks, etc. These types of goals can be used to help the student continue to be successful and to decrease the likelihood of needing to return to a Positive Behavior Support Plan.

*If at any time the student's problem behaviors increase in either frequency or intensify, a new problem behavior forms and becomes a disruption to the classroom, or the student does not meet the target behavior goals, then an FBA should be conducted and the IEP Team must be called to determine if a Positive Behavior Support Plan is needed to address the change in behaviors because of the need for additional supports.

FBA/PBSP Level II Procedures (InD & ASD)

1. The student's teacher should complete a **Level I** FBA/PBSP (collecting at least 4 days of data on the target behavior). During this process, the teacher and staff should implement least restrictive interventions in response to target behaviors.
 - Level I FBA/BSP Process entails completing the following:
 - i. Review of Student Cumulative File
 - ii. Completion of ABC Recording Form I or II
 - iii. Completion of one of the following:
 1. Observation Guide for Functional Behavioral Assessment
 2. Behavior Frequency Record & Graph
 3. Functional Behavioral Assessment Matrix
 4. Scatterplot
 - Information from Level 1 FBA/PBSP Process should be summarized in the "Functional Behavioral Assessment and Positive Behavior Support Plan" sheet.
2. Once the teacher has completed Level 1 FBA/PBSP, then the teacher should complete "Request for Behavioral Assistance" form and send to the Program Specialist for Behavior at the District Office. Level 1 FBA/PBSP documentation should also be sent with the request.
3. You will receive confirmation that the request form was received via e-mail.
4. The District Program Specialist for Behavior will review the information (i.e., request for assistance and Level I documentation). The Program Specialist will meet with the teacher and conduct a student observation. Based on information gathered from teacher interview, student observation, and Level I documentation, the Program Specialist will then determine the next step, which may include further FBA assessment or an addendum to the Level I FBA/PBSP.
5. The teacher should then call an interim IEP meeting to implement the FBA/PBSP. The IEP must include goals and objectives to address target behaviors.
 - The Program Specialist for Behavior **MUST** be invited to this meeting for InD and ASD students.
6. If a Positive Behavior Support Plan **Level II** is implemented, data **MUST** be collected and sent routinely to the District Program Specialist for Behavior. This will help determine the effectiveness of the behavior plan as well as the need for further assistance from the Program Specialist for Behavior.
 - In the rare case of **SEVERE** behaviors such as self-injury, major aggression, and major property destruction, contact Catty Laffrey at 529-4987 and explain the situation in detail. She will contact the District Program Specialist for Behavior and you will get immediate assistance.
 - Data collection is **VITAL** in designing effective intervention and developing an effective behavior intervention plan. Training for classroom paraprofessionals is available upon request after receipt of the initial request packet.

Request for Behavioral Assistance

Student: _____ School: _____

Name of person making referral: _____

Date of request: _____ Grade: _____ Room #: _____

DOB: _____ Exceptionalities: _____

When would be the best time to observe these behaviors? _____

When would be the best time to meet with you to discuss concerns? _____

Please put the behaviors of concern in order from most concerning to least concerning:

Behaviors of Concern	Has this behavior caused injury to others?	Does this behavior occur frequently?	Does this behavior seriously interfere with academic/social growth?
1.	Y N	Y N	Y N
2.	Y N	Y N	Y N
3.	Y N	Y N	Y N
4.	Y N	Y N	Y N

Any additional information: _____

***Be sure to include:**

- Completed ABC Recording Form I or II
- One of the following completed instruments:
 - Observation Guide for Functional Behavior Assessment
 - Behavior Frequency Record & Graph
 - Functional Behavioral Assessment Matrix
 - Scatter Plot
- Send packet items via county mail:
 - Program Specialist for Behavior – ESE County Office

ESE DISCIPLINE

Guidelines for the Discipline of Students with Disabilities

General Information

The following information includes general guidelines for expulsion, suspension, and less systematically arranged discipline procedures which are designed to complement the Student Code of Conduct.

Basic Premises

It is the aim of Exceptional Student Education (ESE) to educate the disabled student in an environment which contains non-disabled students and which offers as few restrictions as possible. Suspension and/or expulsion impose significant restrictions within the learning environment and, therefore, impede the progress toward independence. Consequences for violation of rules may often be dealt with within the structure of the child's education plan.

Personnel dealing with discipline must be aware of the ESE status of students who receive discipline referrals and have training on how to deal with at-risk students. In FOCUS the blue box next to the name of the student indicates an ESE student.

The Clay County School Board (CCSB) has formally and legally acknowledged the student's disability as a factor in categorizing the student as "exceptional" (excluding gifted). With this acknowledgment, the CCSB assumes responsibility for taking the disability into account when invoking a disciplinary procedure and developing appropriate consequences for the child.

Proactive measures utilizing the positive behavior supports and behavior goals should be in place for students demonstrating behavioral of concern prior to escalation. Traditional disciplinary alternatives may not work well with disabled students. Therefore, the school must individualize its disciplinary approach utilizing the Functional Behavioral Assessment and Positive Behavior Support Plan (FBA/PBSP).

It is productive for the school administrator responsible for discipline and the ESE teacher to maintain communication regarding students with disabilities who are demonstrating significant behavioral problems. Administration must work closely with support staff that have been successful in establishing a relationship with the student. It is necessary to maintain a monthly monitoring chart, noting:

- Incidents of ISS
- Incidents of OSS
- Total number of students

This information will be provided by the ESE Discipline Specialist.

Unless otherwise specified in the IEP, a student with disabilities may be suspended for infractions of the Student Code of Conduct. These removals from Free Appropriate Public Education (FAPE) **may not exceed** the 10 days in the same school year as designated by IDEIA

Shortcut for Elementary ONLY

Elementary Learning Center Placements and Recommendation for Expulsion Procedures

- Student is having behavioral concerns
 - If he/she commits an expellable offense (weapons, drugs, or serious bodily injury) student is suspended for 10 days with recommendation for expulsion, school faxes required paperwork to Student Services (this includes recommendation for expulsion form [STD-1-2449], local administrative review [STD-1-2424], suspension letter [STD-1-2416], discipline referral, and current grades). This should take place within 24 hours of the incident.
 - If the student is recommended for a learning center placement (AIMS) he/she should be served in general classroom or ISS until placement meeting can occur, required paperwork should be sent to Student Services (recommendation for a learning center placement form [STD-1-2491], current grades, and parent conference form)
 - Focus on students with multiple level 3 offenses
 - Students should be involved in tier 2 interventions prior to recommendation, this documentation should be presented at the meeting
 - The sending school will be required to include documentation of a parent conference discussing the option of AIMS.
 - Special note for student in MTSS for academics, those interventions will be placed on hold during the AIMS placement. AIMS will provide behavior interventions and address those issues.
- Student Services will send approved packets to
 - EBD Program Specialist
 - CGE (AIMS-south county) –ESE Secretary
 - GPE (AIMS-north county) – ESE Secretary
 - ROE (EBD/SC)- ESE Secretary
 - BLC- Discipline Specialist and ESE Secretary (all ESE students)
 - The Discipline Specialist will ensure the school psychologist has the information at least 48 hours prior to meeting
- Once packet has been approved by director, ESE Secretary at BLC will print all FOCUS panels
- Meetings will be set up by **ESE Secretary at CGE, GPE or ROE** (ESE students must have meeting participation form completed in a compliant manner)
- To be invited :
 - AIMS
 - EBD Program Specialist/ Director of K12 Academic Services (optional for LCP, but would like invitations to all)
 - Principal/Assistant Principal/Staffing Specialist for CGE (AIMS- south county)
 - Principal/Assistant Principal/Staffing Specialist for GPE (AIMS-north county)
 - Sending school representative
 - Parents
 - Discipline Specialist and School Psychologist for all ESE (contact ESE Secretary at BLC for availability)

- CGE or GPE General ed. teacher for ESE meetings
 - ROE
 - EBD Program Specialist/Director of K12 Academic Services (optional for LCP, but would like invitations to all)
 - Principal, EBD/SC Teacher, and Behavior Site Coach
 - Sending School representative
 - Parents
 - Discipline Specialist and School Psychologist for all ESE (contact ESE Secretary at BLC for availability)
 - ROE general ed. teacher
- Paperwork preparation
 - School Psychologist will have 48 hour minimum to complete manifestation determination
 - Discipline Specialist will have 48 hour minimum to create draft of interim IEP
 - ESE Secretary, BLC, will prepare parent discipline packets to take from meeting
 - Sending school Staffing Specialist write draft of FBA/PBSP and behavior goals if not included in current IEP
- Paperwork requirement
 - All considerations for change in placements require interim IEPs
 - All considerations for change in placements require manifestation determination
 - Recommendations for expulsions require district discipline hearing review form, but form will be completed at all and LCP will be noted if applicable.
 - Parents are required to be provided with all information taken into consideration for change of placement (i.e., district discipline packet and IEP)
 - Superintendent's letter 1 for all recommendations for expulsion, letter 2 for those which are not a manifestation of the disability, Cindy Gray will make sure we have it as needed.
 - Meeting participation form must include interim (#2), review of evaluation data (#4), and other (#7) marked "manifestation determination", include student name on invitation.
 - A reminder 504 students must also have manifestation determination; this is usually done by the sending school's school counselors in conjunction with the 504 committee, parents are required participants.

ESE Expulsion Checklist

- **Initial paperwork required within 24 hours of the incident. Fax to Director of K-12 Academic Support Services (529-2170) (Must be received to begin the expulsion process)**
 - the Suspension Letter (STD-1-2416)
 - Recommendation for Expulsion (STD-1-2449)
 - Current Numerical Grades
 - Discipline referral Form (STD-3-2407), referral should document an expellable offense as defined by the Code of Conduct

- **After Local Administrative Review (STD -1-2424), if expulsion was reaffirmed or adjudicated, FAX to the Director of K-12 Academic Support Services (529 -2170) (cannot schedule hearing until this is completed):**
 - Local Administrative Discipline Review (STD -1-2424)

- **NOTIFY YOUR STAFFING SPECIALIST AS QUICKLY AS POSSIBLE, SO THEY CAN HAVE THE FOLLOWING DOCUMENTS COMPLETED:**
 - Data and Schedule form (ESE-1-2989) (completed for the scheduled meeting)
 - Behavior goals and objectives
 - FBA/PBSP updated or draft with required observations

Note: After approval from the Director of K-12 Academic Support Services, the BLC/ESE Secretary will confirm with the home school available dates and times for the IEP meeting/Discipline Hearing and will schedule the meeting with the parent.

ESE Learning Center Placement Checklist

Note: Consideration MAY be given for Learning Center Placement at BLC for SEVERE RECURRING Level 3 violations that constitute SERIOUS disruptions to school and threats to the health, safety, and property of others.

- Not all recurring Level 3 violations are eligible for Learning Center Placement.
- Due to the recurring nature, the student should be in the MTSS process for behavior or documentation of supports provided by the school to address behavioral concerns
- LCP of ESE students MUST be approved by the Director of K-12 Academic Support Services
- ESE Learning Center Placements are considered a change in placement and can only be made with parental agreement through the IEP process.
- This placement should not be considered an academic intervention.

- **School completes a Learning Center Placement recommendation (STD-1-2491) packet with the following attachments:**

_____ Learning Center Placement recommendation form (STD-1-2491)
_____ Current Numerical Grades
_____ Suspension Letter (STD-1-2416) if applicable
_____ Discipline Referral Form (STD-3-2407)

Note: BLC will print required FOCUS panels.

- Fax complete Learning Center Placement Recommendation Packet:

_____ To the **Director of K-12 Academic Support Services ONLY** (529-2170)

- **NOTIFY YOUR STAFFING SPECIALIST AS QUICKLY AS POSSIBLE, SO THEY CAN HAVE THE FOLLOWING DOCUMENTS COMPLETED:**

_____ Data and Schedule form (ESE-1-2989) (completed for the scheduled meeting)
_____ Behavior goals and objectives
_____ FBA/PBSP updated or draft

- Administration should:

_____ Bring **all** documents listed in Learning Center Placement section to the IEP review at BLC.

_____ Refer to **all** notes in Learning Center Placement section.

Note: After approval from the Director of K-12 Academic Support Services, the BLC/ESE Secretary will confirm with the home school available dates and times for the IEP meeting/Discipline Hearing and will schedule the meeting with the parent.

ESE Off-Campus Felony Learning Center Placement Checklist

Note: Off-Campus Felony students cannot be given out-of-school suspension during the period of Learning Center Placement procedures due to an off-campus incident. The student may be served in their usual classes or in-school suspension.

- You will receive notice from Becky Moody, in Student Services, that the student has been arrested for a **FELONY**. The student may only be recommended for placement at BLC if formally charged by the State Attorney's Office.
- If you have received notice from Cindy that the student has been **formally charged by the State Attorney's Office** then you:
 - Send to the parent, the "Notice of Hearing" to set up the hearing no less than two days or more than five days after the "Notice of Hearing" is sent to the parent.
 - Recommend continued suspension on the Off-Campus Felony Suspension Letter.
 - Student is served in ISS or their usual classes until placement at BLC unless the student has already been placed at BLC.
 - Send Learning Center Placement packet with the following attachments to Director of K-12 Academic Support Services only. Fax (529-2170):

____ Recommendation for Learning Center Placement (STD-1-2491)

____ Current Numerical Grades

____ Off-Campus Felony Suspension Letter

____ Off-Campus Felony Notice of Hearing

- NOTIFY YOUR STAFFING SPECIALIST AS QUICKLY AS POSSIBLE, SO THEY CAN HAVE THE FOLLOWING DOCUMENTS COMPLETED:

____ Data and Schedule form (ESE-1-2989) (completed for the scheduled meeting)

____ Behavior goals and objectives

____ FBA/PBSP updated or draft with required observations

Bring all documents to the IEP review at BLC.

Notes:

- **After approval from the Director of K-12 Academic Support Services, the BLC/ESE Secretary will confirm with the home school available dates and times for the IEP meeting/Discipline Hearing and will schedule the meeting with the parent.**

- **If the student transfers from out-of-state or another Florida county and does not have a current Clay County IEP, the home school MUST complete transfer papers and prepare an annual IEP.**

Additional General Information for ESE Expulsions, Off - Campus Felony Cases and Learning Center Placements

ESE Expulsions

Level 4 violations listed in the Student Code of Conduct are offenses for which an ESE expulsion is appropriate. **No expulsion recommendation can be made for recurring Level 1, Level 2, or Level 3 violations. In the event of recurring behaviors, consider MTSS (Multi-tier Systems of Supports) to provide appropriate support as a proactive measure.** Consideration may be given for Learning Center Placement at BLC for severe recurring Level 3 violations that constitutes serious disruptions to school order and threats to the health, safety, and property of others. Not all recurring Level 3 violations are eligible for Learning Center Placement.

***Level IV acts are most serious and grounds for expulsion**, and will result in a mandatory 10-day suspension. These acts are clearly criminal and are so serious as to require administrative actions which will result in immediate removal of the student from school, the intervention of law enforcement authorities and/or action by the Superintendent, or the Clay County School Board. Level IV also includes repeated misconduct acts from Level III.

Examples of Violations:

- | | |
|--|--|
| <ul style="list-style-type: none"> ♣ Arson or Bomb Threat/False Report ♣ Aggravated Assault/Battery ♣ Aggravated Assault/Battery on School Board Employee ♣ Being under the influence of, or possession, use, sale, intent to sell, or distribution of drugs (including imitation drugs, prescription or non-prescription drugs represented as drugs), alcoholic beverages & inhalants ♣ Hazing ♣ Kidnapping or abduction/Homicide | <ul style="list-style-type: none"> ♣ Making false accusations against School Board Employee ♣ Possession of a firearm ♣ Possession or transfer of a deadly weapon ♣ Possession, use, sale, storage, or distribution of an explosive device ♣ Robbery/Larceny/Theft ≥\$300 ♣ Sexual Battery/ Sex Offense ♣ Sexual Harassment ♣ Threat of violence, high level ♣ Vandalism ♣ Any other Zero Tolerance Policy act |
|--|--|

Disciplinary Response: One or more may be used.

- | | |
|--|---|
| <ul style="list-style-type: none"> ♣ Administrative assignment to Alternative School ♣ Completion of a Family Education Program (school district or state approved) ♣ Referral to law enforcement | <ul style="list-style-type: none"> ♣ Recommended expulsion ♣ School bus suspension or expulsion ♣ Ten (10) days out-of-school suspension |
|--|---|

Required Discipline Response: Administrative removal from a leadership position and extra-curricular activities including school sponsored activities for one semester or a minimum of 60 school days.

(* copied from 2014-2105 Code of Conduct)

Learning Center Placement of ESE students must be approved by the Director of K-12 Academic Support Services. ESE Learning Center Placements are considered a change in placement and can only be made with **parental agreement** through the IEP process. Under no circumstances will there be a cessation of services for disabled students. Unless otherwise specified in the IEP, a student with disabilities may be suspended for infractions of the Student Code of Conduct. This removal from Free Appropriate Public Education (FAPE) **may not exceed** the ten days designated by IDEA.

Results of all IEP reviews are communicated to the Director of ESE/Student Services and are provided to the CCSB.

Manifestation Determination:

- If the offense is **not** a manifestation of the student's disability, the student is eligible for expulsion. If the recommendation for expulsion is reaffirmed, the student must appear before the CCSB. If the student is formally expelled by the CCSB, a change in placement to the ESE Alternative School is conducted with appropriate IEP documentation.
- If the offense is a manifestation of the student's disability, the student is **not eligible** for expulsion. At this time it becomes a learning center placement, it is limited to 45 days and requires parental agreement.

The following offences may result in placement in the ESE Alternative setting after the expulsion meeting has been held.

- Drug offenses
- Serious bodily injury
- Weapon

The following definitions are based upon Rule 6A-6.03312, FAC: Controlled substance. A controlled substance is a drug or other substance identified under schedules I, II, III, IV, or V of the Controlled Substances Act, 21 U.S.C. 812I and Section 893.02(4), Florida Statutes. :

Illegal drug. An illegal drug means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act, 21 U.S.C. 812I or under any other provision of federal law.

Serious bodily injury. Serious bodily injury means bodily injury which involves a substantial risk of death: extreme physical pain: protracted and obvious disfigurement: or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Weapon. Weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of , causing death or serious bodily injury, except that such term does not include a pocket knife with a blade that is less than two and one half (2 ½) inches in length.

ESE Removals

The criteria necessary to administratively place an ESE student (STD-1-2491) at BLC are through:

- Off-Campus Felony Learning Center Placement Recommendation. Consideration for placement may be given after conferring with the assigned probation officer
- Previous school district's placement
- Short term transition from an alternative center or previous placement in a residential facility for psychiatric treatment or drug rehabilitation

The off-campus felony Learning Center Placements are only for students:

- Formally charged by the State Attorney's Office

AT NO TIME SHOULD OFF-CAMPUS FELONY STUDENTS GO WITHOUT EDUCATIONAL SERVICES FOR AN OFF-CAMPUS INCIDENT.

Note: Felony information will be given to the principal or his/her designee by Becky Moody in Student Services. Learning Center Placement students cannot be given out-of-school suspension, but may be served in their usual classes or given in-school suspension in accordance with ESE rules and regulations. The IEP review for Learning Center Placement of an ESE secondary student is held at BLC.

ESE Learning Center Placements to BLC

The criteria necessary to administratively place an ESE student at BLC are as follows:

- Consideration may be given for Learning Center Placement at BLC for severe recurring Level 3 violations that constitute serious disruptions to school order and threats to the health, safety, and property of others. Positive behavior supports should be documented prior to a placement recommendation.
- Or** consideration may be given for Learning Center Placement at BLC when the school submits a recommendation for expulsion that is denied by the Director of K-12 Academic Support Services and the incident is considered to be part of multiple severe level 3 violations that constitute serious disruptions to school order and threats to the health, safety, and property of others.

Notes: **Not all recurring Level 3** violations are eligible for Learning Center Placement. Learning Center Placement of ESE students must be approved by the Director of K-12 Academic Support Services.

ESE Learning Center Placements are considered a change in placement and can only be made with **parental agreement** through the IEP process. Manifestation Determination must be held. Placements are legally limited to 45 days.

Learning Center Placement students **cannot** be given out-of-school suspension in accordance with ESE rules and regulations unless the Code of Conduct supports such a consequence. The IEP review for Learning Center Placement of an ESE student is held at BLC

ESE Removal Definition

A removal is the cessation of a Free and Appropriate Public Education (FAPE) to a disabled student. This includes, but is not limited to, a suspension or series of suspensions. Out-of-school suspension (OSS) is always considered a removal. In-school suspension (ISS) is **not** a removal **if** the student has access to the general curriculum and can make progress toward all the goals and objectives on the student's IEP (FAPE). Generally this is accomplished when all the students' teachers provide all assignments for the in-school suspension day(s) and the student has access to related services such as Counseling, Speech & Language Therapy, Adaptive P.E., etc.

Note: The ISS program should include both an academic and behavioral component. The behavior component should address the specific behavior for which the student is placed in ISS.

ESE Removal Process/Time Table for ESE Removals/Suspensions (includes Cumulative and Consecutive)

An ESE student may be suspended out-of-school for up to 10 days per school year . After Ten days, procedures for the provision of a free and appropriate public education (FAPE) must be provided to the student.

Day 1-9

- The day the decision is made to suspend the student, parents must be notified and **Due Process/Procedural Safeguards** must be provided.(available from ESE Secretary)
- Student must be provided with class materials and assignments.
- Prior to the fifth day of suspension, a school representative should document a parent conference. (The conference should document that a discussion was held regarding removal for behavior problems and the need to initiate a Behavioral Assessment and develop a Positive Behavior Support Plan.)
- Behavioral data should be gathered in order to be able to complete a FBA/PBSP at the IEP meeting prior to the 10th day of suspension.
- The IEP committee should include goals which address those behaviors targeted on the FBA/PBSP.

Note: If the expellable event is a single occurrence and not a part of a pattern, the “Single Event” FBA/PBSP may be appropriate.

It is recommended that the teacher review the FBA/PBSP after each instance of Safe Crisis Management and after five discipline referrals.

Day 5

By the fifth (5th) day of out-of-school suspension, the IEP committee must meet to complete or revise the following components:

- Completion of the Functional Behavioral Assessment or review existing Positive Behavior Support Plan (FBA/PBSP)
- Consent for Evaluation/Reevaluation, ESE1-2212 must be obtained only if formal assessment instruments are to be utilized.
- Behavior goals relevant to the FBA/PBSP

Day 10 or before as appropriate

School convenes an IEP review and adds or revises the following components:

- Behavioral goals and objectives
- Present Level of Functioning
- Manifestation Determination, ESE-1-9082 (based on FBA and other observations of the child) (contact your Staffing Specialist and School Psychologist for assistance)

Note: The school must provide a Free and Appropriate Public Education (FAPE) after ten days of out-of-school suspension. FAPE requires that the student have access to the general curriculum and be able to make progress toward all their goals and objectives on the IEP.

Alternatives to Out-of-School Suspension

Local Alternate Education Classroom (LAE, with the same or similar services to original classroom) Requirements:

- ESE teacher must make person to person contact with the other teacher
- All ESE assignments must be provided
- All ESE Related and Supplementary Aids and Services must still be provided (Ex. – Speech, OT/PT, Adaptive PE, Counseling, etc.)

In-School Suspension Requirements:

- ESE teacher must make person to person contact with the ISS aide/teacher
- All ESE assignments must be provided
- All ESE Related and Supplementary Aids and Services must still be provided (Ex. – Speech, OT/PT, Adaptive PE, Counseling, etc.)

Some Other Alternatives to Room Removal include :

- After School Detention
- Saturday School
- Time out for a specific period
- Silent or Isolated Lunch
- Letter of apology
- Conference with student and/or parent
- Loss of privileges
- Consult the Behavioral Site Coaches for additional suggestions

It is highly recommended that administrators NOT use ten consecutive days of suspension for non-expellable offenses.

Procedures for Firearms or Drug Violations

An ESE student who is determined to have brought a firearm or drugs (as defined in Section 921 of Title 18 of the US Code as printed in the Code of Conduct) is automatically recommended for expulsion. The Superintendent may consider the one year expulsion or request the School Board to modify the requirement. The Gun-Free School Act applies to students with disabilities and explicitly states that the Act must be construed in a manner consistent with the Individuals with Disabilities Education Improvement Act (IDEIA).

Under the provision that permits modification of the expulsion requirement on a case-by-case basis, the requirements of IDEIA must be met. IDEIA requires a Manifestation Statement or determination by a group of persons knowledgeable about the student. The statement confirms or denies that the bringing of a firearm to a school event or setting is a likely manifestation of the student's disability. Under IDEIA, a student with a disability may be expelled only if this group of persons determines that the bringing of a firearm was not a manifestation of the disabling condition, and after applicable procedural safeguards have been followed.

For students with disabilities who are expelled in accordance with these conditions, educational services must continue during the expulsion period. The Gun-Free Schools Act also states that nothing in the Act shall be construed to prevent the student's receiving services in an alternative educational setting. A student with a disability who violates the firearms section of the Code of Conduct may be suspended from school for up to ten days and placed in an interim alternative educational setting for up to 45 school days. However, if the parents initiate due process, the student must remain in the interim alternative placement during authorized review proceeding, unless the parent and school district can agree on a different placement. In addition, school districts may initiate change in placement procedures for such a student, subject to the parents' rights to due process. A school district also could seek a court order if the school district believes that the student's continued presence in the classroom is likely to result in injury to the student or to others.

All procedural steps for the interim placement in the Alternative ESE Program must be followed.

Guideline for Bus Discipline/Suspension of Student with Disabilities

Special Transportation for an eligible ESE student is considered a related service **necessary to ensure the student's access to an appropriate education**. Denial of this service is governed by the same general guidelines applied to OSS for disabled students. Bus suspensions are considered removals and are counted toward the 10 – day suspension limit **whether or not the student is present at school**.

The assumption is that, if a student's disability impacts his transportation needs so that special arrangements must be made, then these arrangements are essential to his access to a free and appropriate education and cannot cease completely. Special transportation can be added to the IEP, as the result of a reviewing committee having agreed on the need for this related service. Once this service has been added, the special guidelines and procedures for dealing with bus misconduct by a disabled student become applicable; suspensions are limited in duration and frequency. Bus suspensions count toward the accumulated days of suspensions within a school year whether or not the student is present at school. Special transportation should not be placed on an IEP, even as an alternative to suspension, if the student's non-compliance is not a likely manifestation of the disabling condition. The first task of the IEP Review Committee is to document a Manifestation Statement which affirms or denies the connection between the disability and the inappropriate behavior. If the Committee does not certify the connection, alternatives of dealing with the behavior should be discussed. These alternatives should not include the provision of special transportation. This service is reserved for disabled students who require special arrangements based on the disability.

School Bus Misconduct

Discipline of Students with Disabilities Who are Specially Transported

Transportation personnel involved with the student must be aware of the disability and the implications for the bus ride.

A pro-active plan for addressing inappropriate behaviors should begin at initiation of transportation. Alternatives to OSS and interventions to improve behaviors must be attempted and, if necessary, documented at an IEP review. Transportation personnel should be notified of any review which addresses special transportation services.

The IEP committee which convenes to discuss the suspendable bus behavior should consider and document alternatives such as:

- Request for addition of an aide for the ride to and/or from school
- Reassignment of bus or route
- Additional Related Services
- Request for psychological reevaluation and/or referral for possible change in placement
- Request for review by Discipline Review Hearing Committee. After all reasonable attempts to modify the bus behavior have been exhausted; this written request may be forwarded to the ESE Director along with copies of all relevant incidence reports, and the IEP. The ESE Director reviews the request and, if appropriate, convenes the Hearing. In addition to its regular membership, the Hearing shall consist of the ESE Director, the Director of Transportation, teacher(s), bus driver(s), the student and other individuals may be included in the Hearing.

