

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF K-12 PUBLIC SCHOOLS
BUREAU OF EXCEPTIONAL STUDENT EDUCATION

School District

Hernando

**EXCEPTIONAL STUDENT EDUCATION
POLICIES AND PROCEDURES (SP&P)**

EFFECTIVE DATE:

~~**2019-2020 through 2021-2022**~~

Part I. General Policies and Procedures

Section A.1: Legal Requirements for General Policies and Procedures

Statutory and Regulatory Citations

Title 34 Code of Federal Regulations(CFR) § 300.641

Sections 1003.57, 1003.571, and 1003.573, Florida Statutes(F.S.)

Rules 6A - 6.03411 and 69A - 58.0084, Florida Administrative Code(F.A.C.)

Requirement Related to ESE Policies and Procedures

For a school district to be eligible to receive state or federal funding for specially designed instruction and related services for exceptional students, it shall do the following:

1. Develop a written statement of policies and procedures for providing an appropriate program of specially designed instruction and related services for exceptional students
2. Submit its written statement of policies and procedures to the Bureau of Exceptional Education and Student Services (Bureau) for approval
3. Report to FDOE the total number of students in the school district receiving instruction in each special program for exceptional students in the manner prescribed by FDOE

The IDEA corresponding federal regulations, state statutes, and State Board of Education rules relating to special programs for exceptional students serve as criteria for the review and approval of the district's SP&P document.

The school district will submit the SP&P document in accordance with the timelines established in s. 1003.57, F.S., s. 1003.573, F.S., and Rule 6A-6.03411, F.A.C.

Section A.2: Legal Requirement Related to the Use of Restraint and Seclusion

District and School-Based Standards for Documenting, Reporting, and Monitoring the Use of Manual, Physical, or Mechanical Restraint and Seclusion Developed by the FDOE

District Level Standards

Districts shall:

- Have written procedures for reporting incidents of restraint and seclusion using the FDOE web-based reporting system.
- Have policies and procedures for restraint and seclusion on file with the Bureau of Exceptional Education and Student Services.
- Have training for personnel on the use of restraint and seclusion and maintain records of such trainings. The records maintained should include, but not be limited to:
 - Names of personnel trained
 - Description of training received
 - Dates of trainings
- Have a written plan for reducing restraint and seclusion

District Monitoring Standards

Districts shall:

- Have written policies and procedures for monitoring the use of restraint and seclusion for students with disabilities at the classroom, building, school, and district levels.
- Have a plan for reviewing restraint and seclusion data and effectiveness of instructional and behavioral practices used to reduce the use of restraint and seclusion, to include when, where, and why the restraint or seclusion occurred.
- Have policies and procedures for monitoring the use of restraint and seclusion on file with the Bureau of Exceptional Education and Student Services.
- Implement a plan for the purpose of reducing the use of restraint and seclusion that includes activities, skills and resources.
- Ensure that rooms used for seclusion meet the requirements of Rule 69A-58.0084, F.A.C.

School Level Standards

Schools shall:

- Have written school-based procedures for reporting incidents of restraint and seclusion using the FDOE web-based reporting system.
- Have school-based personnel who are trained to enter and report incidents using the FDOE web-based reporting system.
- Follow procedures for written notification of incidents of restraint and seclusion on the day of the incident, including, but not limited to:
 - Providing parents with a notification in writing of any incident of restraint or seclusion. This written notification must include the type of restraint used and any injuries occurring during or resulting from the

restraint.

- Making reasonable efforts to contact the parent via telephone or email on the day of the incident.
- Obtaining the parent's signed acknowledgement of receipt of the notification.
- Maintaining the documentation of the parent's signed acknowledgement of notice.
- Follow procedures for written incident reporting, including, but not limited to:
 - Providing parents with a written incident report generated by the FDOE web-based reporting system by mail within three **school** days of any incident of restraint or seclusion.
 - Obtaining the parent's signed acknowledgement of receipt of the incident report.
 - Maintaining the documentation of the parent's signed acknowledgement of receipt of the incident.
- Make a minimum of two attempts to obtain written parent acknowledgement when parents fail to respond to initial notices or incident reports.

Requirement Related to the Use of Restraint and Seclusion

In accordance with s.1003.573, F.S. the district maintains policies and procedures related to the use of restraint and seclusion.

- ☒ The district has made no changes to their policies and procedures regarding the use of restraint and seclusion.
- ☐ The district has made changes to their policies and procedures regarding the use of restraint and seclusion.
- ☐ This section is not applicable for the Department of Corrections.

District Policies Regarding Restraint and Seclusion

Physical restraint – One of the following must be selected:

- ☐ In addition to this SP&P document, the district has a written policy regarding allowable use or prohibition of physical restraint. This policy is included in Appendix D.
- ☒ This SP&P document is the district's only written policy regarding the allowable use or prohibition of physical restraint.

Seclusion – One of the following must be selected:

- ☐ In addition to this SP&P document, the district has a written policy regarding allowable use or prohibition of seclusion. This policy is included in Appendix D.
- ☒ This SP&P document is the district's only written policy regarding the allowable use or prohibition of seclusion.

Assurances

1. School personnel will not use a mechanical restraint or a manual or physical restraint that restricts a student's breathing.
2. School personnel will not close, lock, or physically block a student in a room that is unlit and does not meet the requirements for seclusion time-out rooms provided in State Fire Marshal Rule 69A-58.0084, F.A.C.

Section A.3: Requirements Related To Documenting and Reporting Incidents of Restraint and Seclusion

Documentation and Incident Reporting

1. Schools are required to notify the parent or guardian each time manual or physical restraint or seclusion is used with a student with a disability. Such notification will be in writing and provided before the end of the school day on which the restraint or seclusion occurred. In accordance with standards developed by FDOE, the notice must include the type of restraint used and any injuries occurring during or resulting from the restraint. Additionally, reasonable efforts will be taken to notify the parent or guardian by telephone or email, or both, and those efforts will be documented.
2. The school will obtain, and keep in its records, the parent's or guardian's signed acknowledgement that he or she was notified of the student's restraint or seclusion. In accordance with standards developed by FDOE, the district must make a minimum of two attempts to obtain written parent acknowledgement of receipt of the notification when the parent fails to respond to the initial notice.
3. The school will prepare an incident report within 24 hours after a student is released from restraint or seclusion. If the student's release occurs on a day before the school closes for the weekend, a holiday, or another reason, the incident report will be completed by the end of the school day on the day the school reopens. The school will provide the parent with the completed incident report in writing by mail within three school days after the student was manually or physically restrained or secluded.
4. The school will obtain, and keep in its records, the parent's or guardian's signed acknowledgement that he or she **received a copy of the incident report**. In accordance with standards developed by FDOE, the district must make a minimum of two attempts to obtain written parent acknowledgement of receipt of the incident report when the parent fails to respond to the initial report.
5. The following will be included in the incident report:
 - a. The name of the student restrained or secluded
 - b. The age, grade, ethnicity, and disability of the student restrained or secluded
 - c. The date and time of the event, and the duration of the restraint or seclusion
 - d. The location at which the restraint or seclusion occurred
 - e. A description of the type of restraint used in terms established by the FDOE
 - f. The name of the person(s) using or assisting in the restraint or seclusion of the student
 - g. The name of any nonstudent who was present to witness the restraint or seclusion
 - h. A description of the incident, including the following:
 - i. The context in which the restraint or seclusion occurred
 - ii. The student's behavior leading up to and precipitating the decision to use manual or physical restraint or seclusion, including an indication as to why there was an imminent risk of serious injury or death to the student or others
 - iii. The specific positive behavioral strategies used to prevent and deescalate the behavior
 - iv. What occurred with the student immediately after the termination of the restraint or seclusion
 - v. Any injuries, visible marks, or possible medical emergencies that may have occurred during the restraint or seclusion, documented according to district policies

vi. Evidence of steps taken to notify the student's parent or guardian

6. Incidents of restraint and seclusion are reported to FDOE via a website developed for this purpose, in a manner prescribed by FDOE.

Section A.4: District Procedures Related To Documenting and Reporting Incidents of Restraint and Seclusion

District Procedures

The district has in place policies and procedures that govern (1) parent notification, (2) incident reporting, (3) reporting of district data review, (4) monitoring, (5) training programs, to include a plan for the selection of personnel to be trained, and (6) the district's plan for reducing the use of restraint and seclusion. (*Charter schools, DJJ facilities, and contracted residential facilities must be included.*)

1. Describe the district's procedures for providing the parent with a copy of the **written notice on the day of the incident.**

a. Describe how parents are provided written notice on the day the restraint or seclusion occurred.

On the day of the incident, "Parent Notification of Restraint or Seclusion" form will be provided to parents by the end of the school day by contacting the parent and requesting that the parent come to the school to receive the parent notification. In the event that the parent does not come to the school to receive the notification, the notification will be sent home with the student and the school Principal or Assistant Principal will follow up by phone call with a minimum of two (2) attempts and/or email to the parent.

b. Specify personnel (by role or title) responsible for preparing the written notice.

On the day of the incident, the person responsible for preparing the notice will be the school Principal or Assistant Principal who are trained annually on the Restraint and Seclusion procedures.

c. Describe how reasonable efforts are made on the day of the incident to contact the parent by phone or email or both.

On the day of the incident, reasonable efforts will be made to contact the parent by phone or email or both, by documenting a minimum of two (2) attempts to phone/email to the parent.

d. Describe how records of the parent's acknowledgement that the written notice was received are retained, and actions that are taken in the event the parent does not provide a signed acknowledgement of the initial written notice.

On the day of the incident, two (2) attempts to gain signed acknowledgement beyond the provision of the Same Day Written Notification are made. If no signed acknowledgement had been received within 10 school days, the school will try to contact the parent by phone or email or both, and document the attempts by phone/email to the parent. If no signed acknowledgement is received within fifteen (15) days, an attendance officer will be sent to the home to try to obtain the signed acknowledgement. All these attempts will be documented.

2. Describe the district's procedures for providing parents with a copy of the incident report within three **school days** of the incident.

a. Specify personnel (by role or title) responsible for preparing the incident report.

The person responsible for preparing the web-based incident report will be the Principal or Assistant Principal.

b. Describe how the parents are provided a copy of the incident report within three school days of the incident.

Within three (3) school days, the web-based incident report for students with Individual Education Plans (IEPs) will be given to the district assigned behavior analyst/specialist to deliver to the Director of Exceptional Student Education (ESE). For students with a 504 Plan, the web-based incident report will be given to the district assigned school psychologist to deliver to the Director of Exceptional Student Education (ESE). Within three (3) school days the parents

will be provided with a copy of the report.

c. Describe how records of the parent's acknowledgement that the written report was received are retained, and actions that are taken in the event the parent does not provide a signed acknowledgement of the initial incident report.

The school will retain records in the Principal's office acknowledging that the web-based incident report was received and signed by the parent. In the event that the parent does not provide a signature page of acknowledgement, two (2) attempts to gain signed acknowledgement beyond the provision of incident report will be made. If no signed acknowledgement has been received within ten (10) school days, the school will try to contact the parent by phone or email or both, and document the attempts by phone/email to the parent. If no signed acknowledgement is received within fifteen (15) days, an attendance officer will be sent to the home to try to obtain the signed acknowledgement. All these attempts will be documented.

3. How does the district monitor the implementation of restraint and seclusion practices to include reporting requirements in charter schools, DJJ facilities, and contracted residential facilities?

Charter schools will follow all of the Restraint and Seclusion procedures set forth by the Hernando County School District including training administrative staff on Restraint and Seclusion procedures, implementing Restraint and Seclusion, reporting requirements to parents, district, and state. The district will monitor the implementation and reporting of Restraint and Seclusion including Charter schools ~~and Contracted residential facilities~~ in conjunction with any other Hernando district school. Monitoring is completed weekly by the ESE Director's secretary. She reports the findings to the ESE Leadership Team weekly and they formulate feedback and recommendations to the charter schools ~~and contracted residential facilities~~. Additionally a liaison will be identified, typically the Coordinator of Exceptional Student Education (ESE), to assist and support charter schools ~~and contracted residential facilities in these policies~~.

Section A.5: District Procedures Related To Review of Data and Reporting Procedures (to include monitoring and training)

1. Describe the district's review of data and reporting procedures.

Specify personnel (by role or title) responsible for collecting data in the web-based reporting system within the school, and to whom it is reported at the school and district level. (e.g., principal, ESE director, superintendent).

The Principal or Assistant Principal will: 1. Collect data by debriefing the incident with the personnel involved. 2. Collect and report data to the Department via the Department's web-based reporting system. 3. Report data for students with an Individual Education Plan (IEP) or a 504 by notifying the Director of Exceptional Student ~~Support Services~~ or the Secretary of the Director of Exceptional Student ~~Support Services~~ by phone when the web-based incident report is saved as a "Final Copy" on the web-based reporting system. 4. Director of Exceptional Student ~~Support Services~~ will report data on the incident(s) of manual physical restraint/seclusion to the Superintendent or designee. 5. After finalizing the web-based incident report, a copy of the parents' signature page of acknowledgement of notification and incident reports for students with Individual Education Plans (IEPs) or students with a 504 will be given to the district assigned behavior analyst/specialist to be delivered to the Director of Exceptional Student ~~Support Services~~. For students with a 504 Plan, after finalizing the web-based incident report, a copy of parents' signature page of acknowledgement of notification and incident reports will be given to the district assigned school psychologist to be delivered to the Director of Exceptional Student ~~Support Services~~. In the event that the parent does not provide a signature page of acknowledgement, all attempts to obtain the signature page of acknowledgement will be documented.

Provide information regarding the timelines, process and documentation for review of data and reporting within the district.

Monitoring at the District Level will occur by district Exceptional Student ~~Support Services~~ staff reviewing the "Parent Notification of Restraint or Seclusion" forms and web-based incident report forms weekly and check the website for entered data twice each week. Twice a year, the Exceptional Student ~~Support Services~~ department will meet with school administrators to ensure that policy and procedures for using manual physical restraint are followed as outlined in the SP&P Document. Seclusion is prohibited in Hernando County.

2. Describe the district's procedures for monitoring data collection and reporting and the use of restraint and seclusion at the (a) classroom, (b) building, and (c) district level. These monitoring procedures must address when, where, and why students are restrained or secluded and the frequency of the occurrences of restraint or seclusion, including prone and mechanical restraint. *(Charter schools, DJJ facilities, and contracted residential facilities must be included.)*

Describe how the district will monitor school practices related to the data collection and reporting to parents, including (a) data entry into the FDOE web-based system; (b) content of the written notice; (c) email or telephone attempts to contact parents on the day of the incident; (d) provision of written notice and incident reports to the parent within the required timelines; (e) maintaining documentation of the parent's acknowledgements of the receipt of written notices and reports; and (f) making additional attempts to obtain written parent acknowledgement when the parent fails to acknowledge the initial written notice or incident report.

Hernando County School District (HCSD), including charter schools and residential facilities, has established procedures for monitoring data collection, reporting and the use of manual physical restraint and seclusion at the classroom, school building and district levels. A Data Collection/Reporting Procedure Checklist: On the Day of the Incident and Incident of Restraint within three (3) days of the incident guides and documents the entire process. Every step identified in these documents must be followed explicitly and compliance will be monitored at all levels. District staff will provide training annually to administrators on the Restraint and Seclusion process and these administrators will then train ESE teachers and any other qualified staff in the process. The use of restraint is monitored at the classroom level by a school-based administrator who has been trained in the restraint and seclusion process. The administrator is responsible for investigating the restraint or seclusion, collecting the necessary data, reporting the data on the state-wide website and providing technical assistance to the teacher. The administrator may seek additional assistance for the teacher from

other personnel such as the team leader, Behavior Specialist or School Resource Officer. In the case of charter schools or residential facilities, additional assistance may be requested from the designated liaison. The use of restraint is monitored at the building level primarily by the Principal and the Behavioral Specialist. The Principal may request additional support and/or technical assistance from other school staff or District staff including Exceptional Student ~~Support Services~~ & SEDNET. With charter schools and residential facilities, the designated liaison, typically the Coordinator of ESE Instruction, will monitor the charter schools and residential facilities along with the trained site-based administrator. The use of restraint and seclusion is monitored at the District level by reporting any incidents of restraint and seclusion to the Director of Exceptional Student ~~Support Services~~ or designee by phone within 24 hours of when the incident occurred and by the Behavior Specialist (ESE student) or School Psychologist (504 student) providing a hard copy of the reported data to Exceptional Student ~~Support Services~~ when the web-based incident "Final Copy" is submitted. These reports will be reviewed weekly by the Director or designee and aggregated data will be reviewed monthly as a standing agenda item at the Exceptional Student ~~Support Services~~ Leadership Team Meeting. ~~For the HCSD students who are residing in a contracted residential treatment facility, charter school or Department of Juvenile Justice facility, the staff in those facilities must provide data regarding the manual, prone, or mechanical restraint to the Director of Exceptional Student Support Services or the designee within the same time parameters as students residing in a HCSD school on the day of the incident.~~ When applicable, the use of the restraint will be aligned with the student's Behavior Intervention Plan (particularly if a mechanical or prone restraint has occurred). All monitoring of data collection, use of restraint or seclusion, and reporting requirements will be the same for these facilities including site walk-throughs as needed. ~~Residential facility walk-throughs will be completed annually unless more frequent visits are deemed necessary by the Director of Exceptional Student Support Services. HCSD allows the contracted residential program (Carlton Palms) to utilize their restraint and seclusion practices described in the "Behavior Practices Manual" including the use of prone and mechanical restraint. However, these techniques must be reviewed by their medical review board and written in the student's Behavioral Intervention Plan and reviewed annually in the student's Individual Education Plan (IEP) meeting and progress monitored and reported to the district monthly.~~

Describe how the district will monitor school practices related to when, where, and why students are restrained and secluded at the (a) classroom, (b) building, and (c) district level.

Data collection, written documentation and reporting are considered vital components of the restraint and seclusion process. Again, A Data Collection/Reporting Procedure Checklist: On the Day of the Incident and Incident of Restraint within Three Days of the Incident describe every step mandated in the process and must be followed explicitly including: (a) data entry into the FLDOE web-based system; (b) content of the written notice; (c) email or telephone attempts to contact parents on the day of the incident; (d) provision of written notice and incident reports to the parent within the required guidelines; (e) maintaining documentation of the parent's acknowledgements of the receipt of written notices and reports; and (f) making additional attempts to obtain written parent acknowledgement when the parent fails to acknowledge the initial written notice or incident report. Compliance, accuracy, timeliness and content are all monitored at the classroom level by the school-based administrator and Behavior Specialist. They are monitored at the building level by the Principal and Behavior Specialist and at the District level by the Director of Exceptional Student ~~Support Services~~ or designee.

Describe how information about restraint and seclusion data is (a) shared with school and classroom personnel directly involved in the use of restraint and seclusion and (b) reviewed to assess, develop or revise and implement effective behavioral strategies and instructional practices for students who are frequently restrained or secluded.

Restraint and seclusion data is shared at the classroom level by the site-based administration for the district and charter schools. The entered restraint and seclusion report will be reviewed and technical assistance obtained from the school experts, Behavior Specialist, and ESE district review committee will be provided when necessary. Additional coaching, mentoring, and follow along will also be provided by school and district staff when needed to district schools and charter schools. If Behavior Intervention Plan revision or additional interventions are recommended they will be documented, shared with parents, progress monitored, and evaluated quarterly by the behavior specialists/analyst.

3. Describe the district's training for personnel on the use of restraint and seclusion and how records of such trainings

are maintained. The records maintained should include, but not be limited to, names of personnel trained, description of training received, and dates of trainings. (*Charter schools, DJJ facilities, and contracted residential facilities must be included.*)

Describe the programs the district uses to train personnel with regard to the use of restraint and seclusion; if multiple programs are used within the district, describe how decisions are made with regard to when a particular program is selected.

The program used to train personnel on the use of restraint and seclusion is Nonviolent Physical Crisis Intervention (CPI). This is the sole program used and is School Board approved. Records are maintained on training topics, participants, dates of initial and refresher trainings by SEDNET. The SEDNET project manager coordinates all CPI trainings. CPI cards are delivered to participants and provide documentation that they are trained and in good standing with CPI. CPI tests are filed and kept secure for five (5) years. Charter schools, ~~DJJ facilities, and contracted residential facilities and contracted residential facilities~~ must provide documentation of CPI intervention. Hernando County School District recommends that all ESE teachers teaching students with disabilities be trained in the entire two (2) day CPI training. It is strongly recommended for teachers who are teaching ASD and EBD students. All charter schools in the Hernando County School District will also be utilizing CPI in the event of a restraint. The charter school will each identify a minimum of two (2) staff members to be trained in the use of Nonviolent Physical Crisis Intervention (CPI). The will be required to maintain good standing with CPI.

Describe how the district implements professional development on the selected training program(s).

The initial training is offered twice a year district-wide. Annual refreshers are offered and may be site-based or district wide. CPI trainers also maintain current credentials and are "in good standing" status so they are credentialed to train. These trainings will include, and be open, to charter schools in the Hernando County School District.

Describe how the district maintains records on the training of personnel with regard to restraint and seclusion.

The records for the training are as follows: a. Participants register on the district's electronic registration or in the case of charter schools a separate list will be maintained both by SEDNET and the Exceptional Student ~~Support Services~~ (ESSS) liaison to charter schools, typically the Coordinator ~~of ESE Instruction~~. b. Participants sign-in at the training and those records are kept at the Exceptional Student ~~Support Services~~ (ESSS) office. c. Participants are administered a test after completion of the course and once the participant completes the training and passes the test, a Nonviolent Physical Crisis Intervention (CPI) card is given to the participant documenting that participant is approved to administer CPI for a period of one-year. d. Completed post-tests, evaluations, and rosters are submitted to Nonviolent Physical Crisis Intervention (CPI). SEDNET monitors all CPI trainings on a spreadsheet and provides the official documentation of the training.

If the training program used requires periodic "refresher training," indicate the intervals at which this occurs and how.

Refresher Nonviolent Physical Crisis Intervention (CPI) training is required for all certified individuals annually. Participants will register on the district's electronic registration or on a separate list designated for charter schools. Principals, including those at charter schools, will be sent a list of their staff that will need a refresher course annually.

Describe the district's plan with regard to the selection of personnel to be trained in restraint and seclusion.

The district allows administrators, ESE teachers, counselors, Behavior Analysts/Specialists, and regular education teachers as needed to be trained on the entire two (2) day training program. Paraprofessionals receive only a one (1) day training including verbal intervention and personal safety unless a principal requests permission from the Director of Exceptional Student ~~Support Services~~ to allow the individual to complete the entire initial training.

Indicate whether all charter schools in the district use the same crisis management program as that described for

use in district-operated schools.

All charter schools in Hernando County ~~will send a minimum of two (2)~~ employees to be trained in Nonviolent Crisis Prevention Intervention (CPI) and maintain their certification. Charter schools will be trained in and follow the Hernando County School District's protocol for restraint and seclusion.

If no, indicate by charter school the name of the crisis management program used?

N/A

Section A.6: District Plan Related to Reducing the Use of Restraint

Does the district prohibit the use of restraint?

- ☐ Yes
☒ No

1. Even if the district prohibits the use of restraint, if restraint incidents occurred during the 2018-19 and 2019-20 school years, the district will have a plan for reducing the use of restraint.

If the district allows the use of restraint, specify the district's measurable annual goal for the 2019-20 and 2020-21 school years for reducing the number of incidents of restraint (goal must include a percentage for reduction).

Hernando County Schools will reduce the number of restraints by 5% for the 2019-20 and 2020-21 school years. All school administrators who are approved to report restraints and seclusion will be trained on Policies and Procedures for Restraint and Seclusion. Administrators will request to recommend staff to be trained on Crisis Prevention Intervention (CPI) and establish a safety team annually. School Staff who have been recommended by the administrator will be trained in the area of CPI Verbal De-Escalation. Any restraint occurrence will generate a school-based problem-solving meeting that would include administration, behavior specialist or school psychologist, the person who performed the restraint, and the school resource officer if involved. This will aid in determining if the restraint was necessary and if there were any positive behavior supports and strategies recommended and implemented to include interventions. The behavior specialist or school psychologist will provide notice to will provide notice to their supervisor and review the report. The supervisor will sign-off and take the report to the Exceptional Student Education Leadership Team to put additional recommendations in place. Exceptional Student Education Goal for 2019-20: Hernando County will reduce the number of physical restraints by 5% for the 2019-20 school year.

2. The district is required to have a plan for reducing the use of restraint, particularly in settings where it occurs frequently or with students who are restrained repeatedly, and for reducing the use of prone restraint and mechanical restraint. The plan must include a goal for reducing the use of restraint and must include activities, skills, and resources needed to achieve that goal. Charter schools, DJJ facilities, and contracted residential facilities must be included. Activities may include, but are not limited to, the following:
- a. Additional training in positive behavioral support and crisis management
 - b. Parental involvement
 - c. Data review
 - d. Updates of students' Functional Behavioral Assessments (FBAs) and Positive Behavioral Intervention Plans (PBIPs)
 - e. Additional student evaluations
 - f. Debriefing with staff
 - g. Use of schoolwide positive behavior support
 - h. Changes to the school environment

Total number of incidents of restraints for the 2017-18 school year.

153 with 52 students

Total number of incidents of restraints for the 2018-19 and 2019-20 school years.

2018-19 56 restraints with 29 students 2019-20 34 restraints with 16 students

Indicate the percentage of increase or decrease in the 2018-19 and 2019-20 rates.

Decrease of 63% for 2018-19 and Decrease of 39% for 2019-20

Provide a rationale for the district's increase or decrease in incidents when comparing the data.

Of the 56 restraints, 37 came from the same school which houses two behavior intervention classrooms for the district. This school has historically had a high number of restraints. During the 2019-20 school year these classrooms struggled to maintain consistent staff. Due to the rapid turnover training was difficult to provide and implement with fidelity. The ESE Department provided additional support at the school to provide mental health and behavioral interventions. The district provided training to administrators and staff regarding de-escalation techniques, mental health friendly classroom strategies, and a focus on building school connections.

Note whether or not the district attained the 2018-19 goal for rate reduction of restraint and the difference between 2018-19 percentage goal and the actual 2018-19 percentage rate.

The goal of reducing the number of restraints was met for the 2018-19 school year and actually surpassed the 5% goal and reached a 63% reduction.

How many students in the district were restrained 15 or more times? What were the specific activities, skills, and resources implemented to reduce these rates?

There were zero (0) students restrained 15 times or more.

Does the district have a policy in place that prohibits the use of prone restraint?

- ☐ Yes
☒ No

If not, describe how and when prone restraint is being used.

Our district does not support the use of prone restraints. The only School Board approved training protocol for restraint is CPI (Crisis Prevention Intervention).

If there is no policy that prohibits the use of prone restraint, include a plan for reducing the use of prone restraint.

Our district does not support the use of prone restraints. The only School Board approved training protocol for restraint is CPI (Crisis Prevention Intervention).

Does the district have a policy in place that prohibits the use of mechanical restraint?

- ☒ Yes
☐ No

If not, describe what mechanical restraints are being used and how they are being used.

Mechanical restraints are prohibited in all schools.

If there is no policy that prohibits the use of mechanical restraint, include a plan for reducing the use of

mechanical restraint.

N/A

Describe the data reviewed from the 2018-19 and 2019-20 school years (which must include primary exceptionality and race or ethnicity of students restrained and type of restraint used).

2018-19 data reflects 29 students with disabilities had 56 incidents of documented restraints; 24 of the students were male and 5 were female. The race/ethnicity of the 29 students were 7 Black/African American, 1 Multiracial, 19 white, and 3 Hispanic. The student's primary exceptionalities were 12-EBD, 5-ASD, 4-OHI, 3-IND, 1-DHH, 1-SLD, 1-DD, 1-SI, and 1-504. The types of restraints used were 2- mechanical (SRO handcuffed student) 2- prone, 1-supine, 1 seated, and 50 standing. 2019-20 data reflects 16 students with disabilities had 34 incidents of restraint. Three students were female, 13 males. The ethnicity of the 16 students were 3 Black/African American, 1 Multiracial, 12 white. Student's primary exceptionalities were 5-EBD, 3-ASD, 2-OHI, 1-OI, 1-LI, 1-SLD, 1-DD, 1-SI, and 1-IND. Types of restraints used were 30 Standing, 4 seated. Thirty –three restraints followed CPI guidelines with trained staff. One restraint was marked other and conducted by a School Resource Officer from the Sheriff's office.

Describe how the data and the problem-solving process informed your district's plan to reduce the use of restraint.

The problem solving team includes the teachers, behavior specialists/analysts, ESE Coordinators, school administrators and technical assistance from the Florida PBIS Project. This team created a Postvention form for debriefing, and new training for all staff to develop skills in de-escalation techniques.

Describe how the data and the problem-solving process determined the measurable annual goal for the reduction of restraint for the 2019-20 and 2020-21 school years.