The committee shall recommend any of the following:

- Initiation of additional alternatives for modifying the endangering behavior
- Approval of expulsion from the bus for the remainder of a semester or school year (with transportation provided via reimbursement to the parent for two round trips per day). The approval must be issued by the Director of ESE and Transportation.

Commonly Asked Questions Regarding Transportation as a Special Service

Should door-to-door service be listed on the IEP? The IEP will determine the level of transportation services necessary for an individual student on an “as needed” basis. The phrase “door-to-door” service is misleading; a designated bus stop should be used instead.

Can a student’s school day be shortened for transportation scheduling reasons? No. A student with special transportation needs is required to receive the same teacher contact hours as other students.

May a student’s school day be shortened because of inappropriate bus behaviors? No. If bus behaviors are unsafe, other transportation arrangements should be made. However, if the

inappropriate bus behaviors are a product of factors such as fatigue or stress, then an IEP Committee may recommend a modified schedule.

Do we have to follow the general education guidelines for bus suspension and/or expulsion?

No. An ESE student's suspension and/or expulsion from the bus should be an individually determined decision. A certain number of referrals does not mean that the student should automatically be suspended from the bus or from school. If the student is expelled from the bus, it is the Clay County School Board's responsibility to provide alternate transportation.

Routing Process and Procedures: ESE Expulsions

Procedures completed by: **HOME SCHOOL**

Student commits an expellable offense – any Level 4 violation as defined and explained in the Student Code of Conduct and ESE Discipline Procedures with the exception of Multiple Level III offenses.

Student is suspended for ten (10) days of out-of-school suspension. Student must receive services (services may include in-school suspension – any other plan must be approved by the Director of ESE/Student Services or Designee) for any of the 10 days that exceed the maximum allowable 10 days of out-of-school suspension per year, with or without recommendation for expulsion.

- For example, John Doe is an ESE student who has 4 days of suspension for two previous incidents.
- John Doe assaults a staff member and is recommended for expulsion with an automatic 10 day out-of-school suspension.
- The school must develop a plan to continue services prior to the end of the sixth day of out-of-school suspension.
- The plan may include in-school suspension. Any other plan must be approved by the Director of ESE/Student Services or Designee.
- All assignments and books must be provided for ANY suspension.**

Within 24 hours of the offense, fax to Student Services (529-2170)

- Suspension Letter (STD-1-2416)
- Recommendation for Expulsion (STD-1-2449)
- Current Numerical Grades
- Discipline Referral Form (STD-3-2407/ print out from FOCUS, should reflect an expellable offense per Code of Conduct)

Hold the Local Administrative Discipline Review (STD-1-2424) as soon as possible and adjudicate the suspension down, if appropriate. Whether the suspension with recommendation for expulsion is adjudicated, or reaffirmed, the school faxes the Local Administrative Discipline Review (STD-1-2424) to: Student Services (529-2170)

If the expulsion was reaffirmed , fax the Local Administrative Discipline Review (STD-1-2424) to Student Services (529-2170) as soon as possible (Hearings cannot be scheduled until this form is received)

Notes: The BLC ESE secretary will print the required FOCUS panels.

If Law Enforcement is notified, include this information on the Suspension Letter (STD-1-2416) by checking yes or no in the box provided. You may add more information if necessary. Notify the ESE Staffing Specialist and ESE Secretary of your school immediately so they can have the necessary documents completed for the scheduled IEP meeting.

After receiving notice that the recommendation for expulsion is approved by the Director of K-12 Academic Support Services, the BLC/ESE Secretary will schedule the IEP meeting/District-Wide Hearing:

- The BLC-ESE Secretary schedules the IEP District-Wide Hearing, confirming date and time with parents and sending school.
- The BLC/ESE Secretary completes the Meeting Participation Form (ESE -1-2221). Due Process/Procedural Safeguards must be provided.

Bring the following documents to the IEP Review at BLC:

- Cumulative File
- ESE & IEP File
- Student Data & Schedule form (ESE-1-2989) (must be completed for scheduled meeting)
- Threat Assessment (if appropriate)
- Behavior goals and objectives (if there are none in the current IEP)
- FBA/PBSP (Up-dated or draft) including required observations
- Any other relevant information

Notes: If student withdraws during the expulsion process, fax the following documents to Student Services (529-2170) (Clay County **will continue** the process):

- Student withdrawal form
- Recommendation for Expulsion (STD-1-2449)
- Current Numerical Grades
- Local Administrative Discipline Review (STD-1-2424)
- Discipline Referral Form (STD-3-2407)

The IEP/District Wide Hearing must be scheduled prior to the 10th day of suspension, or the school/district loses the opportunity to recommend expulsion for this incident.

Procedures completed by: **STUDENT SERVICES/ADMINISTRATIVE SECRETARY**

Upon receipt of the Suspension Letter (STD-1-2416), open a file for that student. Give a copy of the Suspension Letter (STD-1-2416) to the Director of K-12 Academic Support Services the

same day it is received.

Notify BLC/ESE Secretary (529-4591) that an IEP meeting/District-Wide Hearing can be scheduled (if the Director approves the expulsion).

- **If the expulsion was adjudicated**, fax the Local Administrative Discipline Review (STD-1-2424) to BLC/ESE Secretary (529-2170) and the ESE Discipline Specialist (529-1129) and packet is filed.
- **If the expulsion was reaffirmed**, continue to assemble the following documents (faxed from the home school) and place in the students open file.
 - Recommendation for Expulsion (STD-1-2449)
 - Current Numerical Grades
 - Local Administrative Discipline Review (STD-1-2424)
 - Discipline Referral Form (STD-3-2407)

Prepare letter # 1 (ESE Superintendent Letter) and fax (529-1129) it to the ESE Discipline Specialist at BLC.

Fax completed packet to the BLC/ESE Secretary and ESE Discipline Specialist (529-1129 or 529-1025).

- Suspension Letter (STD-1-2416)
- Local Administrative Discipline Review (STD-1-2424)
- Recommendation for Expulsion (STD-1-2449)
- Current Numerical Grades
- Discipline Referral Form (STD-3-2407)

Upon formal notification that a student has withdrawn, continue to assemble the expulsion packet as noted above and fax it to the BLC/ESE Secretary and ESE Discipline Specialist (529-1129 or 529-1025).

Track the 10 day limit.

Notify the BLC/ESE secretary (529-4591) of the impending last day.

If student is not expellable, packet is filed.

If student is expellable, DDR is received and sent as per distribution list on form.

If student is recommended to appear before the CCSB, packet is filed in the expulsion holding file.

The letter regarding CCSB disposition of case is mailed to the parent.

Procedures completed by: **ESE DISCIPLINE SPECIALIST**

Upon receipt of the IEP meeting notification:

Hold the IEP review (Discipline Review):

- Complete Interim IEP page (ESE-1-2293)
- Complete Present Level of Functioning Addendum (ESE-1-2904)
- Complete Informed Notice of Change in Placement form (if appropriate) (ESE-1-2283)

- Review or add behavior goals and objectives sent by home school
- Plan for completion of, or revise, FBA/PBSP sent by home school
- Review Student Data & Schedule form (ESE-1-2989) and make changes as deemed appropriate

Review the following documents with the parent and student:

- Letter # 1 (ESE Superintendents Letter) - obtain parental signature
- Interim IEP

For students appearing before the Clay County School Board fax the following documents to Student Services (529-2170):

- Signed Letter # 1 (ESE Superintendents Letter)
- Manifestation Determination

Distribute expulsion packets to:

- Student Cumulative file at the IEP/District-Wide meeting
- ESE Discipline Specialist file
- Parent

Enter results of IEP review in local expulsion database. Results of all Manifestation Determination and the Superintendent's Letter is sent to the Director of K-12 Academic Support Services and is provided to the CCSB.

Procedures completed by: **STUDENT HEARING OFFICER (SHO)/ BLC Principal**

In all assault and battery cases, involving a CCSB employee when a police report is filed:

- Contact the home school to determine if union representation is needed
- If so, contact CCEA or CESPA

At IEP review, hold District Discipline Review.

After completion of the Manifestation Determination completed by the Discipline School Psychologist:

- If the **offense is a manifestation** of the student's disability, the student is not eligible for expulsion. The SHO's presence is no longer necessary. A standard IEP review is conducted. Unless the incident is a weapon, drug or serious bodily injury, the committee will consider Learning Center Placement Procedures, which will require parental agreement.

- If the **offense is not a manifestation** of the student's disability, the student is eligible for expulsion.

- Present Superintendent's Expulsion Letter and Confirmation of Receipt of Superintendent's Expulsion Letter and obtain parental signature.

After IEP review, fax to Student Services (529-2170):

- Superintendents Expulsion Letter
- Parental Signature page for Confirmation of receipt of Superintendents Expulsion Letter
- District Discipline Review / Manifestation Determination

Procedures completed by: **DISCIPLINE PSYCHOLOGIST**

Upon receipt of the IEP meeting notification:

Pick up expulsion packet from the BLC/ESE Secretary prior to the meeting.

Utilize Focus/ESE Star to access the most recent documents:

- Psychological/reevaluation

- FBA/PBSP
- Social History (if available)
- Current IEP's

At the IEP review, conduct Manifestation Determination meeting.

Obtain signatures of committee members on Manifestation Determination.

Procedures completed by: **BLC BEHAVIOR MANAGEMENT TEACHER**

Attend Hearings for ESE students.

Review Student Code of Conduct (SCOC).

Review BLC Student Handbook.

Obtain signature from parent/guardian on the SCOC and the BLC Student Handbook forms.

Procedures completed by: **DISTRICT DIRECTOR OF K-12 ACADEMIC SUPPORT SERVICES**

Reviews recommendation for expulsion for level IV offense

Initials the Suspension Letter (STD-1-2416) and Recommendation for Expulsion (STD-1-2449) if available.

Returns the Suspension Letter to the Student Service Administrative Secretary with the approval or calls the school if not approved.

If the Suspension Letter with recommendation for expulsion is not approved, the school will be contacted and the student may return with only suspension days counted or the school may request Learning Center Placement.

Procedures completed by: **BLC/ESE SECRETARY**

Contact the Discipline Psychologist and notify her of the pending expulsion.

After receiving notice that the recommendation for expulsion is approved by the Director of K-12

Academic Support Services, schedule the IEP meeting/District-Wide Hearing:

- •Notify the home school of available dates and times for the IEP/District-Wide Hearing.
- •Call the parent and confirm a date and time for the IEP meeting/District Wide Hearing.
- •Notify the home school ESE Secretary and ESE Staffing Specialist of the confirmed date and time of the scheduled IEP/District-Wide Hearing
- •Complete the Meeting Participation Form (ESE -1-2221). Due Process/Procedural Safeguards must be provided.
- Contact the home school for completion of the expulsion packet. All forms from the home school should be faxed to Student Services (529-2170).

- Print the required FOCUS panels attach to the expulsion packet, and add to the students' expulsion packet.
- Make copies of the completed expulsion packet as needed for the ESE Discipline Specialist.
- Notify the Student Services Administrative Assistant of the date and time of the scheduled
- IEP/District-Wide Hearing.

Notes: If student withdraws during the expulsion process continue to assemble the expulsion packet as noted above and schedule the IEP review prior to the tenth day of suspension. There is no procedure for “hold pending re-enrollment.”

Two notifications of the meeting are required. One attempt must be in writing.

See IEP section of the A& P manual for more detailed information.

Routing Process and Procedures : ESE Off-Campus Felony Learning Center Placements

Procedures completed by: HOME SCHOOL

Notes: You will receive notice from Becky Moody in Student Services that the student has been arrested for a FELONY. This is confidential information. The student may only be recommended for placement at BLC if he/she is formally charged by the State Attorney's Office.

Charged students cannot be given out-of-school suspension during the period of Learning Center Placement procedures. The student may be served in their usual classes or in-school suspension.

Student is arrested for a FELONY then:

If you have received notice from Student Services that the student has been **formally charged by the State Attorney's Office**, you:

- Send the “Notice of Hearing” to the parent to set up the hearing no less than two days or more than five days after the “Notice of Hearing” is sent to the parent
- Recommend continued suspension on the Off-Campus Felony Suspension Letter.
- Student is served in ISS until placement at BLC unless the student has already been placed at BLC.
- Send Learning Center Placement packet with all attachments to Director of K-12 Academic Support Services only. Fax (529-2170)

After approval from Student Services, the BLC/ESE Secretary will contact the home school to schedule an IEP review at BLC. Bring the following documents to the IEP Review at BLC:

- Cumulative File
- ESE & IEP File
- Transfer Records (if appropriate)
- Transfer Recommendation forms (ESE-1-9048) (if appropriate)
- Meeting Participation Form (ESE-1-2221) with appropriate numbers checked
- Student Data & Schedule(ESE-1-2989)

- Complete Draft IEP or Interim IEP pages**
- Behavior goals and objectives (if not in current IEP)**
- FBA/PBSP with required observations.**

While at BLC, the students' status may change from being charged to being adjudicated when the :

- Student pleads guilty
- Student is adjudicated guilty
- Student is adjudicated delinquent for an offense that would be a felony if committed by an adult

Notes: Should the students status change from being charged to being adjudicated then, the Principal from the student's home school would recommend expulsion using the Off Campus Felony Expulsion letter and the procedures listed on the QUICK ESE EXPULSION CHECKLIST.

If the student transfers from out-of-state or another Florida county and does not have a current Clay County IEP, the home school must complete transfer papers and prepare an IEP.

Procedures completed by: DIRECTOR OF K-12 ACADEMIC SUPPORT SERVICES

School completes a Learning Center Placement form STD1-2491 to request Off-Campus Felony/Learning Center Placement at BLC.

- Director of K-12 Academic Support Services receives Off-Campus Felony/Learning Center Placement packet from Student Services Administrative Secretary and initials the approved packet or calls the school if denied.
- Director of K-12 Academic Support Services returns the recommendation for Off-Campus Felony/Learning Center Placement packet to the Student Services Administrative Secretary with the approval or denial.

Procedures completed by: STUDENT SERVICES ADMINISTRATIVE SECRETARY

- Upon receipt of the Off-Campus Felony/Learning Center Placement packet, open a file for that
- student which includes the following documents:
 - Recommendation for Learning Center Placement (STD-1-2491)
 - Current Numerical Grades
 - Off-Campus Felony Suspension Letter
 - Off-Campus Felony Notice of Hearing
 - Print the required FOCUS panels and attach to the expulsion packet, and place in the students open file.
 - Give a copy of the completed Off-Campus Felony/Learning Center Placement packet to the
 - Student Services Administrator the same day it is received for approval.
 - Notify BLC/ESE Secretary (529-4591) that an IEP meeting can be scheduled (if the Student
 - Services Administrator approves the Off-Campus Felony/Learning Center Placement).

- Fax completed packet to the BLC/ESE Secretary (529-1025) and ESE Discipline Specialist (529-1129):
- Off-Campus Felony Suspension Letter
- Off-Campus Felony Notice of Hearing
- Recommendation for Learning Center Placement (STD-1-2491)
- Current Numerical Grades

Procedures completed by: ESE DISCIPLINE SPECIALIST

Receive and review approved Off-Campus Felony/Learning Center Placement packet from Student Services.

Upon receipt of the IEP meeting notification:

- Pick-up Learning Center Placement packet from the BLC ESE Secretary:
- Hold the IEP review (Discipline Review):
- Complete Interim IEP page (ESE-1-2293)
- Complete Present Level of Functioning Addendum (ESE-1-2904)
- Complete Least Restrictive Environment form (if appropriate) (ESE-1-2283)
- Review or add behavior goals and objectives sent by home school
- Plan for completion of, or revise, FBA/PBSP sent by home school
- Review Student Data & Schedule form (ESE-1-2989) and make changes as deemed appropriate

Procedures completed by: BLC BEHAVIOR MANAGEMENT TEACHER

Review the following documents with the parent and student:

- BLC Student Handbook and necessary paperwork

Procedures completed by: BLC ESE SECRETARY

BLC ESE Secretary schedules an IEP review at BLC with the home school **after the request packet is approved by Student Services.**

After receiving notice that the recommendation for the Off-Campus Felony/Administrative Placement is approved by the Director of K-12 Academic Support Services, schedule the IEP meeting:

- Notify the home school of available dates and times for the IEP meeting.
 - Call the parent and confirm a date and time for the IEP meeting.
 - Notify the home school ESE Secretary and ESE Staffing Specialist of the confirmed date and time of the scheduled IEP.
 - Complete the Meeting Participation Form (ESE -1-2221). Due Process/Procedural Safeguards must be provided.
 - Contact the home school for completion of the Off-Campus Felony packet.
- Print the required FOCUS panels, and attach to the Off-Campus Felony packet.
Make copies of the completed Off-Campus Felony/Administrative packet as needed for the ESE Discipline Specialist.

Notes: Two notifications of the meeting are required. One attempt must be in writing. See IEP section of the A & P manual for more detailed information.

If the student withdraws during this process forward the completed Off-Campus Felony /Learning Center Placement packet to the ESE Discipline Specialist for filing. Manifestation Determination must be completed if the request for Learning Center Placement results in a change in placement.

Procedures completed by: STUDENT HEARING OFFICER (SHO) - N/A

Procedures completed by: DISCIPLINE PSYCHOLOGIST

Utilize OptiView/ESE Star to access the most recent documents:

- Psychological/reevaluation
- FBA/PBSP
- Social History (if available)
- Current IEP's

At the IEP review, conduct Manifestation Determination meeting. Obtain signatures of committee members on Manifestation Determination.

Routing Process and Procedures : Learning Center Placement for ESE Students

Procedures completed by: HOME SCHOOL

Note: Learning Center Placement students cannot be given out -of-school suspension during the period of Learning Center Placement procedures unless the out-of-school suspension is a consequence for a discipline event. The student may be served in their usual classes or in in-school suspension.

Consideration may be given for Learning Center Placement at BLC for severe recurring Level 3 violations that constitutes serious disruptions to school order and threats to the health, safety, and property of others.

- Not all recurring Level 3 violations are eligible for Learning Center Placement, due to the recurring nature positive behavioral supports should be in place prior to recommendation.
- Learning Center Placement of ESE students must be approved by the Director of K-12 Academic Support Services.
- ESE Learning Center Placements are considered a change in placement and can only be made with **parental agreement** through the IEP process.
- Manifestation Determination must be completed if the Learning Center Placement request results in a change in placement.

Procedures:

School completes a Learning Center Placement form (STD1-2491) to request Administrative Placement at BLC.

- Fax request packet for Learning Center Placement recommendation with attachments (STD -1-2491) to Student Services only (529-2170).

•After approval from the Director of K-12 Academic Support Services, the BLC/ESE Secretary will contact the home school to schedule an IEP review at BLC.

OR

School submits a recommendation for expulsion. Director of Student Services denies recommendation for expulsion but considers the events severe level 3 violations.

•Director of K-12 Academic Support Services notifies Principal of the home school and instructs the home school to complete the Learning Center Placement form STD1-2491 and fax it to Student Services (529-2170) for approval.

•After approval from the Director of K-12 Academic Support Services, the BLC/ESE Secretary will contact the home school to schedule an IEP review at BLC.

Bring the following documents to the IEP Review at BLC:

- Cumulative File
- ESE & IEP File
- Transfer Records (if appropriate)
- Transfer Recommendation forms (ESE-1-9048) (if appropriate)
- Student Data & Schedule form (ESE-1-2989) (must be completed for scheduled meeting)
- Complete Draft IEP or Interim IEP pages
- Behavior goals and objectives (if not in current IEP)**
- FBA/PBSP with required observations**

Notes: If the student has reached their maximum 10 days of out-of-school suspension the school must use in-school suspension until the Learning Center Placement at BLC is approved or disapproved.

If the student has reached their maximum 10 days of out-of-school suspension and the Learning Center Placement is approved, BLC will complete the Manifestation Determination.

If the student has reached their maximum 10 days of out-of-school suspension and the Learning Center Placement is not approved, the school must complete a Manifestation Determination.

Procedures completed by: **STUDENT SERVICES ADMINISTRATIVE SECRETARY**

Upon receipt of the Learning Center Placement packet, open a file for that student which includes the following documents:

- Recommendation for Learning Center Placement (STD-1-2491)
- Current Numerical Grades
- FOCUS panels
- Suspension Letter (STD-1-2416) (if appropriate)
- Discipline Referral (STD-3-2407) (if appropriate)

Notify BLC/ESE Secretary (529-4591) that an IEP meeting can be scheduled (if the Student Services Administrator approves the Learning Center Placement).

Fax completed packet to the BLC/ESE Secretary (529-1025) and ESE Discipline Specialist (529-1129).

- Suspension Letter (STD-1-2416)
- Recommendation for Learning Center Placement (STD-1-2491)
- Current Numerical Grades
- Discipline Referral Form (STD-3-2407)

Notes: BLC prints the required FOCUS panels

Procedures completed by: **DISTRICT DIRECTOR OF K-12 ACADEMIC SUPPORT SERVICES**

School completes a Learning Center Placement form STD1-2491 to request Learning Center Placement at BLC.

- Director of K-12 Academic Support Services receives Learning Center Placement packet from /Student Services Administrative Secretary and initials the approved packet or calls the school if denied.
- Director of K-12 Academic Support Services returns the recommendation for Learning Center Placement packet to the Student Services Administrative Secretary with the approval or denial.

OR

School submits a recommendation for expulsion. Director of K-12 Academic Support Services denies recommendation for expulsion but considers the events severe level 3 violations.

- Home School completes a Learning Center Placement Form STD1-2491 and submits it to the Director of K-12 Academic Support Services for approval.
- Director of K-12 Academic Support Services receives Learning Center Placement packet from Student Services Administrative Secretary and initials the approved packet or calls the school if denied.
- Director of K-12 Academic Support Services returns the recommendation for Learning Center Placement packet to the Student Services Administrative Secretary with the approval or denial.

Procedures completed by: **ESE DISCIPLINE SPECIALIST**

Receive and review approved Learning Center Placement packet from Director of K-12 Academic Support Services.

Upon receipt of the IEP meeting notification and Learning Center Placement packet:

Hold the IEP review (Discipline Review):

- Complete Interim IEP page (ESE-1-2293)
- Complete Present Level of Functioning Addendum (ESE-1-2904)
- Complete Informed Notice of Change in Placement form (if appropriate) (ESE-1-2283)
- Review or add behavior goals and objectives sent by home school
- Plan for completion of, or revise, FBA/PBSP sent by home school
- Review Student Data & Schedule form (ESE-1-2989) and make change as deemed appropriate

Procedures completed by: **BLC BEHAVIOR MANAGEMENT TEACHER**

Review the following documents with the parent and student:

- BLC Student Handbook and necessary paperwork

Procedures completed by: **BLC ESE SECRETARY**

Contact the Discipline Psychologist and notify her of the pending Learning Center Placement. **After receiving notice that the recommendation for Learning Center Placement is approved by the Director of K-12 Academic Support Services, schedule the IEP/Manifestation meeting:**

- Notify the home school of available dates and times for the IEP
- Call the parent and confirm a date and time for the IEP meeting
- Notify the home school ESE Secretary and ESE Staffing Specialist of the confirmed date and time of the scheduled IEP
- Complete the Meeting Participation Form (ESE -1-2221). Due Process/Procedural Safeguards must be provided.

Contact the home school for completion of the LCP packet.

Print the required FOCUS panels and attach to the LCP packet.

Make copies of the completed Learning Center Placement packet as needed for the ESE Discipline Specialist.

Notify the Student Services Administrative Assistant of the date and time of the scheduled meeting.

Notes: Two notifications of the meeting are required. One attempt must be in writing. See IEP section of the A& P manual for more detailed information.

If student withdraws during this process forward completed expulsion packet to the ESE Discipline Specialist to be filed.

Procedures completed by: **DISCIPLINE PSYCHOLOGIST**

Upon receipt of the IEP/Manifestation meeting notification:

- Pick up Learning Center Placement packet from the BLC ESE Secretary
- Utilizes Focus and/or ESEStar to access the most recent documents:
- Psychological/reevaluation
- FBA/PBSP
- Social History (if available)
- Current IEP's
- At the IEP review, conduct Manifestation Determination **if the student has reached their maximum 10 days of out-of-school suspension.**
- Obtain signatures of committee members on Manifestation Determination.

Procedures completed by: **STUDENT HEARING OFFICER (SHO) N/A**

Discipline Forms

Suspension Letter
(School Letterhead)

Student's Full Name: _____ STUDENT # _____ Grade: _____

ESE Program: Yes No

Section 504 Plan: Yes No

Date: _____

Dear _____,

I regret to inform you that on _____, your child, _____, was charged with the following misconduct which represents a breach of the school's established code of conduct.

Explanation: _____

LAW ENFORCEMENT NOTIFIED: _____ YES _____ NO

The following action was taken after an investigation by the school administration and a subsequent determination that the facts warranted this action. On the basis of substantial evidence made available to me, I am hereby:

_____ suspending your child from school attendance and all school functions for _____ days effective _____ through _____. Student may return to school on _____

_____ recommending expulsion.

_____ recommending placement at the alternative school.

_____ recommending placement at AIMS.

Students found on any Clay County School campus during the suspension period are subject to arrest for trespassing. Section 810.097 Florida Statutes.

We regret that this action was necessary. If you and your child wish to discuss explain or contest any of the above charges, you may request a parent conference at which time you and/or your child will be given the right to be heard. Following the conference, I will either:

- ◆ **Reaffirm the recommended consequence**
- ◆ **Reduce the recommended consequence**
- ◆ **Or cancel the recommended consequence**

A request for such a conference may be made by either calling for an appointment with me or by requesting the conference in writing. Please use the school phone number and address listed above.

Sincerely,

Principal

STD-1-2416

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
Recommendation For
Learning Center Placement, Re-entry or Extended Suspension

504: Yes No

DATE: _____ SCHOOL: _____ STUDENT I.D.# _____ /ESE Yes No

STUDENT NAME: _____ SEX: _____ AGE: _____ GRADE _____

PARENT/GUARDIAN FULL NAME: _____

HOME #: _____

MAILING ADDRESS CITY ZIP WORK#: _____

1. a-f are not grounds for automatic placement

____ a. Previous School District Placement

____ b. Previous DCF Placement

____ c. Previous School Expulsion Recommendation

____ d. Returning from Drug Treatment Program or other program

____ e. Student formally charged by States Attorney

Notify teacher and other appropriate staff, prior to Administrative Hearing with Parent.

Date School has conducted local Administrative Hearing and conference with parent regarding formal charge ____/____/____.