The Hernando County School District is determined to reduce restraints by 5% for 2019-2020 and 2020-21 school years based on current district initiatives that are providing more staff training, SEL curriculum, and a multi-tiered system of support for behavior management.

The following are examples of activities that may be considered for the purpose of reducing the use of restraint.

- Implement student-specific strategies such as: reviewing individual educational plans (IEPs) and Section 504 plans; conducting evaluations or reevaluations and FBAs; evaluating the effectiveness of PBIPs and health care plans specific to individual students' responses and progress
- Implement district and school strategies for increasing parental involvement
- Introduce or strengthen Multi-Tiered Systems of Support (MTSS), which could include schoolwide positive behavioral support
- Provide additional professional development training in positive behavioral support and crisis management
- Problem solve with school administrators to make data-driven decisions regarding school environments

Describe the activities that are a part of the district's plan to reduce the use of restraint.

Administrators will request CPI training for the establishment of a school-based crisis team. School staff will also be trained in verbal de-escalation techniques to reduce students escalating to risk behaviors. Mental Health supports and staff training have significantly reduced the probability of risk behaviors. When a restraint is done on campus, the school-based crisis team will hold a problem-solving meeting using a debriefing form following the COPING model in CPI workbooks. Crisis teams will evaluate the situation and develop a plan moving forward with the individual student and staff needs as a priority. The district will provide data to school administrators to follow-up on specific students, or classrooms. FLPBIS will continue to support the district with training and technical assistance regarding the development and fidelity of tiered interventions. SEDNET will provide assistance through training and materials to provide information

to staff and families regarding the development of self-regulation skills particularly for the EBD populations around the district.

Describe the resources that are a part of the district's plan to reduce the use of restraint.

Use of SEDNET (Discretionary Project) resources, FLPBIS (Discretionary Project) Technical Assistance and professional development.

Section A.7: District Plan Related to Reducing the Use of Seclusion

Does the district prohibit the use of seclusion?

- ☒ Yes
☐ No

1. Even if the district prohibits the use of seclusion, if seclusion incidents occurred during the 2018-19 school year, the district will have a plan for reducing of the use of seclusion.

If the district allows the use of seclusion, specify the district's measurable annual goal for the 2019-20 and 2020-21 school years for reducing the number of incidents of seclusion (goal must include a percentage for reduction).

N/A

2. The district is required to have a plan for reducing the use of restraint, particularly in settings where it occurs frequently or with students who are restrained repeatedly, and for reducing the use of prone restraint and mechanical restraint. The plan must include a goal for reducing the use of restraint and must include activities, skills, and resources needed to achieve that goal. Charter schools, DJJ facilities, and contracted residential facilities must be included. Activities may include, but are not limited to, the following:
- a. Additional training in positive behavioral support and crisis management
 - b. Parental involvement
 - c. Data review
 - d. Updates of students' Functional Behavioral Assessments (FBAs) and Positive Behavioral Intervention Plans (PBIPs)
 - e. Additional student evaluations
 - f. Debriefing with staff
 - g. Use of schoolwide positive behavior support
 - h. Changes to the school environment

Total number of incidents of seclusion for the 2017-18 school year.

N/A

Total number of incidents of seclusion for the 2018-19 and 2019-20 school years.

N/A

Indicate the percentage of increase or decrease in the 2018-19 and 2019-20 rates.

N/A

Provide a rationale for the district's increase or decrease in incidents when comparing the data.

N/A

Note whether or not the district attained the 2018-19 goal for rate reduction of seclusion and the difference between 2018-19 percentage goal and the actual 2018-19 percentage rate.

N/A

How many students in the district were secluded 15 or more times in the district? What were the specific activities, skills, and resources implemented to reduce these rates?

N/A

3. Describe the district's procedures for ensuring that seclusion rooms meet the requirements of State Fire Marshal Rule 69A-58.0084, F.A.C., by addressing each of the following:

Who coordinates the inspection conducted by the Fire Marshal?

N/A

How is the safety of the seclusion rooms monitored?

N/A

How are the results of the inspection reported to the district?

N/A

Describe the district's procedures for correction when a seclusion room is found to be in violation of State Fire Marshal Rule 69A-58.0084, F.A.C.

N/A

4. Describe the district's use of seclusion rooms by addressing each of the following.

How many seclusion rooms does the district have that meet State Fire Marshal Rule 69A-58.0084, F.A.C.?

N/A

Where are the schools in which the seclusion rooms are located?

N/A N/A

When are the seclusion rooms used?

N/A

How are the seclusion rooms used?

N/A

Describe the data reviewed from the 2018-19 school year (which must include primary exceptionality and race or ethnicity of students secluded).

N/A

Describe how the data and the problem-solving process informed your district's plan to reduce the use of

seclusion.

N/A

Describe how the data and the problem-solving process determined the measurable annual goal for the reduction of seclusion for the 2019-20 and 2020-21 school years.

N/A

The following are examples of activities that may be considered for the purpose of reducing the use of seclusion.

- Implement student-specific strategies such as: reviewing IEPs and Section 504 plans; conducting evaluations or reevaluations and FBAs; evaluating the effectiveness of PBIPs and health care plans specific to individual students' responses and progress
- Implement district and school strategies for increasing parental involvement
- Introduce or strengthen MTSS, which could include schoolwide positive behavioral support
- Provide additional professional development training in positive behavioral support and crisis management
- Problem solve with school administrators to make data-driven decisions regarding school environments

Describe the activities that are a part of the district's plan to reduce the use of seclusion.

N/A

Describe the resources that are a part of the district's plan to reduce the use of seclusion.

N/A

Section B.1: Assurances – Free Appropriate Public Education (FAPE)

Statutory and Regulatory Citations

Title 34 CFR §§99.7, 300.111, 300.172, 300.226, 300.613-300.621 and 300.646

Chapters 468, 486, 490 and 491, F.S.

Sections 393.17, 627.6686, 641.31098, 1002.20, 1002.22, 1003.4282, 1003.57, 1003.572, 1006.03, 1011.62, 1012.32 and 1012.321, F.S.

Rules 6A-1.0955, 6A-6.03028 and 6A-6.0311, F.A.C.

Full Educational Opportunity Goal (FEOG)

The district assures provision of full educational opportunity to all children with disabilities, aged three through 21, using the kind and number of facilities, personnel, and services necessary to meet this goal. A Free Appropriate Public Education (FAPE) is available to all students with disabilities upon determination of need.

Information to be Provided at Initial Meeting of a Student's IEP Team

In accordance with s. 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.

Ages of Students Served

One of the following must be selected. For students with disabilities who have not graduated with a standard diploma, the district will:

- ☒ Provide services until the day the student turns twenty-two (22)
- ☐ Provide services until the end of the semester in which the student turns twenty-two (22)
- ☐ Provide services through the last instructional day of the school year for all students in the district in which the student turns twenty-two (22), provided that the student was twenty-one (21) years old on the first instructional day of school for all students in the district

One of the following must be selected. Indicate if the district (including charter schools) serves infants and toddlers with disabilities, ages birth through two, in collaboration with Local Early Steps:

- ☐ Yes
- ☒ No

Note: Districts may provide FAPE to a child who will turn three during the school year. If this is the only circumstance for which the district would provide services to a child who is two years of age, **no** should be checked.

One of the following must be selected. Indicate if the district (including charter schools) serves prekindergarten children with disabilities, ages three through five:

- ☒ Yes
- ☐ No

Section B.2: Parental Input and Meetings

Parental Input and Meetings

In accordance with section 1002.20(21)(a), F.S., Meetings with school district personnel, 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, the parents of students with disabilities 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.

1. 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 IEP; the development of a 504 accommodation plan issued under s. 504 of the Rehabilitation Act of 1973; the transition of a student from early intervention services to other services; the development of postsecondary goals for a student with a disability and the transition services needed to reach those goals; and other issues that may affect the educational environment, discipline, or placement of a student with a disability.
2. The parents and school district personnel attending the meeting shall sign a document 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.

One of the following must be selected:

- ☐ I have read and understand the above information.
- ☐ This section is not applicable for the Department of Corrections.

Section B.3: Collaboration of Public and Private Instructional Personnel

Collaboration of Public and Private Instructional Personnel

Section 1003.572, F.S., provides:

1. As used in this section, the term "private instructional personnel" means:
 - 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 ,F.S.
 - 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.
2. The collaboration of public and private instructional personnel shall be designed to enhance but not supplant the school district's responsibilities under the Individuals with Disabilities Education Act (IDEA). The school as the local education agency shall provide therapy services to meet the expectations provided in federal law and regulations and state statutes and rules. Collaboration of public and private instructional personnel will work to promote educational progress and assist students in acquiring essential skills, including, but not limited to, readiness for pursuit of higher education goals or employment. Where applicable, public and private instructional personnel shall undertake collaborative programming. Coordination of services and plans between a public school and private instructional personnel is encouraged to avoid duplication or conflicting services or plans.
3. Private instructional personnel who are hired or contracted by parents to collaborate with public instructional personnel must be permitted to observe the student in the educational setting, collaborate with instructional personnel in the educational setting, and provide services in the educational setting according to the following requirements:
 - a. The student's public instructional personnel and principal consent to the time and place.
 - b. The private instructional personnel satisfy the requirements of s. 1012.32 or s. 1012.321, F.S.
4. For the purpose of implementing this subsection, a school district may not impose any requirements beyond those requirements specified in this subsection or charge any fees.
5. The provision of private instructional personnel by a parent does not constitute a waiver of the student's or parent's right to a free and appropriate public education under IDEA.

Written Agreements

The district assures that written agreements are on file in the district for multi-district programs and for the assignment of instructional personnel to a facility operated by another agency or organization. These written agreements have been developed and approved by all participating school boards or agencies. Each such agreement, in accordance with Rule 6A-6.0311, F.A.C., includes but is not limited to:

1. Designating responsibilities for the implementation of district procedures
2. Providing transportation
3. Providing program and staff supervision
4. Funding programs

5. Dissolving the agreement

Written agreements are on file for the provision of special education and related services to this district's exceptional students through multi-district programs.

- ☐ Yes
☒ No

If the answer to the above question is yes, include the name(s) of the district(s) providing services and the types of ESE services provided by each district.

N/A

Written agreements are on file for the provision of special education and related services to exceptional students from other districts through multi-district programs.

- ☐ Yes
☒ No

If the answer to the above question is yes, include the name(s) of the district(s) receiving services and the types of ESE services provided for each district.

N/A

Agreements for assigning instructional personnel to a facility operated by other agencies or organizations are on file in this district.

- ☐ Yes
☒ No

If the answer to the above question is yes, include the name of each agency and the instructional personnel assigned for each facility.

N/A

Section B.4: Department of Juvenile Justice Facilities

Department of Juvenile Justice Facilities

Statutory and Regulatory Citations

Sections 1002.42, 1003.01, 1003.52, 1003.57, 1003.573, 1011.62 and 1012.42, F.S.
Rules 6A-1.045111, 6A-1.0503, 6A-6.0334, 6A-6.0361 and 6A-6.05281, F.A.C.

The district school board of the county in which the residential or nonresidential Department of Juvenile Justice facility is located shall provide appropriate educational assessments and an appropriate program of instruction and special education services, including all services and documentation required by federal and state laws. Districts have the option of providing the educational services directly or may enter into a contract with a private provider to provide educational services.

In accordance with section 1003.01(11)(b), F.S., "Juvenile justice provider" means the Department of Juvenile Justice, the sheriff, or a private, public, or other governmental organization under contract with the Department of Juvenile Justice or the sheriff that provides treatment, care and custody, or educational programs for youth in juvenile justice intervention, detention, or commitment programs.

How does the district provide educational programs for students with disabilities in the district's county jail?

~~The Hernando County Schools meet annually with the jail personnel to discuss how services will be provided by the school system. The school system advertises and hires highly qualified teachers that meet the requirements of the county jail facility. An agreeable time between the school system and jail personnel is determined for the teachers to deliver services to the incarcerated ESE students.~~

Districts that enter into a contract with a private provider are responsible for oversight. For exceptional students, districts should ensure that exceptional students have a current individual educational plan (IEP), that the IEP contains measurable annual goals (including academic and functional), that the IEP is being implemented, that parents are invited to the IEP team meeting, and that the appropriate team members are present at the meeting.

Placement in a residential facility of a student with a disability by a public agency other than the school district

1. In accordance with s. 1003.57(3), F.S., an exceptional student with a disability may be placed in a private residential care facility by the Department of Children and Families, Agency for Persons with Disabilities, or Agency for Health Care Administration. For this purpose, "placement" is defined as the funding or arrangement of funding by an agency for all or a part of the cost for an exceptional student with a disability to reside in a private residential care facility and the placement crosses school district lines.
2. The private residential care facility, or a residential facility that is operated, licensed, or regulated by a public agency shall ensure that, within 10 business days of a student with a disability being placed in the facility, written notification of the placement is provided to the school district where the student is currently enrolled and counted for funding purposes under s. 1011.62, F.S. (sending school district), and the school district where the residential facility is located (receiving school district). If the student is not currently counted for funding purposes in the school district in which the legal residence of the student is located, the school district in which the legal residence of the student is located also shall be notified by the residential facility in writing within the required timeline. The placing agency shall collaborate with the residential facility to determine how that notification will be provided within the required timeline.
3. In accordance with subsection (3) of Rule 6A-6.0334, F.A.C., the sending school district shall take reasonable steps to promptly respond to the residential facility's request for transmittal of the student's educational records. If the student's placement in the residential care facility occurs while the notification and procedures regarding payment are pending, the student shall remain enrolled in the sending school district and the sending school district shall

collaborate with the residential care facility to ensure that the student receives a free and appropriate public education, special education, and related services, including services comparable to those described in the current IEP, until the notification and procedures regarding payment are completed.

Each school district is responsible for assuring the proposed program at the nonpublic school or community facility is appropriate to meet the educational needs of the exceptional student with a disability, or early intervention needs of the infant or toddler with a disability, placed through a contractual agreement. This is not meant to limit the responsibility of agencies in the state other than the district school boards from providing or paying some or all of the cost of a free appropriate public education or early intervention services to be provided to children with disabilities ages birth through 21 years.

Contractual Arrangements with Private Schools

Statutory and Regulatory Citations

Section 1003.52, F.S.

Rules 6A-6.0361, F.A.C.

1. Each school district shall provide special education and related services to an exceptional student with a disability through a contractual agreement with an approved nonpublic school or community facility under **any** of the following circumstances:
 - a. When the school district determines that no special educational program offered by the district, a cooperating school district, or a state agency can adequately meet the educational program needs for a student
 - b. For the provision of the educational component of a residential placement for an exceptional student with a disability when such a placement is made by another public agency for the primary purpose of addressing residential or other noneducational needs. The student's IEP may reflect that the residential placement is not required for the student to benefit from special education that could otherwise be provided by the school district during the day
 - c. For the provision of a non-residential interagency program for an exceptional student with a disability that provides educational programming in accordance with the student's IEP
 - d. In collaboration with the Part C Early Steps Program for the provision of early intervention services for an infant or toddler with a disability when the school district has determined that a nonpublic or community facility can provide appropriate services for the infant or toddler in accordance with an Individualized Family Support Plan (IFSP)

The requirements of this subsection do not apply when a school district provides educational assessments and a program of instruction and special education services to students in the custody of Department of Juvenile Justice programs who are served in residential and nonresidential care facilities and juvenile assessment facilities located in the school district in accordance with section 1003.52(3), F.S.

District Responsibilities

1. Before the school district executes a contract with a nonpublic school or community facility, the school district will determine that the school or facility:
 - a. Has qualified personnel as defined in Rule 6A-1.0503, F.A.C., or appropriate licensing entities and appoints noncertified instructional personnel according to the policies required in Rule 6A-1.0502, F.A.C. Personnel in an out-of-state nonpublic school or community facility shall be certified or licensed in accordance with the standards established by the state in which the nonpublic school or community facility is located.
 - b. Provides instructional school day and year consistent with s. 1011.61, F.S, taking into account the number of school hours or school days provided by the school district.

- c. Maintains current sanitation and health certificates and fire inspections for each appropriate building and will be open for inspection by appropriate authorities.
- d. Protects the confidentiality of student records and information and assures the provision to the parent or student whose rights have transferred upon reaching the age of majority (age 18), the right of access, copies, amendments, and hearings as specified in Rule 6A-1.0955, F.A.C.
- e. Designates staff member to be responsible for the administration of the provisions of the contract and supervision of the educational program provided to each student, or early intervention services provided to each child age birth through two years, under the contract.
- f. Has written procedures for admission, dismissal, and separation of students, if appropriate.
- g. Has a written description of the support services that are available and will be provided to each student placed under a contract in accordance with each student's IEP or each child's IFSP.
- h. Has written policies concerning: care of the student in emergencies; clinical and administrative records; personnel policies; staff duties; fee schedules; food services; and insurance coverage.
- i. Complies with requirements of: the Office for Civil Rights (OCR); the Americans with Disabilities Act (ADA); Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; the Boy Scouts of America Equal Access Act (Section 9525 of the Elementary and Secondary Act of 1965, as amended by the No Child Left Behind Act of 2001).
- j. Files reports with the Department of Education as prescribed in s. 1002.42, F.S., if applicable.

Contents of Contract

1. A contract between a district school board and a nonpublic school or community facility to provide educational programs for an exceptional student with a disability, or early intervention services to a child with a disability age birth through two, shall not extend beyond the school district's fiscal year, and shall include at least the following:
 - a. Written assurance that the nonpublic school or community facility is staffed by qualified personnel as defined by rule 6A-1.0503, F.A.C., or an appropriate and identified licensing entity.
 - b. A description of the scope of service provided by the nonpublic school or community facility and how it relates to the IEP of the exceptional student with a disability or the IFSP of the infant or toddler with a disability.
 - c. Provision for reporting to appropriate school district personnel and the parent on the student's progress in meeting the annual goals in accordance with the IEP or the child's and family's progress in meeting the major outcomes in accordance with the IFSP.
 - d. Provision for appropriate school personnel to review the program provided by the nonpublic school or community facility and to confer with the staff of the nonpublic school or community facility at reasonable times.
 - e. Provision for reporting to appropriate school district personnel any non-attendance of the exceptional student with a disability or the infant or toddler with a disability.
 - f. Provision for notifying appropriate school district personnel and the parent of the use of seclusion or restraint of the student, in accordance with section 1003.573, F.S.
 - g. The method of determining charges and sharing costs with other agencies for the placements under the contract, including the projected total cost to the school district.
 - h. Identification of financial responsibility.
 - i. Method of resolving interagency disputes. Such methods may be initiated by district school boards to secure

reimbursement from other agencies.

- j. A schedule for review of the program being provided to the exceptional student with a disability or the infant or toddler with a disability, through the contract.
- k. Provision for terminating the contract.
- l. Written assurance of compliance with applicable provisions of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1974, and Section 504 of the Rehabilitation Act of 1973.

Additional District Responsibilities

When contracting with a nonpublic school or community facility, in accordance with Rule 6A-6.0361, F.A.C., the school district shall be responsible for at least the following:

1. Selecting an appropriate nonpublic school or facility in consultation with the parent and other appropriate agency personnel
2. Providing for transportation for students age three through 21 years
3. Maintaining a case file including progress reports and periodic evaluations of the exceptional student with a disability, or infant or toddler with a disability
4. Verifying that the child is a resident of the school district and is enrolled in, or has made application for admittance to, a school district program
5. Providing for the cost of the student's educational program or early intervention services as specified in the contract
6. Maintaining documentation of the qualifications of personnel in nonpublic schools or community facilities as required in Rule 6A-6.0361, F.A.C., or by the appropriate licensing entity, including the out-of-field notification requirements of s. 1012.42, F.S.
7. Providing an appropriate educational program for the student in the least restrictive environment based on an annual or more frequent review of the student's IEP, or early intervention services in a natural environment based on a six-month or more frequent review of the child's IFSP
8. Maintaining copies of the IEPs or IFSPs in the district and providing copies of the IEPs of students who are in residential placements to the Department of Education, Bureau of Exceptional Education and Student Services
9. Reporting, data collection, and monitoring the use of seclusion or restraint of the student, in accordance with s.1003.573, F.S.

Section B.5: Florida Educational Finance Program (FEFP) Funds

Florida Educational Finance Program (FEFP) Funds

When an exceptional student with a disability, or infant or toddler with a disability, is enrolled in a nonpublic school or community facility program under contractual arrangement for providing a special educational program or early intervention services as provided herein, the student, or infant or toddler, shall generate FEFP funds for the school district in the appropriate cost categories as established in s. 1011.62, F.S., as outlined below.

1. The nonpublic school or community facility program meets the criteria referenced under **District Responsibilities** in Part I, Section B.4.
2. The student is regularly attending the program, and the length of the school day and minimum number of days are in compliance with Rule 6A-1.045111, F.A.C.
3. The student is appropriately identified as an exceptional student with a disability by the school district, or the infant or toddler has been determined eligible as an infant or toddler with a disability by the Part C Early Steps Program, but does not include students identified solely as gifted.
4. An IEP or IFSP for the student has been developed as required.
5. Full-time equivalent student membership for each exceptional student with a disability, or infant or toddler with a disability, under a contractual arrangement is included in the school district's report of membership.
6. Annually and prior to the first report of full-time equivalent membership for a student in a residential placement in a nonpublic or community facility program, a copy of the contracts signed by all participating parties shall be filed with the Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services, 325 West Gaines Street, Tallahassee, Florida 32399.

When a school district contracts for the educational component of a residential placement for a group of students, one (1) contract with student names or individual contracts shall be filed.

Notes:

When an exceptional student with a disability is offered an appropriate educational program by the school district and the parent waives his opportunity in favor of a nonpublic program selected by the parent, the parent shall assume full financial responsibility for the student's education.

Section 1003.57(2)(a), F.S., states, "an exceptional student with a disability who resides in a residential facility and receives special instruction or services is considered a resident of the state in which the student's parent is a resident." The statute further indicates that nonresident students with disabilities being serviced in residential facilities "may not be reported by any school district for FTE funding in the Florida Education Finance Program (FEFP)."

The district contracts for special education and related services with nonpublic schools, residential facilities, or community facilities.

- ☒ Yes
☐ No

If **yes**, describe the district's procedures for the following:

Determining that the school or facility meets the required criteria before a contract with a nonpublic school or community facility is completed.

Hernando County School Board (HCSB) collaborates with Agency for Persons with Disabilities (APD) when a student has needs that go beyond the scope of the school district by the recommendation of APD. Upon request, APD provides

documentation that the proposed facility is licensed and in good standing with the State of Florida.

Maintaining documentation of the qualifications of personnel in nonpublic schools or community facilities as required in Rule 6A-6.0361, F.A.C., or by the appropriate licensing entity, including the out-of-field notification requirements of s. 1012.42, F.S.

When the contract is developed between system and facility, a stipulation of the contract requires personnel be appropriately screened and certified including the out-of-field notification requirements. A copy of the contract is maintained in the district Exceptional Student ~~Support Services~~.

Maintaining copies of the IEPs or IFSPs in the district and providing copies of the IEPs of students who are in residential placements to the Florida Department of Education, Bureau of Exceptional Education and Student Services.

Copies of the Individual Education Plans (IEPs) or Individual Family Support Plans (IFSPs) are maintained in the district Exceptional Student Education (ESE) office including monthly progress reports. A copy of the IEPs or IFSP's will be sent to the Department of Education, Bureau of Exceptional Education and Student Services.

Section B.6: Limited English Proficiency (LEP) Students

Limited English Proficiency (LEP) Students

The school district assures that LEP students who are also students with disabilities have programming and services pursuant to federal and state laws and regulations

Section B.7: Child Find

Child Find

1. The State has assigned to local school districts and the Florida Diagnostic and Learning Resources System (FDLRS) associate centers the responsibility for fully informing parents about the requirements of identifying, locating, and evaluating students with disabilities in accordance with 34 CFR §300.111 and ss. 1006.03 and 1003.57, F.S.
2. The focus for FDLRS's child find activities is children birth to five years of age and children attending **nonpublic** schools. FDLRS also serves as a link between school districts and the identification, location, and evaluation services of the local Early Steps programs, county health units, Head Start, Florida School for the Deaf and the Blind (FSDB), and the individual school districts.
 - a. In addition to these functions, FDLRS centers have been authorized to provide testing and evaluation services to nonpublic school pupils or other children who are not enrolled in public schools and to assist districts in providing testing and evaluation services for high-risk or infants and preschool children with disabilities.
3. For parentally-placed private school students, the district in which the private school is located has the responsibility for child find if the private school is **nonprofit**. If the private school is **for-profit**, the district of the student's residence has the child find responsibility.

Section B.8: Confidentiality of Student Records

Confidentiality of Student Records

In accordance with 20 United States Code (U.S.C.) §1232g, 34 CFR §§300.613–300.621, s. 1002.22, F.S., and Rule 6A-1.0955, F.A.C., the district assures that a formal policy is in place to guarantee the confidentiality of student records. This policy includes the following:

1. Access rights

- a. The district will permit parents to inspect and review any educational records relating to their children that are collected, maintained, or used by the district, without unnecessary delay and before any meeting regarding an IEP, IFSP, or educational plan (EP), or any hearing relating to the identification, evaluation, or educational placement of the child, or the provision of FAPE to the student, and in no case more than 30 days from the request. The parent has the right to:
 - A response from the district for reasonable explanation and interpretation of the records
 - Request that the district provide copies of the records if failure to do so would deprive the parent of the right to review the records
 - Have a representative of the parent inspect and review the records
- b. The district presumes that the parent has authority to inspect and review records relating to that parent's child unless otherwise advised that the parent does not have such authority.
- c. The district keeps a record of parties obtaining access to student records, other than the parent or authorized district or school employees, which includes the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.
- d. When the educational record includes information about more than one student, the parent may review the information relating only to that parent's child.
- e. The district will provide the parent, upon request, a list of the types and locations of educational records relating to that parent's child.
- f. The district may charge a fee for copies of records if the fee does not prevent the parent from accessing the records. A search or retrieval fee may not be charged.

2. Amendment of student records

- a. The student's parent who believes that information within the student's educational records contains inaccurate or misleading information, or violates the privacy or other rights of the child, may request that the district amend the information.
- b. The district will decide whether to amend the information in accordance with the request within a reasonable period of time.
- c. If the district refuses to amend the information, it will inform the parent of the refusal and advise the parent of the right to a hearing, in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974.
- d. If, as a result of the hearing, the district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it will amend the record accordingly and inform the parent in writing.
- e. If, as a result of the hearing, the district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it will inform the parent of the right to place in the record a statement commenting on the information or setting forth any reason for disagreement with the

decision of the district.

- f. Any explanation placed in the student's record will be maintained by the district as part of the student's record as long as the district maintains the record or the contested portion. If the record is disclosed by the agency to any party, the explanation will also be disclosed.

3. Consent

- a. Parental consent will be obtained before personally identifiable information is disclosed to anyone other than officials of the district or other party with a legitimate interest in the record, or as specifically authorized by FERPA and s. 1002.22, F.S.
- b. Parental consent or the consent of an eligible student, who has reached the age of majority, must be obtained before personally identifiable information is released to officials of participating agencies that provide or pay for transition services.
- c. Parental consent or the consent of an eligible student, who has reached the age of majority, must be obtained before any personally identifiable information about a child is released between school district officials where a private school is located and officials in the school district of the parent's residence in situations involving parentally placed private school students.

4. Safeguards

- a. The district will protect the confidentiality of personally identifiable information during the collection, storage, disclosure, and destruction of records.
- b. The principal or designee at each school assumes responsibility for ensuring confidentiality of student records.
- c. All persons using or collecting personally identifiable information must receive training in confidentiality procedures.
- d. The district will maintain for public inspection a current listing of the names and positions of those employees within the district who have access to personally identifiable information.

5. Destruction of information

- a. The district will inform parents when personally identifiable information is no longer needed to provide education services to the student. This information must be destroyed at the request of the parent.
- b. A permanent record of the student's name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

6. Annual written notice to parents

- a. The district will provide annual written notice to inform the adult student, or the parent or guardian, of the rights defined in s. 1002.22, F.S., and 34 CFR §99.7. Items to be included in the notice are:
 - The right to review and inspect the student's education records, including the procedures to exercise this right
 - The right to seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights, including the procedures to request an amendment
 - The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA and state statute permits disclosure without consent

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA

b. The district will have developed alternate methods of notice for informing adult students or the parent or guardian unable to comprehend a written notice in English.

7. Free Appropriate Public Education (FAPE)

The district assures that FAPE is available to all students with disabilities residing in the district between the ages of three and 22 years, including: students with disabilities who have been suspended or expelled from school; students with disabilities who have graduated with a special diploma or certificate of completion, but have not attained the age of 22; students in the care and custody of DJJ, and students with disabilities who attend public charter schools. FAPE is also available to students identified as gifted in kindergarten through Grade 12. FAPE no longer applies to students who have graduated from high school with a standard diploma and do not defer receipt of the diploma in accordance with s. 1003.4282(11)(c), F.S. A standard diploma does not include an alternative degree that is fully aligned with the state's academic standards, such as a certificate of completion or a General Educational Development credential (GED), in accordance with Rule 6A-6.03028(1)(a), F.A.C.