____ f. Other: _____

2. Curriculum Adjustments made (when appropriate): _____

3. Involvement of parents in pupil's adjustment problems: _____

4. Other measures taken by the school or referral agencies to bring about a change in the conduct of the pupil _____

5. Parent and student are aware of Family Education Program requirements. _____

ADMINISTRATIVE PLACEMENT IN LEARNING CENTER

Recommended length of Placement: Remainder of Semester ____ Remainder of Year ____ Other _____

Staff Member to testify at District Wide Review
And/or School Board Hearing
name and initials)

PRINCIPAL'S SIGNATURE
(If Principal is absent designee signs Principal's
name and initials)

ADMINISTRATIVE PLACEMENT ATTACHMENTS

10 Day Suspension and recommended extended suspension STD-1-2489 only if Juvenile Justice Student is formally charged, Current Numerical Grades

_____ Date of Review by Student Services Department _____ (Initial)

STD-1-2491

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

Recommendation for Expulsion

DATE: _____ SCHOOL: _____ STUDENT I.D.#: _____ ESE: Yes No

STUDENT NAME: _____ SEX: _____ AGE: _____ GRADE _____

PARENT/GUARDIAN *FULL* NAME: _____

HOME #: _____

WORK #: _____

MAILING ADDRESS _____ CITY _____ ZIP _____

1. a. **Discipline Actions Summary:** Level IV _____ Multiple Level III _____

b. **Substance Abuse Summary:** Level IV _____

c. **Other:***Juvenile Justice student adjudicated delinquent or found guilty _____

School has conducted local Administrative Hearing and documented

conference with parents _____ ***Not grounds for automatic placement.**

(Date)

2. **Curriculum Adjustments made** (when appropriate) _____

3. **Involvement of parents** in pupil's adjustment problems: _____

4. **Other measures** taken by the school or referral agencies to bring about a change in the conduct of the pupil _____

RECOMMENDED EXPULSION

Recommended length of Expulsion: Remainder of Semester ___ Remainder of Year ___ Other ___

Staff member to testify at District-Wide Review
and/or School Board Hearing
(name and initials)

PRINCIPAL'S SIGNATURE
(If Principal is absent designee signs Principal's

EXPULSION/MANDATORY ATTACHMENTS PROVIDED BY SCHOOL

10-Day OSS Suspension Notice (STD-1-2416)

Discipline Referral (STD-3-2407)

Core Team Summary Sheet (Only)

Current Numerical Grades

Local Administrative Review (STD-1-2424)

_____ Date Reviewed by Student Hearing Officer _____ (initial)

IMMEDIATELY FAX THIS PACKET TO STUDENT SERVICES (529-2170). STD-1-2449

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

Principal's Suspension Review or Juvenile Justice Administrative Hearing

(Please attach copy of original Suspension Letter)

School: _____

PARENT CONFERENCE:

ESE: Yes No

504: Yes No

REVIEW ASSISTANCE PANEL (School Personnel)

Signatures: _____

Pupil's Name: _____

Persons Present (Other than school personnel) Signature

Briefly summarize pupil or parent's explanation of action for which pupil was suspended.

*Summarize school's explanation of information received and local school's recommended action:

(Use additional sheet of paper, if necessary, and attach)

Previous Conduct Record _____

Findings of Fact _____

Principal's Action: Suspension and recommendation for expulsion reaffirmed _____
 Suspension reaffirmed _____ Recommendation for expulsion canceled _____
 Suspension canceled _____
 Length of suspension adjudicated to _____ days
 Alternative school placement decision _____

Principal's Signature

Date

Notice to Parent: If you disagree with the findings of this report, you may request a review by the Superintendent's Designee. All such requests should be made within three (3) days, in **writing**, and addressed to: Director Student Services

23 S. Green Street

Green Cove Springs, FL 32043

May be faxed to (904) 529-2170 OR sign below:

As parent/guardian of _____, I would like to appeal the above Principal's decision.

Parent/Guardian Signature

Date

The Superintendent will assign a District-Wide Review to meet and make a recommendation to him regarding this appeal. Upon receipt of your request, you will be notified as to the time and date of the District-Wide Review.

STD-1-2424

SAFE CRISIS MANAGEMENT

**POLICIES AND PROCEDURES FOR THE USE OF SAFE CRISIS MANAGEMENT:
BASED ON HB1073 EFFECTIVE JULY 2010** (All quoted information is taken from current legislation and DOE material).

The following items provide the most current information governing the use of crisis management. There are new reporting procedures, specific parameters for application of techniques, and additional layers of monitoring by state officials. The information provided to Clay County School Board is summarized in this manual. However, additional information can be obtained from the ESE District Office.

Summary of Terms and Application

Clay County School Board endorses two means of managing crisis situations: Safe Crisis Management (SCM) and Secluded Time Out (STO). These interventions “lie on a continuum of options that begin with those that focus on teaching and supporting pro-social behaviors using positive strategies”. The selection and application of positive strategies should be based on a functional behavior assessment (FBA) that provides a clear understanding of the purpose or function of student behavior”. Crisis management is not “an instructional tool for the development of pro-social behavior” and should never be the primary classroom management strategy. “The instructional setting must be rich in opportunities for students to be engaged and positively reinforced.”

DESCRIPTION OF CRISIS SITUATIONS

HB 1073 provides that “manual physical restraint shall be used only in an emergency when there is imminent risk of serious injury or death to student or others. These risks may include laceration, bone fracture, substantial hematoma, or other injury to internal organs, or death”. Seclusion Time Out is also an intervention which “should be used only in emergency situations when an immediate and significant threat to the physical safety of the student and/or others exists”. This current description limits to a very great extent the situations which would be termed “crises”. The description makes clear that situations which involve property damage or other non-compliant behaviors (and do not meet the stated criteria for serious risk) are not occasions for which crisis management would be appropriate.

DEFINITION OF SCM AND STO

Safe Crisis Management is a training program chosen by Clay County School Board as the certifying agency for those who apply crisis management techniques involving physical assists. (The system is provided by JKM Training, Inc.) Manual physical restraint refers to the use of “physical force applied by a teacher or other staff member to restrict the movement of all or part of a student’s body”.

Seclusion Time Out means “removing a student from an educational environment, involuntarily confining the student in a room or area, and preventing the student from leaving the room or area by locking the door or otherwise physically blocking the student’s way”.

The use of STO is carefully scrutinized for each student. STO may only be utilized with students for whom the IEP committee has deemed this crisis intervention is the safest way to handle behavior that poses the risk of serious injury. Along with the IEP committee recommendation, the parent must sign a consent form for the use of seclusion time out.

CERTIFICATION PROCEDURES FOR TRAINERS AND TRAINED USERS

Manual physical restraint is to be used only by school personnel who are qualified and certified to use the district approved program for the appropriate application of specific restraint techniques. School personnel who have received training not sponsored by Clay County School Board must become certified in SCM in order to be considered a trained user. Certification is achieved by successfully completing the initial 18 hours of in-service and updating yearly with 7 hours of in-service. A cadre of training instructors is in-serviced and certified yearly by JKM Training, Inc. These instructors organize and conduct the in-service agenda.

Job descriptions which require certification include, but may not be limited to, all Behavior Health Assistants and others who are working with students whose behaviors are characterized as self-injurious or injurious to others.

Elements of Reporting

A report must be completed via the web reporting system after each incidence of SCM or STO. These reports will be monitored by the Bureau of Exceptional Education and Student Services (BEESS). Detailed descriptions of these reports are found in Appendix B.

1. Parent Notification, ESE-1-2940
Schools are required to notify a parent or guardian in writing **the day of the crisis incident.**
2. Incident Report
School are required to complete a draft report via the web reporting system **within 24 hours of the crisis incident**
Schools are required to provide the parent or guardian with a final detailed incident report **within 3 days of the crisis incident**

NOTE: All draft reports must be reviewed by a district level user who is familiar with the most current reporting obligations

Points to Keep in Mind

Parents should be informed of the policy governing crisis management at an IEP meeting and should be invited to view the STO room before signing the form which allows for school personnel to use this facility. Protocol governing the use of crisis management is found in Appendix A. A note verifying that the parent has been informed of both crisis management techniques should be recorded on the IEP. (Written consent is not required prior to the approved application of physical assists.)

Students who are secured in the time out facility should be monitored constantly; therefore, the panned window should be clear. Further, the electro-magnetic lock is engaged only when depressed by the hand of the primary monitor.

Students should be released from crisis management interventions as soon as the student has returned to non-emergency behavior. The transition from crisis to classroom can be an activity which is written or oral. This activity should reinforce replacement behaviors or provide a respite from the drama of the crisis scenario until the student is able to discuss the antecedent calmly. All recording obligations must be met (see Appendix B) and an analysis of the incident (with special emphasis on the antecedent) conducted so that data can be updated.

If a student is subject to recurring crisis management, the school should notify the appropriate district level specialist to schedule a conference at which the Functional Behavior Assessment /Positive Behavior Support Plan (FBA/PBSP) is reviewed. The possibility of agency and/or social interventions should be discussed.

“Schools should provide for continuous monitoring of student progress to determine if interventions are effective” in achieving the desired outcome. “Ongoing data collection is necessary for these purposes. It is imperative that teachers monitor and evaluate the results of time out for every student individually. In the event of a due process hearing or litigation, courts do not readily accept anecdotal information; data based decision are much more favorably viewed.”

Appendices

Appendix A: Information for Parent or Guardian

Clay County School Board supports two methods of crisis management: Safe Crisis Management (SCM) and Secluded Time Out (STO). Both are intended to prevent serious injury to the student or to those around the student.

SCM is a system of physical assists which are intended to restrict movement long enough to allow for de-escalation of physically aggressive behavior – whether inwardly aggressive (self-injurious) or outwardly aggressive (injury to others). The application of SCM requires certification via a series of in-service sessions provided by a cadre of specially trained personnel. Notification of the use of SCM is provided to the parent within 24 hours of the event and an incident report is provided within three days of the event.

STO requires a facility which meets the standards published by the Department of Education. The facility is inspected periodically by the Fire Marshall. The parent/guardian must consent in writing before STO can be applied. Written consent is not required for each instance. Notification and reporting of the use of STO follows the same guidelines as that of SCM.

The use of crisis management is for the purpose of safety – it is not an instructional tool. Instruction in pro-social skills is an integral part of the services designed to introduce, strengthen, and assess behaviors which enable a student to master academic skills and to achieve productive

citizenship. A curriculum which supports pro-social skills can be integrated into the academic curricula and/or offered as a separate elective course. It is the policy of Clay County School Board to emphasize pro-active curricula along with positive behavior interventions. When redirection is required, the least restrictive response necessary to maintain safety must be employed.

These issues should be discussed at the annual and interim Individual Education Plan (IEP) meetings and at conferences developing or reviewing the Functional Behavior Assessment/Positive Behavior Support Plan (FBA/PBSP). The Code of Conduct is distributed to all students and further explains district policy for all students.

Appendix B: Reporting

Notification Requirements

- **Provide a required written notification** to the parent or guardian **before the end of school day** each time manual physical restraint or seclusion is used; the law is silent on content of this written notification.
- During the day the incident occurred, schools are also required to make **reasonable efforts to contact** the parent or legal guardian **by telephone, computer e-mail, or both**.
- Obtain and keep in school records the parent or guardian's signed written acknowledgement that he or she was notified of the restraint or seclusion event.

Incident reporting Requirements

- **Within 24 hours** after the student is released from restraint or seclusion, a draft incident **report must be prepared**.
- If the student's release from restraint or seclusion occurs on a day before the school closes for the weekend or holiday, or for other reasons, the incident report must be completed by the end of the day school re-opens.
- **Within 3 days** after a student was manually physically restrained or secluded, **provide the parent or guardian the required written copy of the incident report**.
- Obtain and keep in school records the parent or guardian's signed written acknowledgement that he or she received a copy of the incident report and notification letter.

Elements included in web-based Incident Report submitted to Department electronically

- District Name
- School Number
- School Name
- Date of Birth
- Grade
- Race (White, Black/African American, Asian, American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander)
- Ethnicity (Hispanic/Latino origin; not Hispanic/Latino origin)
- Gender
- Primary Exceptionality

- Indication of (1) restraint or (2) seclusion (handled separately)
- Date of restraint/seclusion
- Start Time, restraint/seclusion
- End Time, restraint/seclusion
- Duration of restraint/seclusion
- Location at which restraint or seclusion occurred
- Name(s) of person using or assisting in restraint/seclusion
- Position of person(s) using or assisting in restraint/seclusion
- Name(s) of nonstudent witness
- Position of nonstudent witness(es)
- Context in which restraint/seclusion occurred
- Description of student's behavior leading up to and precipitating decision to use restraint/seclusion
- Indication as to how it was determined that there was imminent risk or serious injury or death to the student or others
- Description of specific positive behavioral strategies used to prevent/deescalate the behavior
- Description of what occurred with student immediately after termination of restraint/seclusion
- Description of any injuries, visible marks, or medical emergencies that occurred during restraint/seclusion
- Steps taken for initial notice of parent – on day of incident
- Date of initial parent notification
- Date of parent's signed acknowledgement of notification
- Date of incident report mailed to parent
- Date of parent's signed acknowledgement of incident report

Appendix C: Facility Standards for STO

- (1) Egress. Secured seclusion time-out room, when provided, shall be equipped with doors which allow egress at all times in the event of an emergency.
- (2) Locking devices.
 - (a) Locking devices on secured seclusion time-out rooms are permitted only when such room is in full compliance with the criteria in this section.
 - (b) An electro-magnetic locking device is the only approved device to secure a secured seclusion time-out room. The lock shall remain engaged only when the human hand is in contact with it placing pressure on it.
 1. Upon release of pressure, the door shall unlock. The locking device shall be designed, and shall be operated, so that it cannot be engaged by leverage of an inanimate object or in any manner except by constant human contact.
 2. The push button shall be recessed from the face of the unit housing, or in some other way designed to prevent taping or wedging the button in the engaged mode.
 3. The device shall have an interface with the fire alarm system and shall automatically release and disengage upon activation of the fire alarm. The locking device shall automatically release and disengage in the event of power failure.
 4. A timer shall not be used on the locking device.

- (3) Door Requirements. The door shall have only a push panel exposed on the interior of the room. A vision panel shall be provided in the door, and it shall be no larger than 12"x12" (144) square inches. The view panel shall consist of clear one-quarter (1/4) inch thick unbreakable plastic panel, flush with the face of the door on the inside. The view panel shall be positioned in the door to allow a staff member to continuously keep the student under observation. The view panel shall not be covered with any material.
- (4) Finishes and materials. The ceiling, floor, and walls must be free of any loose, torn or potentially hazardous materials. All surfaces must be kept smooth and free of any hooks, outlets, switches or similar items. Construction materials shall meet all applicable provisions of the Florida Fire Prevention Code and the Florida Building Code. Each secured seclusion time-out room must be identified with a permanently mounted room number.
- (5) All secured seclusion time-out rooms must have natural or mechanical ventilation.
- (6) The division and the local fire official are permitted to conduct unannounced inspections of all secured seclusion time-out rooms, interview staff, and review staff development activities to ensure compliance with this rule chapter.
- (7) If during any fire safety inspection a secured seclusion time-out room is found in violation of this rule chapter, the board or the local fire official shall immediately report the deficiency to the division in accordance with Section 1013.12(1)© or 1013.12(5), F.S., and the secured seclusion time-out room shall be immediately withdrawn from use.
Specific Authority 1013.12 FS. Law Implemented 1013.12 FS. History-New 11-26-06.

Appendix D: Mechanical Devices

“Mechanical restraint means a physical device used to restrict a student’s movement or restrict the normal function of a student’s body.” Objects that fall within this category include straps, belts, tie-downs, calming blankets, and chairs with straps. These objects are to be used only for the purposes of “body position support or proper balance, or prevention of falling”. These objects MAY NOT be used as a means of coercion, discipline, convenience or retaliation, or for any other behavior management reason.

GIFTED

Gifted Forms/Documents

Referral – Screening

- Gifted Referral Decision Tool, Grades K – 12 ESE-2-9090
- Gifted Referral Decision Tool, K-12, Plan B ESE-2-9091
- Gifted Traits Screening Checklist ESE-2-9086
- Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli) ESE-2-9088

Educational Plan

- Educational Plan ESE-1-2216
- Interim Educational Plan ESE-1-2215
- Instructions for Educational Plan No MIS #
- Numbered Educational Plan No MIS #
- Present Level of Functioning Addendum ESE-2-2924
- Gifted Student Data and Schedule ESE-2-2910

Plan B

- Plan B Eligibility Matrix, Grades K - 12 ESE-1-9085

Other

- Gifted Procedural Safeguards ESE-1-9087
- Superintendent Gifted Services Memo No MIS #
- Procedures for Articulating Gifted Students from 8th Grade to High School
- Gifted IEP Tip Sheet No MIS #
- Revision of Plan to Increase Access of Under Represented Students in Gifted Programs
- NQ letter ESE-1-2295

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
PLAN B GIFTED ELIGIBILITY MATRIX GRADES K – 12

Student Name: _____ Date of Eligibility Staffing: _____

Birth Date: _____ Grade: _____ Student : _____ School: _____

Directions: Circle the score and follow the steps below.

Matrix Area	Weight				Score (Circle)
	4	3	2	1	
Indicators					
Intellectual Abilities	Full Scale Score				0
Intelligence Test _____ Test Date: _____ Full Scale Score: _____	126-129+	122-125	118-121	115-117	1 2 3 4
Gifted Characteristics					0
Date of Assessment: _____ Motivation Score: _____ of 44 Creativity Score: _____ of 36 Leadership Score: _____ of 28 Total Score: _____ of 108	95-108	81-94	67-80	55-66	1 2 3 4
Environmental Indicators One point for each category					0
Receives free or reduced lunch _____ English Language Learner _____			2	1	1 2
Total Score					

**Eligibility requires a total score of four (4) or higher and
a minimum rate of one (1) in each category.**

**School Board of Clay County, Florida
K-12 Gifted Referral Decision Tool**

Student Name _____

Student Number _____

School _____

Date of Birth _____

Grade _____

Directions: Circle the GTSC score and follow steps below.

Gifted Traits Screening Checklist			
Date _____	3.0 –	2.0 –	1.0 –
Score _____	4.0	2.99	1.99
If the GTSC score is 3.0 or greater for students, the student has passed the screening and a <u>referral should be initiated.</u>			

NOTE:

If the student did not meet the above criteria, the option to refer the student to the Student Services Team is still available.

**School Board of Clay County, Florida
K-12 Gifted Referral Decision Tool
Plan B**

Student Name _____

Student Number _____

School _____

Date of Birth _____

Grade _____

Directions: Follow the steps and circle response.

Students on Free or Reduced Lunch or ELL:

Is student on free or reduced lunch?	YES	NO
Is student English Language Learner (ELL)? (ELL students are defined as those with a current ESOL designation (LY) or are on monitored status within two years of exit date (LF).	YES	NO
If the answer to either question is YES, the Gifted Traits Screening Checklist (GTSC, ESE-2-9086) should be administered.		

Gifted Traits Screening Checklist			
Date _____	3.0 –	2.0 –	1.0 –
Score _____	4.0	2.99	1.99
If the GTSC score is 3.0 or greater for students, the student has passed the screening and a <u>referral should be initiated.</u>			

NOTE:

If the student did not meet the above criteria, the option to refer the student to the Student Services Team is still available.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

Plan A or B Gifted Traits Screening Checklist (GTSC)

(Circle one)
 Student Name _____ Grade _____ School _____

Date of Birth _____ Teacher Name _____

Check applicable categories: ELL student Free or reduced lunch

Rating Code:

4 = Consistently exhibits this trait
 3 = Often exhibits this trait
 2 = Sometimes exhibits this trait
 1 = Rarely/Never exhibits this trait
 0 = Not able to observe

This inventory has been devised to measure the traits which best describe the student's functioning level. Indicate the degree to which the student exhibits the following traits.

Mark all items.

Verbal, Learning, and Motivation **Rating**

Has an enriched vocabulary	
Asks unusual questions to find out more information	
Expresses ideas well	
Elaborates on questions or information	
Exhibits quick mastery of skills	
Has long-term recall of information	
Has interest in how things work	
Has the ability to see relationships and make connections	
Is able to retain more information with less repetition	
Displays creativeness, originality, putting things and ideas together in novel ways	
Has a lot of information about one topic	
Has a questioning attitude	
Signals perfectionistic tendencies	
Likes to solve puzzles and trick questions	
Has a wide range of interests	
Performs well mathematically	
Stays with a project until it is completed	
Sets high standards for self	
Is inquisitive	
Has a tendency to lose awareness of time; intense concentration	
Becomes easily impatient with drill and routine procedures	
Is persistent	
Has keen powers of observation	
Requires little direction	

Social Abilities, Leadership and Creativity **Rating**

Tends to dominate peers	
Has unusual, often highly developed sense of humor	
Is independent	
Often finds and corrects own or others' mistake	
Is anxious to complete tasks	
Is often overly sensitive	
Adapts readily to new situations	
Is well-liked by classmates and demonstrates leadership	
Carries responsibility well	
Is self-confident with own age group	
Is cooperative with teacher and classmates	
Makes up games and activities displaying imagination	
Expresses original ideas in other ways	
Demonstrates ability to express feelings and emotions	
Is articulate in role playing and storytelling	
Displays a richness in imaginary and informal language	
Demonstrates ability in fine or practical arts	

Total score is determined by dividing the sum of ratings with the number of responses with a one (1) or greater rating.

SUM

÷ by COUNT (1 or greater)

= TOTAL SCORE

 SIGNATURE OF PERSON COMPLETING FORM DATE

 PRINT NAME AND TITLE

**A REVISION OF THE SCALES FOR RATING THE BEHAVIORAL
CHARACTERISTICS OF SUPERIOR STUDENTS**

Joseph S. Renzulli, Linda H. Smith, et. al.
Modified by School Clay of Clay County

Name _____ Date _____

School _____ Grade _____ Age _____
Year/Month

Teacher or person completing this form _____

How long have you know this child? _____

DIRECTIONS: These scales are designed to obtain teacher estimates of a student’s characteristics in the areas of motivation, creativity, and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population and, therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

1. If you have seldom or never observed this characteristic
2. If you have observed this characteristic occasionally
3. If you have observed this characteristic to a considerable degree
4. If you have observed this characteristic almost all of the time

SCORING: Separate scores for each of the three dimensions may be obtained as follows:

...Add the total number of X’s in each column to obtain the “Column Total.”

...Multiply the Column Total by the “Weight” for each column to obtain the “Weighted Column Total.”

...Sum the Weighted Column Totals across to obtain the “Score” for each dimension of the scale.

...Enter the scores below.

Motivational Characteristics _____
Creativity Characteristics..... _____
Leadership Characteristics..... _____
Rating Total..... _____

Student Name _____

**A REVISION OF THE SCALES FOR RATING THE BEHAVIORAL
CHARACTERISTICS OF SUPERIOR STUDENTS**

PART I: MOTIVATION CHARACTERISTICS

	Seldom or Never	Occasionally	Considerably	Almost Always
The student demonstrates...	1	2	3	4
1. the ability to concentrate intently on a topic for a long period of time.				
2. behavior that requires little direction from teachers.				
3. sustained interest in certain topics or problems.				
4. tenacity for finding out information on topics of interest.				
5. persistent work on tasks even when setbacks occur.				
6. a preference for situations in which he or she can take personal responsibility for the outcomes of his or her efforts.				
7. follow-through behavior when interested in a topic or problem.				
8. intense involvement in certain topics or problems.				
9. a commitment to long term projects when interested in a topic.				
10. persistence when pursuing goals.				
11. little need for external motivation to follow through in work that is initially exciting.				
Column Total				
Weight	1	2	3	4
Weighted Column Total				
Total				

Student Name _____

**A REVISION OF THE SCALES FOR RATING THE BEHAVIORAL
CHARACTERISTICS OF SUPERIOR STUDENTS**

PART II: CREATIVITY CHARACTERISTICS

	Seldom or Never	Occasionally	Considerably	Almost Always
The student demonstrates...	1	2	3	4
1. imaginative thinking ability.				
2. a sense of humor.				
3. the ability to come up with unusual, unique, or clever responses.				
4. an adventurous spirit or a willingness to take risks.				
5. the ability to generate a large number of ideas or solutions to problems or questions.				
6. a tendency to see humor in situations that may not appear to be humorous to others.				
7. the ability to adapt, improve, or modify objects or ideas.				
8. intellectual playfulness, willingness to fantasize, and manipulate ideas.				
9. a nonconforming attitude, does not fear being different...				
Column Total				
Weight	1	2	3	4
Weighted Column Total				
Total				

Student Name _____

**A REVISION OF THE SCALES FOR RATING THE BEHAVIORAL
CHARACTERISTICS OF SUPERIOR STUDENTS**

PART III. LEADERSHIP CHARACTERISTICS

	Seldom or Never	Occasionally	Considerably	Almost Always
The student demonstrates...	1	2	3	4
1. responsible behavior; can be counted on to follow through on activities/projects.				
2. a tendency to be respected by classmates.				
3. the ability to articulate ideas and communicate well with others.				
4. self-confidence when interacting with age peers.				
5. the ability to organize and bring structure to things, people, and situations.				
6. cooperative behavior when working with others.				
7. a tendency to direct an activity when he or she is involved with others.				
Column Total				
Weight	1	2	3	4
Weighted Column Total				
Total				



**SCHOOL BOARD OF CLAY COUNTY, FLORIDA
STUDENT SERVICES
PARENT NOTIFICATION OF GIFTED SCREENING AND
CONFERENCE FORM**

Date: _____

Student's Legal Name: _____ School: _____

Student Number: _____ Date of Birth: _____ Grade: _____

Your child is being considered for the gifted program. An initial step in this process is to conduct individual screenings for vision and hearing. Other screenings may include observations and gifted screening tools. All information gathered will assist in educational planning and will be shared with you. You will be invited to all meetings involving educational decisions and planning for your child.

If you have any questions please contact:

Name of Contact Person

Phone Number

SUMMARY OF CONFERENCE #1

DATE OF CONFERENCE: _____

Discuss screening and educational planning.

Persons Attending: (Indicate Title) If phone conference document time of call and phone number.

Time: _____ Phone #: _____

Signature Title

Signature Title

Signature Title

Signature Title

STD-1-2471

Original – School
Copy 1 – Student Services
Copy 2 – Parent
Copy 3 – Guidance

Educational Plan

School Board of Clay County
Green Cove Springs, Florida
Exceptional Student Education
Educational Plan for Gifted Students (EP)

EP Development Date _____ **1**
Required Review Date _____ **2**
Eligibility Date **3** Placement Date **4**
Initiation Date (projected) **5**

Student Name 6 _____ Last First	Student Number _____ 7
Primary Language: <input type="checkbox"/> English <input type="checkbox"/> Other (specify) 8 _____	English Language Learner: <input type="checkbox"/> Yes <input type="checkbox"/> No 9
School _____ 10 _____ 12	Date of Birth _____ 11 Grade _____

As a parent of a gifted student, you have protections under Procedural Safeguards (Florida State Board of Education Rule 6A-6.03313, FAC). For additional copies or explanations, contact the ESE Director or school counselor.

Procedural Safeguards for Exceptional Students Who are Gifted has been provided to Parent/Guardian. **13**
_____ Parent/Guardian Initials or Date Sent Home

I agree to access the Procedural Safeguards online at [www._____](http://www.fl.gov) ___yes ___no initials _____

Signatures of EP Meeting Participants: **14**

Parent/Guardian _____	Parent/Guardian _____
LEA Representative _____	Gifted Education Teacher _____
General Education Teacher _____	Administrator _____
Evaluation Specialist _____	Student _____
Other _____	Other _____

Signatures required for initial Educational Plan: Parent, LEA Representative, Gifted Education Teacher, Evaluation Specialist, General Education Teacher, Student (as appropriate). Signatures required for EP Review: Parent, LEA Representative, Gifted Education Teacher, General Education Teacher, Student (as appropriate).

Services required (check all that apply)

- Co-teaching
- Support facilitation **15**
(1-3 times per month)
- Resource classroom or self-contained classroom
- Other _____

Frequency of Services:

- Daily (every time the course meets)
- Weekly (1-4 times per week) **16**
- Monthly
- Other _____

Location of Services:

- General classroom **17**
- Resource classroom
- Other _____

Describe any related services required by the student, including initiation and duration dates, location and frequency: _____ N/A

18

Student Name: _____

EP Development Date _____

Check the domains addressed by the Goals and Objectives in this Educational Plan.