8. Transition from Part C to Part B

Children participating in early intervention programs under Part C, who will participate in prekindergarten programs under Part B, will experience a smooth and effective transition to the prekindergarten program for children with disabilities. By the child's third birthday, an IEP or IFSP is developed and implemented. A representative of the school district participates in transition planning conferences arranged by Children's Medical Services (CMS), and Local Early Steps, the designated lead agency for Part C.

9. Funding formula

The district assures that, in accordance with s. 1011.62, F.S., in order to generate funds using one of the two weighted ESE cost factors, a new matrix of services form is completed by trained personnel at the time of initial placement and at least once every three years. Additionally, the district ensures that matrices reflect current services. If services change as the result of an IEP team decision, the district will complete a new matrix. The nature and intensity of the services indicated on the matrix is consistent with the services described in each student's IEP, IFSP, or EP. Nothing listed in the matrix limits the services the school district provides in order to ensure that exceptional students are provided a free appropriate public education.

Students identified as exceptional who do not have a matrix of services will generate funds on the basis of full-time equivalent student membership in the FEFP at the same funding level per student as provided for basic students. These students will be reported at 111 for grades prekindergarten through 3, 112 for grades 4 through 8, and 113 for grades 9 through 12. Additional funding for these students is provided through the ESE Guaranteed Allocation component of the FEFP.

Section B.9: Coordinated Early Intervening Services (CEIS)

Coordinated Early Intervening Services (CEIS)

IDEA regulations, 34 CFR §300.226, permit an local educational agency (LEA) to voluntarily use up to 15 percent of Part B funds to develop and implement coordinated early intervening services. CEIS is for students who have not been identified as students with disabilities under IDEA, but who have been identified as needing additional academic and behavioral supports to succeed in general education.

CEIS may be used for:

- Direct instruction of students in kindergarten through Grade 12, with a particular emphasis on students in kindergarten through Grade three;
- Professional development for teachers and other school staff for the delivery of scientifically based academic instruction and behavioral interventions, including scientifically based literacy instruction and instruction in the use of adaptive and instructional software; and
- Educational and behavioral evaluations, services and supports.

Any LEA that uses Part B funds for coordinated early intervening services must annually report to the State Educational Agency (SEA) the number of students served by CEIS.

The SEA may require an LEA to reserve 15 percent of its Part B funds for CEIS, when significant disproportionately based on race or ethnicity is determined according to IDEA regulations 34 CFR §300.646(b)(2).

Section B.10: National Instructional Materials Access Center (NIMAC)

National Instructional Materials Access Center (NIMAC)

Statutory and Regulatory Citations

34 CFR §300.172

1. The school district assures compliance with the National Instructional Materials Accessibility Standard (NIMAS) to provide instructional materials to blind persons or other persons with print disabilities in a timely manner.
2. Instructional materials may be purchased through the NIMAC in the same manner and conditions as authorized by the state.
3. School districts may choose not to coordinate with the NIMAC, but must ensure that children with disabilities who need instructional materials in accessible formats receive those materials in a timely manner.

Section C.1: Exceptional Student Education Procedural Safeguards

Statutory and Regulatory Citations

34 CFR §§300.500–300.536

Sections 1003.57 1003.571, 1002.22 and 1008.212, F.S.

Rules 6A-6.03311, 6A-6.03313, and 6A-1.0955, F.A.C.

Procedural Safeguards

Parents of exceptional students are entitled to information about their rights. These rights, or *procedural safeguards*, are intended to ensure that parents have the opportunity to be partners in the educational decisions made regarding their children.

The procedural safeguards notice must be written in language understandable to the general public and provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district must take steps to ensure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication, that the parent understands the content of the notice, and that there is written evidence that these requirements have been met.

1. Procedural safeguards for students with disabilities

This applies to students with disabilities enrolled in public schools and to students with disabilities enrolled by their parents in nonprofit private schools.

The district **assures** that the *Notice of Procedural Safeguards for Parents of Students with Disabilities* is made available to parents at least one time a school year. In addition, a copy also must be given to the parents:

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

One of the following must be selected:

- ☒ The district will use the Department of Education's Notice of Procedural Safeguards for Parents of Students with Disabilities, as posted on the Department's website, to inform the parents as required.
- ☐ The district will use a different notice of procedural safeguards for parents of students with disabilities to inform the parents as required. A copy of this notice is located in Appendix A.1

2. Procedural safeguards for exceptional students who are gifted

The district **assures** that the notice of the *Procedural Safeguards for Exceptional Students who are Gifted* is made available to parents of a child who is gifted, and must be given to the parents, at a minimum:

- Upon initial referral for evaluation
- Upon refusal of a parent's request to conduct an initial evaluation

- Upon notification of each educational plan meeting
- Upon receipt of a request for a due process hearing by either the school district or the parent

One of the following must be selected:

- ☒ The district will use the Department of Education's Procedural Safeguards for Exceptional Students who are Gifted , as posted on the Department's website to inform the parents as required.
- ☐ The district will use a different notice of procedural safeguards for parents of students who are gifted to inform the parents as required. A copy of this notice is located in Appendix A.2
- ☐ This requirement is not applicable for the Department of Corrections.

Describe the district's policies and procedures to ensure that within 15 days (7 days if expedited) of receiving notice of a parent's due process hearing request, the district convenes a resolution meeting with the parent and the relevant member or members of the IEP team unless the parent and the district agree in writing to waive the meeting or use the mediation process.

~~Once the district is notified of a due process hearing request, the district will set up a resolution meeting within the fifteen day timeline with the relevant IEP team members. We send an attendance officer to the residence to hand deliver the notification of the resolution meeting. If the parent declines to participate, we solicit the parents for an agreeable time to work toward scheduling resolution.~~

Section C.2: Parental Revocation of Consent for Special Education and Related Services

Statutory and Regulatory Citations

34 CFR §§300.9, 300.300 and 300.503
Section 1003.4282, F.S.

Procedures

A parent of a student with a disability who has been receiving specially designed instruction and related services may revoke consent for such services.

1. The parent's request for revocation must be in writing.
2. The district will provide the parent with written notice under 34 CFR §300.503 before ceasing the provision of special education and related services.
3. The district may not continue to provide special education and related services to the child.
4. The district will not use mediation or due process procedures to challenge the parent's revocation of consent.
5. The district is not required to convene an IEP team or develop an IEP for further provision of special education and related services for the student.
6. The district is not required to amend the child's education records to remove any reference to the child's previous receipt of such services.
7. The district will not be considered to be out of compliance with IDEA for failure to provide a FAPE to an otherwise eligible child.

Requirements or Options No Longer Applicable

When a parent of a student with a disability revokes consent for services, the requirements that previously applied solely as a result of the student's status as a student with a disability will no longer apply. Examples include:

1. The revocation applies to all services the student is receiving as a student with a disability, including instructional and testing accommodations; the revocation cannot be for some services but not others.
2. The procedural safeguards that apply to students with disabilities, including disciplinary protections, will no longer apply to the student.
3. The options in accordance with s. 1003.4282 (10), F.S., for a student with an individual educational plan to satisfy the standard high school diploma requirements will not be available.

Section C.3: Transfer of Parental Rights at Age of Majority

Statutory and Regulatory Citations

34 CFR §§300.520 and 300.320

Chapter 744, F.S.

Section 393.12, F.S.

Rules 6A-6.03028, 6A-6.03011, 6A-6.0311 through 6A.6.0361, and 6A-6.03311, F.A.C.

Procedures

1. When a student with a disability reaches the age of 18, except for a student with a disability who has been determined incompetent under state law or who has had a guardian advocate appointed to make educational decisions as provided by s. 393.12, F.S., all rights afforded to parents under Rules 6A-6.0311 through 6A-6.0361, F.A.C., transfer to the student. However, the right to notice under Rules 6A-6.0311 through 6A-6.0361, F.A.C., is retained as a shared right of the parent and the student.
2. At least one year before the student's eighteenth birthday, the district will inform the student of his or her rights under Part B of the Individual with Disabilities Educational Act (IDEA), if any, that will transfer from the parent to the student on reaching the age of majority, which is 18 years of age. The student's individual educational plan will include a statement that the student has been informed of the rights, if any, that will transfer to the student at 18 years of age.
3. The school district will notify the student and the parent of the transfer of rights when the student attains the age of 18; this notice is separate and distinct from the notice that was provided to the student and the parent at least one year before the student's eighteenth birthday.
4. For a student with a disability who has attained age 18 and is incarcerated in a juvenile justice facility or local correctional facility, all rights accorded to parents under Part B of the IDEA transfer to the student, including the right to notice.
5. For students incarcerated in state correctional facilities, all rights accorded to parents under Part B of the IDEA transfer to the student, including notice, regardless of the age of the student.
6. If a student with a disability has reached the age of majority and does not have the ability to provide informed consent with respect to his or her educational program, procedures established by statute may be used by the parent to take one of the following actions:
 - a. Have the student declared incompetent and the appropriate guardianship established in accordance with the provisions of Chapter 744, F.S.
 - b. Be appointed to represent the educational interests of the student throughout the student's eligibility for Free Appropriate Public Education (FAPE) under Rules 6A-6.03011 through 6A-6.0361, F.A.C.
 - c. Have another appropriate individual appointed to represent the educational interests of the student throughout the student's eligibility for FAPE under Rules 6A-6.0311 through 6A-6.0361, F.A.C., if the parent is not available in accordance with s. 393.12, F.S.

Section D: Surrogate Parents

Statutory and Regulatory Citations

34 CFR §300.519

Sections 39.0016 and 1002.22, F.S.

Rule 6A-6.0333, F.A.C.

Definition

A surrogate parent is an individual appointed to act in the place of a parent in educational decision-making and in safeguarding a student's rights under IDEA and s. 39.0016, F.S., when no parent can be identified; the student's parent, after reasonable efforts, cannot be located by the school district; the student is a ward of the state under state law; the student is an unaccompanied homeless youth; or a court of competent jurisdiction over the student has determined that no person has the authority, willingness, or ability to serve as the educational decision maker for the student without judicial action.

Procedures

1. A surrogate parent appointed by the district school superintendent or the court:
 - a. Must be at least 18 years old.
 - b. Must have no personal or professional interest that conflicts with the interests of the student to be represented.
 - c. Must not be an employee of the FDOE, the local school district, a community-based care provider, the Florida Department of Children and Families (DCF), or any other public or private agency involved in the education or care of the student.
 - This prohibition includes group home staff and *therapeutic* foster parents.
 - A person who acts in a parental role to a child, such as a foster parent or relative caregiver, is not prohibited from serving as a surrogate parent if he or she is employed by such agency, willing to serve, and knowledgeable about the child and the exceptional student education process.
 - The surrogate parent may be a court-appointed guardian ad litem or a relative or nonrelative adult who is involved in the child's life regardless of whether that person has physical custody of the child.
 - d. Must have the knowledge and skills acquired by successfully completing training using materials developed and approved by the FDOE to ensure adequate representation of the child.
2. Appointment of a surrogate parent for a student who has or is suspected of having a disability
 - a. A surrogate parent for a student who is eligible for or who is suspected of being eligible for special programs made available through a school district or agency under contract with the school district shall be appointed by the district's school superintendent not more than 30 days after the school district determines that the student needs a surrogate parent.
 - b. The surrogate parent for a student who is eligible for or who is suspected of being eligible for special programs made available through a contract from the FDOE shall be appointed by the individual specified in the contract.
 - c. In the case of a student who is a ward of the state, the surrogate parent alternatively may be appointed by the judge overseeing the student's case, provided the surrogate meets the qualifications above.
 - d. If a guardian ad litem has been appointed for a child, the district school superintendent must first consider the child's guardian ad litem when appointing a surrogate parent.

- The district school superintendent must accept the appointment of the court if he or she has not previously appointed a surrogate parent.
 - The court must accept a surrogate parent duly appointed by a district school superintendent.
 - e. A surrogate parent appointed by the district school superintendent or the court must be accepted by any subsequent school or school district without regard to where the child is receiving residential care so that a single surrogate parent can follow the education of the child during his or her entire time in state custody.
 - f. Nothing in s. 39.0016, F.S., or in Rule 6A-6.0333, F.A.C., shall limit or prohibit the continuance of a surrogate parent appointment when the responsibility for the student's educational placement moves among and between public and private agencies.
 - g. For a child known to the DCF, the responsibility to appoint a surrogate parent resides with both the district school superintendent and the court with jurisdiction over the child.
 - If the court elects to appoint a surrogate parent, notice shall be provided as soon as practicable to the child's school.
 - At any time the court determines that it is in the best interests of a child to remove a surrogate parent, the court may appoint a new surrogate parent for educational decision-making purposes for that child.
 - h. The surrogate parent shall continue in the appointed role until the occurrence of one of the following circumstances:
 - The child is determined to no longer be eligible or in need of special programs, except when termination of special programs is being contested
 - The child achieves permanency through adoption or legal guardianship and is no longer in the custody of DCF
 - The parent who was previously unknown becomes known, whose whereabouts were unknown is located, or who was unavailable is determined by the court to be available
 - The appointed surrogate no longer wishes to represent the child or is unable to represent the child
 - The superintendent of the school district in which the child is attending school, the FDOE contract designee, or the court that appointed the surrogate determines the appointed surrogate parent no longer adequately represents the child
 - The child moves to a geographic location that is not reasonably accessible to the appointed surrogate
 - i. The appointment and termination of appointment of a surrogate shall be entered as an order of the court with a copy of the order provided to the child's school as soon as practicable.
3. The person appointed as a surrogate parent:
- a. Must be acquainted with the child and become knowledgeable about his or her disability and educational needs
 - b. Must represent the child in all matters relating to identification, evaluation, and educational placement and the provision of a free and appropriate education to the child
 - c. Must represent the interests and safeguard the rights of the child in educational decisions that affect the child
4. The responsibilities of the person appointed as a surrogate parent shall not extend to the care, maintenance, custody, residential placement, or any other area not specifically related to the education of the child, unless the same person is appointed by the court for such other purposes.

5. A person appointed as a surrogate parent shall enjoy all of the procedural safeguards afforded a parent with respect to the identification, evaluation, and educational placement of a student with a disability or a student who is suspected of having a disability.
6. A person appointed as a surrogate parent shall not be held liable for actions taken in good faith on behalf of the student in protecting the special education rights of the child.
7. A school district may compensate persons appointed as surrogate parents. A person acting as a surrogate parent is not an employee of the school district or FDOE-contracted program solely because he or she is paid by the school district or FDOE-contracted program to serve as a surrogate parent.
8. In the case of a student who is an unaccompanied homeless youth, appropriate staff of emergency or transitional shelters, independent living programs, and street outreach programs, as well as McKinney-Vento liaisons or other school district staff, may be appointed as temporary surrogate parents without regard to the requirements until a surrogate can be appointed who meets all of the requirements.

One of the following must be selected:

- ☒ I have read and understand the above information.
- ☐ This section is not applicable for the Department of Corrections.

Describe the district's procedures for determining when a student who has or is suspected of having a disability needs a surrogate parent, including documentation of reasonable efforts to locate or contact the parent, if applicable. (i.e., no clear evidence that parental rights have been terminated).

A child is considered to be in need of a surrogate parent when the child is an exceptional student or is suspected of being an exceptional student (Rule 6A-6.0333, FAC) and any one of the following apply: · The child's parent, after diligent inquiry, remains unknown. · The whereabouts of a parent cannot be discovered (including when the child is an unaccompanied homeless youth). · The child is a ward of the state or the court. The Hernando County School Board assumes the responsibility for the recruitment, training, appointment, and assignment of the surrogate parent (Rule 6A-6.0333(2), FAC).

Describe the district's procedures for recruiting and training surrogate parents, including those surrogates appointed by a judge.

Recruiting surrogate parents: Many local resources are utilized to promote and recruit for the surrogate program including but not limited to: · Placing a notice in the community news section of the local newspaper. · Running a request for volunteers on the community bulletin board of the local public television, public access cable station, and Hernando Instructional Television (HITV). · Requesting to be on the program at meetings of organizations such as the Parent-Teacher-Association (PTA) or Parent-Teacher Organization (PTO), Exceptional Student Education (ESE) Advisory Board, etc. No financial compensation will be provided for surrogate parent services. Training surrogate parents: The Hernando County ESE department, in collaboration with FDLRS, will conduct surrogate parent training bi-annually unless a need arises more frequently. Topics covered in the training will include, but not limited to: · the referral · evaluation · staffing · program planning aspects of ESE programs · rights and responsibilities of ESE students and surrogate parent(s) · components of an Individual Education Plan (IEP) and Procedural Safeguards · confidentiality of student records and information · information and assistance available to surrogate parent(s). All surrogate parents who complete the required training will receive a certificate of completion. After the eligible applicant participates successfully in the introductory training, their names will be placed on Hernando County's "surrogate parent" list for consideration as a match for an individual student in need of a surrogate parent. Any surrogate parent(s) who have been appointed by a judge, including a guardian ad litem must also be trained by the Hernando County School district or provide verification of an equivalent training from another school district in Florida. Appointing a Surrogate Parent: The ESE Program/Staffing Specialist or Administrator of the school will notify the ESE Director of a child in need of a surrogate parent and send in the Request for a Surrogate Parent Form. The ESE Director will verify the need for a surrogate parent and match the surrogate parent to the student. The surrogate parent will receive an appointment letter signed by the

Superintendent (Rule 6A-6.0333(2) (a), (FAC) which will be mailed to the appointed surrogate parent. The surrogate parent will then sign an acceptance letter. When the ESE Director receives a "Request for a Surrogate Parent" form from an ESE program staffing specialist, school administrator or DCF/Lead agency case manager then a surrogate parent will be matched to that student and documented on the "Surrogate Parent Notification of Student Assignment" form. The surrogate parent will remain assigned to that student until the student's status changes as documented on the "Letter of Termination of Surrogate Parent Assignment" form. The student's legal status and need for a surrogate parent will be reviewed by the ESE program staffing specialist prior to every ESE meeting.

Section E: Individual Educational Plans and Educational Plans for Transferring Exceptional Students

Statutory and Regulatory Citations

34 CFR §§99.31 and 300.323

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030191, 6A-6.03028, 6A-6.0331, 6A-6.0334 and 6A-6.0361, F.A.C.

Definition

A transferring exceptional student is one who was previously enrolled as an exceptional student in any other school district or agency and who is enrolling in a different Florida school district or in an educational program operated by the Florida Department of Education through grants or contractual agreements in accordance with s. 1003.57, F.S.

Procedures

1. IEPs or EPs for students who transfer school districts within Florida

If an exceptional education student who had an IEP or EP that was in effect in a previous Florida school district transfers to the school district and enrolls in a new school, the new school district (in consultation with the parents or legal guardians) will provide FAPE to the student, which includes services comparable to those described in the child's IEP or EP from the previous Florida school district, until the school district does **one** of the following:

- a. Adopts the student's IEP or EP from the previous school district.
- b. Develops, adopts, and implements a new IEP or EP that meets the applicable requirements of Rule 6A-6.03028 - 6A-6.0361, F.A.C.

2. IEPs or EPs for students transferring to or from a Florida school district and a full-time virtual program

If an exceptional education student who had an IEP or EP that was in effect in a previous Florida school or school district enrolls in a full-time virtual program (in accordance with s. 1002.37 or 1002.45, F.S.), the virtual program must determine if the student meets the profile for success in this educational delivery context. If the student meets the profile for success in this educational delivery context, the virtual program will provide FAPE to the student, which includes services comparable to those described in the student's IEP or EP from the previous school or school district, until the IEP team for the virtual program either:

- a. Adopts the student's IEP or EP from the previous school or school district, or
- b. Develops, adopts and implements a new IEP or EP that meets the applicable requirements of Rules 6A-3.03011 - 6A-6.0361, F.A.C. A virtual program may not deny or delay enrollment pending review of a student's IEP or EP.

When an IEP team of a school district determines that the full-time virtual program is appropriate for a student in accordance with s. 1003.57(5), F.S., within fifteen (15) business days prior to the withdrawal from the school district, the school district must convene an IEP team meeting with at least one (1) representative specific to the full-time virtual program to determine appropriate goals, supports and services for the student. The receiving virtual program may adopt and implement the student's existing IEP from the previous school district or may revise the IEP as needed, to meet the student's needs in the virtual environment.

When an IEP team for a virtual program determines that the full-time virtual program is not appropriate for a student in accordance with s. 1003.57(5), F.S., the full-time virtual program must, within fifteen (15) business days, convene an IEP team meeting to determine appropriate goals, supports and services for the student. A representative from the school district of residence for the student must participate in this meeting. A student may not be disenrolled from a full-time virtual program until after the IEP team has met and determined appropriate services for the student.

3. IEPs for students who transfer from outside Florida

If an exceptional education student who had an IEP that was in effect in a previous school district in another state transfers to the school district and enrolls in a Florida school district within the same school year, the new Florida school district (in consultation with the parents) will provide the student with FAPE (including services comparable to those described in the student's IEP from the previous school district) until the school district does **both** of the following:

- a. Conducts an initial evaluation in accordance with Rule 6A-6.0331, F.A.C., or determines that evaluation is not necessary.
- b. Develops, adopts, and implements a new IEP or EP, if appropriate, that meets the applicable requirements of Rules 6A-6.03011 through 6A-6.0361, F.A.C.

If a transfer student enters the school district with a specific methodology or curriculum on their IEP that was provided through therapy as a related service (e.g., Handwriting without Tears®, sensory integration, neurodevelopmental treatment), and the particular program stated on the IEP is not used in the new school district, another comparable strategy or intervention can be used until the new school district is able to conduct an evaluation, if determined necessary, and develop, adopt and implement a new IEP, if appropriate.

4. EPs for gifted students who transfer from outside Florida

If a student who had a gifted plan that was in effect in a previous school district in another state transfers to a Florida school district and enrolls in a new school within the same school year, the new Florida school district (in consultation with the parents or legal guardians) must provide the student with services comparable to those described in the student's gifted plan from the previous school district, until the new Florida school district develops, adopts and implements a Florida EP that meets the applicable requirements of Rule 6A-6.030191, F.A.C. In accordance with Rule 6A-6.0334, F.A.C., students who transfer with gifted eligibility from another state do not need to meet the requirements of Rule 6A-6.03019, F.A.C., for continued services. A gifted plan could include documentation from the previous school district in another state that the student was determined eligible for gifted services in accordance with the applicable requirements of that district or state and was receiving gifted services.

5. Parental consent

The student's new school district is **not** required to obtain parental consent for the initial provision of services for transferring exceptional students determined eligible for services. However, written informed parental consent **is** required before the new school district can conduct an initial evaluation to determine if a student has a disability and needs special education and related services.

6. Transmittal of records

To facilitate the transition for a student described in subsections 1 and 2 above, the new school district in which the student enrolls will take reasonable steps to promptly obtain the student's records, including the IEP or EP and supporting documents and any other records relating to the provision of special education or related services to the student, from the previous school district in which the student was enrolled, in accordance with 34 CFR §99.31; and the previous school district in which the student was enrolled must take reasonable steps to promptly respond to the request from the new school district.

Section F: Access to a Student's Public Benefits or Insurance

Statutory and Regulatory Citations

34 CFR §300.154

Rules 6A-6.03011 through 6A-6.0361, 6A-6.03028 and 6A-6.03311, F.A.C.

Procedures

The school district may use the Medicaid or other public health benefits or insurance programs in which a student participates to provide or pay for services required under Rules 6A-6.03011 through 6A-6.0361, F.A.C., as permitted under the public benefits or insurance program, except as noted below:

1. With regard to services required to provide FAPE to an eligible student under the IDEA, the school district:
 - a. May not require parents to sign up for or enroll in public insurance programs in order for their student to receive FAPE under Part B of the IDEA.
 - b. May not require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided pursuant to the IDEA— the district may pay the cost that the parent otherwise would be required to pay.
 - c. May not use a student's benefits under a public insurance program if that use would (any of the following):
 - Decrease available lifetime coverage or any other insured benefit.
 - Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school.
 - Increase premiums or lead to the discontinuation of benefits or insurance.
 - Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.
 - d. Prior to accessing the student's or parent's public benefits or insurance for the first time, and after providing notification to the student's parent as described in Rule 6A-6.03028(3)(q)1.e., F.A.C., the school district must obtain written, parental consent that specifies each of the following:
 - The personally identifiable information that may be disclosed, such as records or information about the services that may be provided to the student
 - The purpose of the disclosure, such as the purpose of billing for services
 - The agency to which the disclosure may be made
 - The parent understands and agrees that the school district may access the insurance to pay for the services required under Rules 6A-6.03011 through 6A-6.0361, F.A.C.
 - e. Prior to accessing a student's or parent's public benefits for the first time, and annually thereafter, the school district must provide written notification consistent with requirements found in Rule 6A-6.03311(1)(a) and (b), F.A.C., to the student's parents that includes all of the following:
 - A statement of the parental consent provision in Rule 6A-6.03028(3)(q)1.d., F.A.C.
 - A statement of the no cost provisions of Rule 6A-6.03028(3)(q)1., F.A.C.
 - A statement that the parents have the right to withdraw their consent to disclose their child's personal identifiable information to the agency responsible for the administration of the State's public benefits or insurance at any time.

- A statement that the withdrawal of consent or refusal to provide consent to disclose personally identifiable information to the agency responsible for the administration of the State's public benefits or insurance program does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.
2. With regard to students with disabilities who are covered by private insurance, a school district may access a parent's private insurance proceeds to provide services required under the IDEA only if the parent provides written informed consent. Each time the school district proposes to access the parent's private insurance to provide services required under IDEA, the agency must obtain parental consent and inform the parents that their refusal to permit the school district to access their private insurance does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.
 3. If a school district is unable to obtain parental consent to use the parents' private insurance, or public benefits or insurance when the parents would incur a cost for a specified service required to ensure a FAPE, the school district may use its IDEA Part B funds to pay for the service. To avoid financial cost to parents who otherwise would consent to use private insurance, or public benefits or insurance if the parents would incur a cost, the school district may use its IDEA Part B funds to pay the cost that the parents otherwise would have to pay to use the parents' benefits or insurance (e.g., the deductible or co-pay amounts).

Section G: General Education Intervention Procedures

Statutory and Regulatory Citations

34 CFR §§300.302, 300.306, and 300.308–300.310

Sections 1008.25 and 381.0056, F.S.

Rules 6A-6.03018, 6A-6.03019, 6A-6.03020, 6A-6.0331 and 6A-6.03411, F.A.C.

Definition

General education intervention procedures are activities conducted by a district for kindergarten through Grade 12 students enrolled in public schools who need additional academic or behavioral support to succeed in the general education environment. These activities are embedded in the district's responsibility to implement a multi-tiered system of supports that is integrated into a continuum of evidence-based academic and behavioral interventions. In implementing a data-based problem-solving process designed to develop a coordinated continuum of evidence-based instruction and intervention practices, a district may engage in activities that include educational and behavioral evaluations, services, supports, evidence-based literacy instruction and professional development for teachers and other school staff, and where appropriate, instruction on the use of adaptive and instructional technology.

General Education Intervention Procedures for K-12 Students Suspected of Having a Disability Who are Enrolled in Public Schools

1. Parent involvement in general education intervention procedures

The district provides opportunities for parents to be involved in a data-based problem-solving process to address the student's academic or behavioral areas of concern. There must be discussion with the parent regarding the data used to identify the problem, the plan for addressing the problem through intervention, the plan for monitoring student progress, the student's responses to instruction and interventions, modification of the interventions when needed and anticipated future action to address the student's learning or behavioral needs. The district must maintain documentation of parental involvement and communication.

2. Observations of student in the educational environment

The school district conducts observations of the student in the educational environment and, as appropriate, in other settings to document the student's academic or behavioral areas of concern. At least one observation must include an observation of the student's performance in the general education classroom.

3. Review of data

The school district reviews social, psychological, medical, and anecdotal records and achievement data in the student's cumulative folder and demonstrates through data that the student was provided appropriate instruction in the regular education settings, which was delivered by qualified personnel. Attendance records are reviewed and used as one indicator of a student's access to instruction.

4. Sensory screenings and diagnostic assessments

a. Hearing and vision screenings are completed for the purpose of ruling out sensory deficits that may interfere with the student's academic and behavioral progress. Hearing and vision screenings are conducted in accordance with the school district's school health plan. In certain circumstances, a current evaluation by a medical professional may be used as the screening report.

b. Additional screenings and assessments are conducted to assist in determining academic or behavioral interventions, as appropriate. Student screenings to determine instructional and behavioral intervention strategies are not considered to be an evaluation for eligibility for special education and related services.

5. Implementation of evidence-based interventions

- The school district implements evidence-based interventions addressing the identified areas of concern in the **general education environment**.

- The interventions selected for implementation should be determined by a team through a data-based problem-solving process that uses student performance data to identify and analyze the area(s) of concern, select and implement interventions, monitor effectiveness of the interventions and modify intervention or intensity when needed.
- Interventions must be implemented as designed for a period of time sufficient to determine effectiveness, and with a level of intensity that matches the student's needs.
- The district must collect pre-intervention and ongoing progress-monitoring data regarding academic or behavioral areas of concern and communicate the data to the parents in an understandable format, which may include, but is not limited to, graphic representation.

6. General education interventions are **not** required for the following:

- Children younger than kindergarten-entry age who are not enrolled in kindergarten
- Students suspected of being gifted as described in Rule 6A-6.03019, F.A.C.
- Students who are being considered for eligibility for specially designed instruction for students who are homebound or hospitalized as described in Rule 6A-6.03020, F.A.C.
- Students who are not enrolled in a public school.

General education interventions **may not be required** for students suspected of having a disability if the student demonstrates a speech disorder; or severe cognitive, physical, or sensory disorders; or severe social or behavioral deficits that require immediate intervention to prevent harm to the student or others, and a team comprised of qualified professionals and the parent determines that these general education interventions are not appropriate.

Does the district have a Multi-Tiered System of Support (MTSS) procedures document or website?

- ☐ Yes
☒ No

If yes, how can this document or website be accessed?

N/A

If no, describe district policies and procedures for integrating a data-based, problem-solving process within an MTSS.

Hernando County has a district-wide expectation for the use of data-based problem solving at the district, school, grade, subject, and individual student level. These expectations for problem solving and the provision of strong instruction and tiered intervention matched to student needs are communicated through the District Strategic Plan, School Improvement Plans, ~~Elementary Procedures Manual, Secondary Procedures Manual,~~ District Reading Plan, Student Code of Conduct, and MTSS Academic and Behavior Resource Maps. In addition to district documents setting a basis for problem solving and Multi-Tiered System of Supports (MTSS) Implementation, MTSS procedural documents, written resource tools, and district-developed forms are available for use by schools and staff. An MTSS procedures ~~documents is currently in development, in order to bring these resources and forms together into one central reference tool to encourage the consistent implementation of problem solving and MTSS across the district.~~ MTSS databases are utilized to document interventions, progress monitoring, and evaluation measures. The two (2) primary databases utilized presently include "Performance Matters," "Unify" and the "Response to Interventions – Behavior (Rtl-B)" systems. Various reports, including specific sub groups or individual reports, can be generated as needed. Both academic and behavioral data reports are part of the MTSS process and integrated by the problem solving teams. Discrete elements can be isolated to assist in the problem identification and analysis.

What academic and behavior progress monitoring tools and data do teams use to monitor student response to intervention? Address the following in your response: (a) How frequently are Tier 3 interventions reviewed and monitored? (b) What factors does the problem-solving team consider in determining that the student may be a student with a disability? (c) What is the decision criteria for initiating an evaluation?

District level universal screening tools include ~~FAIR-FS~~, District English Language Arts Writing assessment (DELA), iReady, district created common benchmark and formative assessments, and Office Discipline Referral (ODR) data through Rtl-B. Progress monitoring tools available district wide include Ongoing Progress Monitoring (OPM) oral reading fluency measures ~~within the FAIR-FS toolkit~~, iReady Growth Monitoring, Math Navigator data, Agile Minds measures, and student discipline data through Rtl:B. Individual schools have Problem Solving Teams and also implement site specific progress monitoring tools such as Scholastic Reading Inventory (SRI) Lexile, easy Curriculum Based Measurement (easyCBM), STAR reading assessments, Successmaker course level, content area common assessments, behavior report card data, and other methods of measuring growth. At Tier 2, ongoing progress monitoring data are collected frequently (approximately monthly). During the problem analysis, in Tier 2, the team addresses the questions such as: Why is the problem occurring? Then from this point the team develops a hypothesis to explain why the problem is occurring and predict what research based intervention might be considered to prevent the problem from reoccurring in the future. Data is collected to either confirm or refute that the hypothesis was correct and if the intervention is working. It is also denoted that the conversation reflects parental input that leads to further discussion of the problem identification and if the skill deficit is being addressed. The response to the intervention is gauged at various levels of positively closing the gap and the expected performance of the student. Often, the observed performance needs to demonstrate the performance is closing the gap, and the student will begin to respond and come within a range of the grade-level expectations. If the response is questionable, the team would decipher if the intervention/instruction is widening the gap and to be able to discuss and determine if the problem identification is correct. If the gap is still widening, the conversations would lead to restructuring the intervention or increase the intensity. Prompted questions for the discussion might be: Was the intervention implemented as intended? Depending on the answer the decision would be to either continue or to assess if the need to continue is warranted based upon the rate at which the intervention may progress. If the response is identified as poor, then the team would review the data to intervene since the gap is widening and regardless of rate, the progress is not occurring. Questions that are considered are: Was the intervention implemented as intended? Depending on the response, the team would determine if the strategies need to be increased with fidelity and integrity. Is the intervention aligned with the verified hypothesis? Are there some other possible interventions to verify the hypothesis? Was the problem identified correctly? Throughout the process, consulting with the parent regarding the needs of the student, and any additional assistance that may be required for the student, are relayed and discussed. Tier 3 interventions are monitored more frequently (approximately weekly, but may vary based on each progress monitoring tool's recommended interval) in order to make instructional decisions in a timely manner. Monitoring is more targeted and specific to the individual student's academic or behavioral concern. Review of Tier 3 interventions occurs at regularly scheduled intervals based upon the problem-solving team's recommended review date, which is documented on the Individualized Intervention Plan for Accelerated (Catch Up) Growth or the Behavior Intervention Plan. MTSS teams review the current data utilizing a decision-making tree to decipher the student's response to interventions and relevant data that demonstrate a need for consideration of an evaluation or comprehensive evaluation making use of such data. Within the decision tree there are various factors that are considered: What is the discrepancy between the student's level of performance and the peer group and/or standard? What is the student's educational progress as measured by the rate of improvement? Continue to communicate with parents and present them information on the individualized intervention plans and the progress monitoring that is occurring. Last, what are the instructional needs of the student in order to consider if there is appropriate progression as related to the peer-s within the instructional group being presented? These are the factors to considering the need for more specially designed instruction which may lead to an evaluation for exceptional student education services/eligibility. The student's needs are addressed in a proactive way and the progress monitoring is visited frequently to assess if the gap is closing or the rate in which it is moving is heading in the direction to make the gains necessary to progress through the use of the intensive intervention that are scientific and research-based instruction. Frequent focus is lent to reviewing the progress of each student, then assessing what works and what conditions the students' response to the interventions are from setting to setting. The need to look further into a possible need for an evaluation is based primarily on educational need. The team continues to frequently make decisions based upon the ongoing data collection and revisit if the need for specially designed instruction may/may not be warranted. Criteria for initiating an evaluation to

determine if a student is eligible for special education and related services include: a. General education intervention procedures have been implemented as required under Rule 6A-6.0331, F.A.C., and the data indicate that the student may be a student with a disability who needs special education and related services; b. Evaluation is initiated at the parent's request and the general education activities will be completed concurrently with the evaluation but prior to the determination of the student's eligibility for special education and related services; or c. The nature or severity of the student's areas of concern makes the general education intervention procedures inappropriate in addressing the immediate needs of the student. (Subject to approval from the Director of Exceptional Student ~~Support Services~~) If the school based team suspects that a student has a disability based on the criteria indicated above, then: • The school-based MTSS coordinator (e.g., certified school counselor, teacher on assignment, etc.; specific personnel identified by each school) requests parental consent to evaluate within 30 calendar days of the suspected disability. • The school-based MTSS coordinator ensures all referral documentation is compiled and provided to the ESE compliance specialist. • The ESE compliance specialist distributes the referral for evaluation to all relevant evaluators for completion of the evaluation.

How does the district monitor implementation and fidelity of problem identification, problem analysis, intervention development and intervention effectiveness? Address the following in your response: (a) How problem-solving is documented (b) Procedures for monitoring fidelity

School-level problem solving is documented in leadership team minutes. Schools are encouraged to use a form following the 4 steps of problem solving when taking notes. The School Improvement Plan also follows an 8-step problem solving format. The following tools may be used to measure MTSS implementation and fidelity at the district and school level: Self-Assessment of MTSS Implementation (SAM), PBS Implementation Checklist (PIC), Benchmarks of Quality (BOQ), Tier I PBIS Walkthrough, Schoolwide PBIS Tiered Fidelity Inventory (TFI), Benchmarks of Advanced Tiers (BAT), and other implementation tools. Results of these tools are reviewed by district-level leadership teams and school-based leadership teams. Data inform action plans, training targets, and follow up steps to improve MTSS implementation across the district. Individual student problem solving is documented through the Progress Monitoring Plan (PMP) form which includes problem identification, data comparisons (student to benchmark and student to peers), intervention development, goal setting, a plan for review, response to intervention & decision rules, and parental involvement. Intensive interventions are documented using the Individualized Intervention Plan for Accelerated (Catch Up) Growth or through a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP), both of which incorporate more intensive problem analysis and a support plan for the interventionist. Intervention implementation fidelity is measured through self-report (intervention documentation log, BIP implementation checklist, etc.) and may also be monitored by direct observation and walk-throughs. Support for implementation is provided by academic coaches, school psychologists, social workers, behavior specialists, and the problem solving team members. Decision rules are specified when determining a student's response to intervention, and the student's response is classified into one of three categories: Positive/Good, Questionable, or Poor/Unacceptable Response to Intervention. Student progress monitoring data are used to determine the response to intervention, and next steps in problem solving are recommended depending upon the student's rate of growth. Positive/Good Response - Gap is closing, rate of growth (slope of trend line) matches or exceeds benchmark line, can extrapolate point at which student(s) will "come in range" of target, even if this is long range • Continue with current instructional supports and interventions. • Adjust the goal upward. • Fade supports. • Questionable Response (Acceptable with Modification) - Growth is noted but the gap is not closing • Increase intensity of intervention. • Implement additional intervention. Through the use of the Comprehensive Intervention Plan Worksheet the team will review a series of questions to check the fidelity: • Who is responsible for the implementation of the interventions? • What will be done? Making use of the Intervention Documentation Worksheet to record the intervention sessions or a form that records the actual response. • When will it occur? Consistently after the intervention is delivered, the response will be recorded directly after the session • How will the data be shared with the MTSS team? Through the use of the Intervention Documentation Worksheet, the data will be shared and the progress will be described and reported on the Monitoring Plan column of the worksheet. • Revisit problem solving to ensure problem was correctly identified, revisit hypotheses related to problem analysis, and/or ensure intervention is aligned to specific need. • Modify current intervention or develop new intervention. • Check fidelity of intervention delivery and plan for increased fidelity, if warranted.

How are parents engaged in the problem-solving process? (Include the frequency and format for sharing student

response to intervention data with parents.) Address the following in your response: (a) How information is disseminated explaining the school's multi-tiered system of supports (global awareness) (b) Procedures or policies for including parents in problem solving (c) Frequency and format for sharing data on the student response to intervention with parents (d) When and how parents are notified of their right to request an evaluation

An overview of Hernando County Schools' commitment to educating all students within a multi-tiered system of supports, aligning instruction and intervention based upon student need, is available electronically on the district website. Parents are informed about MTSS and the location of the MTSS electronic handout through district-wide automated phone calls made in the fall of each school year. Schools also maintain paper copies of the flier in their main office for parents requesting additional information. Parental involvement in data based problem solving at the Tier 1 level is encouraged through parental input on the SIP and the regular sharing of school-level data to parent groups (e.g., SAC, PTA, etc.). Individual student performance data is shared regularly with parents through parent-teacher conferences, written notification, access to Performance Matters/Unify, and/or ~~Edline~~ (which is updated weekly). All parents of students receiving Tier 2 supports will be notified in writing the specific date and time when the meeting would occur. The meeting would then involve the parental input and receipt of documented progress of their student's current skills and the interventions and supports planned to assist their student in making gains toward meeting grade-level standards. Parental participation is imperative when students require supplemental, Tier 2, and/or intensive intervention, Tier 3, and ongoing involvement is sought through participation in parent conferences. Ongoing learning progress is shared at regular intervals (approximately quarterly, depending upon the progress monitoring data used to measure growth) with parents through a graphical representation of data. This detailed graphical representation is provided to the parents at the designated meeting to ensure that explanations are clear as to how their child is performing and responding to the interventions discussed. Whenever a team meeting is conducted, the parents receive a copy of their student's data to remain informed as to which direction the team is heading to make sure that the student continues to progress and the gap lessens. During scheduled parent conferences, teachers inform parents of any struggles that their child may be experiencing at Tier 1 within the core curriculum. Teachers engage parents in problem solving around their child's needs using universal screening data [e.g., iReady, ~~Florida Assessment of Instruction in Reading-Florida Standard (FAIR-FS)~~, office discipline referrals, suspensions, and attendance data]. School personnel inform parents of instructional opportunities and behavior/attendance support for the student at Tier 1. The parent is involved in the decision-making regarding instructional and/or intervention support for their child during these conferences which are held up to three times a year across the district. In the event that students require interventions at Tier 2, parents are informed in writing that the student is participating in small group, supplemental interventions. Parents receive frequent notification of the student's progress at Tiers 1 and 2 via parent-teacher conference night and/or scheduled parent-teacher conferences, and every time the team meets to discuss the progress monitoring of the individual students. Online tools such as ~~Edline~~ are also used by teachers to provide parents with weekly updates of their child's performance in the classroom. When students begin receiving interventions at Tier 2, school personnel create goals for students and collect more frequent data using progress monitoring tools recommended through District Curriculum Catalog documents (e.g., iReady Growth Monitoring, fluency measures, common assessments, etc.). When a student is identified as a child in need of intensified interventions at Tier 3, the school-based problem solving team meets to identify the reasons why the student is not meeting the age or grade-level academic or behavioral standard, assist with the intervention selection, and creating an individualized intervention plan. Parental participation in Tier 3 problem solving is sought through parent participation in problem solving meetings and/or parent-teacher conferences. School personnel use graphed data from iReady and other district monitoring tools to engage parents with visual representations of how the child is progressing overtime. Parents are continually a part of the problem solving process for their child as they are invited to school-wide parent conference nights, updated with weekly reports via ~~Edline~~, as well as more frequent teacher scheduled conferences, along with receiving the copies of the reported data for their personal records based upon the students' specific progress towards closing the gap. Parent data reports are delivered in reader- friendly format that includes line graphs, bar graphs and tables.

7. Procedures for children who are below mandatory school age and who are not enrolled in kindergarten include the following:

- a. Review existing social, psychological, and medical data. Refer for a health screening when needed.

- b. Conduct vision and hearing screenings for the purpose of ruling out sensory deficits.
- c. Conduct additional screenings to assist in determining interventions as appropriate.

Section H.1: Initiating an Evaluation for Exceptional Student Education

Statutory and Regulatory Citations

34 CFR §§300.300–300.305

Chapter 490, F.S.

Sections 1003.57 and 1003.575, F.S.

Rules 6A-1.044, 6A-1.0502, 6A-4.0311, 6A-6.0331, 6A-6.03311 and 6A-6.03411, F.A.C.

Definition

The school district must ensure that all students with disabilities or who are gifted and who are in need of exceptional student education (ESE) are identified, located, and evaluated, and FAPE is made available to them if it is determined that the student meets the eligibility criteria.

Procedures for Initiating an Evaluation

Each school district must conduct a full and individual initial evaluation before the initial provision of ESE services. Either a parent of a kindergarten through Grade 12 student, or child age three to kindergarten-entry age, or a school district may initiate a request for initial evaluation to determine if the student is a student with a disability. Either a parent of a kindergarten through Grade 12 student or a school district may initiate a request for initial evaluation to determine if a student is gifted. The request for an evaluation is documented on the district's Consent for Evaluation form.

The school district must seek consent from the parent or guardian to conduct an evaluation whenever the district suspects that a kindergarten through Grade 12 student, or a child age three to kindergarten-entry age, is a student with a disability and needs special education and related services. Circumstances that would indicate that a kindergarten through Grade 12 student may be a student with a disability who needs special education and related services include, but are not limited to, the following:

1. When a school-based team determines that the kindergarten through Grade 12 student's response to intervention data indicates that intensive interventions implemented 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;
2. When a school-based team determines that the kindergarten through Grade 12 student's response to interventions implemented indicates that the student does not make adequate growth given effective core instruction and intensive, evidence-based interventions; and
3. When a child age three to kindergarten entry age receives a developmental screening through the school district or the Florida Diagnostic and Learning Resources System and, based on the results of the screening, it is suspected that the child may be a child with a disability in need of special education and related services; or
4. When a parent requests an evaluation and there is documentation or evidence that the kindergarten through Grade 12 student or child age three 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.

Within 30 days of a determination that a circumstance described in subsections 1., 2. or 3. above exists for a student in grades kindergarten through Grade 12 or a child age three to kindergarten entry age, the school district must request consent from the parent to conduct an evaluation, unless the parent and the school agree otherwise in writing.

If a parent requests that the school conduct an evaluation to determine whether their child is a child with a disability in need of special education and related services, the school district must within 30 days, unless the parent and the school agree otherwise in writing:

1. Obtain consent for the evaluation; or
2. Provide the parent with written notice in accordance with Rule 6A-6.03311, F.A.C., explaining its refusal to conduct the evaluation.

Prior to a school district request for an initial evaluation for students in Grade K through 12, school personnel must make one of the following determinations about general education procedures:

1. Whether the general education intervention procedures have been implemented as required under Rule 6A-6.0331, F.A.C., and that the data indicate that the student may be a student with a disability who needs special education and related services;
2. Whether the evaluation was initiated at the parent's request and the general education activities will be completed concurrently with the evaluation but prior to the determination of the student's eligibility for special education and related services; or
3. Whether the nature or severity of the student's areas of concern makes the general education intervention procedures inappropriate in addressing the immediate needs of the student.

Describe the district's procedure for obtaining parental consent for an evaluation when, through the FDLRS or school district child find process, it is suspected that a child ages three to kindergarten-entry age may be a child with a disability. In addition, describe how the district will ensure that the parent will be given the opportunity to provide consent within 30 days of the parent's request.

~~Procedures for referring students who may have disabilities and students who might be gifted who are enrolled in the public school system and the personnel responsible: Students will be considered (referred) for further evaluation to consider a need for specially designed instruction and the existence of a disability if either of the following conditions exist: • The student had not made adequate progress after an appropriate period of time when provided appropriate instruction and intense, individualized interventions; or • Intensive interventions are demonstrated to be effective and acceptable but require sustained and substantial effort that may include the provision of specially designed instruction and related services. Either condition must be well documented as defined by the criteria outlined in the district's procedures for conducting general education interventions and the referral for evaluation determined to be appropriate by the school-based problem solving team. Each school has one or more individuals designated to complete the referral for evaluation. All documents and screening information will be assembled and given to the LEA designee assigned to that school to review for compliance. Consent for evaluation will be obtained from the parent and the completed referral will be given to the appropriate evaluators. Students who may be gifted can be referred for screening by parents or any school staff. Also, all first grade students will be screened each year for gifted. All students who have a score above the 90th percentile on a gifted screening will be referred for further evaluation. The personnel at the school designated to complete referrals will facilitate the process. Once the referral information has been assembled, the completed referral will be given to the LEA designee assigned to that school to review for compliance. Consent for evaluation will be obtained from parent and the completed referral will be given to the appropriate evaluator(s).~~

Describe the district's procedures for responding within 30 days to a parent who requests that an evaluation be conducted to determine the student's eligibility for special education and related services.

When the district receives a parent's request for evaluation, it is date stamped and given to the school's designated MTSS facilitator. Within two weeks of receiving parent request for evaluation in writing, schools will begin compiling student data, all existing MTSS documentation, and other relevant information and initiate the ESE referral form. A problem solving meeting with the ESE LEA, key school-based personnel, and the parent should be scheduled to occur within 20 calendar days of receipt of the parent's request for evaluation. At this meeting the school designated MTSS facilitator and school psychologist (when possible) meet with the ESE LEA and parents to review MTSS documentation, data (including comparisons to peer groups), as well as intervention fidelity documentation of all current interventions, when applicable. The meeting is approached as a problem solving meeting and the following format is followed: 1. Clarify parent request and concerns 2. Review data from student's file and all relevant sources (e.g., FAIR, Performance Matters assessments, DWAP, classroom assessments, etc.) Is there a problem? (Gap between expected performance and actual performance) If "YES"... a) Have interventions been implemented and documented? b) What do progress monitoring data tell us about the success of the interventions? Is there a need for additional problem solving and implementation of additional interventions? c) Is there sufficient information, documentation, and/or data to consider ESE eligibility? What other information is needed? If "NO"... If no gap exists between the expected performance and the student's current performance (i.e., core instruction alone is sufficient), document this in the minutes and share

graphically represented data with the parent(s). Explain to parents the criteria for identifying a disability within the school system. If either of the following two conditions exists, then a referral for evaluation as requested by the parent is also recommended by the problem solving team: 1. Progress monitoring data indicate that intensive interventions are effective but require a level of intensity and resources to sustain growth, or 2. Student's response to interventions indicates that the student does not make adequate growth given effective core instruction and intensive, individualized, evidence-based interventions. If these conditions are not met and the parent agrees an evaluation is not warranted/necessary or an evaluation should be postponed contingent upon ongoing problem solving and delivery of interventions within the general education setting, written and signed documentation will reflect the parent's agreement with not completing an evaluation at that time. If the parent and/or problem solving team continue to recommend or request evaluation, the problem solving team will complete the PS/Rtl "Documentation of Assessment Areas" form and obtain parental consent for any recommended evaluation components. This consent must be obtained within 30 calendar days of receipt of the parent's request for evaluation. All recommended evaluation components will be completed within a 60-day timeline.

Describe the district's procedures for requesting an initial evaluation for students enrolled in the school district who may have disabilities and students who may be gifted.

Procedures for referring students who may have disabilities and students who might be gifted who are enrolled in the public school system and the personnel responsible: Students will be considered (referred) for further evaluation to consider a need for specially designed instruction and the existence of a disability if either of the following conditions exist: -The student had not made adequate progress after an appropriate period of time when provided appropriate instruction and intense, individualized interventions; or -Intensive interventions are demonstrated to be effective and acceptable but require sustained and substantial effort that may include the provision of specially designed instruction and related services. Either condition must be well documented as defined by the criteria outlined in the district's procedures for conducting general education interventions and the referral for evaluation determined to be appropriate by the school-based problem solving team. Each school has one or more individuals designated to complete the referral for evaluation. All documents and screening information will be assembled and given to the LEA designee assigned to that school to review for compliance. Consent for evaluation will be obtained from the parent and the completed referral will be given to the appropriate evaluators. Students who may be gifted can be referred for screening by parents or any school staff. Also, all first grade students will be screened each year for gifted. All students who have a score above the 90th percentile on a gifted screening will be referred for further evaluation. The personnel at the school designated to complete referrals will facilitate the process. Once the referral information has been assembled, the completed referral will be given to the LEA designee assigned to that school to review for compliance. Consent for evaluation will be obtained from parent and the completed referral will be given to the appropriate evaluator(s).

Describe the district's procedures for requesting an initial evaluation for students who may have disabilities and students who may be gifted who are enrolled in nonpublic schools or agency programs.

Hernando County Schools is responsible for Child Find activities for students in grades PK-12 who are enrolled in non-public schools or agency programs that are located within the district regardless of the district in which the student resides. Procedures for referring students for evaluation who are enrolled in non-public schools or agency programs are as follows: • At the beginning of each school year, the Director of Exceptional Student ~~Support Services~~ (ESSS) or designee sends the administrators of non-public schools and agency programs the name of the individual designated to facilitate the evaluation process. • A parent or a staff member from a non-public school or agency program who wants to request an evaluation for a student calls the ESSS office, (352)-797-7008, to talk to the individual designated to facilitate this process. • The designee will work with the student's parent(s) to facilitate communication with the zoned school (or chosen school) staff who will work with the staff members of the private school to review and gather any student data that the school or agency may have, assist the parent in getting the student screened for vision and hearing at the public school that the student would attend if the student was attending public school, and assist the parent in completing a social developmental history, home language survey, and obtain written parental consent. • The designee will assist the local public school to compile this information into a referral packet and submit it to the appropriate evaluator(s), which may include Exceptional Student ~~Support Services~~ personnel, school-based MTSS facilitators, and/or to the appropriate therapists for evaluation (when applicable). For initial evaluations, the sixty (60) calendar day timeline for completing an

evaluation for a suspected disability or the ninety (90) school day timeline for completing an evaluation for suspected giftedness is followed. • For referrals requiring documentation of tiered supports and the student's Response to Intervention (RtI) in order to make an eligibility determination, the LEA from the ESSS district office makes contact with the student's zoned school and serves as a liaison to assist the staff serving on the problem solving team (at the zoned public school/chosen school) to implement and monitor the tiered interventions and supports with the private school or agency.

Describe the district's procedures for requesting an initial evaluation for students who may have disabilities and students who may be gifted who are not enrolled in any school.

Hernando County Schools is responsible for Child Find activities for ages three (3) to twenty-one (21). For children under age three, Early Steps screens, evaluates and coordinates services for children with disabilities. The Exceptional Student Support Services (ESSS) department collaborates with West Central Early Steps in referring children under age three (3). The ESSS department of the Hernando County School district partners with Florida Diagnostic and Learning Resources System (FDLRS) Gulfcoast in the evaluation process for children ages three (3) to five (5) not attending school. The FDLRS staff facilitates screenings for children who are suspected of having a disability. The Child Find Specialist assists the parent in completing the social developmental history, home language survey, and obtains parental consent. Then the Child Find Specialist compiles all gathered information into a referral packet and submits it to the ESSS department for distribution to the prekindergarten assessment team and any evaluators as indicated on the referral. Within two (2) days of the screening and a disability is suspected, the FDLRS Child Find Specialist will mail a Consent for Evaluation form and packet home to the parent(s)/guardian(s) with a self-addressed stamped envelope. Parent(s)/guardian(s) are encouraged to respond to the Consent for Evaluation (yes or no) as soon as possible. Parent(s)/guardian(s) may send, fax, or drop-off the Consent for Evaluation form. If the Consent for Evaluation form is not received by FDLRS in approximately two (2) weeks, the Child Find Specialist will call the parent(s)/guardian(s) to inquire if the parent will send the form back signed and dated with either yes or no indicated. A parent of a home schooled child who wants to request an evaluation calls the ESSS office, 352-797-7008, to talk to the individual designated to facilitate this process. The designee will work with the student's parent(s) to gather any student data that the parent may have, assist the parent in getting the student screened for vision and hearing at the public school the student would attend if the student was attending public school, and assist the parent in completing a social developmental history, home language survey, and obtain written parental consent. The designee will compile this information into a referral packet and submit it to ESSS for psychological evaluation and/or to the appropriate therapists for evaluation. For initial evaluation, the sixty (60) calendar day timeline for completing an evaluation for a suspected disability or the ninety (90) school day timeline for completing an evaluation for suspected giftedness is followed.

Section H.2: Conducting Student Evaluations and Reevaluations

Statutory and Regulatory Citations

34 CFR §§300.131 and 300.300–300.305

Chapter 490, F.S.

Sections 1003.57 and 1003.575, F.S.

Rules 6A-1.044, 6A-1.0502, 6A-6.03013, 6A-6.03014, 6A-6.03022, 6A-4.0311, 6A-6.0331, and 6A-6.03411, 6A-6.0361 and 6A-10.019, F.A.C.

Definitions

1. Evaluation means procedures used to determine whether a student has a disability or is gifted and in need of specially designed instruction and related services, and the nature and extent of the exceptional student education (ESE) that the student needs.
2. Reevaluation of a student with a disability is the process whereby existing evaluation data about the student is reviewed and additional data collected (if necessary) to determine whether the student continues to have a disability and be in need of specially designed instruction and related services, and the educational needs of the student.