Domain: Curriculum/Learning Social/Emotional Behavior Other **19**

Note: If a domain is NOT checked, the student does not demonstrate a need for services beyond those normally provided for all students.

Present Level of Educational Performance

The overall Present Level of Educational Performance is a narrative which describes the student's current functioning based on the following:

Formal Assessments (General Statewide Assessments, Florida Writes, SAT-9, SAT-10, etc.): No scores available at this time

Instrument	Areas Assessed	Date	Standard or Percentile Scores
			20

Informal Assessments (*check all that apply*):

Parent Observation
 Teacher Observation
 Portfolio Student Input
 Report Card
 Previous EP
 Student Led Conference
 Other _____

21

Student Strengths: **22**

What has the parent/guardian identified as the important educational considerations for this child? **23**

Additional observations and/or student input:

24

For an English Language Learner student, what are the language needs of the student, as related to this EP? _____ N/A

Student Name: _____ EP Development Date _____

Person(s) responsible for the implementation of this EP include: (*check all that apply*)

Gifted education teacher(s)
 General education teacher(s)
 Student
 Parent(s)
 Other

26

GOALS AND OBJECTIVES

The student’s goals are based on the need for differentiation beyond the general curriculum.

GOAL:	27
--------------	-----------

SHORT TERM OBJECTIVE:	27
------------------------------	-----------

SHORT TERM OBJECTIVE:	27
------------------------------	-----------

Progress toward the goal(s) will be measured by:

Evaluation Procedure(s)	Evaluation Criteria	Evaluation schedule	Results
<input type="checkbox"/> Graded Work Samples	<input type="checkbox"/> 90-100%	<input type="checkbox"/> Monthly	<input type="checkbox"/> Mastered
<input type="checkbox"/> Teacher Observation	<input type="checkbox"/> 80-89%	<input type="checkbox"/> Semester	<input type="checkbox"/> Progressing
<input type="checkbox"/> Standardized Test(s)	<input type="checkbox"/> Rubric Results	<input type="checkbox"/> Annually	<input type="checkbox"/> Continue with Revision
<input type="checkbox"/> Teacher Made Tests	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Discontinued
<input type="checkbox"/> Student Self-Assessment			<input type="checkbox"/> Other _____
<input type="checkbox"/> Rubrics			
---Student Participation			
---Student Product(s)			
---Student Presentation(s)			
<input type="checkbox"/> Performance Demonstration			
<input type="checkbox"/> Portfolio		28	
<input type="checkbox"/> Records Review			
<input type="checkbox"/> Other _____			

How will this progress be reported to parents?	29
--	-----------

Instructions for Completing the Educational Plan (EP) for Gifted Students

Note: An EP is appropriate only for gifted students. Gifted students who are also eligible for another exceptional education program MUST have an Individual Education Plan (IEP).

1. **EP Development Date** – The date the EP meeting was held and the EP developed, or the date of the interim review.
2. **Required Review Date** – This date can be no more than three years from the EP Development Date. If it is a transfer out-of-state EP, the date can be no more six months

from the EP Development Date. The EP must be reviewed at the end of sixth grade, prior to the move to the junior high school, and again at the end of the eighth grade before transitioning to the high school. The EP will again be reviewed in the spring of the senior year.

3. **Eligibility Date** – This is the date the student was found eligible for gifted services. The eligibility date for permanent placement is the date the ESE Director/Designee signs the Eligibility Determination section on the Eligibility and Placement form, ESE-1-9002.
4. **Placement Date** – This is the date the student actually receives services in the gifted classroom. This date may not be the same as the projected initiation date. This date WILL NOT change when the EP is reviewed.
5. **Initiation Date (projected)** – This is the date that gifted services are expected to begin. For most initial placements, this will be the same as the placement date. This date is considered a projected date in case the student should be absent on the initiation date. Although this date may not be the exact date the student begins services, it is not necessary to adjust this date. IN NO CASE MAY THE INITIATION DATE PRECEDE THE SIGNATURE DATE ON THE PARENT PERMISSION FOR PLACEMENT FORM (ESE-1-0947).
- 6-7. **Student Name and Number** – Complete both fields, being sure to use student’s legal name.
8. **Primary Language** – Check the appropriate box, and indicate primary language if other than English.
9. **English Language Learner** – Indicate if the student is currently identified as English Language Learner (ELL).
- 10-12. **School, Date of Birth and Grade** – Complete all fields.
13. **Procedural Safeguards** – A copy of *Procedural Safeguards for Exceptional Student Who are Gifted* must be provided to the parent/guardian. If the parent/guardian attends the meeting they should initial in the space indicated. If the parent/guardian does not attend the meeting, this is the date that the safeguards were sent home. The document is accessible via the school district website..
14. **Signatures** – Those who were **present** at the EP meeting must sign. This is only an attendance record and does not imply agreement with the EP. The participants at the development of the initial EP must include: (a) one general education teacher of the student who is knowledgeable about the student’s strengths and weaknesses; (b) at least one teacher of the gifted; (c) the LEA representative; (d) an evaluation specialist; (e) the parents/ guardians; (f) the student as appropriate, and; (g) at the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student. The evaluation specialist may be any participant who is knowledgeable interpreting test data. An evaluation specialist is not required to attend the review/interim meeting.

Parent(s)/guardian(s) are key members of the EP team. They know their child well and can discuss the child’s strengths and needs and share ideas for enhancing their child’s education. Parents can offer insights into how their child learns and what his or her interests are. If the parent(s) or guardian(s) are unable to attend in person, a telephone conference may be offered.

Telephone Conferences:

For persons participating by telephone, print full names, titles, and “by telephone” in parentheses on the blank lines. For example: *John Doe, father (by telephone)*.

The EP cannot be signed at a later date by persons not in attendance.

15. **Services required:** - Select the ESE service(s) the student is receiving. Check all that apply.

Co-teaching – The gifted teacher and the general education teacher share responsibility for planning, delivering, and evaluating instruction for all the students in a class, some of whom are gifted and some of whom are not. In order to be considered co-teaching, both teachers must jointly deliver instruction whenever a class/subject is taught and must continue for the entire period.

Support facilitation – The gifted teacher provides support for the gifted students’ achievement in the general classroom. Support facilitators may work and move among two or more basic education classrooms working with the general education teachers and students identified as gifted as needed.

Frequency and intensity of support varies based upon students’ and/or general educators’ need for assistance.

Consultation – General education teachers and teachers of the gifted meet regularly to plan, implement, and monitor instructional alternatives designed to ensure that the gifted student achieves successful accomplishment of gifted goals in the general education classroom. All teachers providing support to students via consultation are required to maintain a record of the teachers, courses, and gifted students to whom they are providing services and a log of service. The Consultation Log (ESE-2-9074) must be maintained and consultation occurs at least once monthly, or more frequently if needed.

Resource classroom or self-contained classroom – The gifted teacher provides total instruction and focused services in these models in which all the students being served are students who are gifted. The setting for this service delivery model is other than the general education classroom for a period(s) of the school day. This model would include students who receive enrichment instruction in the gifted classroom as well as students who receive one or more academic subjects taught by the teacher of the gifted in the gifted classroom.

16. **Frequency of Services** – Indicate how often the services indicated will be provided.

17. **Location of Services** – Indicate where the student will receive services.

Resource Room – The gifted student is pulled out from the general education class and received enrichment and/or accelerated programming with other gifted students.

General education classroom – Student received instruction completely within the general education class.

Other – Provide a brief description of any other location not described above.

18. **Related Services** – Describe any related services the student receives, such as Occupational Therapy or Physical Therapy. Provide initiation date, duration date, frequency of service, and location of service. Students must meet eligibility requirements

for any related services noted here. Gifted students receiving such therapies will have their EP reviewed on an *ANNUAL* basis. Goals and objectives must be provided for any necessary related services.

19. **Domain addressed by the goals and objectives** – Check the appropriate domain. Students demonstrating needs in the domains Independent Functioning, Communication, or Healthcare would be served through a 504 plan or an Individual Educational Plan (IEP).

Present Level of Educational Performance

20. **Formal Assessments** – Provide information about the formal assessments (standardized and norm-referenced) that provide a basis for the EP. The instrument or test name should be noted. Possible examples include General Statewide Assessments, Stanford Achievement TEST (SAT-10), etc. The areas assessed (such as reading or mathematics), date of the assessment, and results should be noted. Do not use grade equivalents-provide data using standard scores or percentiles. If no scores are available at the time of the EP (such as for a kindergarten or transfer student), check the appropriate box.
21. **Informal Assessments** – Indicate the informal assessments that provide a basis for the EP. Check all that apply.
22. **Student Strengths** – This is a narrative describing the student’s strengths that indicate a need for gifted services. This should include way(s) in which the student is achieving beyond the general curriculum. This statement should answer the question, “In what way(s) is this student gifted?”
23. **Parental Input** – Indicate the parents identified important educational consideration. What do the parents believe the child needs in order to continue to make academic progress beyond the general curriculum? In no case may this section be left blank. If the parent indicates that they will not attend the EP meeting, this information must be obtained via telephone or other means.
24. **Additional Information** – Note any other information, and, as is age appropriate, the student’s concerns for their education.
25. **English Language Learner Needs** – Indicate the language needs, as related to gifted services, for any student identified as English Language Learner (ELL). The box should be marked for students who are not ELL.
26. **Person(s) responsible for the implementation of the EP** – Indicate who is responsible for the implementation of the EP. More than one individual may be indicated.
27. **Measurable Goals and Short Term Objectives** – Based on the student’s present level of performance, identify at least one measurable goal with two short term objectives that identify what knowledge, skills, and/or abilities beyond the general curriculum the student will be expected to master.
28. **Evaluation Process** – Determine how the student’s mastery of each objective will be measured, using what criteria and on what schedule. Results must be noted at least annually. The EP should be updated at the end of the school year to reflect the progress made to date towards the annual goal and short term objectives.
29. **Student progress toward goals and objectives** – Student progress toward goals and objectives must be regularly reported to parents. Interim and annual reports may be used to keep parents fully informed. Additionally, parent conferences may be used to communicate progress.

30. **Data Sheet** – Not part of the EP – give this form to the ESE secretary.

NOTE: If a Gifted student is found eligible for another area of exceptionality, the gifted goals are incorporated into the IEP.

NOTE: If a Gifted student is found eligible for another area of exceptionality under the IDEA, the Gifted goals are incorporated into the IEP.

NOTE: If a Gifted only student receives Occupational/Physical therapy as related service, the therapist will complete and include the EP Related Services Goal page in the student's EP.

NOTE: Some Gifted students may have an EP and a Section 504 plan. These plans are maintained separately, but it is important to ensure the EP PLF notes the student has a section 504 plan.

School Board of Clay County, Florida
Green Cove Springs, Florida
Exceptional Student Education
Educational Plan for Gifted Students (EP)

Interim EP Development Date _____
Required Review Date _____

Interim Review Form

Student Name _____
School _____

Student Number _____
Date of Birth _____ Grade _____

Purpose of Interim Review:

- Addition of Goals/Objective Change in Gifted Service(s) Change in Time/Frequency of Service
 Addition of Present Level of Performance Other _____

As a parent of a gifted student, you have protections under the Procedural Safeguards (Florida State Board of Education Rule 6A-6.03313, FAC). For additional copies and/or explanations, contact the ESE Director or school counselor.

A copy of the *Gifted Procedural Safeguards for Exceptional Students Who are Gifted* has been provided to Parent/Guardian.
_____ Parent/Guardian Initials or Date Sent Home

I agree to access the Procedural Safeguards online at www.fl.gov _____ yes ___no initials

Signature of Interim EP Meeting Participants:

Parent/Guardian _____

Parent/Guardian _____

LEA Representative _____

Gifted Education Teacher _____

General Education Teacher _____

Administrator _____

Evaluation Specialist _____

Student _____

Other _____

Other _____

Signatures required for initial Educational Plan: Parent, LEA Representative, Gifted Education Teacher, Evaluation Specialist, General Education Teacher, Student (as appropriate).

Services required *(check all that apply)*

- Co-teaching
- Support facilitation
- Resource classroom or self-contained classroom
- Other _____

Frequency of Services:

- Daily (every time the course meets)
- Weekly (1-4 times per week)
- Monthly (1-3 times per month)
- Other _____

Location of Services:

- General classroom
- Resource classroom
- Other _____

Student Name: _____

EP Development Date: _____

Present Level of Educational Performance (continued):

ESE-2-2924
E.

Original - School
Copy 1 - Parent
Copy 2 - Teacher

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

Gifted Only Student Data & Schedule

Student Name: _____ Student Number: _____ DOB: _____ Grade: _____

Reference the A&P Manual and/or FOCUS Help page for assistance.

Primary Except: GIFTED

Related Services (SL, LI, OT, PT):

Time Total School Week (min)*: _____ **Time with Non-Disabled Peers TNDP (min)*:** _____

*For Gifted Only students with no related services; enter 0.

<u>Program Code*</u>	<u>Referral Date</u>	<u>Consent Date</u>	<u>Initial Eval Date</u>	<u>Eligibility Date</u>	<u>Placement Date</u>	<u>Dismissal Date</u>
L						

*GIF(Gifted)-L

Current EP/Interim Date: _____ **EP Required Review Date:** _____ **ESE Matrix Code:** _____ **IDEA Educational Environment:** Z

State Assessment : Z **Test Format:** _____ **ESY:** Z **Gifted Eligibility:** _____

Graduation Options (Check One): __Z – n/a __1 – Standard Diploma __Other 18 credit options

Class Schedule Notes:

The teacher needs to list any academic classes taught by the ESE Gifted teacher, including Support Facilitation and team taught classes, as well as any related services (i.e. Speech, Language, OT, & PT). List minutes per/wk for Gifted classes/services, and Related Services if applicable, such as Speech, Language, OT, & PT.

Legend: S= any teacher in a self-contained setting (Reg. Ed. or ESE); I = Support Facilitation; G= Groups of ≤ 15 students C= Co-Teaching									
K-8 GIFTED PROGRAM CLASS SCHEDULE			SCHOOL YEAR				High School Gifted Program Four Year Schedule EP Development Date _____ Required Review Date _____		
<u>Course Title</u>	<u>Teacher</u>	<u>Min/Wk</u>	<u>S</u>	<u>I</u>	<u>G</u>	<u>C</u>			
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes			
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes			
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes			
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes			
K-8 GIFTED PROGRAM CLASS SCHEDULE			SCHOOL YEAR				<table border="1"> <tr> <td align="center">I</td> </tr> <tr> <td align="center"><input type="checkbox"/> yes</td> </tr> </table>	I	<input type="checkbox"/> yes
I									
<input type="checkbox"/> yes									
<u>Course Title</u>	<u>Teacher</u>	<u>Min/Wk</u>	<u>S</u>	<u>I</u>	<u>G</u>	<u>C</u>			
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes			
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes			
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes			
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes			
K-8 GIFTED PROGRAM CLASS SCHEDULE			SCHOOL YEAR						
<u>Course Title</u>	<u>Teacher</u>	<u>Min/Wk</u>	<u>S</u>	<u>I</u>	<u>G</u>	<u>C</u>			
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes			
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes			
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes			
			<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes			

NOTE: This form is a Data Entry/Schedule Form only. It is not a legal part of the EP and thus changes can be made without an EP review. An EP review **must** still be held if a change is made to the EP (see A&P Manual).

GIFTED STUDENT DATA & SCHEDULE
General Instructions

Demographic information: Complete all items

Primary Exceptionality: L-GIF-Gifted. The Primary exceptionality is found on page one of the EP.

Related Services: If applicable list any related services (i.e. SI, LI, OT, PT). Twice exceptional students will have an IEP. Do not complete this Gifted Only Data sheet if the student has an IEP.

Time Total School Week TTSW (min): Indicates the total amount of time a student with a disability is scheduled to attend school each week. **This is not applicable for Gifted, because Gifted is not a disability.** It only applies if the student is receiving a related service in a resource room. If the student receives a related service therapy list the total school time in this field.

Time with Non-Disabled Peers TNDP (min): Indicates the total amount of time a student with a disability is with non-disabled peers. **This is not applicable for Gifted unless the student is receiving a related service (SI, LI, OT, PT) in a resource room.** Subtract the therapy time from the total school time.

Program Code: L-GIF-Gifted: Specifies a code which identifies the student's primary exceptionality.

Consent Date: Enter the initial consent date. This is the date consent was received for formal evaluation to determine the student's eligibility for **each** special education program. The format is MM/DD/YYYY.

Initial Evaluation Date: Enter the date the applicable **initial evaluation** procedures were completed for the purpose of determining a student's eligibility for each Exceptional Program. The date of the evaluation is found on the evaluation conducted by the evaluator (School Psychologist). This date must be before the eligibility date. The format is MM/DD/YYYY.

Eligibility Date: Enter the date the student's eligibility or ineligibility determination for the Special Program was verified by the program administrator or designee. This is the date that the ESE Director/Designee signs the Eligibility and Assignment Staffing Form, ESE-1-9002. This date is also noted on page one of the Education Plan (EP). This date must be before or the same as the placement date. The format is MM/DD/YYYY.

Placement Date: Specify the date the student was first enrolled in the Class, Course, or Services prescribed in the EP. The first day a student attends, "breathes air", in the ESE Program/class. This date is noted on page one of the EP. This date must be after or the same as the eligibility date and the parent signature on the Permission for Placement Form, ESE-1-9047. The format is MM/DD/YYYY.

Dismissal Date: Specify the date that the ESE Director/Designee signs the Eligibility and Assignment Staffing Form, ESE-1-9002, approving the dismissal or removal from the program. The date must be entered as MM/DD/YYYY.

Current EP Plan/Interim Date: Specify the date of the most recent Educational Plan development or review meeting. This is the date of the most current EP review held. This date is noted on page one of the EP. The date must be entered in the format: MM/DD/YYYY.

EP Required Review Date: Specify the date that the next IEP or EP review is due. For the IEP, this date cannot be more than one year from the Plan Date for permanently placed students. For the EP, this date cannot be more than three years for K-8 and four years for 9th-12 grades. The date must be entered in the format: MM/DD/YYYY.

ESE Matrix Code: Specifies the Support Level (111,112, or 113) under which the exceptional student should be funded. The student will be assigned a Support Level based on their assigned grade level (111: Grade PK-3; 112: Grades 4-8; 113: Grades 9-12). Use the drop-down menu to select from:

- 111 – PK – 3 Basic ESE Services
- 112 – 4-8 Basic ESE Services
- 113 – 9-12 Basic ESE Services
- 999 – Non-funded/Student Not Eligible

IDEA Educational Environment: The educational environment, in which a student with disabilities is served, is a one character code defined by DOE. Gifted only students are coded with a “Z.”

State Assessment: This element is used to identify whether or not a student with disabilities is administered an alternate assessment. For Gifted only students select:

- Z - Student will take General Statewide Assessments and other state and district-wide assessments; **or** student is in a grade level where not administered

Extended School Year Services (ESY): This element is used to indicate whether or not a student with disabilities receives extended school year (ESY) services in accordance with the student’s individual education plan (IEP). For Gifted only students, use the drop-down menu to select:

- Z-Student is not identified as a student with a disability (e.g. student is gifted)

Gifted Eligibility: This element identifies whether a student is identified as a Gifted student. Use the drop-down menu to select from:

- NA- Not applicable
- A-Student determined eligible under criteria in Plan A
- B-Student determined eligible under criteria in Plan B
- Z-Student was found ineligible or was eligible before 7/1/2009

Graduation Options: Specify Standard Diploma or other 18 credit options. The *other 18 credit options* are accelerated college or career preparatory programs NOT the 18 credit special diploma option.

K-8 Gifted Program Class Schedule for School Year: Specify the school year for the information listed below.

Course Title for **Elementary:**

The teacher needs to list any academic classes taught by the ESE Gifted teacher, including Support Facilitation and team taught classes, as well as any related services (i.e. Speech, Language, OT, & PT). The remainder of the schedule will be completed automatically.

Teacher

Specify the teacher who has been identified as the “responsible teacher” who will be delivering instruction/service. If the co-teach or support facilitation model is the service, write in the names of **both** teachers.

Mins/Week

List minutes per/week for Gifted classes/services. If applicable specify the number minutes per week for any related services (i.e. speech, language, OT, PT).

S – Check *yes* if the services are provided by a teacher, general education or ESE, in a self-contained setting; a setting in which one teacher is assigned to a specific group of students.

I – Check *yes* if the services are provided by an ESE teacher and delivered in either of the following ways:

- The ESE teacher is scheduled for the entire class period each time the general class/course meets.
- The ESE teacher is scheduled for part of the class period **or** is regularly scheduled but not on a daily basis each time the general class/course meets.

DO NOT enter on the data sheet if *the ESE teacher is not scheduled on a daily basis, but may be scheduled once or twice a week, several times a month, or totally randomly as needs arise.*

G- Check *yes* if the services are provided in a setting of groups of 15 or less students. (Typically, therapies will use this code.)

Note: If the group exceeds 15 students, code all additional students as *S*. There is no need to change the original 15 student codes to *S*.

C – Check *yes* if the services are provided in a co-teaching setting. This is a setting in which two teachers, one general education and one ESE, are in the class together the entire time and are both responsible for all students. Both teachers are required to have Team-Teaching professional development.

High School Gifted Program Four Year Schedule. Address EP development and required review date, indicate the service if applicable.

NOTE: A new data entry and schedule form is completed at each EP review. A new form does not have to be completed for an interim unless the result of the interim affects the information on the data sheet.

Goals and Objectives for Gifted Education Plans

Goal 1: Communication

To develop oral and written communication skills

Through evaluation procedures, and with 85% accuracy, the student will:

Objective 1: Use appropriate and accelerated vocabulary and language to orally convey information, concepts and ideas.

Objective 2: Generate, classify and evaluate ideas, objects and/or events in order to construct original projects.

Objective 3: Modify or expand upon an idea to devise and implement project plans.

Objective 4: Edit, refine and present information, concepts and ideas either individually or in a group to conclude a given assignment.

Objective 5: Use appropriate form, emphasis, usage, spelling and punctuation to ensure a quality product.

Objective 6: Use creative forms of oral expression to retell stories, role play, read poetry, or engage in choral speaking.

Objective 7: Select and apply a variety of personal and technical communication forms in small or large group discussions to convey information, positions and ideas.

Objective 8: State and elaborate points of view to persuade an audience to a particular point of view.

Objective 9: Analyze and evaluate different points of view to receptively and critically respond to the ideas of others.

Objective 10: Examine and understand the elements of contemporary issues to effectively compose written or oral presentations.

Objective 11: _____

Evaluation Procedures	Evaluation Criteria	Evaluation Schedule	*Results
____Date/Year			
__Grades/Work Samples	__90%-100%	__Monthly	__Mastered
__Informal Assessment	__80%-89%	__Semester	__Progressing
__Teacher Observation	__Other	__End of Unit	__Other
__Standardized Tests		__Annually	
__Other			

Goal 2: Leadership

To develop leadership skills

Through evaluation procedures, and with 85% accuracy, the student will:

Objective 1: Gather supporting details to defend one's position or views for or against issues, ideas and concepts.

Objective 2: Use responsible leadership traits and teamwork practices to lead group discussions.

Objective 3: Actively listen to understand the thinking of others and respond appropriately to differing points of view.

Objective 4: Lead and organize cooperative groups based on individual talents and strengths to solve a problem or complete a project.

Objective 5: Respond receptively and appropriately to the ideas of others to facilitate group tasks.

Objective 6: Lead a cooperative group through planning to successfully implement a project or problem-solving strategy.

Objective 7: Accept learning differences by respecting the ideas and feelings of individuals to enhance social skills.

Objective 8: Recognize, respect and act upon visionary thinking to incorporate these ideas to bring about change.

Objective 9: Utilize conflict management and resolution techniques in group discussions to resolve issues or conflicts.

Objective 10: Promote positive communication among group members to enhance group dynamics.

Objective 11: _____

Evaluation Procedures	Evaluation Criteria	Evaluation Schedule	*Results
____Date/Year			
__Grades/Work Samples	__90%-100%	__Monthly	__Mastered
__Informal Assessment	__80%-89%	__Semester	__Progressing
__Teacher Observation	__Other	__End of Unit	__Other
__Standardized Tests		__Annually	
__Other			

Goal 3: Critical Thinking

To develop critical thinking skills

Through evaluation procedures, and with 85% accuracy, the student will:

Objective 1: Apply deductive reasoning and analyzing thought process to solve a variety of logic problems.

Objective 2: Use systematic approaches to solve oral and written problems.

Objective 3: Break information into component parts to distinguish facts from hypotheses.

Objective 4: Distinguish between fact and opinion to support or validate conclusions.

Objective 5: Use an organizational approach to investigate a problem that includes asking questions, making observations, and recording and interpreting evidence.

Objective 6: Apply appropriate problem solving strategies to solve a variety of complex mathematical problems.

Objective 7: Use higher though processes to solve multi-step problems.

Objective 8: Produce solutions to real-world problems.

Objective 9: Connect prior knowledge to newly learned concepts to illustrate the logical thinking process.

Objective 10: Recognize and explain patterns to show evidence of a systematic approach in solving problems.

Objective 11: _____

Evaluation Procedures	Evaluation Criteria	Evaluation Schedule	*Results
_____Date/Year			
__Grades/Work Samples	__90%-100%	__Monthly	__Mastered
__Informal Assessment	__80%-89%	__Semester	__Progressing
__Teacher Observation	__Other	__End of Unit	__Other
__Standardized Tests		__Annually	
__Other			

Goal 4: Creative Thinking

To develop effective creative thinking and expression in both oral and written communication
Through evaluation procedures, and with 85% accuracy, the student will:

Objective 1: Use thinking tools to define a problem, evaluate alternatives, develop a plan of action and adjust the plans in response to a continual evaluation or progress.

Objective 2: Use scientific method to complete scientific investigations.

Objective 3: Generate, classify, and evaluate ideas, objects, and/or events in unique and/or new ways to construct original projects that illustrate solutions to real-life problems or concerns.

Objective 4: Think of novel, unique, or unusual responses to solve a problem, a mystery, or a scientific investigation (originality).

Objective 5: Generate a quantity of ideas, responses, solutions, or questions to complete as assigned task/s (fluency).

Objective 6: Produce ideas, responses, solutions, or questions in a variety of categories to complete a task or a problem (flexibility).

Objective 7: Modify or expand upon an idea by adding detail to basic ideas to express emotions, concepts, or positions (elaboration).

Objective 8: Construct and use a rubric to edit and refine concepts and ideas.

Objective 9: Construct and use a rubric to use in delivering an oral report to a peer or to a big audience.

Objective 10: Examine alternatives and compare risks or consequences to complete an investigation.

Objective 11: _____

Evaluation Procedures	Evaluation Criteria	Evaluation Schedule	*Results
____Date/Year			
__Grades/Work Samples	__90%-100%	__Monthly	__Mastered
__Informal Assessment	__80%-89%	__Semester	__Progressing
__Teacher Observation	__Other	__End of Unit	__Other
__Standardized Tests		__Annually	
__Other			

Goal 5: Independence

To develop independence to seek advanced knowledge and explore ideas
Through evaluation procedures, and with 85% accuracy, the student will:

Objective 1: Construct and apply appropriate personal and academic goals to improve and maintain high academic achievement.

Objective 2: Set realistic goals and objectives to complete each project/task.

Objective 3: Accept the impact and effects when individuals or group members experience failure.

Objective 4: Construct and apply plans and strategies to guide and complete an independent study.

Objective 5: Utilize both written and oral communication to gather and disseminate information.

Objective 6: Use the inquiry process to organize the investigation of an area of study.

Objective 7: Seek expert opinion, knowledge and/or advice without teacher prompts to solve problems.

Objective 8: Practice persistence in completing independent studies and/or projects.

Objective 9: Sees appropriate audiences with whom to share results of studies and/or projects.

Objective 10: Apply appropriate social skills using a rubric to ensure quality group efforts/products.

Objective 11: _____

Evaluation Procedures _____Date/Year	Evaluation Criteria	Evaluation Schedule	*Results
<input type="checkbox"/> Grades/Work Samples	<input type="checkbox"/> 90%-100%	<input type="checkbox"/> Monthly	<input type="checkbox"/> Mastered
<input type="checkbox"/> Informal Assessment	<input type="checkbox"/> 80%-89%	<input type="checkbox"/> Semester	<input type="checkbox"/> Progressing
<input type="checkbox"/> Teacher Observation	<input type="checkbox"/> Other	<input type="checkbox"/> End of Unit	<input type="checkbox"/> Other
<input type="checkbox"/> Standardized Tests		<input type="checkbox"/> Annually	
<input type="checkbox"/> Other			

Goal 6: Technology

To develop technology skills

Through evaluation procedures, and 85% accuracy, the student will:

Objective 1: Perform basic computer skills such as organization, transfer and copy of files as well as use of peripherals to manage information systems.

Objective 2: Access, select, retrieve and record information to complete word processing tasks.

Objective 3: Use of spreadsheets, charts, graphs, tables and word processing programs to organize, analyze, synthesize and evaluate information.

Objective 4: Use Power Point or other presentation programs to prepare and construct electronic presentations of findings and reports.

Objective 5: Forecast future trends or implications through information systems to identify and analyze societal trends.

Objective 6: Identify appropriate technological sources from which to obtain appropriate information to evaluate theories, conclusions and findings of investigations or studies.

Objective 7: Propose new uses for technology and information systems to increase personal productivity.

Objective 8: Generate workable solutions to solve a given simulation/project/problem or idea through the use of technology tools.

Objective 9: Employ technology as a tool for learning to locate, evaluate and communicate information in small or large cooperative learning group environment.

Objective 10: Use technology tools to search and recall specific information, then transfer concepts to new situations.

Objective 11: _____

Evaluation Procedures _____Date/Year	Evaluation Criteria	Evaluation Schedule	*Results
__Grades/Work Samples	__90%-100%	__Monthly	__Mastered
__Informal Assessment	__80%-89%	__Semester	__Progressing
__Teacher Observation	__Other	__End of Unit	__Other
__Standardized Tests		__Annually	
__Other			

Goal 7: Inquiry

To develop inquiry skills to discover new areas of study through meaningful and properly constructed questions

Through evaluation procedures, and with 85% accuracy, the student will:

Objective 1: Ask questions to gather information to define or describe a real-world problem.

Objective 2: Redefine a line of query to narrow the focus to solve a real-world problem.

Objective 3: Utilize a line of query to guide the investigation process (researching sources, observing, interviewing, etc.)

Objective 4: Seek internal motivation to pursue a new path of study that the original did not or could not anticipate.

Objective 5: Synthesize meaning to shape significant thoughts, ideas, and theories outside of his/her prior experience from the investigation process.

Objective 6: Share knowledge about an idea, concept, or case study using his/her own experiences and investigations to initiate a community-building inquiry process.

Objective 7: Utilize reflection moments to look back at the question, the research path and conclusions made in making new decisions.

Objective 8: Gather information and data through application of the human senses – seeing, hearing, touching, and smelling, to complete a task or scientific investigation.

Objective 9: Apply inquiry learning process by involving the factors of the context, the framework and the focus for questions, as well as the different levels of questions to complete an oral presentation.

Objective 10: Recognize patterns, meanings, structures, and connections from any in-depth field of knowledge to build meaning to research papers and other related tasks.

Objective 11: _____

Evaluation Procedures _____Date/Year	Evaluation Criteria	Evaluation Schedule	*Results
__Grades/Work Samples	__90%-100%	__Monthly	__Mastered
__Informal Assessment	__80%-89%	__Semester	__Progressing
__Teacher Observation	__Other	__End of Unit	__Other
__Standardized Tests		__Annually	
__Other			

Goal 8: Forecasting

To develop and use forecasting skills as effective means and process of forecasting or predicting of future and past alternatives and risks

Through evaluation procedures, and with 85% accuracy, the student will:

Objective 1: Generate alternative endings to a story if key characters or incidents were changed.

Objective 2: Explain how things, situations, and/or events might be different if events in history had changed.

Objective 3: Predict how future events will happen based on a specified set of circumstances.

Objective 4: Examine alternatives and compare risks or consequences of given problems or challenges.

Objective 5: Become a risk taker at every given opportunity.

Objective 6: Examine closely the details of a real-world problem to anticipate any situation that could prevent the completion of a solution.

Objective 7: Plan socially acceptable solutions to forecasted problems to facilitate the completion of a project.

Objective 8: Predict and analyze results of social surveys to summarize the outcome of the project.

Objective 9: Predict mathematical solutions or odds within set circumstances or problems.

Objective 10: Carry out socially acceptable solutions to forecasted problems to avoid the failure of a project or a solution.

Objective 11: _____

Evaluation Procedures	Evaluation Criteria	Evaluation Schedule	*Results
_____Date/Year			
__Grades/Work Samples	__90%-100%	__Monthly	__Mastered
__Informal Assessment	__80%-89%	__Semester	__Progressing
__Teacher Observation	__Other	__End of Unit	__Other
__Standardized Tests		__Annually	
__Other			

Goal 9: Research

To develop research skills to pursue expanded knowledge and explore ideas
Through evaluation procedures, and with 85 % accuracy, the student will:

Objective 1: Use a systematic approach for locating and using information from a variety of reference materials to plan and write a research project.

Objective 2: Use a systematic approach for locating and using information from a variety of reference materials to illustrate, evaluate and present a project or research findings.

Objective 3: Analyze and synthesize information, concepts, and ideas obtained from multiple sources to discuss and present research findings.

Objective 4: Re-conceptualize or challenge existing knowledge/theories to generate new knowledge or ideas.

Objective 5: Use implicit and explicit information in selections to interpret a variety of reading selection.

Objective 6: Ask discerning and searching questions to gather information on given tasks.

Objective 7: Utilize and discern web-based information when gathering information to analyze the possible consequences and impacts of each solution to an issue or problem.

Objective 8: Identify main ideas, key words, dates, names, etc. when analyzing information to formulate conclusions about a given topic.

Objective 9: Collect, classify, analyze, interpret and criticize researched data to complete the scientific or research process.

Objective 10: Identify, collect and use various resources to complete an in-depth independent study.

Objective 11: _____

Evaluation Procedures	Evaluation Criteria	Evaluation Schedule	*Results
____Date/Year			
__Grades/Work Samples	__90%-100%	__Monthly	__Mastered
__Informal Assessment	__80%-89%	__Semester	__Progressing
__Teacher Observation	__Other	__End of Unit	__Other
__Standardized Tests		__Annually	
__Other			

Goal 10: Respect for Self and Others

To develop skills in understanding and showing respect for self and others
Through evaluation procedures, and with 85 % accuracy, the student will:

Objective 1: React appropriately to simulations with scenarios that help improve one's coping strategies.

Objective 2: Choose appropriate solutions to resolve conflict/problems/situation.

Objective 3: Accept one's own special talents and abilities, as well as, the talents and abilities of others to facilitate effective personal interaction.

Objective 4: Participate in programs and projects that emphasize service to others to increase social awareness.

Objective 5: Set personal and academic goals by developing realistic and systematic plans to make significant progress toward achieving these goals.

Objective 6: Listen and participate actively in discussions to understand the positive and negative impacts or experiences when an individual experiences failure.

Objective 7: Use different ways and means to effectively and efficiently cope or deal with change.

Objective 8: Exercise self-monitoring practices to improve academic achievement.

Objective 9: Utilize time management strategies to improve personal productivity.

Objective 10: Work cooperatively with peers from various cultures and ability levels to recognize and accept individual values, strengths and learning styles.

Objective 11: _____

Evaluation Procedures _____Date/Year	Evaluation Criteria	Evaluation Schedule	*Results
<input type="checkbox"/> Grades/Work Samples	<input type="checkbox"/> 90%-100%	<input type="checkbox"/> Monthly	<input type="checkbox"/> Mastered
<input type="checkbox"/> Informal Assessment	<input type="checkbox"/> 80%-89%	<input type="checkbox"/> Semester	<input type="checkbox"/> Progressing
<input type="checkbox"/> Teacher Observation	<input type="checkbox"/> Other	<input type="checkbox"/> End of Unit	<input type="checkbox"/> Other
<input type="checkbox"/> Standardized Tests		<input type="checkbox"/> Annually	

District Policy to Address Requests for Gifted Re-testing

Our policy is to wait two years before retesting a student who scores near the eligibility cut-off score but does not meet the entrance criteria for the gifted program. It is not recommended to retest children who have previously obtained a Full Scale IQ of less than 120 for Plan A Gifted, or a Full Scale IQ of 108 for Plan B Gifted. Exceptions may be made for extenuating circumstances identified by school personnel or parents. If a teacher or parent requests re-testing for a student for gifted consideration, the SST (consisting of teacher, parent, school psychologist, and guidance counselor) should convene to discuss previous test results, any changes in child's performance since the previous testing and current progress. As a team, the SST should make a recommendation as to whether or not a child should be retested. If consensus cannot be obtained, the case should be referred to district level personnel for recommendations. Once a child has been tested twice through the school district and scores are within similar range, there is no need to refer for testing a third time.

The repeated testing of students referred for gifted can have a negative psychological impact. When scores do not meet the criteria set by FL-DOE for eligibility into the Gifted Program, students perceive that they "failed" the test. Continuing to re-test these children only promotes further disappointment.

Superintendent Gifted Services Memo



Ben H. Wortham
Superintendent of Schools

CLAY COUNTY DISTRICT SCHOOLS

900 Walnut Street
Green Cove Springs, Florida 32043

Telephones:

904/284-8600 (GCS) 904/272-8100 (OP)
1-888-633-2529 (KH)
FAX 904/284-6525 TDD 904/284-8584

BOARD MEMBERS

Carol Vallencourt
District 1
Carol Studdard
District 2
Charles Van Zant, Jr.
District 3
Frank Farrell
District 4
Lisa Graham
District 5

ADMINISTRATIVE MEMO

To:	All Principals		
From:	Ben H. Wortham Superintendent <i>BHW</i>	District Approval	Danise W. Adams Deputy Superintendent <i>DWA</i>
Date:	February 18, 2010	Division Approval	Sharon F. Chapman Asst. Supt. for Instruction <i>SFC</i>
Memo:	SD-IN-10-003	Subject	GIFTED SERVICES

In order to assure that Exceptional Education Services (ESE) are provided for all gifted students according to their Educational Plans (EPs), the following principles should guide decision making:

- 1) Students must attend gifted classes as scheduled. Participation in the gifted class cannot be used as a reward.
- 2) Students who attend the gifted class for content instruction receive their grade for that subject from the gifted teacher. Since students who attend gifted classes for enrichment are responsible for concepts covered in the regular class, the general education teacher should try to scheduled critical lectures, presentations of new material, and tests at a time when the gifted students are present. Any critical material which must be covered when the students are in the gifted classroom should be provided to the gifted teacher or the students upon their return.
- 3) Gifted students are NOT required to make up work missed while participating in activities with the gifted teacher. Additionally, work missed must not be assigned as homework. However, the students may be held responsible for key concepts covered during their absence.
- 4) A system must be developed to ensure that gifted students know whether homework assignments were made and what the assignments are.

For additional information, please contact the ESE Department.

Procedures for Articulating Gifted Students from 8th Grade to High School

All 8th grade students must be articulated. Meetings to review the Educational Plan (EP) for this purpose **must** be held even if the EP is not due for review this year. A **new EP** will be written for students entering high school, ensuring that students are covered for the full four years. High school EPs expire **four** years from the date you have the articulation meeting.

Gifted students with grades D's and F's and 504 Plans should **not** be dismissed from the gifted program. These students are at risk for not graduating from high school.

Students who are twice exceptional (having a disability and gifted) have an IEP. This will continue to be reviewed annually. These students should **not** be dismissed from the gifted program. The IEP should, however, be reviewed prior to moving to the high school.

The general curriculum, including Advanced Placement and International Baccalaureate classes, provides ample opportunities to meet the needs of gifted students. Gifted students with grades of C or better will have their articulation EP address appropriate services.

Those students who will remain on an active EP should have Support Facilitation marked on page one of the EP, under the heading Services Required. For Frequency of Service, mark other and write in "semester." Location of services will remain the general classroom.

As with any EP review, an updated Present Level of Educational Performance and current goals and objectives are required.

If a student does not meet the criteria listed above, you **must** contact the gifted Secondary Program Counselor or Gifted Program Specialist, prior to the EP meeting.

Gifted IEP Tip Sheet for Dual Exceptional Students

If a student is dual exceptional (i.e. Gifted and SLD), the student will have an IEP. The ESE teacher who services the student for the other program whether it is EBD, VI, SLD etc. will write the body of the IEP. Your responsibility is as follows:

Page 1 - Under Exceptionalities list the program Gifted. It is not the primary exceptionality so it will be listed below the other program(s). The eligibility date and placement dates are documented on the same line.

Page 1 - Under ESE Services A Current School Year and ESE Services B Next School Year, please add:

- differentiated curriculum under services
- note the subject(s)
- frequency is 1 time per week (elementary) and location is resource room
- frequency is 5 times per week (junior high) and location is general class room

Page 8 - Under Present Level of Academic Achievement and Functional Performance, you may use this page and add to the other ESE teacher's documentation. This would be the same information that would be on page 2 of your EP. Another option is to use the Present Level Addendum (ESE-2-2924) to write the Gifted information in summary form.

Page 9 - Measurable Annual Goal and Objective

- the Priority Educational Need Gifted
- write your measurable annual goal
- check the appropriate boxes under Schedule of Progress Toward Goal
- under person responsible for goal write teacher of gifted

Complete IEP Signature page

Data sheet - please note subject, minutes per week in gifted, and teacher name

Gifted NQ Meetings

Parents are not required to attend Gifted eligibility meetings if the student is found **ineligible** for the Gifted program. The process entails sending a letter to the parents explaining the **ineligibility** determination along with the results of the psycho-educational evaluation. The school remains available to the parents/legal guardians to address any concerns/questions that may arise, and parents/legal guardians are encouraged to schedule a meeting at the school if the need arises.

Gifted NQ Meeting Procedures:

When Document 2 Reviews for Gifted referrals are conducted, and the evaluation results reveal ineligibility for the Gifted program, please follow the procedures listed below:

1. Staffing Specialist completes Document 2 Review.
2. The school-based eligibility team convenes and completes the eligibility determination forms.
3. The ESE staffing specialist or ESE Secretary ensures the parent notification letter is signed by the school principal.
4. The ESE secretary sends the Psycho-educational Evaluation, Eligibility Determination forms, and Procedural Safeguards for Students Who are Gifted to the parents/guardians.

Please note there are **no** procedural changes for students who **qualify** for the Gifted program.



Addison G. Davis
Superintendent of Schools

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

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Green Cove Springs, Florida 32043
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Dear Parent/Guardian:

Your child was recently referred for eligibility consideration for the gifted program in Clay County Public Schools.

The three requirements for eligibility in the state of Florida are:

1. a score of two standard deviations above the mean (a full-scale standard score of 130 or greater) on an individually administered intelligence test, and
2. a majority of gifted characteristics on a behavioral characteristics checklist, and
3. a demonstrated need for the program.

Enclosed is a copy of the psycho-educational report and Eligibility Determination form. The Team reviewed the data and determined that your child's test score did not meet the state requirements for the gifted program.

Although at this time your child did not meet eligibility requirements, we know that you continue to be proud of his/her achievements and abilities. We would encourage you to work with your child's school and classroom teacher to identify opportunities for creativity, enrichment, and avenues to explore your child's strengths.

If you have further questions or would like to schedule a meeting, please contact the school Guidance Department.

Sincerely,

Principal

Enclosures: Psycho-educational report
Eligibility Determination form
Procedural Safeguards for Students Who Are Gifted

ESE-1-2295

Original – Parents

Copy 1 – School

Innovate

Engage

Empower

“An Equal Opportunity Employer”

**Revision of Plan to Increase Access of Under-Represented Students
in Gifted Programs**

Gifted Rule 6A-6.03019

Clay County District Schools
Exceptional Student Education

District Goal

The Clay County District School System implemented the district approved Plan B Gifted Eligibility Criteria for students from under-represented groups during the 1991-1992 school year. Since implementation, Clay County has increased the population of students from under-represented groups in the gifted program. The plan is revised regularly to reflect best practices in identification and screening.

Current Gifted membership for the 2016-17 school year is noted below:

<u>Category</u>	<u>All Students</u>	<u>Gifted Students</u>	<u>% Gifted Students</u>
Total Student Population	38,859	2408	6.19%
Limited English Proficient	971	10	1.02%
Low Socio-economic Status Family	16,316	828	5.07%

The percentage of LEP Gifted Compared to Total Number of Gifted Students is .41%

The percentage of low SES Gifted Compared to Total Number of Gifted Students is 34.38%

According to Rule 6A-6.03019(2)(b)(1), Florida Administrative Code (FAC), under-represented groups include students who are limited English proficient or from a low socio-economic status family.

Pursuant to the eligibility provisions of Rule 6A-6.030 19(2)(b) 2, FAC, the goal is to achieve a representation of eligible students in programs for the gifted that is representative of the student population in the Clay County District Schools. The Clay County plan will target students from both of these groups.

The long term district goal for Clay County is to achieve proportional representation in the gifted program of all currently under-represented populations.

Screening and Referral Procedures

Screening and referral procedures will identify a pool of potentially gifted students who demonstrate superior abilities and performance in the areas of leadership, motivation, academic achievement, and creativity. Screening and referral procedures will be used to increase the number of students from all under-represented groups who will be referred for evaluation. The responsibility for screening will be assigned to the Student Services Team (SST) in each school. This team reviews available data on students and makes recommendations about meeting the needs of those students. The SST has the authority to refer students for ESE evaluation despite the students' scores on various screening instruments. It is anticipated that some

students who have not previously met screening cut-off scores for gifted evaluation will now be referred for consideration. It should be noted that Gifted referrals are only required to be presented to the SST if the cut-off scores have not been met, offering yet another opportunity for student to move past screening to evaluation. The guidance counselor in each school coordinates all screening and referral activities. Parental permission for all screening and evaluation activities will be obtained prior to any assessment. Under-represented students may be nominated for consideration by any of the following screening processes:

- (1) All limited English proficient students will be screened by either the English as a Second Language (ESL) teacher or classroom teacher, using the Gifted Traits Screening Checklist (GTSC). A score of 3 or greater will be sufficient for further consideration. This screening will take place after the teacher has had at least six weeks of contact with the student.
- (2) Classroom teachers may nominate students regardless of achievement test scores by completing the GTSC. A score of 3 or greater will be sufficient for further consideration. This screening may be completed after the teacher has had at least six or more weeks of contact with the student.
- (3) Parents may refer their child by completing the Gifted Checklist, Parent Form. A score of (10) or greater will be sufficient for further consideration.
- (4) Any member of the school or community may nominate a student by completing the Gifted Checklist, Community Member form. This includes school volunteers and community service organizations. A score of nine (9) or greater will be sufficient for further consideration.
- (5) Screen first grade students with non-verbal instruments, including the Naglieri Nonverbal Ability Test®-Second Edition (NNAT®-2).

A screening checklist has been developed to identify the gifted traits which are representative of high functioning students from under-represented populations. The GTSC will be completed by a teacher who is well acquainted with the student. The individual completing the GTSC might be the current classroom teacher, a resource teacher, or the prior year's instructor.

The completed GTSC will be reviewed by the Student Services Team or school guidance counselor, as appropriate. Ratings are on a scale of zero to four. A score of zero indicated the trait was unable to be observed. The ratings are tallied and sum is recorded. The number of responses with a score of 1 or greater is determined. This is the count. The sum is then divided by the count to obtain the total score. A total score of 3 or higher indicates that the student is demonstrating traits consistent with those of a gifted learner, and is an indicator that further screening and/or evaluation for gifted placement should be pursued.

Student Evaluation

The Plan B Gifted Eligibility Matrix will be utilized in determining eligibility for placement in the gifted program. The Plan B Gifted Eligibility Matrix will include measures of intellectual development, academic performance, leadership, motivation, creativity and environmental factors through the following means:

Academic Performance

Academic Performance is determined by student grades. Grades are reported in four core curriculum areas: reading, math, science and social studies. Scores are reported on a four point scale. The minimum consideration of eligibility on the Plan B. Gifted Eligibility Matrix is a 1.0, which yields a rating of one (1).

Leadership, Motivation and Creativity

A Revision of the Scales for Rating the Behavioral Characteristics of Superior Students (Joseph S. Renzulli,

Linda H. Smith, et. Al.) will be used to evaluate the student's demonstrated ability or potential in the areas of leadership, motivation, and creativity. The student will be rated by educators with primary observational opportunities. Any number of educators may rate the student. Each person will use a separate set of rating forms, and independently rate the student. Observation of the student will be the most important factor in completing the checklist. The minimum score for consideration of eligibility on the Plan B Gifted Eligibility Matrix is 55, which yields a rating of one (1).

Individual Intellectual Assessment

An individual intellectual assessment will be administered by a psychologist. Test selection will depend on the background of the student, and the professional judgment of the school psychologist. Partial scores may be used, if prior conditions are determined to exist. The minimum score for consideration of eligibility on the Plan B Gifted Eligibility Matrix is 115, which yields a rating on one (1).

Intellectual measures may include, but are not limited to:

- a. Weschler Intelligence Scales
- b. Stanford Binet Intelligence Scale, Fourth Edition (SB-IV)
- c. Kaufman Assessment Battery for Children (K-ABC)
- d. Leiter International Performance Scale (Leiter-R)
- e. Differential Abilities Scales (DAS)
- f. Reynolds Individual Assessment Scales

Environmental Indicators

Environmental factors known to play a significant role in the expression of giftedness will be reviewed by the Eligibility Staffing Committee. These factors will be considered: English proficiency and socio-economic status as measured by free or reduced lunch count. One point for membership in each group will be awarded on the Plan B Gifted Eligibility Matrix. The minimum score for consideration of eligibility on the Plan B Gifted Eligibility Matrix is one (1) point.

Eligibility

A student is eligible for the gifted program in accordance with:

1. Eligibility under 2(a) of State Board Rule 6A-6.0301, FAC
- or
2. Eligibility under 2(b) of State Board Rule 6A-6.0301, FAC.

Students eligible under 2(b) will be considered for placement upon completion of the Plan B Gifted Eligibility Matrix. Gifted eligibility requires a total score of nine (9) or more points and the student must meet the minimum eligibility requirements in each of the four categories on the Plan B Gifted Eligibility Matrix: Intellectual Abilities, Grades, Gifted Characteristics, and Environmental Indicators.

Instructional Program Modifications or Adaptations

Rule 6A-6.030 19(2)(b)2.3, F AC, Instructional program modifications or adaptations to ensure successful and continued participation of student from under-represented groups in the existing instructional program for gifted students.

Philosophy

The philosophy of the Clay County District Schools is reflected in the following mission statement:

"The Clay County School District, in partnership with the entire community, is dedicated to providing a

quality education in a safe, inviting environment so that all students learn and become successful, responsible citizens."

The affective, cognitive and behavioral aspects of a student's education must be addressed to realize this mission. These aspects of gifted education can be addressed most effectively by recognizing the diversity within and between cultural groups.

Curriculum

The goals of the instructional program will correspond with the goals identified in the Common Core State Standards. Gifted programs in Clay County use The College of William and Mary Center for Gifted Education curriculum. When necessary, program modifications will be made to meet the needs of students with particular learning styles and cultural values.

Program expectations will not be lowered for Plan B students. Instead, adaptations will build on the identified needs and characteristics of students from under-represented groups as identified according to the Gifted Traits Screen Checklist.

The goals of the gifted program for under-represented students will focus on developing the student's skills and abilities necessary for successful participation in society. The curriculum will focus on the positive talents of each gifted child. Instructional strategies will include:

The curriculum will focus on the positive talents of each gifted child. Instructional strategies will include:

- a. Individual and small group projects based on the student's interest
- b. Community exploration and service
- c. Creative physical expression
- d. Counseling
- e. Challenging subject area and interdisciplinary courses
- f. Research strategies
- g. Parent involvement and information

Instructional Support

To ensure successful and continued participation of students from under-represented groups, instructional support will be provided within the school system and the community. Additional support will include:

- a. Staff development for teachers and counselors
- b. Workshops for parents
- c. Partnerships between school and community
- d. Access to technology
- e. Materials and services provided by FDLRS (Florida Diagnostic and Learning Resource System) and other agencies

Evaluation Design

Evaluation of nomination, screening, and identification procedures is an ongoing process.

Specific data, as it relates in reaching the stated district goal in identifying under-represented gifted students, will be compiled annually. The data collected will be used to compare the incident rate of identified gifted students in each category (free or reduced lunch and limited English proficient). This information is incorporated into the district Continuous Improvement/System Improvement Plan.

SCHOOL DISTRICT OF CLAY COUNTY, FLORIDA

Exceptional Student Education
Gifted Checklist
 Community Member Form

Child's Name _____ Teacher _____

Please return this form to _____ School. Mark one response for each behavior.

This Child:	Almost Always	Often	Sometimes	Hardly Ever	Almost Never
1. Likes to help others					
2. Is popular with a variety of people					
3. Thinks of creative ways to do things					
4. Influences others to join in activities					
5. Has a lot of energy					
6. Adapts easily to new situations					
7. Has an adult understanding of the world					
8. Has a good sense of humor					
9. Is involved in community activities					
10. Has a keen sense of fairness and justice					
11. Is not afraid of being different					
12. Shows imagination					
13. Is curious					
14. Enjoys music and/or dance					
15. Has a variety of interests, hobbies, or talents					
16. Is good at sports					

Signature _____ Date _____

Relationship to child _____

Address _____ Phone _____

Comments: _____

The statements will assist in determining your child's educational/intellectual needs. For each statement, indicate the degree to which this characteristic has been observed. Please consider each answer carefully.

SCHOOL DISTRICT OF CLAY COUNTY, FLORIDA
Exceptional Student Education
Gifted Checklist
Parent Form

Child's Name _____ Teacher _____

Please return this form to your child's teacher. Mark one response for each behavior.

This Child:	Almost Always	Ofte n	Sometim es	Hardly Ever	Almost Never
1. Asks a lot of questions					
2. Tries to solve problems and figure things out					
3. Has many ideas and has a lot to say					
4. Is interested in many things					
5. Learns faster than others					
6. Likes to make new things and/or tell stories					
7. Is not afraid to be different					
8. Does not mind working alone					
9. Is imaginative (likes to pretend)					
10. Likes to play with other children					
11. Influences others					
12. Likes to help others					
13. Can make good choices					
14. Is popular with others (children and/or other adults)					
15. Likes school					
16. Is good at art or drawing cartoons					
17. Is good at music and/or dance					

Signature _____ Date _____

Address _____ Phone _____

Comments: _____

The statements will assist in determining your child's educational/intellectual needs. For each statement, indicate the degree to which this characteristic has been observed. Please consider each answer carefully.