Procedures for Evaluation

1. Responsibility for evaluation
 - a. The school district is responsible for conducting a full and individual initial evaluation necessary to determine if the student is eligible for ESE services and to determine the educational needs of the student.
 - b. Evaluations are conducted by qualified examiners (e.g., physicians, school psychologists, psychologists, speech language pathologists, teachers, audiologists, and social workers) as evidenced by a valid license or certificate to practice in Florida. In circumstances where the student's medical care is provided by a physician licensed in another state, at the discretion of the school district administrator for exceptional student education, a report of a physician licensed in another state may be accepted for the purpose of evaluation and consideration of eligibility as a student with a disability.
 - c. Tests of intellectual functioning are administered and interpreted by a professional person qualified in accordance with Rule 6A-4.0311, F.A.C., or licensed under Chapter 490, F.S.
 - d. Unless statutory restrictions apply, the responsibility for determining who is qualified to administer and interpret a particular assessment instrument lies with the local school district. In determining qualified evaluators, districts may consider the following:
 - State Board of Education rules and the requirements of the Individuals with Disabilities Education Act (IDEA)
 - Testing standards (e.g., *Standards for Educational and Psychological Testing*)
 - User qualifications recommended by the publisher in the test manual
 - Level of training, supervision, experience, and certification of the individual administering or interpreting the instrument
2. Evaluation timelines
 - a. The school district shall ensure that initial evaluations of students and preschool-age children age three through kindergarten-entry age suspected of having a disability are completed within 60 calendar days after the school district's receipt of parent consent for evaluation. Rule 6A-6.0331(3)(g), F.A.C., states that the following calendar days shall not be counted toward the 60 calendar day requirement:

- i. All school holidays and Thanksgiving, winter and spring breaks as adopted by the district school board as required by Rule 6A-10.019, F.A.C.;
 - ii. 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 as required by Rule 6A-10.019, F.A.C. However, the school district is not prohibited from conducting evaluations during the summer vacation period; and
 - iii. In the circumstance when a student is absent for more than eight school days in the 60 calendar day period, the student's absences shall not be counted toward the 60 calendar day requirement.
- b. The 60-day timeline for evaluation does not apply if:
- The parent repeatedly fails or refuses to produce the student for the evaluation
 - A student's school district of enrollment changes after the timeline has begun and prior to a determination by the student's previous school district as to whether the student has a disability

This exception only applies when the current school district is making sufficient progress to ensure a prompt completion of the evaluation and the parent agrees to a specific time when the evaluation will be completed.

Assessments of students who transfer within the same school year must be coordinated between schools to ensure prompt completion of evaluations.

- c. The school district will ensure that students suspected of being gifted are evaluated within a reasonable time as defined in the district's ESE Policies and Procedures document as required by Rule 6A-6.03411(2), F.A.C., but no more than 90 school days that the student is in attendance after the school district's receipt of parental consent for the evaluation.

Describe the district's timeframe to ensure completion of gifted evaluations.

An evaluation of a student who may be gifted must be completed no more than ninety (90) school days (accumulation) after the school district's receipt of the parental consent for evaluation.

3. Parent consent

- a. The school district will provide the parent written notice to the parent that describes any evaluation procedures the school district proposes to conduct. The school district will obtain written informed consent from the parent of a student to determine whether the student is a student with a disability or is gifted and needs ESE.

Parental consent is not required before reviewing existing data as part of an 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 of parents of all students.

Parental consent for evaluation is not construed as consent for initial provision of exceptional student education services.

- b. The school district must make reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the student is a student with a disability or gifted. In the event that the parent fails to respond to the district's request to obtain informed written consent, the district must maintain documentation of attempts made to obtain consent.
- c. Based on 34 CFR §300.300(a) (2), the school district is not required to obtain informed consent from the parent for an initial evaluation if the child is a ward of the State and is not residing with the parent if:
- The school district cannot discover the whereabouts of the parent,
 - The rights of the parent have been terminated, or

- The rights of the parent to make educational decisions have been subrogated by a judge and consent for initial evaluation has been given by an individual appointed by the judge to represent the student.

Based upon the definition of parent in Rule 6A-6.03411(1)(bb), F.A.C., "Parent means" **any** of the following:

- i. A biological or adoptive parent of a student
 - ii. A foster parent
 - iii. A guardian generally authorized to act as the student's parent, or authorized to make educational decisions for the student (but not the State if the student is a ward of the State)
 - iv. An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the student lives, or an individual who is legally responsible for the student's welfare
 - v. A surrogate parent who has been appointed in accordance with Rules 6A-6.03011 through 6A-6.0361, F.A.C.
- d. If the parent refuses consent for an evaluation to determine eligibility as a student with a disability, the school district may continue to pursue consent for the evaluation by using the mediation or due process procedures. A district is not required to pursue an initial evaluation when the parent refuses consent and does not violate its child find or evaluation obligations if it declines to do so.
- e. The school district may not use a parent's refusal to consent to initial evaluation to deny the parent or student any other service of the school district, except as provided by Rule 6A-6.0331, F.A.C.

4. Evaluation procedures

- a. As part of an initial evaluation, a team of qualified professionals and the parent, as appropriate, must take the following actions:
 - i. Review existing evaluation data on the student, including:
 - Evaluations 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.
 - ii. Identify, on the basis of that review and input from the student's parents, what additional data, if any, are needed to determine the following:
 - Whether the student is a student with a disability
 - The educational needs of the student
 - iii. The group conducting this review may do so without a meeting.
 - iv. The school district shall administer tests and other evaluation measures as may be needed to produce the data that is to be reviewed under this section.
 - v. If the determination under this section is that no additional data are needed to determine whether the student continues to be a student with a disability and to determine the student's educational needs, the school district shall notify the student's parents of:
 - That determination and the reasons for the determination; and
 - The right of the parents to request an assessment to determine whether the student continues

to be a student with a disability and to determine the student's educational needs. The school district is not required to conduct the assessment unless requested to do so by the student's parents.

vi. In conducting an evaluation, the school district:

- Uses 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 IEP or EP. The evaluation should include information that enables a student with a disability to be involved and progress in the general curriculum (or for a preschool child, to participate in appropriate activities) or identifies the needs beyond the general curriculum of a student who is gifted.
- Does not use any single measure or assessment as the sole criterion for determining eligibility or educational programming.
- Uses technically sound instruments that assess the relative contribution of cognitive and behavioral factors, in addition to physical and developmental factors.

b. The school district ensures that assessments and other evaluation materials and procedures used to assess a student:

- Are selected and administered so as not to discriminate on a racial or cultural basis
- Are provided and administered in the student's native language, or other mode of communication, and in the form that most accurately measures what the student knows and can do
- Are used for purposes for which the measures are reliable and valid
- Are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments

c. Assessments are selected and administered to best ensure that, if 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 being measured.

d. Assessments and other evaluation materials and procedures include measures that assess specific areas of educational need rather than those merely designed to provide a single general intelligence quotient. The school district uses assessment tools and strategies that provide relevant information that directly assists in determining the educational needs of the student.

e. The student is assessed in all areas of the suspected disability, including, if appropriate, health; vision, hearing, social emotional status, general intelligence, academic performance, communicative status, and motor abilities. The evaluation is sufficiently comprehensive to identify all of the student's ESE needs, whether or not commonly linked to the suspected disability.

A [Web-based Evaluation Resource](http://sss.usf.edu/resources/topic/ese/ESE_Eval/General/General.html) developed to assist districts in selection of instruments for conducting diagnostic assessments, eligibility evaluations and for screening and progress monitoring is available at http://sss.usf.edu/resources/topic/ese/ESE_Eval/General/General.html.

5. If the parent obtains an independent educational evaluation at their own expense, the results shall be considered by the school district when making decisions regarding the student, if the evaluation meets school district criteria.

6. Following completion of the student's evaluation, the school district shall not unreasonably delay the determination

of a student's eligibility for ESE services.

Describe the district's procedures for ensuring that a student's eligibility for ESE services is determined within a reasonable time following completion of the student's evaluation.

Following completion of the student's evaluation, a report will be completed and an eligibility meeting will be conducted within 30 calendar days. A copy of the report will be sent to the ESE office where the report will be entered into the evaluation database. The LEA designee will be notified that evaluations have been completed for students at their assigned school. A staffing will be scheduled within three weeks of being notified that the evaluation report is available, unless the parent requests that the IEP meeting be scheduled for a later date. For SLD, the Multi-Tiered System of Support (MTSS) team will notify the LEA designee assigned to the school to schedule a joint MTSS team including ESE personnel to review the student's Progress Monitoring Plan, including all data, to decide if further evaluation or a meeting to determine disability eligibility is needed. If further evaluation is needed, once the evaluation is completed and made available within the sixty day timeframe, then proceed to eligibility.

Procedures for Reevaluation

1. Reevaluation is required in the following circumstances.

- a. Reevaluations must occur at least every three years, unless the parent and the school district agree that reevaluation is not needed. Reevaluation for Deaf/Hard-of-Hearing, Dual Sensory Impaired and Visually Impaired are not able to have reevaluation procedures waived.
- b. Reevaluation is required whenever the educational or related services needs of the student warrant a reevaluation or if the student's parent or teacher requests it.
- c. Reevaluation is required prior to the determination that the student is no longer a student with a disability in need of specially designed instruction and related services.
- d. Reevaluation of the student may **not** occur more than once a year, unless the parent and the school district agree otherwise.
- e. Reevaluation is not required for a student before termination of eligibility due to graduation with a standard diploma or exiting upon reaching the student's 22nd birthday. However, the school district will provide the student with a summary of the student's academic achievement and functional performance, including recommendations to assist the student in meeting the student's postsecondary goals.
- f. Based on 34 CFR §§300.130 and 300.131, the district is responsible for reevaluation of students with disabilities attending:
 - Nonprofit private schools located within the district
 - For-profit private schools and are residents in the district
 - Home education

2. Reevaluation procedures

As part of any reevaluation, the IEP team and other qualified professionals, as appropriate, must take the following actions:

- a. Review existing evaluation data on the student, including evaluations and information provided by the parents of the student and the student; current classroom-based district or state assessments and classroom-based observations by teachers and related services providers.
- b. Identify, on the basis of the review and parent input, what additional data, if any, are needed to determine the following:
 - Whether the student continues to have a disability;

- The educational needs of the student;
- The present levels of academic achievement and related developmental needs of the student;
- Whether the student continues to need special education and related services; and
- Whether any additions or modifications to the special education and related services are necessary to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general curriculum.

c. The IEP team may conduct the review of existing evaluation data without a meeting.

d. If the IEP team determines that no additional evaluation data are needed to determine whether the student continues to be a student with a disability, and to determine the student's educational needs, the reevaluation is complete and the school district shall notify the student's parent(s) of the following:

- The determination and the reasons for that determination and
- The right of the parents to request an assessment to determine whether the student continues to be a student with a disability and determine the student's educational needs.

The school district is not required to conduct the assessment unless requested to do so by the student's parents.

e. Reevaluation is not required for a student before termination of eligibility due to graduation with a standard diploma or exiting upon reaching the student's 22nd birthday. However, the school district will provide the student with a summary of the student's academic achievement and functional performance, including recommendations to assist the student in meeting the student's postsecondary goals.

f. The following rules require the administration of specific assessments as a part of a student's reevaluation:

- Rule 6A-6.03013, F.A.C., Students Who Are Deaf or Hard-of Hearing
- Rule 6A-6.03014, F.A.C., Students Who Are Visually Impaired
- Rule 6A-6.03022, F.A.C., Students Who Are Dual-Sensory Impaired

For students determined eligible under these rules, the administration of formal assessments at reevaluation must be completed in accordance with the requirements of these rules.

3. Parental consent when additional data are needed

- a. The school district must obtain informed parental consent prior to conducting any reevaluation of a student with a disability.
- b. Informed parental consent for reevaluation need not be obtained if the district can demonstrate that it made reasonable efforts to obtain such consent and the student's parent failed to respond.

4. Reevaluation timelines

- a. The district must complete a reevaluation every three years unless the parent and the school district agree that a reevaluation is unnecessary.
- b. If the IEP team identifies the need for additional data, the additional data collection must be completed within a reasonable time and prior to reevaluation due date if a triennial evaluation.
- c. If an IEP team makes a recommendation for a student with a disability to receive an assistive technology assessment, that assessment must be completed within 60 school days after the team's recommendation.

Describe the district's procedures for ensuring that a reevaluation is conducted at least every three (3) years.

A LEA designee assigned to each school will be reviewing the data base and scheduling an IEP meeting to discuss reevaluation needs between six and ten months prior to the reevaluation due date. At any IEP meeting if a need arises, the staffing committee can request a more frequent reevaluation.

Describe the district's procedures for ensuring that assessments and other data collection procedures are completed within a reasonable time following the review when the IEP team determines that additional data are needed.

Once the Consent for Reevaluation is obtained at the IEP meeting, the LEA designee processes a referral for reevaluation and checks for compliance. Copies of the referral ~~is~~ provided to the appropriate evaluation specialists for the evaluation to proceed. The evaluation specialist will complete the evaluation within ninety (90) days. Once the evaluations are completed, a report will be ~~completed~~ by the evaluation specialist within four weeks. A copy of the report will be sent to the ESE office where the report will be entered into the evaluation data base. The LEA designee will be notified that the evaluations have been completed for students at their assigned schools. Staffings will be scheduled within three weeks of being notified that the evaluation report is available, unless the parent requests that the IEP meeting be scheduled for a later date.

Note: When a parent requests a reevaluation, the school's IEP team may request a meeting with the parent for the purpose of reviewing existing data and to determine what additional data may be needed. The school may then, at that meeting, obtain parental consent for reevaluation, if appropriate. If the parent refuses to meet in a timely manner, the school must send the parent one of the following:

- A Prior Written Notice of Consent for Reevaluation form indicating what assessments will be administered based on the IEP team's review of data, or
- A Prior Written Notice of Refusal.

Describe the district's procedures in place when a parent requests a reevaluation.

The LEA designee will schedule an IEP meeting to review current and historical data. Once all data has been reviewed, the IEP team determines whether additional data is required and identifies what additional evaluations are needed. The school may then, at the meeting, obtain parental consent for reevaluation, if appropriate. If the parent refuses to meet in a timely manner, the school must send the parent one of the following: -A Prior Written Notice of Consent for Reevaluation form indicating what assessments will be administered based on the IEP team's review of data, or -A Prior Written Notice of Refusal.

Describe the district's procedures for ensuring that an assistive technology assessment is completed within 60 school days after an IEP team makes the recommendation.

Once the IEP team determines that a student is in need of an Assistive Technology Evaluation, the IEP team completes the referral form and the LEA designee sends the Assistive Technology referral to the Hernando County Assistive Technology Team who will then evaluate and track the referral to ensure the evaluation is done within the sixty day timeline. A copy of the evaluation will be sent into the ESE office to be logged into the database. The Administrator over Speech/Language Therapy will ensure the timeline is being followed by tracking monthly through the ESE database.

5. Determination of continued need for special education and related services

- a. A meeting of the individual educational plan team is convened to review all available information about the student, including reports from the additional evaluations, and to determine whether the student continues to be a student with a disability in need of special education and related services. If the student continues to be an eligible student, the student's individual educational plan is reviewed and revised, as appropriate, to incorporate the results of the reevaluation.

- b. If the reevaluation indicates that the student is no longer a student with a disability or that special education and related services are no longer needed, the parent must be provided prior written notice that these services will be discontinued.
- c. If the reevaluation indicates that the student's disability has changed (i.e., adding, deleting, or changing a disability category), the applicable eligibility staffing procedures are followed.

Section I: Independent Educational Evaluations

Statutory and Regulatory Citations

34 CFR §300.502

Rule 6A-6.03311, F.A.C.

Definition

An independent educational evaluation (IEE) is an evaluation conducted by a qualified evaluation specialist who is not employed by the school district responsible for the education of the student in question.

General

1. The parents of a student with a disability have the right to an IEE at public expense if the parent disagrees with an evaluation obtained by the school district.
2. The parent of a student with a disability is to be provided, upon request for an IEE, information about where an IEE may be obtained and the school district criteria applicable to IEEs.
3. Public expense means that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.
4. Whenever an IEE is conducted, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the evaluation specialist, shall be the same as the criteria used by the school district when it initiates an evaluation, to the extent that those criteria are consistent with the parent's right to an IEE.
5. The school district may not impose conditions or timelines for obtaining an IEE at public expense other than those criteria described in rule 6A-6.03311, F.A.C.
6. If a parent requests an IEE at public expense, the school district must, without unnecessary delay, **either** :
 - Ensure that an IEE is provided at public expense.
 - Initiate a due process hearing under Rule 6A-6.03311, F.A.C. to show that its evaluation is appropriate or that the evaluation obtained by the parent did not meet the school district's criteria. If the school district initiates a hearing and the final decision from the hearing is that the school district's evaluation is appropriate, then the parent still has a right to an IEE but not at public expense.
7. If a parent requests an IEE, the school district may ask for the parent to give a reason why he or she objects to the district's evaluation. However, the explanation by the parent may not be required, and the school district may not unreasonably delay either providing the IEE at public expense or initiating a due process hearing to defend the district's evaluation.
8. A parent is entitled to only one IEE at public expense each time the school district conducts an evaluation with which the parent disagrees.
9. If the parent obtains an IEE at public expense or shares with the school district an evaluation obtained at private expense:
 - The school district shall consider the results of such evaluation in any decision regarding the provision of FAPE to the student, if it meets appropriate school district criteria described in Rule 6A- 6.03311, F.A.C.
 - The results of such evaluation may be presented by any party as evidence at any due process hearing regarding that student.
10. If an administrative law judge requests an IEE as part of a due process hearing, the cost of the evaluation must be

at public expense.

Describe the district's policies and procedures for responding to a parent's request for an IEE at public expense.

If a parent requests an IEE at public expense, the parent is asked to provide the request in writing to the ESE Director and if possible to include his or her objections to the district's evaluation if possible. The district may initiate a due process hearing to show that the evaluation is appropriate or the district may ensure that an IEE is provided at public expense. If the parent requests a specific evaluation specialist, the district will determine if the said evaluation specialist meets the same qualifications as used by the school district. In addition the district will provide a list of qualified evaluation specialists to the parent. When parents select the evaluation ~~speicalist~~ they wish to use, they will contact the ESE Director with their decision. The Secretary to the Director will work with the Independent Evaluation Specialist, and district office to ensure payment for the IEE. The parent will schedule an appointment with the evaluation specialist for the IEE and will make the student available for the evaluation.

Describe the district's policies and procedures for consideration of the results of an IEE obtained at private expense.

If a parent obtained an IEE at their expense, the school district's department responsible for administering the specific evaluation(s) shall review the evaluation(s) and determine: 1) if a competent evaluation specialist conducted the evaluation and 2) if the evaluation procedures used provide the necessary information to help determine whether the student is, or continues to be, a student with a disability and if the evaluation is sufficiently comprehensive to identify all of the student's educational needs. If the parent obtains an IEE at their expense, the IEP team will consider the IEE findings when making decisions regarding the student if the evaluation meets school district criteria.

Part II. Policies and Procedures for Students with Disabilities

Section A: Instructional Program

Statutory and Regulatory Citation

Rule 6A-6.03411, F.A.C.

The following applies to the instructional program for students with disabilities in general. In addition to the philosophical, curricular, and instructional support issues included here, there are disability-specific expectations or requirements for certain categories of disability. That information is provided in the relevant *Exceptional Student Education Eligibility* sections of this document.

Philosophy

1. Each student with a disability is entitled to receive FAPE in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible.
2. Special education, which refers to specially designed instruction and related services, is provided to meet the unique needs of the student that result from the student's disability and to prepare the student for further education, employment, and independent living. Related services are defined in Rule 6A-6.03411(1)(dd), F.A.C.
3. Specially designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction.
4. Specially designed instruction may employ universal design for learning, assistive technology, accommodations, or modifications.

Curriculum

1. To maximize accessibility to the curriculum, students will access the state standards through appropriate programming, support from special education and regular education teachers, support in the use of assistive technology, and through the use of universal design principals.
2. For all students with disabilities, these supports provide progress toward a standard high school diploma.

Instructional Support

1. Students receive instructional support through specially designed instruction and related services as determined through the IEP process.
2. Teachers are trained in designing and implementing individualized programs to address the learning needs of each student.
3. Teachers are provided with administrative support to assure reasonable class size and workload, adequate funds for materials, and professional development.
4. Teachers instruct students in the unique skills necessary to access and benefit from the core curriculum. These skills may include, but are not limited to, curriculum and learning strategies, compensatory skills, independent functioning, social emotional behavior, use of assistive technology, and communication.
5. A range of service delivery options is available to meet the student's needs: consultation, itinerant instruction, resource room, special class, separate school, residential placement, homebound or hospitalized, and community-based or home-based services.
6. School districts may provide professional development for teachers in coordination with community agencies, the Florida School for the Deaf and the Blind, discretionary projects funded by the Department of Education and other agencies of state and local government, including, but not limited to, the Division of Blind Services, the Division of Vocational Rehabilitation, Department of Children and Families, and the Department of Health, Children's Medical Services, as appropriate.

Section B.1: Exceptional Student Education Eligibility for Students with Autism Spectrum Disorder

Statutory and Regulatory Citations

34 CFR §300.8

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.03023, 6A-6.0331 and 6A-6.03411, F.A.C.

Definition

Autism spectrum disorder (ASD) is a condition that reflects a wide range of symptoms and levels of impairment, which vary in severity from one individual to another. Autism spectrum disorder 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, patterns of behavior, interests, or activities, which occur across settings.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with ASD if evidence of **all** of the following criteria are met:

1. Impairment in social interaction as evidenced by delayed, absent, or atypical ability to relate to individuals or the environment;
2. Impairment in verbal or nonverbal language skills used for social communication
3. Restricted or repetitive patterns of behavior, interests, or activities;
4. The core features identified in 1, 2, and 3 occur across settings.
5. The student demonstrates a need for special education as defined in Rule 6A-6.03411(1)(kk), F.A.C.

Student Evaluation

In addition to the provisions in Rule 6A-6.0331(5), F.A.C., the district shall conduct a full and individual evaluation that addresses the core features of ASD to include deficits in social interaction, social communication, and restricted or repetitive patterns of behavior, interests, or activities. An evaluation for determining eligibility shall include the following components:

1. Behavioral observations conducted by members of the evaluation team targeting social interaction, social communication skills, and restricted or repetitive patterns of behavior, interests, or activities across settings;
2. A social developmental history based on an interview with the parents(s) or guardian(s);
3. A psychological evaluation that includes assessment of academic, intellectual, social-emotional, and behavioral functioning and must include at least one standardized instrument specific to ASD;
4. A 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 must be conducted by a speech language pathologist);
5. A standardized assessment of adaptive behavior; and
6. If behavioral concerns are present, a functional behavioral assessment is conducted to inform behavioral interventions on the student's individual educational plan.

Unique Philosophical, Curricular, or Instructional Considerations

1. While students with ASD share instructional needs with other students, there are characteristics that are specific to ASD, including the development and use of language and communication skills, the development of appropriate social skills, and the development of appropriate behavioral skills. The need to tailor instruction to the individual learning styles and needs of each student requires that teachers of students with ASD be knowledgeable in a variety of educational strategies.
2. Inherent in a program for students with ASD is the recognition that ASD is a developmental disability that adversely impacts the student's communication, social, and behavioral skills. It is important to take into consideration the student's strengths and needs in all three areas when tailoring educational services for the student.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with autism spectrum disorders.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.2: Exceptional Student Education Eligibility for Students who are Deaf or Hard-of-Hearing

Statutory and Regulatory Citations

34 CFR §§300.8, 300.34, and 300.113

Sections 1003.01, 1003.55, and 1003.57, F.S.

Rules 6A-6.03013, 6A-2.0010, 6A-6.03028 and 6A-6.0331, F.A.C.

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 which adversely affects performance in the educational environment. The degree of loss may range from mild to profound.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student who is deaf or hard-of-hearing if the following criteria are met:

1. Medical: An audiological evaluation documents a permanent or fluctuating hearing threshold level that interferes with progress in any one of the following areas: developmental skills or academic performance, social-emotional development, or linguistic and communicative skills as evidenced by:
 - a. 25 decibel (dB) + or - 5 dB 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 25 dB + or - 5 dB or greater based on pure tone average of 1000, 2000, and 3000 Hz unaided in the better ear; or
 - c. A unilateral hearing threshold level of 50 dB + or - 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,
2. The student demonstrates a need for special education.

Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluation shall include **all** of the following:

1. Audiological evaluation
2. Evaluation of developmental skills or academic achievement, including information on the student's academic strengths and weaknesses
3. Evaluation of social development
4. Evaluation of receptive and expressive communication
5. A comprehensive nonverbal assessment of intellectual functioning or developmental scales, if more appropriate, for children under age seven

Selection of assessment instruments shall take into consideration the student's functioning level, degree of hearing loss, and method of communication.

Student Reevaluation

A reevaluation will occur at least every three years and will include at a minimum an audiological evaluation and, if appropriate, any other formal evaluations addressed in the initial evaluation in accordance with the Student Evaluation section above.

Qualified Evaluators

All evaluators must hold a valid license or certificate in the state of Florida, in accordance with Rule 6A-6.0331, F.A.C. The following are qualified evaluators for specialized evaluations:

1. An audiologist for an audiological evaluation
2. A teacher of the deaf or hard-of-hearing
3. A speech and language pathologist
4. A school psychologist

Unique Philosophical, Curricular, or Instructional Considerations

1. All students who are identified as deaf or hard-of-hearing will be screened for Usher syndrome at least one time between grades 6 and 12. Qualified evaluators include: teachers of the deaf or hard-of-hearing, speech language pathologists, audiologists, teachers of the blind or visually impaired, and school health personnel who have been trained in Usher's screening procedures.
2. Students shall have access to instruction using the method of communication most readily understood by the student. Each student who is deaf or hard-of-hearing shall have the opportunity to develop expressive and receptive language skills using any or all of the following:
 - a. Residual hearing
 - b. Speech reading
 - c. Manual communication systems
 - d. Speech
 - e. Appropriate amplification
3. Rule 6A-6.03028(3)(g), F.A.C., requires the use of the Communication Plan form adopted by the State Board of Education during the development of the IEP for students who are deaf, hard of hearing or dual sensory impaired. Use of this plan will ensure that IEP teams are considering the instructional needs of these students in a more comprehensive manner. The school district shall consider the communication and language needs of students who are deaf or hard-of-hearing, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, and opportunities for direct instruction in the student's language and communication mode.
4. Routine checking of hearing aids worn in school by students with hearing loss and the external components of surgically implanted medical devices (i.e., cochlear implants) is required to ensure that these devices are functioning properly.
5. Assistive technology and related services do not include a medical device that is surgically implanted, or the replacement of such device. Although cochlear implants are not considered assistive technology, children with cochlear implants maintain the right to receive related services that are determined by the IEP team to be necessary for the student. School districts are responsible for providing appropriate services for the students. However, appropriate services do not include maintaining, optimizing (i.e., mapping), or replacing cochlear implants.

6. Interpreting services includes the following, when used with respect to children who are deaf or hard-of-hearing: oral transliteration services; cued language transliteration services; sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print; and TypeWell; and special interpreting services for children who are deaf-blind.
7. Each learning environment shall have appropriate acoustic treatment, lighting, and auditory amplification equipment to meet the individual needs of each student. Auditory equipment shall be made available through the school district (e.g., Personal or Soundfield FM systems, infrared systems, induction loop systems, and other assistive listening devices). Auditory equipment will be calibrated annually, maintained, and considered for replacement on a five (5)-year cycle. Visual alarm devices shall be provided in all areas where students who are deaf or hard-of-hearing may be separated from persons with normal hearing—group bathrooms, corridors, specific areas designated for the deaf, etc., in accordance with Rule 6A-2.0010, F.A.C.
8. The school district will provide information describing the Florida School for the Deaf and the Blind and all other programs and methods of instruction available to the parent of a student with sensory impairments. This information will be provided annually.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who are deaf or hard-of-hearing.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.3: Exceptional Student Education Eligibility for Prekindergarten Children who are Developmentally Delayed

Statutory and Regulatory Citations

34 CFR §§300.8 and 303.21

Sections 1003.01, 1003.21, and 1003.57, F.S.

Rules 6A-6.03026, 6A-6.03027 6A-6.03028, 6A-6.03029, 6A-6.03031, 6A-6.0331 and 6A-6.03411, F.A.C.

Definitions

1. For an infant or toddler from birth through two years of age, developmental delay is defined as delay in one or more of the following developmental domains: adaptive development; cognitive development; communication development; social or emotional development; or physical development.
2. For a child three through five years of age, developmental delay is defined as a delay in one or more of the following areas: adaptive or self-help development; cognitive development; communication development; social or emotional development; or physical development, including fine, gross, or perceptual motor.

Eligibility Criteria

1. For a child three through five years of age
A child is eligible for specially designed instruction and related services as a student with developmental delay when the following criteria are met:
 - a. The child is three through five years of age.
 - b. There is documentation of **one** of the following:
 - A score of two standard deviations (SD) below the mean or a 25 percent delay on measures yielding scores in months in at least one area of development
 - A score of 1.5 SD below the mean or a 20 percent delay on measures yielding scores in months in at least two areas of development
 - Based on informed clinical opinion, the eligibility staffing committee makes a recommendation that a developmental delay exists and exceptional student education services are needed
 - c. The eligibility staffing committee or multidisciplinary team, which includes the invited parent(s), makes a determination concerning the effects of the environment, cultural differences, or economic disadvantage.
2. For a child birth through two years of age (below 36 months)
An infant or toddler is eligible for exceptional student education when a team of qualified professionals and the parent or guardian, in accordance with Rule 6A-6.0331(6), F.A.C., determine that **all** the following criteria are met:
 - a. The child is below the age of 36 months;
 - b. There is documentation of **one** of the following:
 - i. A score of 1.5 standard deviations below the mean in two or more developmental domains as measured by at least one appropriate diagnostic instrument and procedures, and informed clinical opinion; or
 - ii. A score of 2.0 standard deviations below the mean in one developmental domain as measured by at least one appropriate diagnostic instrument and procedures, and informed clinical opinion; or
 - iii. Based on informed clinical opinion a determination has been made that a developmental delay exists.