ESE PREKINDERGARTEN

Introduction

This Procedural Handbook for the Exceptional Student Education (ESE) Prekindergarten program is intended as a resource and guide for ESE Specialists, ESE Teachers, Principals, and Student Services personnel. Use of this handbook should be in conjunction with Clay County Special Programs and Procedures for Exceptional Student Education, ESE program-specific guidelines, and district policies handbook.

The handbook, as stated, serves as a guide for the overall ESE Prekindergarten program, thus every unique situation regarding Prekindergarten students with disabilities may not be addressed. In such cases, the ESE Prekindergarten Specialist/ESE District Office should be contacted.

Program Overview

A Prekindergarten exceptional education student is a child who has reached his/her third birthday or who has not yet reached five (5) years of age on or before September 1st. The child may have a communication, cognitive, behavioral/emotional, physical, or sensory delay which significantly affects the attainment of normal developmental milestones.

A student is eligible for ESE Prekindergarten exceptional services based upon meeting the eligibility criteria for one or more specific exceptionalities and upon meeting the age requirements. The philosophy of Clay County's ESE Prekindergarten program is that all children with a developmental delay can be helped to function more productively, strengthen their readiness skills, and be better prepared to enter kindergarten.

Clay County's ESE Prekindergarten programs are located on elementary school campuses.

Voluntary Preschool (VPK) students have been added to some of our classrooms for students with disabilities to meet the state mandated requirement for inclusion.

ESE Prekindergarten Program Options

Educational services provided for eligible Prekindergarten students with disabilities in Clay County are provided through specific program delivery options:

Varying Exceptionalities (VE) Prekindergarten:

Preschool students meeting criteria and found eligible for Developmental Delay (DD), Autism Spectrum Disorder (ASD), Emotional/Behavioral Disabilities (EBD), Intellectual Disabilities (InD), or Significant Language Impairment (LI), may be served in a self-contained VE preschool classroom housed on designated Clay County elementary school campuses. Assignment to a particular VE Prekindergarten program is based on home school attendance zone and Day Care location. Some exceptionalities may require special consideration for placement in another location.

Contractual/Interagency Agreements:

Students meeting criteria and found eligible for ESE Prekindergarten services may be served / placed in a VE Preschool setting at a private center in Clay County. Parents must be in agreement with placement.

Resource Services / Therapies:

Students meeting criteria and found eligible for additional ESE programs (Deaf Hard of Hearing, Visual Impairment, Occupational Therapy, Physical Therapy, Speech Impairment, Language Impairment), in addition to their primary exceptionality may receive resource services/therapy during their full day program of service throughout the week.

Itinerant Speech (SI), Language (LI), and Visual (VI) Impairment Prekindergarten:

Students meeting criteria and found eligible for Speech, Language, and /or Vision services only- may be served in a resource setting for therapy at their home school. If parents request to have the child served at another designated site, Special Pupil Request procedures must be followed.

Orthopedically/Physically Impaired (OI/PI) Prekindergarten:

Students meeting criteria and found eligible for Orthopedically Impaired (OI) or Physically Impaired (PI) program may be served at a school that provides special accommodations for the disability.

Transportation:

Regular education school buses may transport Prekindergarten student with disabilities. Special Transportation is available for any Prekindergarten student with a disability as documented in the student's Individual Education Plan (IEP) based on student's needs. All appropriate procedures for Special Transportation should be followed.

Hospital/Homebound:

Students already enrolled in the Clay County school system and meeting eligibility criteria for Hospital/Homebound programming may be served according to Clay's Special Programs and Procedures.

Voluntary Prekindergarten (VPK):

Voluntary Prekindergarten is available at selected school sites within the Clay County school district. A voucher must be obtained from Episcopal Children's Services before entry into either the VPK/ESE school year program or the summer program offered through the Elementary Education Department.

Transportation is not provided. VPK students must obtain voucher of eligibility from Episcopal Children's Services before enrolling in the Clay County School System.

Refer parents to the VPK website (www.ecs4kids.org) for further information. VPK students MAY have an IEP for itinerant services only. Parents must sign discipline and attendance policies. Available slots for the general population are selected via a lottery system at the District office. Children of Clay County personnel are given priority and are not subject to lottery procedures.

Information regarding summer VPK programs can be obtained by visiting the Clay County website at www.oneclay.net

Referral Process

The referral procedure for ESE Prekindergarten programs differs from traditional ESE Referral Procedures due to the non-student status of most preschoolers. The referral process may begin with the parent and/or relative or guardian, physician, daycare provider, or outside agency personnel. Children may be referred to two agencies, Early Steps (birth- up to 3rd birthday) or Child Find (3-5 year olds).

- A. **Early Steps** is an early intervention program that provides services to young children, birth-two, with developmental delays. In accordance with state law, students age birth – 2 years old (Part C) who have a Family Support Plan (FSP) developed through Early Steps (Part B) must have an eligibility determination and an IEP (if found eligible) by age three.

The following procedures are used:

If a child is receiving services from Early Steps, a transition meeting is scheduled by Early Steps with the family and the Clay County School District. With permission from the family, Early

Steps will share referral information and in most cases, complete the Battelle Developmental Inventory- 2nd edition (BDI-2) testing. The Clay County ESE designee will assemble required referral documentation and submit to the Preschool Assessment Team (PAT) for further evaluations.

An Early Steps referral consists of:

- 1) Doc review I
- 2) Student Analysis Checklist
- 3) Vision and Hearing (passed)
- 4) Parent Conference Summary
- 5) Battelle Developmental Inventory-2nd edition results
- 6) Developmental History
- 7) Family Support Plan (FSP)
- 8) Medical Information, if applicable

Prior to the THIRD birthday, recommended evaluations will be completed. The Preschool Assessment Team will hold an eligibility determination meeting and develop an IEP if the student qualifies for services.

Documentation required for INITIAL Eligibility for Developmental Delay Services:

1. Completion of Document Review I & II by the ESE Specialist, Preschool Assessment Team (PAT), or Clay County Staffing Specialist
2. Early Steps release, signed by parent, to share Early Steps information and BDI-2 evaluation results
3. Family Support Plan, including BDI-2 report
4. Eligibility (2 pages) and Multidisciplinary Team Report
5. If the child is eligible for services, Permission for placement form and IEP
6. Meeting Participation Invitation (form) and Meeting Participation Statement

B. Child Find is a service division of FDLRS (Florida's Diagnostic and Learning Resources System). The Clay County Child Find Specialists conduct the preschool screenings, interviews and conferences with parent/guardians, obtain social/developmental histories, medical and/or other necessary information, and arrange audiological screenings (if necessary). If appropriate, a referral packet is then submitted to the Preschool Assessment Team (PAT) specialist for further evaluation. If the screening process does not result in the need for a referral, the Child Find Specialist recommends appropriate alternatives to the parents of the preschooler. No further services are provided. If the screening process results in the need for a developmental evaluation and/or a speech and language evaluation, a referral will be submitted to the Preschool Assessment Team.

A Child Find referral consists of:

- 1) Document Review I
- 2) Student Analysis Checklist
- 3) Vision and Hearing (passed)
- 4) Parent Conference Summary
- 5) Speech and Language Screening
- 6) Readiness Screening (DIAL 3) or Battelle Developmental Inventory–2 Screener
- 7) Observations (1 for Speech/2 for all others)
- 8) Developmental History
- 9) Consent for Evaluation/Reevaluation (ESE-1-2212) and Meeting Participation Statement

Documentation Required for INITIAL Eligibility for Developmental Delay Services:

1. Completion of Document Review I & II by the ESE Pre-K Specialist, Pre-K Assessment Team

- (PAT), or Clay County Staffing Specialist
- 2. Psychological Evaluation / Developmental Delay Report
- 3. Eligibility (2 pages) and Multidisciplinary Team Report
- 4. Meeting Participation Invitation (form) and Meeting Participation Statement

The child find referral and eligibility documentation will be forwarded to the assigned Kindergarten site. The school is responsible for developing the initial IEP and obtaining permission for placement in a timely manner.

- C. ***Non-ESE Clay County student:*** All referrals initiated for ESE Kindergarten services for a non-ESE student who is enrolled in the Clay County school system from a SCHOOL SITE will be complied at the SCHOOL SITE that the student is currently attending following the procedures below. (EX: VPK student)

Step 1: Conference with Parent- At this conference you will need to share/document concerns on a parent conference form. If the parent / guardian is in agreement, have them sign the ESE Prekindergarten **consent for screenings (ESE-2-9043)**. Please mark the areas that you would like to gather information, including Vision / Hearing. If behavior is a concern and you will be collecting behavioral data, please document on the ‘Other’ line.

Step 2: Complete screening tasks:

Gather the following information, ***based on the areas of concerns*** marked on the screening consent.

Task and form number	Who does it?
Vision and Hearing screenings (STD 1-2400)	School Nurse
BDI-2 screener: administer for academic and language concerns	PreK teacher
Behavior data	PreK Teacher
Speech screening—if needed	Speech Language Pathologist (SLP)

Step 3: Send BDI screening protocol to the ESE Pre-K Program Specialist for data entry.

Note: If student does not pass any section of the BDI screener, they should be referred for a full developmental evaluation. If a student does not pass the communication section on the BDI screening tool, refer for language and a full developmental evaluation. For role model students (not VPK), during the initial conference, please consult with the parent, discuss and document the criteria for a role model. If their child is a role model (NOT VPK) and they qualify for speech or language resource and NOT full day program of service, then they are not considered a role model and cannot attend your class as a role model.

Step 4: Hold Student Services Team (SST) Meeting to discuss screening results and determine the need for evaluations. Use SST form to document the outcome of screenings. If evaluations are needed, obtain consent for Initial Evaluation. This starts the 60 calendar day clock.

Step 5: Complete the other components for the referral:

Task and form number	Who does it?
Observations (1 for Speech/ 2 for all others) (STD-2-2435)	Instructional staff or guidance counselor
Student Analysis Checklist (STD-2-2481)	Depends on procedure on your campus. It can be Pre-K teacher / guidance counselor
Developmental History (ESE-2-9001)	Parent

Step 6: Once all components are completed, submit this referral to your school staffing specialist for review.

- 1) Documentation Review I –Staffing Specialist will complete this form
- 2) Student Analysis Checklist
- 3) Student Services Team Meeting form
- 4) Consent for Evaluation/Reevaluation date stamped
- 5) Vision and Hearing Screening (passed within the last year)
- 6) Parent conference summary
- 7) Speech and Language Screening
- 8) Readiness Screening (Battelle Developmental Screener)
- 9) Behavior data (if applicable)
- 10) Observation (1 for Speech only referral / 2 for all others)
- 11) Developmental History

Documentation Required for INITIAL Eligibility for Developmental Delay Services:

1. Completion of Document Review I & II by the ESE Pre-K Specialist, Pre-K Assessment Team (PAT), or Clay County Staffing Specialist.
2. Psychological Evaluation / Developmental Delay Report
3. Eligibility (2 pages) and Multidisciplinary Team Report
4. Meeting Participation Invitation (form) and Meeting Participation Statement.

Eligibility for Developmental Delay (DD) is dependent on at least one of the following criteria:

- A score of two standard deviations below the mean or a twenty-five percent delay on measures yielding scores in months in at least one area of development. (Standard Score of 70 or below in one area)
- A score of 1.5 standard deviations below the mean or a twenty percent delay on measures yielding scores in months in at least two areas of development. (Standard Score of 78 or below in two areas)
- Based on informed clinical opinion, the eligibility staffing committee makes a recommendation that a developmental delay exists and exceptional student education services are needed. (Committee Decision)
- Eligibility for students who were referred for DD (social emotional) and don't meet eligibility based on the Battelle evaluation results will be handled on an individual basis. See Pre-K specialist for details.

Tools for evaluation:

The Battelle Developmental Inventory-2, (BDI-2) is an instrument adopted by the state of Florida to test and/or screen all preschool students who are entering an ESE program. A student can be found eligible

for a Developmental Delay placement based on the results of this evaluation tool.

- The BDI-2 Entry and Exit assessment data must be submitted for all children who have had an IEP for at least 6 months.

ENTRY= Date of initial IEP (not when services begin).

EXIT= Date of dismissal from special education or May 31st prior to kindergarten, whichever comes first.

Preschool children who have an initial IEP date of Dec. 1st or later in the school year prior to kindergarten will not be included in the child outcomes measurement system. Participation in Extended School Year (ESY) does not change this.

ENTRY ASSESSMENT WINDOW – 90 calendar days before to 30 days after ENTRY.

EXITING ASSESSMENT WINDOW- 90 calendar days before to 30 calendar days after EXIT.

- A speech only resource student must be administered the BDI Screener (Child Find does initial screening) upon entering and exiting the program as long as they have had an IEP for 6 months. Exiting screener will be conducted by school therapist.

Eligibility for Language Impaired for Full-day program of service

Documentation Required for INITIAL Eligibility:

- a. Completion of Document I & II Review by the Pre-K Specialist or Pre-K Staffing Specialist
- b. Full Language Evaluation with significant delays (i.e. two language tests with 2 standard deviations below the mean of 100).
- c. Eligibility Determination and permission for placement.

Eligibility for all other exceptionalities

See criteria in corresponding sections of A&P manual or contact program specialists.

Pre-K Referral, Evaluation and Eligibility Procedures

Pre-K students **already served in an ESE program** (in an ESE Pre-K setting or with itinerant ESE services) and being considered for another program can follow the referral process:

1. Hold an Student Services Team Meeting and an IEP meeting documenting concerns regarding the child. At this IEP meeting, Prekindergarten Consent to Evaluate/Reevaluate must be obtained. The Meeting Participation Form is required.

After the IEP meeting, complete the following:

2. Student Analysis Checklist
3. Vision and Hearing Screening
4. Speech/Language screening (If the student is already in Speech/Language, attach a copy of the student's previous Speech/Language evaluation) If ASD is a consideration, then a formal language evaluation, including pragmatics and an observation by the SLP.
5. One observation documented on the Classroom Observations of Student form, STD-2-2435 (If ASD is a consideration, also complete the Social Interaction, Social Communication & Repetitive Behaviors Teacher Observation Form provided by the school psychologist)
6. Classroom data to support the need of the evaluation

7. Copies of existing educational, social, psychological, and medical data. Medical must be included if the student is being referred for possible placement in OHI, TBI, OI, HI, and VI.
Note: PT requires Florida Physician's Prescription within 12 months.
 8. Developmental History OR Social History (for behavior concerns) OR Social History and Vineland (for consideration of cognitive or autistic concerns)
 9. Page 1 and PLF from Current IEP.
 10. Completion of Document Review I by the ESE Staffing Specialist
 11. Psychologist/evaluator evaluates.
 12. Completion of Document Review II by the ESE Staffing Specialist.
 13. Hold Eligibility meeting.
- NOTE:** referral components are different than K-12 referral components and once a child has started in a kindergarten class, they **MUST** go through the K-12 referral process.

IEP Articulation Procedures

When an ESE Prekindergarten student moves from the setting to the Elementary school age setting, special consideration needs to be given to writing an IEP that will be appropriate for the remainder of the school year and also cover the curriculum for the next school year. Follow all the procedures outlined in the current A&P manual.

ESE Pre-K to Kindergarten – Student Services Team Meetings

All ESE Prekindergarten students that are age appropriate to articulate to Kindergarten for the upcoming school year should be scheduled for an IEP/Student Services Team meeting in order to determine whether they need to be referred and evaluated for another program other than DD prior to entering kindergarten. **This should occur no later than the end of January**, so an appropriate decision for possible ESE services can be made prior to the student starting kindergarten. This meeting must involve all of the appropriate IEP team members as well as the appropriate Student Services Team members. The team should schedule the meeting using the ESE Meeting Participation Form. All appropriate Interim or annual IEP paperwork must be completed. Consent for reevaluation should be obtained at this time if the team decides to engage in a referral process.

Note: If the ESE Prekindergarten student is to be referred and thus evaluated, the referral must be completed and sent to Student Services prior to the **end of February**.

If the student enrolls after the January or February deadline, please allow the ESE teacher 3-4 weeks to work with the child and gather data, then schedule an SST meeting to determine whether they need to be referred and evaluated for another program other than DD prior to kindergarten.

The referral for an ESE preschool student has less required paperwork than a K-12 referral. Please use the referral components listed in the “Pre-K Referral, Evaluation, and Eligibility Procedures “ section of the A&P manual.

The Pre-K to K evaluation may include an IQ assessment as well as a developmental assessment and may also include other appropriate assessments as determined by the psychologist.

Articulation Meetings:

All ESE Pre-Kindergarten students must have an articulation meeting to review progress made with ESE Pre-Kindergarten services, review any available evaluation data, and plan for the services needed for Kindergarten. The current ESE Pre-K teacher should write the Present Level of Functioning (PLF), but the ESE teacher from the receiving school should provide input for appropriate goals. Appropriate medical and behavioral information must be documented in the medical area of the PLF. The

articulation meetings should be held in **April or May** of the school year prior to Kindergarten.

Developmental Delay services in Kindergarten: Some students will go on to Kindergarten with Developmental Delay services of support. The kindergarten teacher and the ESE teacher providing supports need to analyze the functioning and development of the child. Every student and situation will be looked at individually. It is important to consider the need to implement intensive interventions with fidelity and to monitor progress at least weekly for students not making adequate progress with current supports. Evaluation scores change as a child gets older and are not always reliable.

Sometimes it is not appropriate to rush school age labels based upon data taken from a child in their preschool year. Non-ESE Pre-K students can be recommended for a Pre-K to K Student Services Team Meeting to discuss evaluations for ESE services other than Developmental Delay.

OTHER: ESE students may go back to Pre-K if this determination is made in the 1st 4 weeks of school. Notify the ESE director, Supervisor, and Pre-K Specialist prior to implementation.

Dismissal from Developmental Disabilities (DD)

If the student is exhibiting readiness to return to the general program, follow the procedures outlined in the dismissal section of the manual entitled, *Dismissals/Change in Placement (Removals) Based on Student's Readiness to Return to the General Program*. Dismissal from related service(s) (OT and/or PT) must occur if the student is dismissed from all ESE programs. Related services may continue if the student continues to be eligible for another ESE program.

A student with a developmental delay must be dismissed by his/her sixth (6th) birthday. If the student is not exhibiting readiness to return to the general program, the IEP team must convene prior to the student's sixth birthday to consider referral for other ESE program options, if appropriate, prior to the exit from Pre-K and/or DD. In cases where a referral for possible change of ESE program is the recommendation, all attempts to complete referral, evaluation, eligibility and staffing must be made prior to the sixth (6th) birthday.

If a student with a developmental delay is dismissed by his or her sixth birthday and it is after the February FTE count, the dismissal may be effective the last day of the school year. The student may still receive Developmentally Delayed services as well as related services (OT,PT) until the last day of the school year.

NOTE: The required documents and routing procedure are the same as previously noted in the dismissal section.

Transfer Procedures for Pre-K Students with Disabilities

Follow the same procedures for Florida and Out-of-State Transfer Students with a current or expired IEP and no evidence of dismissal. In addition to gathering the IEP and other ESE documents, there must be evidence of the Battelle Developmental Inventory-2 (BDI) raw scores (not developmental quotients) or BDI screener results.

- For Florida Transfers, the BDI-2 raw scores (not developmental quotients) or BDI screener results should be requested from the sending school. If these scores cannot be obtained, the ESE

teacher should administer the BDI-2 or the therapist should administer the BDI screener. Once the scores are obtained, they must be entered into the BDI manager.

- For Out-of- State Transfers, the BDI-2 or the BDI screener must be administered within 30 calendar days as an entry assessment. If the student is eligible for a full day program of services, then the BDI-2 should be administered by the classroom ESE teacher. If the student receives therapy services on a resource basis only, then the therapist should administer the BDI screener.

The ENTRY ASSESSMENT WINDOW for transfer students is 90 calendar days before to 30 calendar days after the student's IEP is written for Clay County services.

To ensure the most appropriate educational placement, contact the Clay County ESE Preschool Program Specialist or the school's ESE Staffing Specialist.

HOSPITAL/HOMEBOUND

Definition

A homebound or hospitalized (H/H) student is a student who has a medically diagnosed physical or psychiatric condition that is acute or catastrophic in nature, a chronic illness, or a repeated intermittent illness due to a persisting medical problem and which confines the student to home or hospital, and restricts activities for an extended period of time (Rule 6A-6.03020). IDEA applies to all students eligible for the H/H program.

Overview

Clay County District Schools' Hospital/Homebound Program provides instruction to those students who meet the state criteria of being bound to the home due to severity of his/her medical condition(s). The goal of the program is to keep the student current with classroom instruction during the period of illness as well as facilitate a return to the classroom, once the duration has ended.

Instruction through the Hospital/Homebound Program is not intended to replace school services. Recommendation and eligibility for the program will be made only after implementation of less restrictive options have been considered and implemented. **Oftentimes, student's needs can be met in the school setting with accommodations, rather than a more restrictive program such as H/H. The least restrictive environment (LRE) necessary for student success MUST ALWAYS be considered, firstly.**

Eligibility/Evaluation

A student may be found eligible for a special program for H/H if the criteria below are met. In addition to the provisions of subsection 6A-6.0331(5), F.A.C., the minimum procedures for evaluation/re-evaluation shall include:

- a current medical report from a licensed physician (as defined below), describing the disabling condition or diagnosis with any medical implications for instruction, a statement that the student is unable to attend school, the plan of treatment, recommendations regarding school re-entry and other school-related activities, and an estimated duration of condition/prognosis;
- addition evaluation data, as requested by ESE Director or H/H Program Specialist;
- re-examination/medical update by a licensed physician or physicians, which may be requested by ESE Director or H/H Program Specialist, during a recuperative period of readjustment for a student returning to a full school schedule

A physician licensed in Florida, in accordance with Chapter 458 or 459, F.S., unless a report of medical examination from physician licensed in another state is permitted in accordance with paragraph 6A-6.0331(3)(e), F.A.C., must certify that the student:

- is expected to be absent from school due to a physical or psychiatric condition for at least fifteen (15) consecutive school days or the equivalent of a block schedule, or due to a chronic condition for at least fifteen (15) school days or the equivalent of a block schedule, which need not run consecutively (the student does not have to wait until he/she has missed fifteen (15) school days to apply for the H/H program), and
- is confined to home or hospital,
- will be able to participate in and benefit from an instructional program,
- is under medical care for illness or injury that is acute, catastrophic, or chronic in nature, and
- can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.

The student is enrolled in a public school prior in Kindergarten through 12th grade, unless the student meets criteria for eligibility under Rule 6A-6.03011, 6A-6.03012, 6A-030121, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-6.03022, 6A6.03023, 6A-6.03027, F.A.C.

A child is three (3) through five (5) years of age and has been determined eligible as a student with a disability in accordance with Section 1003.571, F.S., and Rule 6A-6.03011, 6A-6.03012, 6A-6.030121, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-6.03022, 6A6.03023, 6A-6.03026, 6A-6.03027, or 6A-03411, F.A.C.

NOTE: A student whose request for H/H instructional services which include mental health diagnosis(es) will be considered for placement if eligibility requirements are met, if the request is made by a licensed Florida psychiatrist, and the Treatment section of the Physician's Statement indicates ongoing counseling or therapy (parent will also be required to submit a Psychological Referral Monthly Progress Report). Other Florida practitioners, not including a psychologist, may be considered by the ESE Director or H/H Program Specialist.

NOTE: A pregnant student will be considered for H/H placement only if a licensed Florida physician certifies that due to special medical complication(s), the student is physically unable to attend either the general program or other alternative program.

Referral

Procedures

Parent/Guardian requests instruction through the Request for Hospital/Homebound Instruction Form, ESE-2-2254, obtained from student's school. Parent/Guardian is responsible for completing the Parent/Guardian Statement (section I). Parent/Guardian is also responsible for submitting the form to the ESE Secretary at the student's assigned school once completed by the physician (see below).

The Physician fully completes sections II, III, IV (as applicable) and must complete section V, including signature. This information constitutes one piece of the evaluation phase of the H/H referral.

The ESE Secretary at the student's assigned school completes School Statement section (VI) of the form and obtains School Principal's input. Input from other personnel may also be obtained at this time. **Teacher(s) input is required**, and School Social Worker, School Nurse, School Specialist(s) and/or School Psychologist as applicable.

The School Principal completes, signs, and dates the School Statement section (VI).

The ESE Secretary reviews the form for completion and forwards it to the Hospital/Homebound Office for review (see H/H Instruction Manual for ESE Secretaries for additional information).

The ESE Director or Designee (H/H Program Specialist) reviews the referral and determines completion. The ESE Director or Designee (H/H Program Specialist) notifies the school via email, or section VII of the Request for Hospital/Homebound Instruction Form that:

- the form needs additional information
- the school may convene an eligibility meeting

Eligibility/Placement

After the referring school receives the completed/reviewed Request for Hospital/Homebound Instruction Form back from the H/H Office, the school will either:

- set up an Eligibility/Placement Meeting, or
- gather additional information, and re-submit to the H/H Office,

This is based upon the Document Review Section (VII) of the form.

The Eligibility/Placement Staffing **MUST** include:

Hospital/Homebound Program Specialist or ESE Staffing Specialist
(to serve as the ESE Director Designee)
General Education Teacher
LEA Representative
ESE Teacher
Parent/Guardian(s)

Hospital/Homebound is an ESE program which is therefore afforded all the legal requirements of Exceptional Student Education. The IEP must be developed at the meeting with all appropriate personnel present.

The following documents are required for Eligibility/Placement:

Hospital/Homebound Request for Instruction Form	ESE-2-2254
Meeting Participation Form	ESE-1-2221
Eligibility and Placement Form	ESE-1-9002
Permission for Placement (if applicable)	ESE-1-9047
IEP	Various MIS Numbers
Student Data Sheet	ESE-1-2989
Matrix of Services Form	ESE-1-9509
Meeting Participation Statement	ESE-2-2909

The following documents are required for Ineligibility:

Hospital/Homebound Request for Instruction Form	ESE-2-2254
Meeting Participation Form	ESE-1-2221
Eligibility and Placement Form	ESE-1-9002
Meeting Participation Statement	ESE-2-2909

The H/H Office must hold a copy of all documentation for audit purposes. A copy of **ALL** of the above documents should be sent to the Hospital Homebound Office within one week after Eligibility/IEP Placement Staffing. These documents should be scanned within this timeframe as well.

H/H Individual Education Plans (IEPS)

Once a student has been found eligible for the Hospital/Homebound program, an Individual Education Plan is developed. The IEP must be developed before the student is placed into and served by the H/H program.

IEP DEVELOPMENT

Students NOT Already Eligible/Placed in other ESE Programs

The IEP/Placement Committee must develop a new, annual IEP (with review date that reflects the physician's recommended duration date).

Students Already Eligible or Placed in other ESE Programs

The IEP/Placement Committee must develop an Interim IEP. It should include information from the student's existing IEP in addition to the new medical information found on Request for Hospital/Homebound Instruction Form.