- c. The requirements of Rule 6A-6.0331(2), F.A.C., have been met;
- d. There is written evidence that the Department of Health, Children's Medical Services, Part C Local Early Steps has determined that the infant or toddler has a developmental delay as defined in section (2)(b) of this rule; and,
- e. The infant or toddler needs early intervention services as defined in Rule 6A-6.03411(1)(i), F.A.C.

Child Evaluation

In addition to the provisions in Rule 6A-6.0331(2), F.A.C., regarding procedures prior to initial evaluation for prekindergarten children, the evaluation for determination of eligibility shall include the following:

Procedures for evaluation for children three through five years:

1. The school district must seek consent from the parent or guardian to conduct an evaluation within 30 days, unless the parent and the school district agree otherwise in writing, whenever:
 - a. The Florida Diagnostic and Learning Resource Center's or the district's developmental screening results indicate that the child, three years to kindergarten-entry age, is a child with a disability and needs special education and related services.
 - b. A parent requests an evaluation and there is documentation or evidence that the child may be a student with a disability in need of special education.
2. Developmental delay is documented by a multidisciplinary team using multiple measures of assessment, which include the following:
 - Standardized instruments, judgement-based assessments, criterion-referenced instruments, systematic observation, functional skills assessments, or other procedures selected in consultation with the parent(s); or
 - Informed clinical opinion using qualitative and quantitative information to determine the need for early intervention services; and
 - Parent report, which can confirm or modify information obtained and describe behavior in environments that the district may not be able to access.
3. When a developmental delay cannot be verified by the use of standardized instruments, the delay(s) may be established through observation of atypical functioning in any one or more of the developmental areas. A report shall be written documenting the evaluation procedures used, the results obtained, the reasons for overriding those results from standardized instruments, and the basis for recommending eligibility.

Continued Eligibility for ESE Services

1. For a child three through five years of age, continued eligibility as a student with a disability under another category will be determined before the child is six years old.
2. For a child birth through two years of age (below 36 months), continued eligibility as a child with a disability will be determined before the child's third birthday.

Unique Philosophical, Curricular, or Instructional Considerations

1. For a child three through five years of age
 - a. As appropriate, the individualized family support plan (IFSP) or individual educational plan (IEP) shall be developed through interagency collaboration with the family and other providers of services to the child and family and in accordance with Rules 6A-6.03026, 6A-6.03028, and 6A-6.03029, F.A.C.
 - b. Because of the rapid development of young children, on-going observations and assessments shall be

conducted as needed to plan for IFSP or IEP modifications.

2. For a child birth through two years of age (below 36 months)

- a. The IFSP shall be developed in collaboration with the family and other providers of service to the child and family and in accordance with Rules 6A-6.03026, 6A-6.03029, and 6A-6.0331, F.A.C.
- b. Because of the rapid development of young children and the changing needs of families, ongoing observations or assessments shall be conducted at least every six months for the purpose of completing the periodic review of the IFSP.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for prekindergarten children with developmental delays.

- ☒ The school district has provided additional information for this section in Appendix B of this document.
- ☐ There is no additional information for this section.

Section B.4: Exceptional Student Education Eligibility for Students who are Dual-Sensory Impaired

Statutory and Regulatory Citations

34 CFR §§300.8, 300.34, 300.113, and 300.172 and 300.324

Chapters 458 and 463, F.S.

Sections 1003.55, 1003.57, and 1003.575, F.S.

Rules 6A-2.0010, 6A-6.03014, 6A-6.03022 and 6A-6.0331, F.A.C.

Definition

Dual-sensory impairment is defined to mean concomitant hearing and visual impairments, or etiology or diagnosed medical condition that indicates a potential dual sensory loss, the combination of which impacts communication, independence, and other developmental and educational needs.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with a dual-sensory impairment if the following criteria are met:

1. One or more of the following visual impairments:

- a. A visual acuity of 20/70 or less in the better eye after best correction;
- b. A peripheral field so constricted that it affects the student's ability to function in an educational setting;
- c. A diagnosis of visual impairment after best correction;
- d. A progressive loss of vision that may affect the student's ability to function in an educational setting; as stated in Rule 6A-6.03014(3)(a), F.A.C.; **or**
- e. Functional blindness;

and

2. One or more of the following hearing impairments:

- a. 25 decibel (dB) + or - 5 dB or greater based on pure tone average or average of 500, 1000, and 2000 Hz unaided in the better ear;
- b. A high frequency hearing threshold level of 25 dB + or - 5 dB or greater based on pure tone average of 1000, 2000, and 3000 Hz unaided in the better ear;
- c. A unilateral hearing threshold level of 50 dB + or - 5 dB or greater based on pure tone average of 500, 1000, and 2000 Hz unaided;
- 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; **or**
- e. Functional hearing loss;

and

3. The student demonstrates a need for special education.

OR

4. The student has a medical report from a physician licensed in Florida in accordance with Chapter 458 or Chapter 463, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., confirming the existence of such a medical condition having the potential for dual sensory loss to include the diagnosis, its prognosis, and the potential for dual sensory loss; and
5. The student demonstrates a need for special education.

Student Evaluation

In addition, to the procedures defined in Rule 6A-6.0331(5), F.A.C., the minimum student evaluations include:

1. A medical eye exam by an ophthalmologist or optometrist licensed in Florida in accordance with Chapter 458 or Chapter 463, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., describing etiology, diagnosis, treatment regimen, prognosis, near and distance vision, corrected and uncorrected acuity measures for left eye, right eye, and both eyes, measure of field of vision, and recommendations for lighting levels, physical activity, aids, or use of glasses, as appropriate;
2. An audiological evaluation;
3. A functional vision evaluation;
4. A functional hearing assessment;
5. An assessment of social development;
6. An evaluation of receptive and expressive communication by a speech and language pathologist;
7. A learning media assessment;
8. If appropriate, an orientation and mobility assessment and sign language assessment; and
9. If available, a medical report from a physician licensed in Florida in accordance with Chapter 458 or Chapter 463, F.S., unless a report of a medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., describing the etiology or diagnosis of the student's medical condition that does, or has the potential to, result in dual sensory loss.

Student Reevaluation

1. A reevaluation shall occur at least every three years and shall include, at a minimum, the following:
 - a. A functional vision evaluation;
 - b. A functional hearing assessment;
 - c. An assessment of social development;
 - d. An evaluation of receptive and expressive communication by a speech and language pathologist;
 - e. A learning media assessment;
 - f. If appropriate, an orientation and mobility assessment and a sign language assessment; and
 - g. Any other evaluations specified by an evaluation specialist and an exceptional student teacher after examination of available information in all areas addressed in the initial evaluation or in subsequent reevaluations of the student in accordance with Rule 6A-6.0331, F.A.C.

Qualified Evaluators

All evaluators must hold a valid license or certificate in the state of Florida, in accordance with Rule 6A-6.0331, F.A.C.

The following are qualified evaluators for specialized evaluations:

1. An optometrist or ophthalmologist for a medical eye exam
2. A teacher of the visually impaired, orientation and mobility specialist, or low vision specialist for a functional vision assessment
3. An audiologist for an audiological evaluation
4. A teacher of the deaf or hard-of-hearing, speech and language pathologist, or audiologist for a functional hearing assessment.

Unique Philosophical, Curricular, or Instructional Considerations

1. All students with visual impairments, including students with dual-sensory impairment, are registered for services from the Florida Instructional Materials Center for the Visually Impaired. Additionally, information regarding all students who are dual-sensory impaired shall be submitted to the state's annual census report for the national child count of students and youth who are both deaf and blind.
2. In accordance with 34 CFR §300.324, students will be provided with instruction in braille unless otherwise determined by the IEP team. This determination is based upon the student's present reading and writing skills, functional vision assessment, and learning media assessment, as well as documentation indicating the need for instruction or use of braille in the future.
3. Orientation and mobility is a related service provided to blind or visually impaired students if determined necessary by the IEP team that enables those students to attain systematic orientation to and safe movement within their environments in school, home, and community. Orientation and mobility instruction encompasses skill and conceptual awareness that includes, but is not limited to: spatial awareness, use of sensory information to maintain orientation, the use of mobility devices (i.e., long cane, distance low vision aids, assistive technology), and other skills and techniques used to travel safely and efficiently across a variety of settings.
4. Rule 6A-6.03028(3)(g), F.A.C., requires the use of the Model Communication Plan adopted by the State Board of Education during the development of the IEP for students who are deaf, hard of hearing or dual sensory impaired. Use of this plan will ensure that IEP teams are considering the instructional needs of these students in a more comprehensive manner. School districts shall consider the communication and language needs of students who are deaf or hard-of-hearing, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode in accordance with 34 CFR §300.324.
5. Students shall have access to instruction using the method of communication most readily understood by the student. Each student who is deaf or hard-of-hearing shall have the opportunity to develop expressive and receptive language skills using any or all of the following:
 - a. Residual hearing
 - b. Speech reading
 - c. Manual communication systems
 - d. Speech
 - e. Appropriate amplification
6. Routine checking of hearing aids worn in school by students with hearing loss and the external components of surgically implanted medical devices (i.e., cochlear implants) is required to ensure that these devices are functioning properly.

7. Assistive technology and related services do not include a medical device that is surgically implanted, or the replacement of such device. Although cochlear implants are not considered assistive technology, children with cochlear implants maintain the right to receive related services that are determined by the IEP team to be necessary for the student. School districts are responsible for providing appropriate services for the students. However, appropriate services do not include maintaining, optimizing (i.e., mapping), or replacing cochlear implants.
8. Interpreting services include the following, when used with respect to children who are deaf or hard-of-hearing: oral transliteration services; cued language transliteration services; sign language transliteration and interpreting services; transcription services, such as CART, C-Print, and TypeWell; and special interpreting services, such as an intervener, for children who are deaf-blind.
9. Each learning environment shall have appropriate acoustic treatment, lighting, and auditory amplification equipment to meet the individual needs of each student. Auditory equipment shall be made available through the school district (e.g., personal or Soundfield FM systems, infrared systems, induction loop systems, and other assistive listening devices). Auditory equipment will be calibrated annually, maintained, and considered for replacement on a five-year cycle. Visual alarm devices shall be provided in all areas where students who are deaf or hard-of-hearing may be separated from persons with normal hearing, such as group bathrooms, corridors, specific areas designated for the deaf, etc., in accordance with Rule 6A-2.0010, F.A.C.
10. The school district will provide information describing the Florida School for the Deaf and the Blind and all other programs and methods of instruction available to the parent of a student with sensory impairments. This information will be provided annually. Additionally, in accordance with Rule 6A-6.03014, F.A.C., cooperative planning with the Division of Blind Services (DBS) may occur for students eligible for DBS services, with parent participation and agreement.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with dual-sensory impairment.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.5: Exceptional Student Education Eligibility for Students with Emotional or Behavioral Disabilities

Statutory and Regulatory Citations

34 CFR §300.8

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.03016 and 6A-6.0331, F.A.C.

Definition

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

Evidence-Based Interventions in General Education

Prior to an evaluation, the district must meet the general education requirements in Rule 6A-6.0331(1), F.A.C., including the responsibility to implement evidence-based interventions for students requiring additional academic and emotional or behavioral support in the general education environment. General education activities and interventions conducted prior to an evaluation in accordance with Rule 6A-6.0331(1) F.A.C., may be used to satisfy the requirements of Rule 6A-6.03016, F.A.C.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with emotional or behavioral disabilities if the following criteria are met:

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

3. The student demonstrates a need for special education.
4. In extraordinary circumstances, the general education requirements in Rule 6A-6.0331, F.A.C., and the criteria for eligibility relating to duration and setting described in 2. Above may be waived when immediate intervention is required to address an acute onset of an internal characteristic listed above in 1. a) of the Eligibility Criteria section.
5. The characteristics described below are not indicative of a student with an emotional or behavioral disability:
 - a. Normal, temporary (fewer than six months) reactions to life event(s) or crisis, or
 - b. Emotional or behavioral difficulties that improve significantly from the presence of evidence-based implemented interventions, or
 - c. Social maladjustment unless also found to meet the criteria for an emotional or behavioral disability

Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluation shall include **all** of 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 purpose 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.
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 nonpresence of emotional or 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 or 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 that includes information on the student's academic levels of performance, and the relationship between the student's academic performance and the emotional or 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 or behavioral responses may be precipitated by a physical problem.

Unique Philosophical, Curricular, or Instructional Considerations

1. When making a distinction between students with internalized or externalized characteristics, the IEP team will consider these presenting manifestations as they determine the needs of the students when recommending: goals and short-term objectives or benchmarks, if appropriate; specially designed instruction and related services; and the location of such services.
2. Services for students with EBD provide an integrated curriculum of academic, affective, and behavioral

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

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with emotional or behavioral disabilities.

- ☒ The school district has provided additional information for this section in Appendix B of this document.
- ☐ There is no additional information for this section.

Section B.6: Exceptional Student Education Eligibility for Infants or Toddlers Birth through Two Years Old who have Established Conditions

Statutory and Regulatory Citations

34 CFR §§303.21 and 303.300

Sections 1003.01, 1003.21, and 1003.57, F.S.

Rules 6A-6.03030, 6A-6.0331 and 6A-6.03411, F.A.C.

Definition

An infant or toddler with an established condition is defined as a child from birth through two years of age with a diagnosed physical or mental condition known to have a high probability of resulting in developmental delay. Such conditions shall include genetic and metabolic disorders, neurological disorders, a severe attachment disorder, an autism spectrum disorder, a sensory impairment (vision or hearing), or the infant's birth weight was less than 1,200 grams.

Eligibility Criteria

An infant or toddler is eligible for exceptional student education when a team of qualified professionals and the parent or guardian in accordance with Rule 6A-6.0331(6), F.A.C., determine that **all** the following criteria are met:

1. The infant or toddler is below the age of 36 months;
2. The requirements of Rule 6A-6.0331(2), F.A.C., have been met;
3. There is written evidence that the Department of Health, Children's Medical Services, Part C Local Early Steps has determined that the infant or toddler has an established condition as defined in section (1) of Rule 6A-6.03030, F.A.C.; and,
4. The infant or toddler needs early intervention services as defined in Rule 6A-6.03411(1)(i), F.A.C.

Continued Eligibility

Continued eligibility for exceptional student education programs will be determined before the child's third birthday.

Unique Philosophical, Curricular, or Instructional Considerations

The individualized family support plan (IFSP) shall be developed with the Local Early Steps, the family, and other providers of service to the child and family, and shall include services to provide the parent, guardian, or primary caregiver the opportunity to acquire specific skills and knowledge that will enable them to enhance the child's cognitive, physical, social, communication, and adaptive behavior. In the provision of an appropriate educational program for eligible children with disabilities ages birth through two years, home instruction may include direct instruction of the parent, guardian, or primary caregiver.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for children birth through two years old with established conditions.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.7: Exceptional Student Education Eligibility for Students who are Homebound or Hospitalized

Statutory and Regulatory Citations

34 CFR §300.115

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.03011, 6A-6.03012, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-6.03020, 6A-6.03022, 6A-6.03023, 6A-6.03027 and 6A-6.03028, F.A.C.

Definitions

1. A homebound or hospitalized 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, which confines the student to home or hospital and restricts activities for an extended period of time.

Eligibility Criteria

A student is eligible for educational instruction through homebound or hospitalized services if the following criteria are met:

1. A physician licensed in Florida in accordance with Chapter 458 or 459, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., must certify:
 - a. That the student is expected to be absent from school due to a physical or psychiatric condition for at least 15 consecutive school days (or the equivalent on a block schedule), or due to a chronic condition for at least 15 school days (or the equivalent on a block schedule), which need not run consecutively; and
 - b. That the student is confined to home or hospital; and
 - c. That the student will be able to participate in and benefit from an instructional program; and
 - d. That the student is under medical care for illness or injury that is acute, catastrophic, or chronic in nature; and
 - e. That the student can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.
2. The student is in kindergarten through twelfth grade and is enrolled in public school, unless the students meets criteria for eligibility under Rules 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-3.03022, 6A-6.03023, or 6A-6.03027, F.A.C
3. A child is three (3) through (5) years of age and has been determined eligible as a student with a disability in accordance with s. 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-3.03022, 6A-6.03023, 6A-6.03026, 6A-6.03027, or 6A-6.03411, F.A.C.
4. A parent, guardian, or primary caregiver signs a parental agreement concerning homebound or hospitalized policies and parental cooperation.

Student Evaluation

In addition to the provisions of Rule 6A-6.0331(5), F.A.C., the minimum evaluation for determining eligibility shall include the following:

1. A current medical report from a licensed physician, as defined above, describing the following:
 - a. A disabling condition or diagnosis with any medical implications for instruction;
 - b. A statement that the student is unable to attend school;
 - c. The plan of treatment;
 - d. Recommendations regarding school re-entry and other school- related activities; and
 - e. An estimated duration of condition or prognosis.
2. The team determining eligibility may require additional evaluation data. This additional evaluation data must be obtained at no cost to the parent.
3. A physical reexamination and a medical report by a licensed physician or physicians, which may be requested by the administrator of exceptional student education or the administrator's designee on a more frequent basis than annually, may be required if the student is scheduled to attend school part of a day during a recuperative period of readjustment to a full school schedule. This physical examination and medical report shall be obtained at no cost to the parent.

Procedures for Providing an Individual Educational Plan (IEP) or Individualized Family Support Plan (IFSP)

1. The IEP or IFSP shall be developed or revised following determination of eligibility in accordance with this rule.
2. A student may be assigned to both a homebound or hospitalized program and to a school-based program due to an acute, chronic or intermittent condition as certified by a licensed physician.
3. This decision shall be made by the IEP or IFSP team in accordance with the requirements of Rule 6A-6.03028 or 6A-6.03029, F.A.C.

Instructional Services

The following settings and instructional modes, or a combination thereof, are appropriate methods for providing instruction to students determined eligible for these services:

1. Instruction in a home. The parent, guardian or primary caregiver shall provide a quiet, clean, and well-ventilated setting where the teacher and student will work; ensure that a responsible adult is present; and establish a schedule for student study between teacher visits that takes into account the student's medical condition and the requirements of the student's coursework.
2. Instruction in a hospital. The hospital administrator or designee shall provide appropriate space for the teacher and student to work and allow for the establishment of a schedule for student study between teacher visits.
3. Instruction through telecommunications or electronic devices. When the IEP or IFSP team determines that instruction is by telecommunications or electronic devices, an open, uninterrupted telecommunication link shall be provided, at no additional cost to the parent, during the instructional period. The parent shall ensure that the student is prepared to actively participate in learning.
4. Instruction in other specified settings. The IEP or IFSP team may determine that instruction would be best delivered in a mutually agreed upon alternate setting other than the home, or hospital or through telecommunications or electronic devices.
5. Instruction in a school setting on a part-time basis may be appropriate as the student transitions back to the student's regular class schedule, if the IEP or IFSP team determines this meets the student's needs.
6. Services for students in speciality hospitals. In accordance with the requirements of s 1003.57, F.S., eligible students receiving treatment in a children's speciality 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 the school district in which the hospital is located enters into an agreement with the school district in which the student resides. The agreement must ensure the timely provision of seamless educational instruction to students who transition between school districts while receiving treatment in the children's speciality hospital.

7. Notification Agreement. A school district in which a children's speciality hospital is located must enter into an agreement with the hospital that establishes a process by which the hospital must notify the school district of students who may be eligible for educational instruction through homebound or hospitalized services pursuant to s. 1003.57, F.S.

Students Receiving Treatment in a Children's Specialty Hospital

Eligible students receiving treatment in a children's specialty hospital licensed under Chapter 395, Part I, F.S., must be provided educational instruction from the school district in which the hospital is located until the school district in which the hospital is located enters into an agreement with the school district in which the student resides.

The district must enter into an agreement with children's specialty hospitals in the district. This agreement establishes a process by which the hospital must notify the school district of students who may be eligible for instruction consistent with the eligibility for homebound and hospitalized services.

The district has entered into an agreement with a children's specialty hospital.

- ☐ Yes
- ☐ No
- ☒ N/A

If yes, identify the children's specialty hospitals licensed under Chapter 395, Part I, F.S., which are located in your district.

| N/A

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who are hospitalized or homebound.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.8: Exceptional Student Education Eligibility for Students with Intellectual Disabilities

Statutory and Regulatory Citations

34 CFR §300.8

Chapter 490, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-4.0311, 6A-6.03011 and 6A-6.0331, F.A.C.

Definition

An intellectual disability is defined as significantly below average general intellectual and adaptive functioning manifested during the developmental period, with significant delays in academic skills. Developmental period refers to birth to 18 years of age.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with an intellectual disability if the following criteria are met:

1. The measured level of intellectual functioning is more than two standard deviations below the mean on an individually measured, standardized test of intellectual functioning.
2. The level of adaptive functioning is more than two standard deviations below the mean on the adaptive behavior composite or on two out of three domains on a standardized test of adaptive behavior. The adaptive behavior measure shall include parental or guardian input.
3. The level of academic or pre-academic performance on a standardized test is consistent with the performance expected of a student of comparable intellectual functioning.
4. The social developmental history identifies the developmental, familial, medical, health, and environmental factors impacting student functioning and documents the student's functional skills outside of the school environment.
5. The student demonstrates a need for special education.

Student Evaluation

1. In addition to the procedures identified in Rule 6A-6.0331, F.A.C., the minimum evaluation for determining eligibility shall include all of the following:
 - a. A standardized individual test of intellectual functioning individually administered by a professional person qualified in accordance with Rule 6A-4.0311, F.A.C., or licensed under Chapter 490, F.S.
 - b. A standardized assessment of adaptive behavior to include parental or guardian input.
 - c. An individually administered standardized test of academic or pre-academic achievement. A standardized developmental scale shall be used when a student's level of functioning cannot be measured by an academic or pre-academic test.
 - d. A social developmental history that has been compiled directly from the parent, guardian, or primary caregiver.
2. Eligibility is determined by a group of qualified professionals and the parent or guardian in accordance with Rule 6A-6.0331, F.A.C. The documentation of the determination of eligibility must include a written summary of the group's analysis of the data that incorporates the following information:
 - a. The basis for making the determination, including an assurance that the determination has been made in

accordance with Rule 6A-6.0331, F.A.C.

- b. Noted behavior during the observation of the student and the relationship of that behavior to the student's academic and intellectual functioning.
- c. The educationally relevant medical findings, if any.
- d. The determination of the group concerning the effects on the student's achievement level of a visual, hearing, motor, or emotional or behavioral disability; cultural factors; environmental or economic factors; an irregular pattern of attendance or high mobility rate; classroom behavior; or limited English proficiency.
- e. The signature of each group member certifying that the documentation of determination of eligibility reflects the member's conclusion. If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusion.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with intellectual disabilities.

- ☒ The school district has provided additional information for this section in Appendix B of this document.
- ☐ There is no additional information for this section.

Section B.9: Exceptional Student Education Eligibility for Students with Orthopedic Impairment

Statutory and Regulatory Citations

34 CFR §300.8

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030151 and 6A-6.0331, F.A.C.

Definition

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

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with an orthopedic impairment if the following criteria are met:

1. There is evidence of an orthopedic impairment that adversely affects the student's performance in the educational environment in any of the following: ambulation, hand movement, coordination, or daily living skills.
2. The student demonstrates a need for special education.

Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluation shall include all of the following:

1. A report of a medical examination, within the previous 12-month period, from a physician(s) licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is determined by the district to be permitted in accordance with Rule 6A-6.0331(3)(c), F.A.C. The physician's report must provide a description of the impairment and any medical implications for instruction.
2. An educational evaluation that identifies educational and environmental needs of the student.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with an orthopedic impairment.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.10: Exceptional Student Education Eligibility for Students with Other Health Impairment

Statutory and Regulatory Citations

34 CFR §300.8

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030152 and 6A-6.0331, F.A.C.

Definition

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.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with an other health impairment if the following criteria are met:

1. There is evidence of a health impairment that results in reduced efficiency in schoolwork and adversely affects the student's performance in the educational environment.
2. The student demonstrates a need for special education.

Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluations shall include all of the following:

1. A report of a medical examination, within the previous 12-month period, from a physician(s) licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is determined by the district to be permitted in accordance with Rule 6A-6.0331(3)(c), F.A.C. The physician's report must provide a description of the impairment and any medical implications for instruction.
2. An educational evaluation that identifies educational and environmental needs of the student.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with other health impairment.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.11: Exceptional Student Education Eligibility for Students with Traumatic Brain Injury

Statutory and Regulatory Citations

34 CFR §300.8

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030153 and 6A-6.0331, F.A.C.

Definition

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

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with a traumatic brain injury if the following criteria are met:

1. There is evidence of a traumatic brain injury that impacts one or more of the areas identified in the definition.
2. The student demonstrates a need for special education.

Student Evaluation

1. In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluations shall include all of the following:
 - a. A report of a medical examination, within the previous 12-month period, from a physician(s) licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is determined by the district to be permitted in accordance with Rule 6A-6.0331(3)(c), F.A.C. The physician's report must provide a description of the traumatic brain injury and any medical implications for instruction.
 - b. Documented evidence by more than one person, including the parent, guardian, or primary caregiver, in more than one situation. The documentation shall include evidence of a marked contrast of pre- and post-injury capabilities in one or more of the following areas: cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing or speech.
 - c. An educational evaluation that identifies educational and environmental needs of the student.
2. The evaluation may also include a neuropsychological evaluation when requested by the exceptional student education administrator or designee.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with traumatic brain injury.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.12: Exceptional Education Eligibility for Students with Specific Learning Disabilities

Statutory and Regulatory Citations

34 CFR §300.8

Section 1003.57, F.S.

Rules 6A-1.09401, 6A-6.03018, 6A-6.0331 and 6A-6.03411, F.A.C.

Definition

A specific learning disability is defined as a disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics. Associated conditions may include, but are not limited to, dyslexia, dyscalculia, dysgraphia, or developmental aphasia. A specific learning disability does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional or behavioral disability, limited English proficiency, or environmental, cultural, or economic factors.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with a specific learning disability if all of the following criteria are met:

1. Evidence of specific learning disability

The student's parent(s) or guardian(s) and group of qualified personnel may determine that a student has a specific learning disability if there is evidence of each of the following:

a. When provided with learning experiences and instruction appropriate for the student's chronological age or grade-level standards, in accordance with Rule 6A-1.09401, F.A.C., the student does not achieve adequately for the student's chronological age or does not meet grade-level standards as adopted in Rule 6A-1.09401, F.A.C., in **one or more** of the following areas based on the review of multiple sources that may include group or individual criterion or norm-referenced measures, including individual diagnostic procedures:

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

The school district has the option of requiring that an individually-administered, standardized test of achievement be administered by a qualified evaluator in accordance with Rule 6A-6.03018(4)(b)2., F.A.C., as one of the evaluation procedures used to address the requirements of Rule 6A-6.03018(4)(a)1., F.A.C.

- ☐ The district requires that an individually administered, standardized test of achievement (that addresses the relevant areas of concern as identified by the team) be given by a qualified evaluator after obtaining parental consent for an evaluation.
 - ☒ The district does not require that an individually administered, standardized test of achievement be given by a qualified evaluator after obtaining parental consent for an evaluation. The team responsible for the evaluation may determine the need for an individually administered, standardized test of achievement on an individual basis.
- b. The student does not make adequate progress to meet chronological age or grade-level standards adopted in Rule 6A-1.09401, F.A.C., in one or more of the areas identified in section 1.a) (above) as determined through:
- A process based on the student's response to scientific, research-based intervention, consistent with the comprehensive evaluation procedures in Rule 6A-6.0331 F.A.C.
- c. The group determines that its findings under paragraph a) of this subsection are not primarily the result of one or more of the following:
- A visual, hearing, or motor disability
 - Intellectual disability
 - Emotional or behavioral disability
 - Cultural factors
 - Irregular pattern of attendance or high mobility rate
 - Classroom behavior
 - Environmental or economic factors
 - Limited English proficiency

2. The student demonstrates a need for special education.

Student Evaluation

The evaluation procedures shall include the following:

1. The school district must promptly request parental or guardian consent to conduct an evaluation to determine if the student needs specially designed instruction in the following circumstances:
 - a. The student does not make adequate progress when:
 - Prior to a referral, the student has not made adequate progress after an appropriate period of time when provided appropriate instruction and intense, individualized interventions; or
 - Prior to referral, intensive interventions are demonstrated to be effective but require sustained and substantial effort that may include the provision of specially designed instruction and related services;
 - and
 - b. Whenever a referral is made to conduct an evaluation to determine the student's need for specially designed instruction and the existence of a disability.

2. Observation requirement

In determining whether a student needs specially designed instruction and has a specific learning disability, and in order to document the relationship between the student's classroom behavior and academic performance, the group must do the following:

- a. Use information from an observation in routine classroom instruction and monitoring of the student's performance that was completed before referral for an evaluation; or
 - b. Have at least one member of the group conduct an observation of the student's performance in the student's typical learning environment, or in an environment appropriate for a student of that chronological age, after referral for an evaluation and parental or guardian consent has been obtained.
3. In addition to the procedures identified in Rule 6A-6.0331, F.A.C., the evaluation must also include the district's procedures as specified in the SP&P as required by Rule 6A-6.03411, F.A.C. The evaluation must adhere to the timeframe required by Rule 6A-6.0331, F.A.C., unless extended by mutual written agreement of the student's parent(s) or guardian(s) and a group of qualified professionals.

Procedures

1. General education intervention procedures and activities

- a. In order to ensure that lack of academic progress is not due to lack of appropriate instruction, a group of qualified personnel must consider the following:
 - Data that demonstrate that the student was provided well-delivered scientific, research-based instruction and interventions addressing the identified area(s) of concern and delivered by qualified personnel in general education settings; and
 - Data-based documentation, which was provided to the student's parent(s) or guardian(s), of repeated measures of achievement at reasonable intervals, graphically reflecting the student's response to intervention during instruction.
- b. General education activities and interventions conducted prior to referral in accordance with Rule 6A-6.0331(1), F.A.C., may be used to satisfy the requirements of this rule.

2. Members of the group determining eligibility

The determination of whether a student suspected of having a specific learning disability is a student who demonstrates a need for specially designed instruction and related services and meets the eligibility criteria must be made by the student's parents or guardians and a group of qualified professionals, which must include, but is not limited to, all of the following:

- a. The student's general education teacher; if the student does not have a general education teacher, a general education teacher qualified to teach a student of his or her chronological age;
- b. At least one person qualified to conduct and interpret individual diagnostic examinations of students, including, but not limited to, a school psychologist, speech-language pathologist, or reading specialist; and
- c. The district administrator of exceptional student education or designee.

3. Documentation of determination of eligibility

For a student suspected of having a specific learning disability, the documentation of the determination of eligibility must include a written summary of the group's analysis of the data that incorporates the following information:

- a. The basis for making the determination, including an assurance that the determination has been made in accordance with Rule 6A-6.0331, F.A.C.
- b. Noted behavior during the observation of the student and the relationship of that behavior to the student's academic functioning

- c. The educationally relevant medical findings, if any
- d. Whether the student has a specific learning disability as evidenced by response to intervention data confirming each of the following:
 - Performance discrepancy
The student's academic performance is significantly discrepant for the chronological age or grade level in which the student is enrolled, based on multiple sources of data when compared to multiple groups, which include the peer subgroup, classroom, school, district, and state level comparison groups
 - Rate of progress
When provided with well-delivered scientific, research-based general education instruction and interventions of reasonable intensity and duration with evidence of implementation fidelity, the student's rate of progress is insufficient or requires sustained and substantial effort to close the achievement gap with typical peers or academic expectations for the chronological age or grade level in which the student is currently enrolled; and
 - Educational need
The student continues to need evidence-based interventions that significantly differ in intensity and duration from what can be provided solely through general education resources to make or maintain sufficient progress.
- e. The determination of the group concerning the effects on the student's achievement level of a visual, hearing, motor, intellectual, or emotional or behavioral disability; cultural factors; environmental or economic factors; an irregular pattern of attendance or high mobility rate; classroom behavior; or limited English proficiency
- f. Documentation based on data derived from a process that assesses the student's response to well-delivered scientific, research-based instruction and interventions, including the following:
 - Documentation of the specific instructional interventions used, the support provided to the individual(s) implementing interventions, adherence to the critical elements of the intervention design and delivery methods, the duration and frequency of intervention implementation (e.g., number of weeks, minutes per week, sessions per week), and the student-centered data collected
 - Documentation that the student's parent(s) or guardian(s) were notified about the state's policies regarding 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
- g. The signature of each group member certifying that the documentation of determination of eligibility reflects the member's conclusion; if it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions

Describe how the district documents a student's response to intervention data to determine eligibility as a student with a specific learning disability, including the progress-monitoring tools used to measure the student's response to intervention and how the team determines the adequacy of the student's response to intervention.

A student's response to intervention is documented by completing the "Academic Documentation Record" for Tiers I, II, III. Classroom/grade level graphs as well as individual student assessment information and comparison data must accompany the form. A description of the core instruction is also required. Evidence of progress monitoring subgroup comparisons (when appropriate) and intervention fidelity is required. District level universal screening tools include ~~FAIR-
FS~~, District Writing Assessment Prompt (DWAP), and district created assessments, and Office Discipline Referral (ODR) data through RtI-B. Progress monitoring tools available district wide include ~~Ongoing Progress Monitoring (OPM)
measures within the FAIR-
FS toolkit~~ and student data through RtI:B. Individual schools also implement site specific progress monitoring tools such as Scholastic Reading Inventory (SRI) lexile, easy Curriculum Based Measurement

(CBM), Successmaker course level, content area common assessments, etc. Individual student problem solving is documented through the Progress Monitoring Plan (PMP) form which includes problem identification, data comparisons (student to benchmark and student to peers), intervention development, goal setting, a plan for review, response to intervention, and parental involvement. Intensive interventions are documented using the catch-up growth intervention plan which incorporates more intensive problem analysis and a support plan for the interventionist. Intervention implementation fidelity is measured through self-report (academic documentation log) and may also be monitored by observation and walk-throughs. Student progress within the core curriculum (Tier I) is monitored approximately 3 times per year through universal screenings and district-created assessments. Many schools also utilize common assessments for more frequent evaluation of their core instruction. At Tier II, ongoing progress monitoring data are collected more frequently (approximately monthly). Tier III interventions are monitored even more frequently (approximately weekly, but may vary based on each progress monitoring tool's recommended interval) in order to make instructional decisions in a timely manner. If progress is acceptable, the intensive, individualized scientific research-based interventions may be continued until the students achieve the school and district level benchmarks. If after intensive individualized interventions the students' response is still at a poor level, or if progress is acceptable but the interventions require sustained and substantial effort, consideration for further evaluation to determine whether there is a need for specially designed instruction and the existence of a disability may be warranted. Specific forms are available to assist in the documentation and are available on the Hernando County Student Services website (forms included in Appendix B).

Describe how parents are engaged as team members in the problem-solving process (include the frequency and graphic format for sharing student progress data with parents).

The individual student problem solving team follows a data-based problem solving process to identify the student's problem and engage in problem analysis. The team develops hypotheses about why the problem is occurring across multiple domains (Instruction, Curriculum, Environment, and Learner) using multiple methods of data collection (Review, Interview, Observe, and Test). This team develops an intensive intervention plan and collects data to evaluate the student's response to intervention. Parental involvement is imperative when students require supplemental and/or intensive intervention and is sought through participation in parent conferences, which is documented on a Progress Monitoring Plan Conference form. Ongoing learning progress is shared at regular intervals (approximately monthly) with parents through a graphical representation of data.

Describe the types of data used to make comparisons to other students and how teams determine the findings are not primarily due to the exclusionary factors outlined in Rule 6A-6.03018, F.A.C., lack of instruction in reading or math or limited English proficiency.

The committee reviews the data from the comprehensive evaluation. An analysis of the response to intervention data that includes the comparison data and then discusses exclusionary factors to include: vision and hearing screenings completed at the school site as well as any documentation from parental input and/or physician documentation of a motor disability. Review performance data across settings and functional behaviors to rule out intellectual disability, completed observation forms by current teacher and another professional are ~~completed~~ to determine if behavior disability is present and discussion occurs to rule out. Attendance is pulled and reviewed for current year as well as previous years to rule out irregular patterns or lack of core instruction. Input from parents as well as a Home Language Survey is completed by parents to rule out cultural factors. Through discussion at the consideration for SLD, environmental/economic factors are considered through parental documentation and district data base that indicate either of these factors. The committee discusses the student's current performance and whether or not core instruction/interventions have been impacted by behavioral implications and if not rule out for consideration. Through the Home Language Survey, the parental input of any limited English proficiency needs ~~is~~ addressed and ~~then~~ the committee can continue to consider eligibility for SLD placement based upon all of the aforementioned exclusionary factors.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with specific learning disabilities.

- ☒ The school district has provided additional information for this section in Appendix B of this document.
- ☐ There is no additional information for this section.

Section B.13: Exceptional Student Education Eligibility for Students with Speech Impairments

Statutory and Regulatory Citations

34 CFR §§300.8, 300.306 and 300.34

Sections 1003.01, 1003.57, 1012.44 and 1011.62, F.S.

Chapters 456, 458, 459, and 468, Part I, F.S. Rules 6A-4.0176, 6A-4.01761, 6A-6.03012, 6A-6.03028, 6A-6.0331, 6A-6.03411, and 6A-6.03411, F.A.C.

Definitions

1. Speech impairments are disorders of speech sounds, fluency, or voice that interfere with communication, adversely affect performance or functioning in the educational environment, and result in the need for exceptional student education.
 - a. Speech sound disorder. A speech sound disorder is a phonological or articulation disorder that is evidenced by the atypical production of speech sounds characterized by substitutions, distortions, additions, or omissions that interfere with intelligibility. A speech sound disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.
 - Phonological disorder. A phonological disorder is an impairment in the system of phonemes and phoneme patterns within the context of spoken language.
 - Articulation disorder. An articulation disorder is characterized by difficulty in the articulation of speech sounds that may be due to a motoric or structural problem.
 - b. Fluency disorder. A fluency disorder is characterized by deviations in continuity, smoothness, rhythm, or effort in spoken communication. It may be accompanied by excessive tension and secondary behaviors, such as struggle and avoidance. A fluency disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.
 - c. Voice disorder. A voice disorder is characterized by the atypical production or absence of vocal quality, pitch, loudness, resonance, or duration of phonation that is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Eligibility Criteria

A student is eligible for exceptional student education as a student with a speech impairment if the student meets the following criteria for one or more of the following disorders as determined by the procedures prescribed in Rules 6A-6.03012 and 6A-6.0331(6), F.A.C.

1. Speech sound disorder

A student with a speech sound disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of a significant phonological or articulation disorder that is characterized by the atypical production of speech sound(s). The atypical production of speech sound(s) may be characterized by substitutions, distortions, additions, or omissions. Evaluation results must reveal all of the following:

- a. The speech sound disorder must have a significant impact on the student's intelligibility, although the student may be intelligible to familiar listeners or within known contexts
- b. The student's phonetic or phonological inventory must be significantly below that expected for his or her chronological age or developmental level based on normative data
- c. The speech sound disorder must have an adverse effect on the student's ability to perform or function in the student's typical learning environment, thereby demonstrating the need for exceptional student education

- d. The speech sound disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency

2. Fluency disorder

A student with a fluency disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of significant and persistent interruptions in the rhythm or rate of speech. Evaluation results must reveal all of the following:

- a. The student must exhibit significant and persistent dysfluent speech behaviors. The dysfluency may include repetition of phrases, whole words, syllables, and phonemes; prolongations; blocks; and circumlocutions. Additionally, secondary behaviors, such as struggle and avoidance, may be present.
- b. The fluency disorder must have an adverse effect on the student's ability to perform or function in the educational environment, thereby demonstrating the need for exceptional student education.
- c. The dysfluency is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

3. Voice disorder

A student with a voice disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of significant and persistent atypical voice characteristics. Evaluation results must reveal all of the following:

- a. The student must exhibit significant and persistent atypical production of quality, pitch, loudness, resonance, or duration of phonation. The atypical voice characteristics may include inappropriate range, inflection, loudness, excessive nasality, breathiness, hoarseness, or harshness.
- b. The voice disorder does not refer to vocal disorders that are found to be the direct result or symptom of a medical condition unless the disorder adversely affects the student's ability to perform or function in the educational environment and is amenable to improvement with therapeutic intervention.
- c. The voice disorder must have an adverse effect on the student's ability to perform or function in the educational environment, thereby demonstrating the need for exceptional student education.
- d. The atypical voice characteristics are not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

4. The student demonstrates a need for special education.

Student Evaluation

In addition to Rule 6A-6.03012, F.A.C., the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures for students in kindergarten through Grade 12, who are suspected of having a disability and enrolled in public school must be implemented. The provisions in Rule 6A-6.0331(2), F.A.C., regarding procedures prior to initial evaluation for prekindergarten children who are below mandatory school attendance ages and not enrolled in kindergarten must be met. In addition, the following must be included for each disorder:

1. For a speech sound disorder, the evaluation must include all of the following:

- a. Information gathered from the student's parent(s) or guardian(s) and teacher(s), and, when appropriate, the student, regarding the concerns and description of speech characteristics. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.
- b. Documented and dated observation(s) of the student's speech characteristics conducted by a speech-language pathologist to examine the student's speech characteristics during connected speech or conversation. Observation(s) conducted prior to obtaining consent for evaluation may be used to meet this criterion.

- c. An examination of the oral mechanism structure and function.
 - d. One or more standardized, norm-referenced instruments designed to measure speech sound production administered to determine the type and severity of the speech sound errors and whether the errors are articulation (phonetic) or phonological (phonemic) in nature.
2. For a fluency disorder, the evaluation must include all of the following:
 - a. Information gathered from the student's parent(s) or guardian(s) and teacher(s), and, when appropriate, the student, to address the following areas regarding the speech behaviors: motor aspects, student's attitude, social impact, and educational impact. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.
 - b. A minimum of two documented and dated observations of the student's speech and secondary behaviors conducted by a speech-language pathologist in more than one setting, including the typical learning environment. For prekindergarten children, the observations may occur in an environment or situation appropriate for a child of that chronological age. Observations conducted prior to obtaining consent for evaluation may be used to meet this criterion, if the activities address the areas identified in subsection d) below.
 - c. An examination of the oral mechanism structure and function.
 - d. An assessment of all of the following areas:
 - Motor aspects of the speech behaviors
 - Student's attitude regarding the speech behaviors
 - Social impact of the speech behaviors
 - Educational impact of the speech behaviors
 - e. A speech sample of a minimum of 300–500 words collected and analyzed to determine frequency, duration, and type of dysfluent speech behaviors. If the speech-language pathologist is unable to obtain a speech sample of a minimum of 300–500 words, a smaller sample may be collected and analyzed. The evaluation report must document the rationale for collection and analysis of a smaller sample, the results obtained, and the basis for recommendations.
3. For a voice disorder, the evaluation must include all of the following:
 - a. Information gathered from the student's parent(s) or guardian(s) and teacher(s), and, when appropriate, the student, regarding the concerns and description of voice characteristics. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.
 - b. Documented and dated observation(s) of the student's voice characteristics conducted by a speech-language pathologist in one or more setting(s), which must include the typical learning environment. For prekindergarten children, the observation(s) may occur in an environment or situation appropriate for a child of that chronological age. Observation(s) conducted prior to obtaining consent for evaluation may be used to meet this criterion.
 - c. An examination of the oral mechanism structure and function.
 - d. A report of a medical examination of laryngeal structure and function conducted by a physician licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C. The physician's report must provide a description of the state of the vocal mechanism and any medical implications for therapeutic intervention.

Unique Philosophical, Curricular, or Instructional Considerations

1. Speech services

- a. A group of qualified professionals determining eligibility under requirements of Rules 6A-6.03012 and 6A-6.0331(6), F.A.C., must include a speech-language pathologist.
- b. A speech-language pathologist shall be involved in the development of the individual educational plan for students eligible for speech services, whether as special education or as a related service for an otherwise eligible student with a disability as specified in Rule 6A-6.03012, F.A.C.
- c. Speech therapy services shall be provided by a certified speech-language pathologist pursuant to Rule 6A-4.0176, F.A.C., or a licensed speech-language pathologist pursuant to Chapter 468, F.S., or a speech-language associate pursuant to Rule 6A-4.01761, F.A.C., or a speech-language pathology assistant pursuant to Chapter 468, F.S.
- d. Students determined eligible as a student with a speech impairment have access to any supports and services needed as determined by the individual educational plan team. A student should be identified as a student with a disability using the most appropriate category, but this does not mean that the team must identify every possible category under which the student may be eligible. In addition, there is no requirement that a student be eligible under a given category in order to receive specific services. For example, students determined eligible as a student with a speech impairment may have counseling as a related service, a functional behavioral assessment, or academic support for reading or writing, even though the student has not been determined to be a student with an emotional or behavioral disability or a specific learning disability.

2. Speech-language associate (SLA)

Speech therapy services provided by an SLA as specified in Rule 6A-4.01761, F.A.C., will be under the direction of a certified or licensed speech-language pathologist with a master's degree or higher in speech-language pathology. Services can be provided for a period of three years as described in Section 1012.44, F.S., in districts that qualify for the sparsity supplement as described in Section 1011.62(7), F.S. For more information on the responsibilities and duties of an SLA, go to: <http://info.fldoe.org/docushare/dsweb/Get/Document-4662/TAP2007-137.pdf>.

The district shall submit a plan to the Department of Education for approval before implementation of Rule 6A-4.01761, F.A.C. The components of the plan found in Rule 6A-6.03012(7), F.A.C., will include a description of:

- The model, specifying the type and amount of direction, including direct observation, support, training, and instruction
- The rationale for using this model
- The manner in which the associate will be required to demonstrate competency
- The process for monitoring the quality of services
- The process for measuring student progress
- The manner in which the speech-language associate will meet the requirements of the annual district professional development plan for instructional personnel

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with speech impairments.

- ☒ The school district has provided additional information for this section in Appendix B of this document.
- ☐ There is no additional information for this section.

Section B.14: Exceptional Student Education Eligibility for Students with Language Impairments

Statutory and Regulatory Citations

34 CFR §§300.8, 300.306 and 300.34

Chapters 456 and 468, Part I, F.S.

Sections 1003.01, 1003.57, 1011.62 and 1012.44, F.S.

Rules 6A-1.09401, 6A-4.0176, 6A-4.01761, 6A-6.0331, 6A-6.030121, 6A-6.03028, 6A-6.03411, and 64B20-2.001, F.A.C.

Definitions

Language impairments are disorders of language that interfere with communication, adversely affect performance or functioning in the student's typical learning environment, and result in the need for exceptional student education. A language impairment is defined as a disorder in one or more of the basic learning processes involved in understanding or in using spoken or written language. These include:

1. Phonology. Phonology is defined as the sound systems of a language and the linguistic conventions of a language that guide the sound selection and sound combinations used to convey meaning.
2. Morphology. Morphology is defined as the system that governs the internal structure of words and the construction of word forms.
3. Syntax. Syntax is defined as the system governing the order and combination of words to form sentences, and the relationships among the elements within a sentence.
4. Semantics. Semantics is defined as the system that governs the meanings of words and sentences.
5. Pragmatics. Pragmatics is defined as the system that combines language components in functional and socially appropriate communication.

The language impairment may manifest in significant difficulties affecting listening comprehension, oral expression, social interaction, reading, writing, or spelling. A language impairment is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Eligibility Criteria

1. For prekindergarten children

A prekindergarten child is eligible as a student with a language impairment in need of exceptional student education if all of the following criteria are met:

- a. There is evidence, based on evaluation results, of significant deficits in language. The impairment may manifest in significant difficulties affecting one or more of the following areas:
 - i. Listening comprehension
 - ii. Oral expression
 - iii. Social interaction
 - iv. Emergent literacy skills (e.g., vocabulary development, phonological awareness, narrative concepts)
- b. One or more documented and dated behavioral observation(s) reveals significant language deficits that interfere with performance or functioning in the typical learning environment.
- c. Results of standardized norm-referenced instrument(s) indicate a significant language deficit in one or more of the areas listed in 1.– 5. of the Definitions section as evidenced by standard score(s) significantly below

the mean. If the evaluator is unable to administer a norm-referenced instrument and an alternative scientific, research-based instrument is administered, the instrument must reveal a significant language deficit in one or more areas listed in 1.–5. of the Definitions section. Significance of the deficit(s) must be determined and based on specifications in the manual of the instrument(s) utilized for evaluation purposes.

- d. Information gathered from the child's parent(s) or guardian(s), teacher(s), service providers, or caregivers must support the results of the standardized instruments and observations conducted.
- e. The language impairment must have an adverse effect on the child's ability to perform or function in the typical learning environment, thereby demonstrating the need for exceptional student education.
- f. The language impairment is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

2. For students in kindergarten through Grade 12

A student meets the eligibility criteria as a student with a language impairment in need of exceptional student education if all of the following criteria are met:

- a. Due to deficits in the student's language skills, the student does not perform or function adequately for the student's chronological age or to meet grade-level standards as adopted in Rule 6A-1.09401, F.A.C., in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's chronological age or grade:
 - i. Oral expression
 - ii. Listening comprehension
 - iii. Social interaction
 - iv. Written expression
 - v. Phonological processing
 - vi. Reading comprehension
- b. Due to deficits in the student's language skills, the student does not make sufficient progress to meet chronological age or state-approved grade-level standards pursuant to Rule 6A-1.09401, F.A.C., in one or more of the areas identified in 1. a. of this section when using a process based on the student's response to scientific, research-based intervention.
- c. Evidence of a language impairment is documented based on a comprehensive language evaluation, including all evaluation procedures as specified for students in kindergarten through Grade 12, included under the **Conducting Student Evaluations and Reevaluations** section of this document. There must be documentation of all of the following:
 - i. Documented and dated observations show evidence of significant language deficits that interfere with the student's performance or functioning in the educational environment.
 - ii. Results of standardized norm-referenced instrument(s) indicate a significant language deficit in one or more of the areas listed in 1.–5. of the Definitions section as evidenced by standard score(s) significantly below the mean. If the evaluator is unable to administer a norm-referenced instrument and an alternative scientific, research-based instrument is administered, the instrument must reveal a significant language deficit in one or more areas listed in 1.–5. of the Definitions section. Significance of the deficit(s) must be determined and based on specifications in the manual of the instrument(s) utilized for evaluation purposes.
 - iii. Information gathered from the student's parent(s) or guardian(s), teacher(s), and, when appropriate,

the student, must support the results of the standardized instruments and observations conducted.

- iv. At least one additional observation conducted by the speech-language pathologist when the language impairment is due to a deficit in pragmatic language and cannot be verified by the use of standardized instrument(s). The language impairment may be established through the results of the evaluation procedures as specified in the evaluation procedures for students in kindergarten through Grade 12, included under the **Conducting Student Evaluations and Reevaluations** section of this document, and the additional observation(s) conducted subsequent to obtaining consent for evaluation as part of a comprehensive language evaluation. The evaluation report must document the evaluation procedures used, including the group's rationale for overriding results from standardized instruments, the results obtained, and the basis for recommendations. The information gathered from the student's parent(s) or legal guardian(s), teacher(s), and, when appropriate, the student, must support the results of the observation(s) conducted.

- d. The group determines that its findings under 2.a of this section are not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Documentation of Determination of Eligibility

For a student suspected of having a language impairment, the documentation of the determination of eligibility must include a written summary of the group's analysis of the data that incorporates all of the following information:

1. The basis for making the determination, including an assurance that the determination has been made in accordance with subsection 6A-6.0331(6), F.A.C.
2. Noted behavior during the observation of the student and the relationship of that behavior to the student's academic functioning.
3. The educationally relevant medical findings, if any.
4. Whether the student has a language impairment as evidenced by response to intervention data confirming all of the following:
 - a. Performance or functioning discrepancies. The student displays significant discrepancies, for the chronological age or grade level in which the student is enrolled, based on multiple sources of data when compared to multiple groups, including to the extent practicable the peer subgroup, classroom, school, district, and state level comparison groups.
 - b. Rate of progress. When provided with effective implementation of appropriate research-based instruction and interventions of reasonable intensity and duration with evidence of implementation fidelity, the student's rate of progress is insufficient or requires sustained and substantial effort to close the gap with typical peers or expectations for the chronological age or grade level in which the student is currently enrolled.
 - c. 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, thereby demonstrating a need for exceptional student education due to the adverse effect of the language impairment on the student's ability to perform or function in the educational environment.
5. The determination of the student's parent(s) or guardian(s) and group of qualified professionals concerning the effects of chronological age, culture, gender, ethnicity, patterns of irregular attendance, or limited English proficiency on the student's performance or functioning.
6. Documentation based on data derived from a process that assesses the student's response to well-delivered scientific, research-based instruction and interventions, including:
 - a. Documentation of the specific instructional interventions used, the intervention support provided to the individuals implementing interventions, adherence to the critical elements of the intervention design and

delivery methods, the duration of intervention implementation (e.g., number of weeks, minutes per week, sessions per week), and the student-centered data collected

- b. Documentation that the student's parent(s) or guardian(s) were notified about the state's policies regarding the amount and nature of student performance or functioning 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.

Student Evaluation

1. Children in prekindergarten

In addition to the procedures identified in subsection 6A-6.0331(5), F.A.C., the minimum evaluation for a prekindergarten child shall include all of the following:

- a. Information gathered from the child's parent(s) or guardian(s) and others, as appropriate, such as teacher(s), service providers, and caregivers, regarding the concerns and description of language skills. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.
- b. One or more documented and dated observation(s) of the child's language skills conducted by the speech-language pathologist in one or more setting(s), which must include the child's typical learning environment or an environment or situation appropriate for a child of that chronological age.
- c. One or more standardized norm-referenced instruments designed to measure language skills. The instrument must be administered and interpreted by a speech-language pathologist to determine the nature and severity of the language deficits. If the speech-language pathologist is unable to administer a norm-referenced instrument, a scientific, research-based alternative instrument may be used. The evaluation report must document the evaluation procedures used, including the rationale for use of an alternative instrument, the results obtained, and the basis for recommendations.

2. Students in kindergarten through Grade 12

The provisions in Rule 6A-6.0331(1), F.A.C., regarding general education intervention procedures for students in kindergarten through Grade 12, who are suspected of having a disability and enrolled in public school must be implemented, as well as procedures identified in Rule 6A-6.0331(5), F.A.C., and must include all of the following:

- a. In order to ensure that the decreased performance or functioning of a student suspected of having a language impairment is not due to lack of appropriate instruction, the minimum evaluation procedures must include all of the following:
 - i. Review of data that demonstrate the student was provided well-delivered scientific, research-based instruction and interventions addressing the identified area(s) of concern and delivered by qualified personnel in general or exceptional education settings.
 - ii. Data-based documentation, which was provided to the student's parent(s) or guardian(s), of repeated measures of performance or functioning at reasonable intervals, communicated in an understandable format, reflecting the student's response to intervention during instruction.
 - iii. Information gathered from the student's parent(s) or legal guardian(s) and teacher(s), and, when appropriate, the student, regarding the concerns and a description of language skills. This may be completed through a variety of methods including interviews, checklists, or questionnaires.
 - iv. Documented and dated observation(s) of the student's language skills conducted by the speech-language pathologist in one or more setting(s).
 - v. One or more standardized norm-referenced instrument(s) designed to measure language skills. The instrument(s) must be administered and interpreted by a speech-language pathologist to determine the nature and severity of the language deficits. If the speech-language pathologist is unable to administer a norm-referenced instrument, a scientific, research-based alternative instrument may be

used. The evaluation report must document the evaluation procedures used, including the rationale for use of an alternative instrument, the results obtained, and the basis for recommendations.

- b. With the exception of one additional observation conducted by the speech-language pathologist when the language impairment is due to a deficient in pragmatic language that cannot be verified by a standardized assessment, general education activities and interventions conducted prior to initial evaluation in accordance with Rule 6A-6.0331(1), F.A.C., may be used to satisfy the requirements of this rule.

Unique Philosophical, Curricular, or Instructional Considerations

Language services

1. A group of qualified professionals determining eligibility under requirements of Rule 6A-6.030121, F.A.C. and Rule 6A-6.0331(6), F.A.C., will include a speech-language pathologist.
2. A speech-language pathologist will be involved in the development of the individual educational plan for programs for students with a language impairment, whether as special education or as a related service for an otherwise eligible student with a disability.
3. Language therapy services will be provided by a certified speech-language pathologist pursuant to Rule 6A-4.0176, F.A.C., or a licensed speech-language pathologist pursuant to Chapter 468, F.S., and Rule 64B20-2.001, F.A.C., or a speech-language associate pursuant to Rule 6A-4.01761, F.A.C., or a speech-language pathology assistant pursuant to Chapter 468, F.S.
4. Students determined eligible as a student with a language impairment have access to any supports and services needed as determined by the individual educational plan team. A student should be identified as a student with a disability using the most appropriate category, but this does not mean that the team must identify every possible category under which the student may be eligible. In addition, there is no requirement that a student be eligible under a given category in order to receive specific services. For example, students determined eligible as a student with a language impairment may have counseling as a related service, a functional behavioral assessment (FBA), or academic support for reading or writing even though the student has not been determined to be a student with an emotional or behavioral disability (EBD) or a specific learning disability.
5. Speech-language associate
 - a. Language therapy services provided by a speech-language associate as specified in Rule 6A-4.01761, F.A.C., will be under the direction of a certified or licensed speech-language pathologist with a master's degree or higher in speech-language pathology. Services under this subsection can be provided for a period of three years as described in Section 1012.44, F.S., in districts that qualify for the sparsity supplement as described in Section 1011.62(7), F.S.
 - b. The district will submit a plan to the Department of Education for approval before implementation of Rule 6A-4.01761, F.A.C. The components of the plan must include a description of:
 - The model, specifying the type and amount of direction including, but not limited to, direct observation, support, training, and instruction
 - The rationale for using this model
 - The manner in which the associate will be required to demonstrate competency
 - The process for monitoring the quality of services
 - The process for measuring student progress
 - The manner in which the speech-language associate will meet the requirements of the annual district professional development plan for instructional personnel

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with language impairments.