The Interim IEP must also include:

- Interim IEP Form (include program/service information)
- Change in Placement Form
- Present Level of Functioning Addendum Form (include disabling diagnosis(es) with medical implications for instruction, placement, and instructional methods)
- The IEP Committee must also address how the already-existing ESE services will be provided within the H/H setting, if appropriate ***please note that services through the H/H Program are meant to be temporary in nature; many direct services will change to a monitored-only status during the H/H service period***
- Goals and Objectives Form, if needed (previous goals and objectives may be appropriate)

***NOTE: For all students age 14 and older, transition services must be addressed at each annual IEP review meeting. This will affect not-otherwise-eligible students being served as H/H for a short period of time. Measurable postsecondary goals in the areas of employment and education must be considered. The IEP team would likely determine that no particular "transition related" services are needed and the IEP would address typical goals.**

Re-evaluation (ANNUAL OR OTHER)

In the event that a student with ESE needs is being served through the H/H program when his or her reevaluation comes due, the following steps are required:

- An Evaluation Specialist and an ESE Teacher shall examine available information in all areas addressed in the initial evaluation or subsequent re-evaluations of the student and shall make the appropriate referrals for one or more formal evaluations based on their examinations and any requirements listed in State Board Rule.
- Best practice suggests that if the student's medical condition precludes evaluations that would otherwise be required in the re-evaluation process, then this information is to be noted on the re-evaluation form. A meeting of the IEP or staffing committee shall be convened to review all available information - including reports from the additional evaluations - and consider need for continuation in the special program(s). If the student is to continue in the special program(s), the IEP shall be reviewed. If warranted by the student's condition, the committee may defer this decision until the student is able to be evaluated, and shall document this on the IEP or staffing form.

Note that if the re-evaluation indicates that the special program is no longer needed or that program changes may be warranted, the applicable removal procedures shall be followed

A physical examination and medical report is required annually to establish continuing eligibility for H/H services for those students with chronic illnesses or who have repeated, intermittent illnesses due to a persisting medical problem. A physical reexamination and a medical report will be required if a student is scheduled to attend school part of the day during a recuperative period of readjustment to a full school schedule. The administrator of Exceptional Student Education or Designee (H/H Program Specialist) may request a physical re-examination and a medical report on a more frequent basis.

Note that for students placed into the H/H program based on conditions of a psychological nature, a Psychological Referral Monthly Progress Report will be required for continued eligibility consideration (completed by the student's mental health professional).

Extending H/H Placement

Extension of H/H instruction services beyond the original required review date and/or anticipated medical review date will be handled in the following manner:

The parent is responsible for providing a medical update to the ESE Secretary at the student's assigned school and/or H/H Office, prior to the duration date on the student's current IEP. The medical update should be completed on an additional Request for Hospital/Homebound Instruction Form (psychological nature) or a Hospital/Homebound Medical Update Form (both available from the ESE Secretary or H/H Office). If this statement reflects a need to extend the H/H duration date, only a revision of the original cover page of the IEP and the IEP Data Sheet is necessary. The H/H Administrative Assistant will record the new required review date/anticipated duration date using the doctor's extension date. On the cover page of the IEP, the H/H Administrative Assistant will write a note explaining that "Homebound was extended by a doctor's note." A copy of this revised cover page and the physician's statement should be provided by the H/H Office to the school ESE Secretary, the ESE Director (via H/H office) the Parent, and the H/H teacher. The physician's statement should be attached to the IEP. **This is not a formal IEP review.** If the new physician's statement extends the student's H/H enrollment to a date that will result in a change of contact hours, **an IEP review is required. All IEP review requirements are to be adhered to.**

Instructional Settings

The following settings and instructional modes, or a combination thereof, are appropriate methods for providing instruction to eligible students:

- instruction in the home
- instruction in the hospital (students who experience hospital stays outside of Clay County will be provided with alternative forms of instruction by Clay County H/H Teacher(s) or opt for instruction from H/H Teachers from the county in which the hospital is located; in accordance to Section 1003.57, F.S., eligible students receiving treatment in a FL Children's Specialty Hospital licensed in accordance with Chapter 395, Part I, F.S., must be provided educational instruction from the school district in which the hospital is located until said hospital enters into agreement with Clay County H/H)
- instruction through telecommunications

- instruction in other specified settings
- any combination of the above (*note - if the student is served simultaneously through a combination, the IEP should address the student's needs in each setting, as appropriate.

Instructional Methods

The instructional methods used are determined at the original placement meeting and/or subsequent interim meetings, along with the development of the student's Individual Education Plan.

- direct instruction (face-to-face)
- virtual instruction
- combination of the above

Dismissal/Removal

Students are dismissed/removed from the H/H program when:

- the student no longer needs services (the current medical authorization expires - i.e. date physician anticipated ESE student's return to school)
- the student actually returns to school (by student/parent request)
- the end of the school year occurs (except for chronically ill students)
- the student/parent cooperation is inadequate or fails to provide necessary documentation (Psychological Referral Monthly Progress Report for students with psychological needs.)

The school is responsible for notifying the H/H Office should the student return to school before his/her medical authorization expires. Best Practice states that an Interim IEP Review with Dismissal/Removal from the H/H program meeting be scheduled prior to the student returning to the school setting, so that his/her needs can continued to be considered.

***Note - a new Request for H/H Instruction Form must be submitted after ANY dismissal/removal.**

Students identified as having long-term needs beyond a calendar year may retain their Hospital/Homebound program eligibility and services with an annual IEP review, updated medical information, and the approval of the ESE Director/Designee.

For all Homebound students, a formal Dismissal/Removal meeting must be held to review the student's continued need for the H/H program or to document that the student no longer requires participation.

At the time of Dismissal/Removal, the IEP must be revised to address the needs of the student for the school setting. A 504 Plan may be an option, and must be considered. Dismissal/removal procedures, contained in Section F of this manual, must be followed.

The dismissal/removal staffing must include:

- ESE Director/Designee (H/H Program Specialist or ESE Staffing Specialist)
- LEA Representative
- General Education
- ESE Teachers

Parent/Guardian must be invited using the Meeting Participation Form, 1-2221.

Home School Responsibilities

It is **EXTREMELY** important that the school continues to provide instruction to all students who request Hospital/Homebound instruction. This can be facilitated by continued communication between school personnel and the family.

Once placed into the program, **ALL** assignments, books, supplies, tests, and other materials necessary to implement the student's IEP are to be provided to the H/H teacher at or immediately after the IEP/Placement meeting. It is not the responsibility of the H/H Teacher to procure these items days or weeks after the meeting, nor is it the responsibility of the H/H Teacher to get the student "instructionally caught up" with their classroom peers.

Homebound attendance, as reported by the H/H teacher on the Homebound Weekly Attendance Log must be recorded and maintained by the school. It is important to maintain open communication between the school, the H/H teacher(s), and the H/H Office.

School Record Keeping Procedures (See H/H Information Manual for detailed direction.)

A student placed in the H/H program will not be officially withdrawn from his home school. Rather, he/she will remain enrolled and their schedule will be updated by adding H/H academic line(s) and the ESE page will be updated with H/H data as well as his/her attendance on H/H maintained by his/her home school. The home school will be responsible for reporting H/H students for FTE.

Reporting Attendance

FOR ALL H/H STUDENTS:

The H/H teacher will submit attendance information to the H/H Office, which will then send to the school ESE Secretary. The attendance information should be kept on file at the home school.

This manual attendance log must contain the following:

- Student's legal name, student number, grade level, and school.
- The H/H teacher's name and, when the document is submitted to the school, his/her signature and date of submission.
- The days and times of scheduled H/H visits during the period of time covered by the attendance report.

FOR STUDENTS PARTICIPATION ONLY IN H/H:

The H/H teacher records an absence for the student on those scheduled H/H instruction days when the student does not "attend" the H/H session and that session is not rescheduled within the current week.

FOR STUDENTS PARTICIPATING IN BOTH H/H AND SCHOOL:

If on a day in which the student is scheduled to attend school and have a H/H visit, he/she misses school but keeps his schedule with the H/H teacher, the student is marked "present". The student's attendance will be reported on the in-school teacher's register and will incorporate records kept by both the in-school and the H/H teachers.

Daily attendance must be maintained for H/H students to meet compulsory attendance

requirements for determining FTE eligibility and for audit purposes.

Since H/H students are provided instruction even though it is not in a general setting, districts are required to maintain daily attendance in their automated system. The valid automated attendance codes are as follows:

“H” (Present) - the teacher visited the student,

- the teacher was not scheduled to visit,

- the teacher was scheduled but unable to visit

“E” (Absent) - the student was unavailable for instruction due to medical necessity (ex: doctor appointment, illness), and the visit was not rescheduled within the current week.

“U” (Absent) - the student was unavailable for instruction, (ex: parent cancellation, student not home) and the visit was not able to be rescheduled within the current week.

Grades

The H/H Teacher provides a H/H Grade Report to the school’s ESE Secretary at the end of each grading quarter and/or at the time of H/H dismissal. If the student is dismissed from the H/H program between grading periods, the H/H Grade Report includes subject/course grades for the length of time covered by the H/H duration.

The school reports the grades from the H/H teacher on the student’s regular report card, as follows:

- as received from the H/H teacher if he/she has had sole responsibility for the entire quarter
- as part of the quarter grade (averaged with Teacher of Record)
- as no part of the quarter grade (if the Teacher of Record had sole responsibility for the entire quarter)

VIRTUAL EDUCATION

Typical Procedures for Conducting an IEP Meeting for Placement in Virtual Education

IEP's for students participating in Virtual Education full-time will be completed by Clay Virtual Academy. IEP/interim meetings for students participating on a part-time basis are set-up by the student's home school ESE Secretary. All required IEP participants must attend. Virtual Education representatives participate via conference call. Clay Virtual Academy and Florida Virtual School are listed in ESE-STAR.

Virtual Instruction IEP tips:

Page 1

ESE Service for Virtual Instruction is Academic Assistance

List appropriate subjects

Frequency can be monthly or quarterly

The location for virtual instruction could be:

General education virtual class with monitoring

General education virtual class with support facilitation

General education virtual class with consultation

General education virtual class with collaboration

If a student is in an ESE Self-Contained class and takes a CVA class (or several), the location is Self-Contained.

Accommodations

The virtual representative or virtual teacher will assist the team with accommodations for the student.

Accommodations may include, but are not limited to, extra time, individual/small group setting, allowing the student to demonstrate understanding of directions, verbal encouragement, and repeat/clarify directions.

Goals

Typical goals for Virtual Instruction involve, but are not limited to:

Study Skills

Organization

Time Management

Academics

On-task behaviors

Persons responsible for the goals: Virtual Teachers

Notes:

The IEP team can determine that a school district's Virtual Instruction Program is the least restrictive environment (LRE) for a student to be provided a free appropriate public education (FAPE) with appropriate support in the home setting. However, placement in a setting that provides little or no access to peers is generally considered to be a restrictive setting.

If the district has permitted a student who is receiving instruction in the access points (a decision made by the IEP team) to enroll in the school district Virtual Instructional Program, then the IEP team would also determine whether the student meets the eligibility criteria for the Florida Alternate Assessment. The district's alternate assessment coordinator can provide information on the assessment window and assessment procedures. In the event that the parent pursues enrollment in the virtual program against the recommendations of the other members of the IEP team and the parent revokes consent for services under IDEA, the student is no longer designated as a student with a disability and would participate in General Statewide Assessments.

ASSISTIVE TECHNOLOGY

What is Assistive Technology?

Assistive Technology (AT) is a generic term that includes assistive, adaptive and rehabilitative devices and the process used in selecting, locating and using them. AT promotes greater independence for people with disabilities by enabling them to perform tasks that they were formally unable to accomplish or had great difficulty accomplishing by providing enhancements to or changed methods of interacting with the technology needed to accomplish such tasks.

AT can enable people with disabilities to accomplish daily living tasks, assist in communication, education, work, or recreation activities; in essence, help them achieve greater independence and enhance their quality of life.

AT refers to an array of devices and services to increase, maintain, and improve functional capabilities of a student with a disability. Assistive technology may include equipment and/or instructional strategies needed to assist communication (spoken/written), mobility, self-care, and other needs arising from sensory, motor, cognitive or social impairments. Assistive technology can eliminate barriers and enable individuals with disabilities to be able to participate and contribute to society.

Assistive Technology Service is any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The components of this service include:

- Assessing - The assessment of the needs can be formal or informal. It includes a functional assessment of the student in his/her daily environment, and it provides information to determine if a student will need assistance and services to enable the student to be educated in the least restrictive environment.
- Selecting – This involves selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices. An assistive technology device is any item, piece of equipment or product system that is used to increase, maintain, or improve the functional capabilities of a student with disabilities.
- Acquiring – This includes the purchasing, leasing, or providing for the acquisition of assistive technology devices for students with disabilities.
- Coordinating – This requires coordinating assistive technology devices with other therapies, interventions, or services. Augmentative/Alternative Communication (AAC) is an example of an area of clinical practice that attempts to compensate (either temporarily or permanently) for the impairment and disability patterns of individuals with severe expressive communication disorders (i.e., severely speech-language impaired and writing impaired). (ASHA, 1989, P.107)
- Training - training of students and professionals.

Assistive Technology Team

An assistive technology team is comprised of a group of qualified professionals offering assistance to students to help them become more functional in their daily life. The team serves all students from preschool to high school that exhibits a need for AT services. The team offers support to teachers and students through observations, training, consultations, assessments, recommendations, assistance with implementation of ideas and/or equipment, and follow-up. This support enables students with disabilities to participate in their educational program with equipment ranging from low to high technology. The Assistive Technology team will consist of the following professionals:

1. Local Assistive Technology Specialist (LATS)
2. Speech-Language Pathologist (if needed)
3. Occupational or Physical Therapist (if needed)
4. Person requesting referral
5. Teacher (if different than #4)

What is the Referral Process?

The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 require that school districts be responsible for determining what assistive technology may be necessary for a student to receive a free and appropriate education (FAPE). That is, assistive technology must be provided if it is necessary for the student to function within the least restrictive environment. Based on legal requirements, each time an IEP review is held, the IEP committee must consider a student's need for assistive technology.

Assistive technologies include low-tech devices such as pencil grips and page holders, mid-tech devices such as calculators and audio books, and high-tech devices such as text-to-speech software and power wheelchairs. Within each of the device levels, AT areas include:

Communication Aids:

Speech and Augmentative Communication aids

Computer Access Aids:

Alternative Input Devices

Alternative Output Devices

Accessible Software

Reading and Writing Aids:

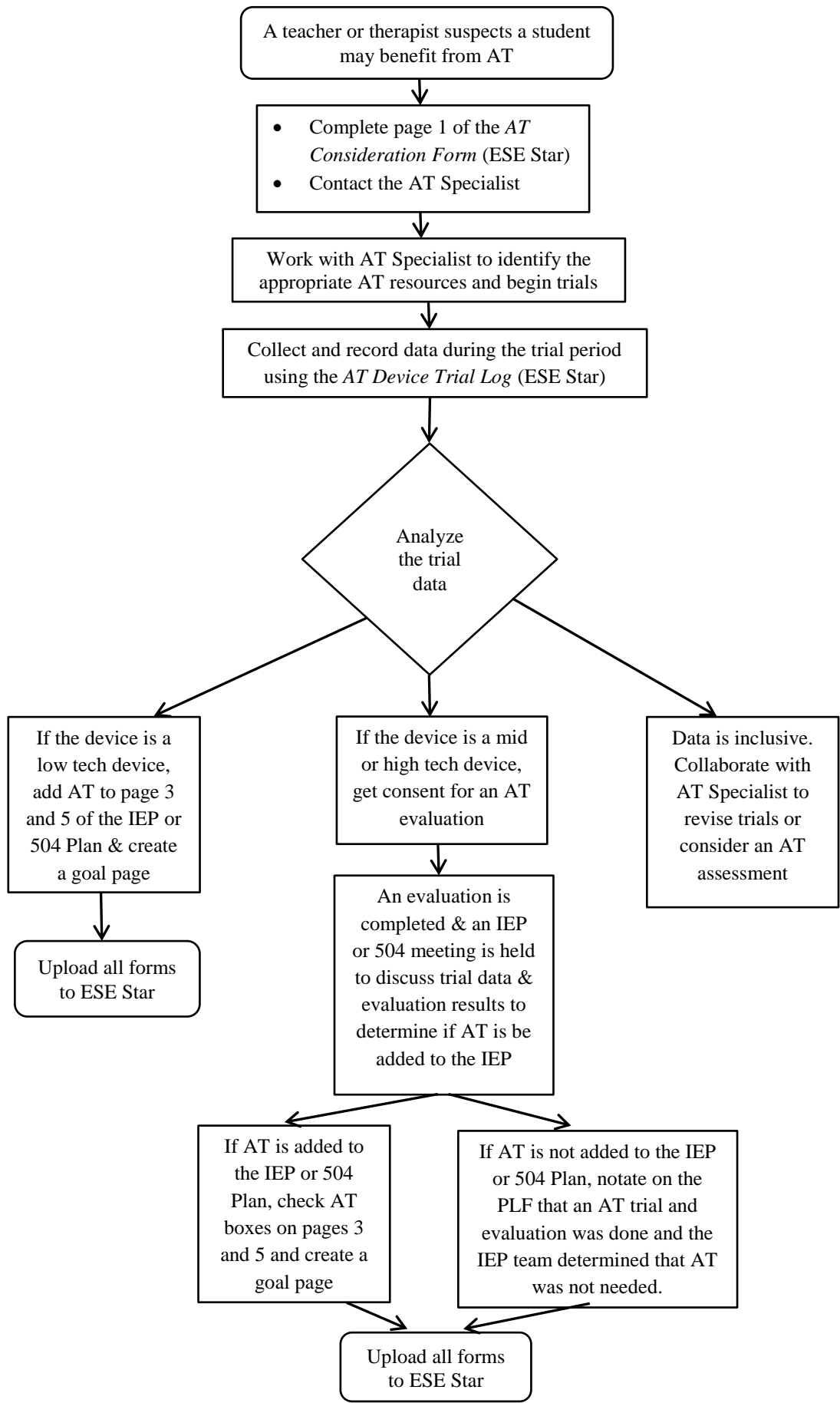
Mechanics of writing aids

Reading fluency and/or comprehension aids

The process for eligibility for assistive technology services begins with the teacher, parent, or therapist concerns for the student's ability to participate in the least restrictive environment. Resources, strategies, and low-tech devices are considered prior to consideration of mid- or high-tech devices. Based on the student's response to AT intervention, the IEP or 504 Plan team determines whether the student's needs are met without AT support, the student's needs are met using AT support, or the student's needs are not met using AT support and other devices need to be tried.

The Assistive Technology Flowchart may be used as a quick reference guide with more specific directions following the flowchart.

Assistive Technology Flowchart



Based on the Assistive Technology Flowchart:

1. An assistive technology referral begins with concerns from a teacher or therapist who notice the student having difficulties in the school setting that may be addressed by assistive technology.
2. School personnel page one of the *Assistive Technology Consideration Form* located in ESE Star. To complete the form, it may be beneficial to refer to the low-, mid-, and high-tech assistive technologies lists found at the end of this section. **School personnel should be careful to describe the student's difficulties. Please do not request specific technology (e.g. Laptop computer, DynaVox, etc.). If a device is recommended, it will be done as a result of the AT assessment.**
3. After completing page 1 of the *Assistive Technology Consideration Form*, notify the district Assistive Technology Specialist. The specialist will work collaboratively with school personnel to identify appropriate assistive technology resources and complete the second page of the *Assistive Technology Consideration Form* titled Assistive Technology Trials so that a trial period can begin to determine their effectiveness.
4. School personnel will collect and record data during the trial period using the Assistive Technology Device Trial Log which can be found on ESE Star.
5. Analyze the data.

The data will reveal one of three outcomes:

- a. The low-tech device(s) yields successful results.
 - Schedule an IEP meeting, interim or annual, or 504 Plan.
 - At the IEP meeting, add assistive technology to the Accommodations on page 3, Special Considerations on page 5, and Present Level of Performance on page 7 and develop a goal page to address how the device will meet the student's needs. If it is a 504 Plan meeting, add the information to the narrative section.
- b. The mid- or high-tech device(s) yields successful results,
 - Schedule an IEP meeting, interim or annual **and** review step for reevaluation, or 504 Plan.
 - Obtain Consent for Evaluation/Reevaluation if the IEP team determines an evaluation is warranted. An assistive technology assessment must be completed within 60 school days. As such, the Assistive Technology referral packet must be sent to the AT Specialist at the County Office within ONE WEEK of the date that the date-stamped consent is received by the school from the parent.
 - Assistive Technology Referral Components
 - Assistive Technology Consideration Form, both pages.
 - Assistive Technology Device Trial Log, all pages.
 - Consent for Evaluation/Reevaluation, signed and date stamped when received at the school.
 - Occupational Therapy Evaluation, if available
 - Speech and/or Language Evaluation, if available
 - Copy of current IEP or 504 Plan
 - When the evaluation is completed, schedule an IEP meeting, interim or annual **and** review of evaluation data, or 504 Plan meeting. It is not necessary to complete the IEP Reevaluation Report Form. The evaluation will result in one of two outcomes that are described below.
 - At the IEP meeting, add assistive technology to the Accommodations on page 3, Special Considerations on page 5, and Present Level of Performance on page 7 and develop a goal page to address how the device will meet the student's needs. If it is a 504 Plan meeting, add the information to the narrative section.
 - If the IEP team determines that a mid- and/or high-tech device(s) is not necessary

for the student's success, document the results of the formal AT evaluation on the Present Level of Performance.

- c. Data is inclusive. Collaborate with the AT Specialist to revise trials or consider an AT evaluation.

All applicable AT forms are uploaded with the IEP in ESE Star.

Note: In the case of students who transfer in with the assistive technology needs identified on the IEP, the Assistive Technology Specialist at the County Office should be contacted immediately. The assistive technology needs to be provided as soon as possible.

Note: If a parent requests an assistive technology referral, the IEP team must convene, gain consent for reevaluation, and complete the Assistive Technology referral steps below.

Low-Tech Assistive Technologies

Low-tech devices are simple tools that have few mechanical parts and do not require a power source. They are usually inexpensive, simple to make, and easy to obtain. They include the samples listed below:

- Pencil grips
- Adapted pencils, pens, crayons (chunky, short, long, etc.)
- Slant boards
- Non-slip surfaces
- Rubber stamps
- Tactile rulers
- Highlighters
- Special lighting
- Masking tools
- Positioning tools
- Reading guide
- Math grids/guides
- Finger grip ruler
- Raised line paper
- Page holders
- Access to classroom notes
- Adapted spoon handles
- Magnifying glasses
- Velcro fasteners
- Colored transparencies/overlays
- Highlighter tape
- Graphic organizer
- Visual schedules
- Post-its
- Squishy balls for sensory input
- Enlarged documents
- Manipulatives
- Whisper Phone
- Abacus
- Real coins
- Graphic Aid for Mathematics, Math Window (approved for FSA)

Mid-Tech Assistive Technology

Mid-tech devices can be complicated mechanical devices that may require a power source, but do not contain sophisticated electronic systems. Operation of these devices could be more complex than low-tech and require training. Some examples are listed below:

- Manual Wheelchairs
- Calculators
- Adapted calculators (enlarged or talking)
- Adapted keyboards
- FM Systems
- Noise cancelling machines
- Trackballs
- Audio books
- Digital recorders
- Portable notetakers
- Voice amplification
- Scooter
- Electronic speller or dictionary
- Visual magnification device
- Auditory amplification device

High-Tech Assistive Technology

High-tech devices are often computer-based systems that incorporate sophisticated electronics. They require technical knowledge, access to support, and training for all involved in their use. Some examples are listed below:

- Speech recognition software/apps
- Augmentative communication tools
- Text-to-speech software/apps
- Word prediction software/apps
- Chromebook
- Laptop
- Computer switches
- Pointing devices
- Switch scanning systems
- Touch screens
- Mouth sticks
- Head wands or head control systems
- Eye gaze controlled computers
- Closed caption televisions (CCTV)
- Power wheelchairs
- Electronic tablet
- Portable word processor

Clay County School Board
Assistive Technology Consideration Form

Note: Initiate form and contact the District Assistive Technology Specialist

Student Name: _____ **Date:** _____
Student Number: _____ **Date of Birth:** _____
School: _____ **Grade:** _____
ESE Teacher: _____ **Phone:** _____
Person(s) Completing Document: _____
Student's Primary Language: _____
Family's Primary Language: _____
504 Student? ___ Yes ___ No
ESE Program(s): _____

Current Service Providers: ___ Occupational Therapist ___ Physical Therapist
___ Speech Language Therapist ___ Other: _____

Does the student have any issues with hearing? ___ Yes ___ No If yes, describe briefly: _____

Does the student have any issues with vision? ___ Yes ___ No If yes, describe briefly: _____

What task(s) does the student need to do that is currently difficult or impossible, and for which assistive technology may be used to increase, maintain, or improve their functional capabilities?

Is the student currently using assistive technology? If so, describe below.

Describe any other classroom and testing accommodations:

Assistive Technology Trials

Assistive technology (AT) describes any item, piece of equipment, or product system that can increase, maintain, or improve the functional capability of a student with a disability. Many times AT is only associated with electronic or computer technologies, but AT can consist of solutions across a continuum. Please consider low-tech, mid-tech, to high-tech resources. See examples of these resources below.

[Low Tech](#)

[Mid Tech](#)

[High Tech](#)

Indicate trials of assistive technologies

Assistive technologies tried:

Results of trials (data)

Note: Include student input

Recommendation based on trial data collected:

How will AT be monitored for effectiveness?

Describe the plan for integrating the AT effectively.

Describe the IEP goals for which assistive technology will be appropriate:

Note: A goal page will be required for the tasks that AT will be supporting.

Assistive Technology Device Trial Log

Student name:	Student #:	School:
Teacher:	Device:	Trial Dates:

AT Goal/Goals:

<p>WEEK 1 date:</p> <p>Activity using device:</p> <p>Comments:</p> <p>Rating: ___poor ___fair ___excellent</p>	<p>WEEK 2 date:</p> <p>Activity using device:</p> <p>Comments:</p> <p>Rating: ___poor ___fair ___excellent</p>
<p>WEEK 3 date:</p> <p>Activity using device:</p> <p>Comments:</p> <p>Rating: ___poor ___fair ___excellent</p>	<p>WEEK 4 date:</p> <p>Activity using device:</p> <p>Comments:</p> <p>Rating: ___poor ___fair ___excellent</p>

<p>WEEK 5 date:</p> <p>Activity using device:</p> <p>Comments:</p> <p>Rating: ___poor ___fair ___excellent</p>	<p>WEEK 6 date:</p> <p>Activity using device:</p> <p>Comments:</p> <p>Rating: ___poor ___fair ___excellent</p>
<p>WEEK 7 date:</p> <p>Activity using device:</p> <p>Comments:</p> <p>Rating: ___poor ___fair ___excellent</p>	<p>WEEK 8 date:</p> <p>Activity using device:</p> <p>Comments:</p> <p>Rating: ___poor ___fair ___excellent</p>

<p>Use information below to answer questions.</p> <p>Rarely < 25% Sometimes 25%-50% Progressing 50-79% Routinely over 80%</p>
<p>Did student use device without prompting?</p> <p>_____Rarely _____Sometimes _____Progressing _____Routinely</p>
<p>Did student complete task independently?</p> <p>_____Rarely _____Sometimes _____Progressing _____Routinely</p>
<p>Was the AT goal met? Yes or No</p> <p>Provide supportive evidence:</p>

1. Student's input on effectiveness of technology:

2. Teacher's input on effectiveness of technology:

3. Parent's input on effectiveness of technology (*if applicable):

What were the benefits of using the device?	What were the problems?
1.	1.
2.	2.
3.	3.

Do you think this student would benefit from this technology?

Strongly Agree Agree Neutral Disagree Strongly Disagree

MCKAY SCHOLARSHIP

Notice of McKay Scholarship

McKay Scholarship eligibility information is provided to parents annually via the IEP using this Notice of McKay Scholarship below.

Dear Parent or Guardian:

We would like to inform you that your child may be eligible to participate in the John M. McKay Scholarships for Students with Disabilities Program, commonly known as the McKay Scholarship Program. This program was created to provide educational options to parents of disabled students.

By participating in the McKay Scholarship Program, your student maybe able to attend a different public school in your district, attend a public school in an adjacent district, or receive a scholarship to attend a participating private school.

In order to be eligible for the McKay Scholarship Program, a student must apply for the program prior to withdrawing from public school. The student must have an Individual Education Plan (IEP), and:

- Have been enrolled and reported for funding in a Florida public school during the preceding October and February Florida Education Finance Program surveys (Grades K-12); or
- Have been a pre-kindergarten student who was enrolled and reported for funding in a Florida public school during the preceding October and February Florida Education Finance Program surveys and was at least 4 years old; or
- Have been a pre-kindergarten student who was reported as having received Specialized Instructional Services by the Office of Early Learning and was at least 4 years old; or
- Have attended the Florida School for the Deaf and Blind during the preceding October and February student membership surveys (Grades K-12).

If your child does not meet these requirements but has an IEP and is a dependent child of a member of the United States Armed Forces who transfers to a school in Florida from out of state or from a foreign country pursuant to a parent's permanent change of station orders, the child may be eligible for a McKay Scholarship. Please contact this office at 1-800-447-1636 for additional information.

To find out if a student is eligible, you may apply for the McKay Scholarship on the School Choice Web site at www.floridaschoolchoice.org. **Select the McKay Scholarships** link and then the link titled Apply **for a McKay Scholarship** on the menu bar on the left.

To learn more about your child's educational options, please contact your school district's Parental Choice Office. You may also contact the Department of Education, Office of Independent Education and Parental Choice Information Hotline at 1 (800) 447-1636 or visit the School Choice Web site at www.floridaschoolchoice.org and click the **McKay Scholarships** link.

In order for a student to be eligible for the program, intent to participate in the McKay Scholarship Program must be filed on the School Choice Web site prior to withdrawing from public school.

Please note this letter serves to notify you that your child may be eligible to participate in the McKay Scholarship Program. **This letter does not guarantee your student's eligibility.**

For additional information please contact the Clay County School District's Exceptional Student Education Department.

Procedures for 3-Year Reevaluations for McKay Scholarship Students

If a student has a McKay Scholarship and is in a private school in Clay County, the Clay County School Board is responsible for completing the three-year reevaluation. Three-year reevaluations are completed by IEP teams (ESE teachers and related services personnel if applicable).

If a student has a Services Plan, the contact teacher or therapist providing the service for the student will organize and conduct the reevaluation at the private school. If the student does not have a Services Plan and the parent agrees to a formal three-year reevaluation, the public school will organize and conduct the reevaluation at a public school (serving the same grade level) closest to the private school.

The following procedures are followed:

- The district office sends a letter to parents of students on a McKay scholarship attending private schools in Clay County. The parents complete the letter indicating whether or not they would like to have their child participate in the 3-year reevaluation process, and the letter is returned to the ESE District Office.
- If the parent indicates “Yes” on the parent response form, the District ESE Office will contact the ESE secretary at the student’s zoned public school to begin the reevaluation process. Pertinent student information will be shared at that time.
- The ESE secretary will schedule the Review Step for Reevaluation meeting (#3) using the Meeting Participation Form, ESE-1-2221, and the Procedural Safeguards, ESE-1-9073, following the normal procedures for scheduling meetings.
- The team decides on the areas to be reevaluated (i.e. Academic achievement in Math and/or Reading. Behavior is assessed using a Burk’s Behavior Rating Scale by the private school). If informal reevaluation is recommended, the evaluator will collaborate with the student’s teacher.
- If parent is unable to attend the meeting, the Consent for Evaluation/Reevaluation form, ESE-1-2212, is sent home for parent signature with contact attempts noted.

Completing the Reevaluation Testing and Communicating Results

School designates a contact teacher to complete the reevaluation and coordinates with the parent to set up a convenient time and date to test student.

- Reevaluation testing can begin any time after the consent is obtained, and this process can roll-over to the next school year if needed.
- Once the evaluation is complete, a formal meeting is scheduled to convey results to the parent.
- Results are documented on a Reevaluation Report, ESE-1-2292. Interim IEP paperwork is not needed.

Routing Procedures

When notified by the District Office, ESE secretaries **fax a list** of the status of the reevaluation process to the ESE Office. The information **list (do not send forms)** must include:

- a). Names of students to be formally reevaluated
- b). Date of consent
- c). Date of Evaluation (if completed)
- d). Names of students for whom parents did not respond/return the consent for reevaluation form

School uploads information to IEP-Star (i.e. meeting invite, consent for reevaluation, reevaluation results), then notifies the ESE District Office, so the ESE tab in Focus can be updated. Please title the email, “McKay 3-yr reevaluation” and include student numbers.

PRIVATE CITIZEN REFERRAL AND
SERVICES PLANS

Parentally Placed Private School Student/Private Citizen Referral

For all ESE programs other than Speech*, the parents, school personnel, physician or other agency personnel may initiate a referral by contacting the Student Services department. A referral packet will be provided identifying all the information that is necessary to complete the referral. The district office personnel work with the parents, school or agency personnel gathering the required screenings and pre-referral data. If the student's private physician is not able, public school personnel at the student's public home school will do the speech, hearing and vision screening. All other screening tests, including classroom observations, are to be done by the student's private school. When the referral packet is completed and returned to Student Services, it is assigned to a school psychologist for evaluation.

*In the case of a Speech only referral, the parents, school personnel, physician, or other agency personnel should contact the Speech/Language Pathologist at the student's public home school or the speech/language pathologist assigned to the private school to arrange for a speech screening, and if warranted, an evaluation.

Once evaluation is completed, an eligibility determination meeting is held at the public home school if there is no public school personnel assigned to the private school. The eligibility determination meeting participants include the parents, required IEP participants, and a representative from the private school.

If the student is determined eligible and the parent accepts the recommended ESE services, the student must be registered at the public home school. That is, all regular registration procedures are followed. This means the student must provide shot records, birth certificate, and other required documents. The only procedure that will be different will be attendance. Attendance will only be taken for the day or days that the student is scheduled to receive ESE services.

In some cases, the parents may wish their child to receive the ESE services at the public school that is closest to their child's private school. In such cases, the parent must follow the regular procedures for requesting Special Pupil Assignment. These requests are handled on an individual basis.

Services Plan

A Services Plan is a plan for students with disabilities who are in grades K-12 and attend a private school or Home school. It may also be appropriate for students with disabilities to have a Services Plan because they receive ESE resource services such as Speech and Language through a Clay County public school or because they receive ESE services within their private school. These students may have a Services Plan instead of an Individual Education Plan (IEP). The Services Plan is very similar to an IEP, but there are some components not required by law. Services Plans are only needed for students in grades K-12 and are NOT needed for Pre-K students.

Services Plan examples:

- If the student will stay in the private school and parents are refusing placement in public school, the offered services are written on a Services Plan.
- If the student will stay in the private school and come to the public school on a resource basis for services, a Services Plan must be written.
- If the student will leave the private school and enroll in the public school fulltime, an IEP is written.

Services Plans are completed and reviewed annually by the Services Plan team. An interim Services Plans meeting may be held if necessary. The information on the Student Data and Schedule form is also completed with the Services Plan. If specific instructions are needed to complete any section of the Services Plan, please see the corresponding information in the IEP section of this manual.

The private school may need to be contacted prior to the meeting in order to obtain the most current level of performance and transition information needed to develop the draft copy of the Services Plan.

Since Services Plans are not routinely completed by school personnel, **you must contact your staffing specialist before completing one.** Once a services plan is completed for a student, the district office must receive a copy of the plan, the meeting notice and the Student Data and Schedule form. The school **will not** need to enter information into Focus. This will be done at the district office.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
SERVICES PLAN

Student Name: _____ DOB: _____ Current Grade: _____
 Student No.: _____ Current School: _____ Permanent Services Plan

Services Plan Date: _____	Required Review Date: _____	3 Yr. Reeval. Date: _____
Exceptionalities (List primary first)	Eligibility Date	Placement Date
Projected Initiation Date(s)*: A _____ B _____	Projected Duration Date(s)*: A _____ B _____	

*Initiation/Duration Dates apply to all ESE services on the Services Plan unless indicated below:

Service: _____ Initiation Date: _____ Duration Date: _____

ESE Services A Current School Year	Frequency A	Location A
Service(s)	Periods/Classes	
Subject		
ESE Services B Next School Year	Frequency B	Location B
Service(s)	Periods/Classes	
Subject		

Services – Academic Assistance, Community Based Instruction, Community Based Vocational Education, Curriculum Compacting, Differentiated Instruction, Intensive Instruction, Job Coaching, Social Skills Training, Specialized Instruction Techniques, Supported Employment, Therapy. Subjects - List academic subjects/therapies
Frequency - _____ per week, _____ per month, Other _____
Location - General Class, General Class w/Co-Teaching, General Class w/Monitoring, General Class w/ Consultation, General Class w/Collaboration, Resource Room, Self-Contained Class, Learning Lab, Home Instruction, Separate School, etc.
 ESE-2-2903 Original – School Copy 1 – Student Copy 2 – Parent

SERVICES PLAN

Student Name: _____ Date: _____ Page 2

OTHER ESE SERVICES

RELATED SERVICES (ESE) ___ assistive technology ___ interpreter ___ aide ___ translators ___ functional vocational evaluation ___ FM System ___ orientation and mobility ___ counseling ___ functional behavior assessment ___ behavior intervention plan ___ travel training ___ speech ___ language ___ other: _____
SUPPLEMENTARY AIDS & SERVICES (Reg. Ed. and/or ESE) ___ special reading materials ___ large print books ___ curriculum adaptations ___ calculator use ___ special seating arrangements ___ aide ___ modified testing or homework ___ extra set of books for home use ___ tape recording lectures ___ other: _____
PROGRAM MODIFICATIONS (These are changes in what the student is expected to learn.) ___ modify homework ___ modify classwork ___ modify classroom tests ___ MOPCPS (must be attached to the Services Plan) ___ instruction at a lower level ___ classroom testing at a lower grade level ___ other: _____
SUPPORTS FOR SCHOOL PERSONNEL ___ provision of special materials to teachers ___ provisions of training to teachers ___ other: _____

CLASSROOM ACCOMMODATIONS

FLEXIBLE SCHEDULING ___ Provide additional time for assignment/assessment completion ___ Provide additional time for homework ___ Allow time for frequent breaks ___ Present instructions and administer test in several brief sessions ___ Schedule specific time of day for specific tasks ___ Other: _____
FLEXIBLE SETTING ___ Reduce stimuli (e.g. limit number of items on desk) ___ Deliver instruction/administer test in familiar location ___ Deliver instruction/administer test in small group setting ___ Increase opportunity for movement ___ Decrease opportunity for movement ___ Special lighting ___ Special or adaptive furniture ___ special acoustics (e.g. separate room, white noise, background music, other noise buffers) ___ Other: _____
FLEXIBLE PRESENTATION ___ Provide signed or oral presentation of directions, instruction, tests ___ Repeat, clarify or summarize directions ___ Allow student to demonstrate understanding of directions, instruction ___ Mask sections of assignments/tests to direct attention ___ Provide verbal encouragement (e.g. "keep working"-not to be used to cue for correctness; "Be sure to answer every question") ___ Highlight key words or phrases in text ___ Positioning tool (e.g. slant board) ___ Provide student with cue to maintain attention to task ___ Read aloud directions, instructional material, test items ___ Use colored transparencies/overlays ___ Reduce auditory distraction ___ Read aloud all non-reading questions with no rewording or summarizing, other: _____
FLEXIBLE RESPONDING ___ Signed responses ___ Mechanical/electronic responses (e.g. computer switch, word processor, scribe) ___ Accept verbal responses ___ Specialized paper (e.g. raised lines) ___ Allow use of calculator for basic computation ___ Allow written response ___ May transcribe responses ___ Dictate responses ___ Allow speech-to-text technology ___ Use pointing device to indicate answers ___ Allow entry of answer directly into test booklet/question page ___ Allow dictation of responses into tape recorder Other: _____
ASSISTIVE DEVICES ___ Visual magnification ___ Auditory amplification ___ Use of abacus (for visual impairments) ___ Technology for writing assignment without spelling/grammar check ___ Technology for reading assignment without speech output program ___ English/Sign or Sign/English translation dictionary ___ Other: _____

*Initiation/Duration Dates on page 1 apply to the above services on this page unless indicated below:

Service: _____ Initiation Date: _____ Duration Date: _____
Frequency: _____ Location: _____

SERVICES PLAN

Student Name: _____ Date: _____ Page 3

The Services Plan committee deems opportunities for interaction with non-handicapped peers to be appropriate for the purpose of:

- Socialization Extra-curricular Non-academic activities
 Academic activities Other: _____

The explanation of the extent to which the student will not participate with non-disabled peers: _____

CONSIDERATIONS:

The Services Plan Team has considered the strengths of the child, the results of the most recent evaluation, and the parent's concerns for enhancing their child's education. All the following other Special Factors have been considered for this student. Check all identified Special Factors addressed in this Services Plan:

- Performance on State and District-Wide Assessment Need for specially designed physical education
 Need for positive behavior interventions Braille needs of blind/visually handicapped
 Language needs of Limited English Proficient Need for assistive technology devices & services
 Communication needs Language for deaf/hard of hearing
 Other (specify): _____

SERVICES PLAN

STUDENT NAME: _____ DATE: _____ Page 4

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

The present level of performance must include, but is not limited to, the following information. Each area must be preceded by a “based on” statement giving the source of the information provided. Progress towards annual goals will be measured and reported to parents at the regularly scheduled times that report cards and interims are sent home. This information will be recorded on the Goal Pages of the Services Plan. Progress toward annual goals will be measured and reported to parents at the regularly scheduled times that report cards and interims are sent home. This information will be recorded on the goal pages of the Services Plan.

STUDENT’S STRENGTHS:

Based on...

STUDENT’S CURRENT LEVEL OF ACADEMIC AND/OR FUNCTIONAL PERFORMANCE:

Based on...

STUDENT’S NEEDS/AREAS FOR IMPROVEMENT:

Based on...

DESCRIBE THE RESULTS OF STATE AND DISTRICT-WIDE ASSESSMENTS:

HOW THE DISABILITY AFFECTS PROGRESS IN THE GENERAL EDUCATION CURRICULUM, ETC.:

MEDICAL/HEALTH INFORMATION: (If appropriate.)

PARENT CONCERNS FOR ENHANCING THE EDUCATION OF THEIR CHILD:

(Required even if parents are not in attendance.)

ESE-2-2903

SERVICES PLAN
MEASUREABLE GOALS AND OBJECTIVES

STUDENT NAME: _____ DATE: _____ Page 5

PRIORITY EDUCATIONAL NEED: To improve skills in the area(s) of:

FOR TRANSITION ONLY: (* Must be addressed)
 ___ Instruction* ___ Employment* ___ Related Services* ___ Daily Living
 ___ Community Experience* ___ Post-school Adult Living* ___ Functional Vocational Assessment

MEASURABLE GOAL:

SCHEDULE OF PROGRESS TOWARD GOAL:	Position(s) Responsible for Goal: _____								
Date:									Results
Progress*:									
Extent to which progress is sufficient to achieve goal by the duration of the Services Plan (SP):									
Comments:									

*Progress and Extent: S-Satisfactory – The student is progressing satisfactorily to achieve their goal by the duration of the SP.
 U-Unsatisfactory – The student is not progressing satisfactorily to achieve their goal by the duration of the SP.
 N/A-Not applicable at this time

Results: A-Achieved N-Not Met

<u>SHORT-TERM OBJECTIVES/BENCHMARKS:</u>	
1.	Results:
2.	Results:
3.	Results:
4.	Results:

SERVICES PLAN
TRANSITION FORM

Complete this Services Plan page only for those students who must have a Transition Services Plan

TRANSITION AREAS

This section is to be completed prior to the student's 14th birthday and every subsequent Services Plan after. Each of the following transition service must be addressed by developing measurable goal/objectives for each area or by writing an explanatory statement as to why no services are needed. **Simply stating no services are needed isn't sufficient.**

Instruction: Instruction services must have measurable goal/objectives.

Employment: _____

Community Experience: _____

Post-School Adult Living: _____

Related Services: _____

(If services are needed, specify in the Related Services section on the Services Plan.)

Each of the following transition services should be addressed if appropriate. (A Functional/Vocational Evaluation is NOT the same as a transition assessment which is an ongoing process rather than a onetime evaluation.)

Functional/Vocational Assessment: _____

Daily Living Skills: _____

<u>Self-Determination</u>	This student, who qualifies for transition services, has been given information regarding the area of self-determination through <input type="checkbox"/> brochure <input type="checkbox"/> training in class <input type="checkbox"/> other: _____
----------------------------------	---

MEASURABLE POST-SECONDARY GOALS N/A

This section is to be completed prior to the student's 16th birthday and every subsequent Services Plan after.

Students must be assessed using one or more of the following checked transition age appropriate assessment(s):

General Statewide Assessments College Entrance Test Brigance Teacher-made tests

Interest Inventories Self-Determination

Assessment and Student Input for Transition form, ESE 22217 Checklists

Other: _____

For transition students, identify the appropriate measurable post-secondary goal based upon the above checked appropriate transition assessments related to training, education, employment and, when appropriate, independent living skills.

Post-secondary education/training goal: _____

Employment goal: _____

Independent living goal: N/A

For the above stated goals, please check the transition services (including courses of study) needed assist the child in reaching the goals. (More than one may be checked).

Standard Diploma Course of Study
 Special Diploma Option 2 Course of Study
 Community Based Instruction
 Other: _____

Special Diploma Option 1 Course of Study
 Vocational Education Course of Study
 Advanced Courses

OTHER

This student **will turn** 17 years of age within the duration of this Services Plan, and he/she has been informed of his/her rights in regard to ESE and transition services. _____ Date of Notification

This student **has turned** 17 years of age, and has been informed of the transfer of his/her rights in regard to ESE and transition services. _____ Date of Notification

If the student was not in attendance, the following method was used to insure that his/her preferences and interests were considered:

Assessment and Student Input Form	_____	Other	_____
Student Interview	_____	N/A	_____

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
SERVICES PLAN SIGNATURE PAGE

Student Name: _____ Date: _____ Page 7

This signature page must be used for any and all Services Plan meetings to document participants that attended the meeting.

IN ATTENDANCE AT SERVICES PLAN MEETING:

_____ DRAFT – Final when signed.
LEA Representative

_____ Parent/Guardian
Parent/Guardian

_____ ESE Teacher
ESE Teacher

_____ General Education Teacher
General Education Teacher

_____ Student
Evaluation Specialist

_____ Agency Representative/Responsibility
Other

The signature indicates willingness to provide supports, Services, or skills that relate to the transition Services Plan.

INFORMED NOTICE OF CHANGE IN PLACEMENT AND/OR FREE APPROPRIATE PUBLIC EDUCATION
The parent agrees to waive the seven to ten calendar days advance notice and agrees to no delay in the initiation of the Services Plan.
Parent Signature: _____ Date: _____

The parent agrees not to require the seven to ten calendar days advance notice as documented by the following phone call:
Signature: _____ Date: _____

CLASSROOM ACCOMMODATIONS

Only accommodations allowed by individual test administration manuals may be implemented on standardized tests. Some of the accommodations listed on pages 2 and 3 of the Services Plan for classroom use may not be allowed on standardized tests.

Parent Signature of Permission: _____ **Date:** _____

If parent doesn't attend and sign permission at Services Plan meeting, two attempts must be made to get permission.
Send copies of this page home and file them in the cumulative folder.

1st written notice sent home by: _____ Date: _____

2nd written notice sent home by: _____ Date: _____

Attached: Procedural Safeguards

ESE-2-2903

SURROGATE PARENTS

General Information

1. The SP&P Document presents policies for surrogate parents. Surrogate parents are for students with disabilities and gifted students, whose parents are unknown, unavailable, homeless with no one representing them, or for those students who are Wards of the State. The need for a surrogate parent shall be determined for all students on an individual basis.
2. It is the joint responsibility of the ESE Director and Principal to ensure that students are represented by a parent or person in a parental relationship to the student, as defined by state law. Staff members of state agencies, such as Department of Children and Families, or the district may not serve as surrogate parents (e.g. signing any ESE documents). Foster parents may serve as the parent unless the student is in a therapeutic foster home. If student is in a therapeutic home, an application for an educational surrogate must be submitted.
3. The Request for an Educational Surrogate Parent form is used by staffing personnel and principal to determine and document that a student requires a surrogate parent.
4. The Surrogate Parent Application is completed by persons who wish to become surrogate parents. It is sent to the ESE Director. Dispositions of appointment and termination are recorded in the “for office use” section.
5. The Superintendent will officially appoint the person as a surrogate parent. This letter acknowledges the eligibility but does not assign a student.
6. The ESE Director will assign the surrogate parent to a student when they are needed. It is permissible for one surrogate to represent more than one student.
7. At some point it may be necessary for the Superintendent to terminate a surrogate parent’s appointment. A letter to the surrogate parent will be sent if termination is necessary.

NOTE: Employees of shelters and outreach programs may be temporary surrogate parents until a permanent surrogate can be appointed.

ROUTING: All copies of Surrogate Parent forms and letters should be placed in the student’s file at the school and district office.

Surrogate Parent Requirements

The DOE TAP 2007-23, February 19, 2007, was revised to clarify surrogate parent requirements. Highlights of the TAP affecting district procedures are as follows:

- Students likely to need a surrogate are in State Operated Programs, and other residential facilities or in community based residential programs.
- Foster parents may serve in loco parentis; however, if a foster parent does not live up to their duties as the parent, the district should maintain written documentation of such, and appoint a surrogate.
- Foster parent may not serve in loco parentis if the biological parent is available and retains their legal custody rights.
- A person assigned as a guardian ad litem may serve as a surrogate parent.
- Reference checks and background check similar to those for a school volunteer should be done for potential surrogate parents.
- Surrogate parent training should be made available by the district as often as necessary.
- The Technical Assistance Paper contains charts for agency programs where a surrogate is or is not required based on numbers of students and types of facilities. There are charts for Division of Juvenile Justice (DJJ) commitment programs, operated, contracted or licensed by DJJ, county jails, mental health program office, and Department of Health.

It is the joint responsibility of the ESE Director and Principal to ensure that students are represented by a parent or person in a parental relationship to the student, as defined by state law. Staff members of agencies involved in the care of the child or the district staff may not serve as surrogate parents, by signing any ESE documents. Foster parents may serve as the parent unless the foster home is designated as a therapeutic foster home.

NOTE: Senate Bill 1128 amended Section 39.0016 pertaining to surrogate parents and contains the following provisions, applicable to Student with Disabilities in shelters and foster care:

- a. Surrogate parent is re-defined as an individual appointed to act in the place of a parent in educational decision-making and in safeguarding a child's rights under the IDEA.
- b. A dependency court may appoint a surrogate, in addition to the Superintendent. Whoever appoints first might be accepted by the other.
- c. If a guardian ad litem is already appointed, the Superintendent must first consider that guardian to be appointed as the surrogate parent.

**School Board of Clay County, Florida
Request for an Educational Surrogate Parent**

Date _____

Student's Name: _____

Home Address: _____

School: _____ Phone _____

Reason for Request:

_____ **Parent Unknown**

_____ **Whereabouts of Parent Unknown (including unaccompanied homeless youth)**

_____ **Student is a Ward of the State or the Court**

_____ **Foster Parent Refuses to Act as the Parent in Educational Decisions**

DCF Case Manager: _____

Address: _____

Phone: _____ E-mail address: _____

**Send completed request form to: Terry Roth
Director of Exceptional Student Education
School Board of Clay County
23 South Green Street
Green Cove Springs, FL 32043**

*****Do not write below this line ---for school district use only*****

_____ **Eligible Surrogate Parent will be assigned.**

_____ **Not eligible for the following reason(s):**

Signature of ESE Director



Addison G. Davis
Superintendent of Schools

SCHOOL BOARD OF CLAY COUNTY

900 Walnut Street
Green Cove Springs, Florida 32043
Telephones:
904/284-6500 (GCS) 904/272-8100 (OP)
1-888-663-2529 (KH)
FAX 904/284-6525 TDD 904/284-6584

BOARD MEMBERS:

Janice Kerekes
District 1
Carol Studdard
District 2
Betsy Condon
District 3
Mary Bolla
District 4
Ashley Gilhousen
District 5

Dear _____,

Thank you for your interest in becoming a surrogate parent. The purpose of the Surrogate Parent Program is to help children with disabilities and other exceptional students who do not have a parent or guardian to oversee their education. The surrogate parent is responsible for learning about the student's educational needs and working with the school to help the school meet those needs.

Please complete the enclosed Surrogate Parent Application and return it to:

Terry Roth
Director of Exceptional Student Education
School Board of Clay County
23 South Green Street
Green Cove Springs, FL 32043
(904) 284-6509

You will be contacted as soon as your application has been processed. You are welcome to call if you have any questions. Again, we appreciate your interest in the Surrogate Parent Program.

Sincerely,

Terry Roth
Director, Exceptional Student Education
School Board of Clay County

Surrogate Parent Application - Page 1 of 2

Name _____ Date of Birth _____

Address _____

City _____ State _____ Zip _____

Home Phone _____ Work Phone _____

Cell Phone _____ E-mail Address _____

Place of Employment _____

Highest Level of Education _____

Please list any languages that you speak other than English: _____

Please list any languages that you read other than English: _____

Please list any languages for which you interpret: _____

With what ages of children are you most familiar?

____ 3 – 5 years ____ 6 – 10 years ____ 11 – 13 years ____ 14 – 18 years ____ 19 – 21 years

1. Are you a citizen of United States? ____ Yes ____ No
2. Are you a resident of the state of Florida? ____ Yes ____ No
3. Are you an employee of the school district or any public or private agency involved in the education or care of children? ____ Yes ____ No
4. Do you have any interests or are you engaged in any activities that could be considered to be in conflict with the interest of a child assigned to you? ____ Yes ____ No
5. Do you have time to attend meetings related to the child's educational services? ____ Yes ____ No
6. Are you willing to take the required training to be a surrogate parent? ____ Yes ____ No
7. Are you willing to inform yourself about the child's educational history, abilities, disabilities, educational needs, and services? ____ Yes ____ No
8. Do you expect to be able to serve for at least one school year from the date you are assigned as a surrogate parent? ____ Yes ____ No
9. Are you affiliated with an organization that is promoting or sponsoring surrogate parenting as a public service activity? ____ Yes ____ No
(If yes, which organization? _____)

Surrogate Parent Application – Page 2 of 2

Please discuss any skills or traits that would make you an effective surrogate parent.

Please provide contact information for two references:

Reference #1:

Name: _____

Mailing Address: _____

City _____ State _____ Zip _____ Phone _____

Reference #2:

Name: _____

Mailing Address: _____

City _____ State _____ Zip _____ Phone _____

*****AGREEMENT*****

If I consent to become a surrogate parent, I promise to keep all information I receive about the child in strict confidence while serving as a surrogate parent and in the future. I promise to keep the child’s caseworker and the surrogate parent program coordinator informed of my activities as a surrogate parent. I further promise to make every effort to serve for at least one school year.

Signature: _____

Printed Name: _____ Date: _____

Please complete this form and send to:

Terry Roth
Director of Exceptional Student Education
School Board of Clay County
23 South Green Street
Green Cove Springs, FL 32043