- ☒ The school district has provided additional information for this section in Appendix B of this document.
- ☐ There is no additional information for this section.

Section B.15: Exceptional Student Education Eligibility for Students who are Visually Impaired

Statutory and Regulatory Citations

34 CFR §§300.8, 300.34, 300.172, and 300.324
Sections 1003.55, 1003.57, and 1003.575, F.S.
Rules 6A-6.03014 and 6A-6.0331, F.A.C.

Definition

1. Students who are visually impaired include the following:
 - a. A student who is blind, has no vision, or has little potential for using vision.
 - b. A student who has low vision.
 - c. A student who has a visual impairment after best correction that adversely affects the student's educational performance and
 - d. A student who has been diagnosed with a progressive condition that will most likely result in a visual impairment or no vision after best correction.

Eligibility Criteria

A student is eligible for special education and related services if the following medical and educational criteria are met:

1. A licensed ophthalmologist or optometrist has documented an eye condition that causes an impairment as manifested by at least one of the following:
 - a. A visual acuity of 20/70 or less in the better eye after best possible correction;
 - b. A peripheral field so constricted that it affects the student's ability to function in an educational setting;
 - c. A diagnosis of visual impairment after best correction, or
 - d. A progressive loss of vision that may affect the student's ability to function in an educational setting.
2. The student demonstrates a need for special education.

Student Evaluation

The minimum procedures necessary for determining eligibility shall include:

1. A medical eye examination describing: etiology; diagnosis; treatment regimen; prognosis; near and distance; corrected and uncorrected acuity measures for left eye, right eye and both eyes; measure of field of vision; and recommendations for lighting levels, physical activity, aids, prescribed low-vision aids, or use of glasses or contact lenses, as appropriate.
2. For children birth to five years of age or students who are otherwise unable to be assessed, a medical assessment describing visual functioning shall be documented when standard visual acuities and measure of field of vision are unattainable.
3. A comprehensive assessment of skills known to be impacted by visual impairment, which shall include, but is not limited to:
 - a. A functional vision evaluation that includes an assessment of skills known to be impacted by vision impairment that are aligned with the special skills references in Rule 6A-1.09401, F.A.C., and include assistive technology, compensatory skills, career education, recreation and leisure, sensory efficiency, self-

determination, social skills, and independent living;

- b. A learning media assessment; and
- c. An orientation and mobility screening.

Reevaluation

1. Reevaluation shall occur at least every three years and shall include a minimum of a medical eye examination within the last calendar year, a comprehensive assessment of skills known to be impacted by visual impairment as required for determining initial eligibility; and, if appropriate, any other formal evaluations addressed in the initial evaluation in accordance with Rule 6A-6.0331, F.A.C.
2. The medical aspect of a reevaluation for students with bilateral anophthalmia may be waived by a written recommendation of a physician.

Specialized Evaluations: Qualified Evaluators

The following specialized evaluations are required to be administered by the individuals listed. All evaluators must hold a valid license or certificate in the state of Florida, in accordance with Rule 6A-6.0331, F.A.C., or a report form is provided from a physician licensed in another state as permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C.

1. Medical eye exam: ophthalmologist or optometrist
2. Functional vision assessment: teacher of the visually impaired, orientation and mobility specialist, or low vision specialist
3. Learning Media Assessment: teacher of the visually impaired
4. Orientation and mobility (as appropriate): orientation and mobility specialist

Unique Philosophical, Curricular, or Instructional Considerations

1. All students with visual impairments are registered for services from the Florida Instructional Materials Center for the Visually Impaired. Students will be provided with instruction in braille unless otherwise determined by the IEP team. This determination is based upon the student's present reading and writing skills, functional vision assessment, and learning media assessment, as well as documentation indicating the need for instruction or use of braille in the future.
2. Orientation and mobility is a related service, provided to blind or visually impaired students by qualified personnel if the IEP team determines that it is necessary in order for the student to benefit from specially designed instruction, that enables the student to attain systematic orientation to and safe movement within their environments in school, home, and community. Orientation and mobility instruction encompasses skill and conceptual awareness that includes, but is not limited to: spatial awareness, use of sensory information to maintain orientation, the use of mobility devices (i.e., long cane, distance low vision aids, assistive technology), and other skills and techniques used to travel safely and efficiently across a variety of settings.
3. The school district will provide information describing the Florida School for the Deaf and the Blind and all other programs and methods of instruction available to the parent of a student with sensory impairments. This information will be provided annually. Additionally, in accordance with Rule 6A-6.03014, F.A.C., cooperative planning with the Division of Blind Services (DBS) may occur for students eligible for DBS services, with parent participation and agreement.

The school district has the option to include additional information regarding evaluations, qualified evaluators or unique philosophical, curricular, or instructional considerations for students with visual impairments.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.16: Provision of Occupational Therapy to Exceptional Students as a Related Service

Statutory and Regulatory Citations

34 CFR §300.34

Chapters 456 and 468, Part III, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030191, 6A-6.03024, 6A-6.03028, 6A-6.03411 and Chapter 64B-11, F.A.C.

Definitions

1. Occupational therapy means services provided by a licensed occupational therapist and includes improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.
2. Related service provider means the licensed occupational therapist responsible for the assessment and provision of school-based occupational therapy as a related service.

Assessments

As defined in S.468.203, F.S., prior to the provision of occupational therapy, assessments shall be conducted by the related service provider as defined in the Occupational Therapy Practice Act, s. 468.203, F.S. Rule 6A-6.03024(1)(c), F.A.C., defines a related service provider as the licensed occupational therapist responsible for the assessment and provision of school-based occupational therapy as a related service as defined in s. 1003.01(3)(b), F.S., and Rule 6A-6.03411(1)(dd)3.f., F.A.C.

Determination of Need for Occupational Therapy

To determine need for occupational therapy as a related service the individual educational plan (IEP), the educational plan (EP), or the individualized family support plan (IFSP) team shall do the following:

1. Review assessments conducted by the related service provider and all other relevant data.
2. Determine if occupational therapy services are needed to assist a student to benefit from specially designed instruction.
3. Include input from the occupational therapist to assist the IEP, EP, or IFSP team when the educational need for occupational therapy as a related service is being determined

Unique Philosophical, Curricular, or Instructional Considerations

1. The licensed therapist or licensed assistant shall provide input to assist the IEP, EP, or IFSP team when:
 - a. The educational need for occupational therapy as a related service is being determined, and
 - b. A student who is receiving occupational therapy as a related service is being reviewed by the IEP, EP, or IFSP team.
2. Once the educational need for occupational therapy has been determined in accordance with the provisions of this rule, a plan of treatment as referenced in s.468.203, F.S., shall be developed. The plan of treatment may be included as a part of the IEP, EP, or IFSP.
3. Pursuant to s. 468.203, F.S., occupational therapy:
 - a. May be provided by either a licensed occupational therapist or a licensed occupational therapy assistant.

- b. The occupational therapy assistant is supervised by the licensed occupational therapist.
- c. The licensed occupational therapist provides both initial direction in developing a plan of treatment and periodic inspection of the actual implementation of the plan. Such plan of treatment shall not be altered by the supervised individual without prior consultation with, and the approval of, the supervising occupational therapist.
- d. The supervising occupational therapist need not always be physically present or on the premises when the assistant is performing services. However, except in cases of emergency, supervision shall require the availability of the supervising occupational therapist for consultation with and direction of the supervised individual.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who need occupational therapy.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.17: Provision of Physical Therapy to Exceptional Students as a Related Service

Statutory and Regulatory Citations

34 CFR §300.34

Chapters 456, 458, 459, 461, 466 and 486, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030191, 6A-6.03024, 6A-6.03028, 6A-6.03411 and 64B17-6.001, F.A.C.

Definitions

1. Physical therapy means services provided by a licensed physical therapist.
2. Related service provider means the licensed physical therapist responsible for the assessment and provision of school-based physical therapy as a related service.

Assessments

As defined in s. 486.021, F.S., prior to the provision of physical therapy, assessments shall be conducted by the related service provider as defined in the Physical Therapy Practice Act, Chapter 486, s. 486.021, F.S. Rule 6A-6.03024(1)(c), F.A.C., defines a related service provider as the licensed physical therapist responsible for the assessment and provision of school-based physical therapy as a related service as defined in s. 1003.01(3)(b), F.S., and Rule 6A-6.03411(1)(dd)3.i., F.A.C.

Determination of Need for Physical Therapy

To determine need for physical therapy as a related service the individual educational plan (IEP), the educational plan (EP), or the individualized family support plan (IFSP) team shall do the following:

1. Review assessments conducted by the related service provider and all other relevant data.
2. Determine if physical therapy services are needed to assist a student to benefit from specially designed instruction.
3. Include input from the physical therapist to assist the IEP, EP, or the IFSP team when the educational need for physical therapy as a related service is being determined.

Unique Philosophical, Curricular, or Instructional Considerations

1. The licensed therapist or licensed assistant shall provide input to assist the IEP, EP, or IFSP team when:
 - a. The educational need for physical therapy as a related service is being determined, and
 - b. A student who is receiving physical therapy as a related service is being reviewed by the IEP, EP, or IFSP team.
2. Once the educational need for physical therapy has been determined in accordance with the provisions of this rule, a plan of treatment as referenced in s. 468.203, F.S., shall be developed. The plan of treatment may be included as a part of the IEP, EP, or IFSP.
3. Pursuant to s. 486.021, F.S., physical therapy may be provided by either a licensed physical therapist or a licensed physical therapist assistant, who is under the general supervision of a physical therapist. The supervision of a physical therapist assistant shall not require on-site supervision by the physical therapist.
4. Pursuant to Rule 64B17-6.001, F.A.C., the supervising physical therapist shall be:
 - a. Accessible at all times by two-way communication, which enables the physical therapist to respond to an inquiry when made and to be readily available for consultation during the delivery of care.

- b. Within the same geographic location as the assistant.
- c. Provided both initial direction in developing a plan of treatment and ensuring the plan is appropriately implemented on a consistent basis. The supervised individual cannot change the plan of treatment without prior consultation with, and the approval of, the supervising physical therapist.
- d. Readily available to the physical therapist assistant with emphasis placed on directing the assistant through frequent reporting, both verbal and written and frequent observations of the care rendered.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who need physical therapy.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section C: Individual Educational Plan

Statutory and Regulatory Citations

34 CFR §§300.29, 300.106, 300.110, 300.320 through 300.328, and 300.503

Sections 1001.02, 1002.3105, 1003.01, 1003.4203, 1003.4282, 1003.4285, 1003.57, 1003.5715, 1003.5716, 1003.572, 1008.22 and 1008.212, F.S.

Rules 6A-1.0943, 6A-1.09441, 6A-1.0996, 6A-1.09963 6A-6.03028, 6A-6.0311 through 6A-6.0361 and 6A-6.03311, F.A.C.

Definition

An IEP is a written statement for a student with a disability that is developed, reviewed, and revised in accordance with Rule 6A-6.03028, F.A.C. Parents are partners with schools and district personnel in developing, reviewing, and revising the IEP. The procedures for the development of IEPs for students with disabilities are as follows:

Note: Since an EP is defined in Rule 6A-6.030191, F.A.C., as being developed for students identified solely as gifted, an IEP rather than an EP is developed for students who are gifted and have also been identified as having a disability.

Procedures

1. Role of parents

The role of the parents in developing IEPs includes, but is not limited to:

- a. Providing critical information regarding the strengths of their student;
- b. Expressing their concerns for enhancing the education of their student so that their student can receive FAPE;
- c. Participating in discussions about the student's need for special education and related services;
- d. Participating in deciding how the student will be involved and progress in the general curriculum, including participation in state and district assessments;
- e. Participating in the determination of what services the district will provide to their student and in what setting;
- f. Participating in the determination of which course of study leading to a standard diploma the student will pursue, consistent with s. 1003.4282, F.S., to include a course of study leading to a Scholar or Merit designation in accordance with s. 1003.4285, F.S.

2. Parent participation in IEP team meetings

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

- a. In order to ensure that parents are present at each meeting, or are afforded the opportunity to participate at each meeting:
 - Parents are notified of the meeting early enough to ensure that they have an opportunity to attend
 - The meeting is scheduled at a mutually agreed upon time and place
- b. A written notice to the parent indicates the purpose; time; location of the meeting; who, by title or position, will be in attendance; and includes a statement informing the parents that they have the right to invite individuals with special knowledge or expertise about their child.
 - Parents may also request that a Part C service coordinator or other representative of the Part C

system be invited to attend the initial IEP team meeting for a child previously receiving early intervention services under Part C of IDEA.

- Decisions as to which particular teacher(s) or special education provider(s) are members of the IEP team are made by the district, based on the needs of the student.
- The written notice to the parent clearly indicates which persons invited to the IEP team meeting are required members of the team and, thus, would require excusal as described in subsection 4. below. Any time an IEP team meeting is convened for the purpose of reviewing or changing a student's IEP as it relates to administration of the Florida Alternate Assessment and the provision of instruction in the state standards access points curriculum, or placement of the student in an exceptional student education center, the school must provide the notice to the parent at least 10 days prior to the meeting.

- c. No later than the first IEP to be in effect when the student attains the age of 14 (or younger, if determined appropriate by the IEP team), the notice must also indicate that a purpose of the meeting will be to identify transition services needs of the student and that the district will invite the student.
- d. Not later than the first IEP to be in effect when the student turns 16 (or younger, if determined appropriate by the IEP team), the notice must also indicate that a purpose of the meeting will be consideration of the postsecondary and career goals and transition services for the student, that the district will invite the student and will identify any other agency that will be invited to send a representative to the meeting.
- e. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls or video conferencing.
- f. A meeting may be conducted without a parent in attendance if the district is unable to obtain the attendance of the parent. In this case, the district maintains a record of its attempts to arrange a mutually agreed upon time and place. These records include such items as:
 - Detailed records of telephone calls made or attempted, and the results of those calls
 - Copies of correspondence sent to the parents and any responses received
 - Detailed records of visits made to the parents' home or place of employment, and the results of those visits
- g. The district takes whatever action is necessary to ensure that the parents, and the student when the student is the age of 14, understand the proceedings at a meeting, including arranging for an interpreter for parents and students who are deaf or whose native language is other than English.
- h. A meeting does not include informal or unscheduled conversations involving school district personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that school district personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.
- i. The district provides the parent with a copy of the IEP at no cost to the parent.

3. IEP team participants

The IEP team, with a reasonable number of participants, shall include:

- a. The parents of the student
- b. At least one regular education teacher of the student, if the student is or may be participating in the regular education environment; the regular education teacher of a student with a disability participates, to the extent appropriate, in the development, review, and revision of the student's IEP, including assisting in the determination of:

- Appropriate positive behavioral interventions and supports and other strategies for the student
 - Supplementary aids and services, classroom accommodations, modifications, or supports for school personnel to be provided for the student
- c. At least one special education teacher of the student, or, where appropriate, one special education provider of the student
 - d. A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the district; at the discretion of the district, the student's special education teacher may be designated to also serve as the representative of the district if the teacher meets these requirements
 - e. An individual who can interpret the instructional implications of evaluation results; this role may be fulfilled by another member of the IEP team
 - f. At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel; the determination of the knowledge or special expertise shall be made by the party who invited the individual to participate in the IEP team meeting
 - g. The student, if appropriate, and in all cases where a purpose of the meeting will be the identification of the student's transition services needs or consideration of postsecondary and career goals for the student and the transition services needed to assist the student in reaching those goals; if the student does not attend the IEP team meeting to identify transition services needs or consider postsecondary and career goals and transition services, the district takes other steps to ensure that the student's preferences and interests are considered
 - h. Agency representatives– To the extent appropriate and with the consent of the parents or a student who has reached the age of majority, the school district will invite a representative of any participating agency that may be responsible for providing or paying for transition services; parental consent or the consent of the student who has reached the age of majority must also be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services
 - i. In the case of a student who was previously served and received early intervention services under Part C of the IDEA, the Part C service coordinator or other representatives of the Part C system must be invited to the initial IEP team meeting, at the request of the parent, to assist with the smooth transition of services
 - j. The district will determine the specific personnel to fill the roles

4. IEP team member excusal

- a. A member of the IEP team is not required to attend an IEP team meeting, in whole or in part, if the parent of a student with a disability and the school district agree, in writing, that the attendance of the member is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting.
- b. A member of the IEP team also may be excused from attending an IEP team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if the parent, in writing, and the school district consent to the excusal and the member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.
- c. The district has designated the following individual(s), by name or position, as having the authority to make the agreement with the parent, or provide consent on behalf of the district, to excuse an IEP team member from attending an IEP team meeting.

Identify the individual(s), by name or position, who have been granted this authority.

Director of Exceptional Student ~~Support Services, Supervisor of Exceptional Student Support Services,~~ Coordinator of Exceptional Student Education Instruction, LEA Designees

- d. If a required IEP team member is unable to attend the meeting as scheduled, the parent can agree to continue with the meeting and request an additional meeting if more information is needed, or request that the meeting be rescheduled.

5. Transition of children with disabilities from the infants and toddlers early intervention program

- a. An IEP or an IFSP must be developed and implemented by the third birthday of a child who has been participating in the early intervention program for infants and toddlers with disabilities.
- b. Each school district shall participate in transition planning conferences arranged by the state lead agency for the infants and toddlers with disabilities early intervention program.
- c. If the child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP or IFSP will begin.

6. IEP timelines

Timelines for IEPs include the following:

- a. An IEP that has been reviewed, and, if appropriate, revised periodically, but not less than annually, must be in effect at the beginning of each school year for each eligible student with a disability within the district's jurisdiction.
- b. An IEP must be developed within 30 calendar days following the determination of a student's eligibility for special education and related services and be in effect prior to the provision of these services.
- c. A meeting shall be held at least annually to review, and revise, as appropriate, each IEP.

7. Considerations in IEP development, review, and revision

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

- a. Strengths of the student and concerns of the parents for enhancing the education of their child
- b. Results of the initial or most recent evaluation or reevaluation
- c. As appropriate, results of the student's performance on state or districtwide assessments
- d. Academic, developmental, and functional needs of the student
- e. In the case of a student whose behavior impedes the student's learning or the learning of others, strategies, including the use of positive behavioral interventions, supports, and other strategies to address that behavior
- f. In the case of a student with limited English proficiency, the language needs of the student as related to the IEP
- g. In the case of a student who is blind or visually impaired, provision of instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, including future needs and appropriate reading and writing media (including an evaluation of the student's future need for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student
- h. The communication needs of the student
- i. In the case of a student who is deaf or hard-of-hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and

communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode. Rule 6A-6.03028(3)(g), F.A.C., requires the use of the Communication Plan form (available at flrules.org/gateway/reference.asp?no=ref-04776) adopted by the State Board of Education during the development of the IEP for students who are deaf, hard of hearing or dual sensory impaired. Use of this plan will ensure that IEP teams are considering the instructional needs of these students in a more comprehensive manner.

- j. Whether the student requires assistive technology devices or services; on a case-by-case basis, the use of school-purchased assistive technology devices in a student's home or other settings is required if the IEP team determines that the student needs access to those devices in order to receive FAPE
- k. At least annually, whether extended school year (ESY) services are necessary for the provision of FAPE to the student if the IEP team determines, on an individual basis, that the services are necessary; school districts may not limit ESY to particular categories of a disability or unilaterally limit the type, amount, or duration of those services.
 - Pursuant to 34 CFR §300.106, ESY services must be considered by the IEP or individualized family support plan (IFSP) team as part of the provision of FAPE for students with disabilities. ESY is special education and related services that are provided to a student with a disability beyond the normal school year of the public agency, in accordance with the child's IEP or IFSP and at no cost to the parent of the child and meets the standards of the state educational agency (SEA).
 - ESY is not intended to provide education beyond that which has been determined necessary by the IEP or IFSP team to ensure FAPE. In many cases, not all of the services specified in an individual student's IEP or IFSP for the school year need to be provided as part of ESY services.
 - Parental requests for ESY services must be considered. However, if ESY services are requested by the parent and the IEP or IFSP team does not determine the provision of the requested ESY services as necessary for the provision of FAPE, then a written informed notice of refusal must be provided.

Describe the district's procedures for determining the need for ESY services for individual students.

The LEA schedules a meeting to review data presented to the IEP team and determine the need for ESY by answering four (4) questions: 1. Does the data indicate that significant regression is likely to occur in critical life skills related to any of the following areas, and that these skills cannot be recouped within a reasonable amount of time without ESY services? a. academics, or, for pre-K students, developmentally appropriate pre-academic skills b. communication c. independent functioning and self-sufficiency d. social/emotional development or behavior 2. Does the data indicate the likelihood that the student is at a crucial stage in the development of a critical life skill, and that a lapse in services would substantially jeopardize the student's chances of learning that skill? 3. Is the nature or severity of the student's disability such that the student would be unlikely to benefit from his or her education without the provision of ESY services? 4. Are there extenuating circumstances pertinent to the student's current situation that indicate the likelihood that FAPE would not be provided without ESY services? Examples include: a. a student who has recently obtained paid employment and requires the services of a job coach b. a student who requires ESY services to prevent movement to a more restrictive setting c. a student whose frequent health-related absences have significantly impeded progress on goals. If the committee can say "yes" to any of the four (4) questions, then the student should receive extended school year services added to the IEP. Decisions will be made to determine the need for the amount of time, when, and in what disciplines extended school year would be eligible.

Describe the district's procedures for informing staff that varying amounts, types and durations of ESY services are possible based on the individual needs of a student. (Any predetermination or set policy on the amount of time ESY will be provided is contrary to the regulations.)

The Hernando County Exceptional Student ~~Support Services~~ (ESSS) Program/Staffing Specialists or designated LEA facilitates each and every staffing and the subject of Extended School Year is addressed at each staffing. The Program/Staffing Specialists are trained to facilitate fluid conversations through the use of guiding questions and data to

formulate informed decisions with regard to Extended School Year services. Through the use of guiding questions, Extended School Year is discussed at various points throughout the school year depending on the student's needs. Throughout the staffing, parental input is sought and provision of services, to include various methods of services as well as support and itinerant services, is discussed and determined (e.g., frequency, duration, educational relevance, and transportation services were applicable). Following the staffing, highly qualified personnel are interviewed and selected, dependent upon subject area of certification and student need. Collaborative planning with stakeholders are completed to devise the best setting to include the continuum of services is delivered to each student's needs. Extended School Year is considered through the year and access to curriculum is provided. It is important to note that the service delivery model is provided through various methods to include the following: • hospital/homebound • home instruction • credit recovery • reading remediation • behavior supports • 1:1 tutoring • therapies by itinerant services (It is important to note that the therapy services include speech/language, occupational therapy, and physical therapy.) These services are made available to parents at individual schools, also as itinerant services during the school day, following the school day, and during any breaks including summer. Guiding questions are asked as Extended School Year is discussed and student need is documented through ongoing progress monitoring and teacher/student data. ESSS Program/Staffing Specialists are routinely updated in their staff meetings regarding any information on Extended School Year policies and procedures. Teachers and paraprofessionals hired for Extended School Year are invited to attend all of the various district trainings and planning days prior to the beginning of any implementation of services. All staff members are provided with Individualized Education Plans, student data collection tools such as goal tracking sheets to document daily progress, computer usage logs, sensory logs, behavior tracking forms, lesson plan templates complete with detailed examples, and stakeholder contact logs. The data is collected to demonstrate continued need for each student through portfolio compilation. The provision of services is guided by the Florida Standards and Access Points to demonstrate student progress as well as proficiency toward Individualized Education Plan goals.

- I. If, after considering all the factors mentioned above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other modification, in order to receive FAPE, the IEP includes a statement to that effect

8. Content of the IEP

Each IEP must include the following:

- a. A statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general curriculum, or for prekindergarten children, as appropriate, how the disability affects the student's participation in appropriate activities.
- b. A statement of measurable annual goals, including academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general curriculum or for preschool children, as appropriate, to participate in appropriate activities and meeting each of the student's other educational needs that result from the student's disability.
- c. A description of benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards, or any other student with a disability, at the discretion of the IEP team.
- d. A statement of the special education and related services, and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student.
- e. A statement of the classroom accommodations, modifications, or supports for school personnel that will be provided for the student to advance appropriately toward attaining the annual goals; be involved and progress in the general curriculum; to participate in extracurricular and other nonacademic activities; and to be educated and participate with other students with disabilities and nondisabled students in the activities described in this section. (A parent must provide signed consent for a student to receive instructional accommodations that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations.)
- f. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the

regular class or in the activities described above.

- g. A statement addressing any individual appropriate accommodations necessary to measure the academic achievement and functional performance of the student on the statewide, standardized assessments or district assessments. Accommodations that negate the validity of a statewide assessment are not allowable in accordance with s. 1008.22, F.S. If the IEP team determines that the student will take the Florida Alternate Assessment instead of other statewide, standardized assessments or an alternate district assessment of student achievement, the IEP must include a statement of why the student cannot participate in other statewide, standardized assessments or district assessments and, if applicable why the particular district alternate assessment selected is appropriate for the student. If a student does not participate in the statewide, standardized assessment program as a result of being granted an extraordinary exemption in accordance with s. 1008.212, F.S., or a medically complex exemption in accordance with s. 1008.22(9), F.S., the district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation in accordance with s. 1008.22(3), F.S.
- h. The projected date for the beginning of the special education, services, accommodations, and modifications described and the anticipated frequency, location, and duration of those services.
- i. A statement of how the student's progress toward meeting the annual goals will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.
- j. A statement to identify any Career and Professional Education (CAPE) Digital Tools certificates and CAPE industry certifications the student seeks to attain before high school graduation.

9. Transitional needs addressed within IEP

- a. Before attaining the age of 14 years, in order to ensure quality transition planning and services, IEP teams shall begin the process of identifying transition services needs of students with disabilities, to include the following:
 - A statement of intent to pursue a standard high school diploma pursuant to s.1003.4282(1)-(9), (11), F.S., and a Scholar or Merit designation in accordance with s. 1003.425, F.S., as determined by the parent;
 - The preparation needed for the student to graduate from high school with a standard diploma and a Scholar or Merit diploma designation as determined by the parent; and
 - Consideration of the student's need for instruction or the provision of information in the area of self-determination and self-advocacy to assist the student to be able to actively and effectively participate in IEP meetings, so that needed postsecondary and career goals may be identified and in place by age 16 years.
- b. Beginning not later than the first IEP to be in effect when the student attains the age of 16, or younger if determined appropriate by the parent and the IEP team, the IEP must include the following statements that must be updated annually:
 - A statement of intent to receive a standard high school diploma before the student attains the age of 22 and a description of how the student will fully meet the requirements in s. 1003.4282, F.S. This requirement does not apply if the student entered Grade 9 prior to the 2014-2015 school year and is pursuing a special diploma in accordance with the student's IEP;
 - A statement of the outcomes and the additional benefits expected by the parent and the IEP team at the time of the student's graduation.
 - A statement of appropriate measurable long-term postsecondary education and career goals based upon age-appropriate transition assessments related to training, education, employment, and, if

appropriate, independent living skills and the transition services, including courses of study needed to assist the student in reaching those goals.

- If a participating agency responsible for transition services, other than the school district, fails to provide the transition services described in the IEP, the school district shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP. However, this does not relieve any participating agency, including the Division of Vocational Rehabilitation Services (VR), of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

- c. Any change in the IEP for the goals specified in b) must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572.
- d. Beginning at least one year before the student's eighteenth birthday, a statement that the student has been informed of his or her rights that will transfer from the parent to the student on reaching the age of majority, which is 18 years of age.
- e. Beginning with the 2015-2016 school year, a statement identifying 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, pursuant to s. 1003.4203, F.S.
- f. For students whose eligibility terminates due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for FAPE under State law, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which should include recommendations on how to assist the student in meeting the postsecondary and career goals.

10. Requirements for a Standard Diploma are found in s. 1003.4282, F.S., and Rule 6A-6.03028, F.A.C.

11. High School Graduation Requirements for Students with Disabilities

a. General requirements.

Beginning in the 2014-2015 school year, students with disabilities entering Grade 9 may attain a standard diploma and earn standard diploma designations by meeting the requirements in ss. 1003.4282(1)-(9) or 1002.3105(5), or 1003.4282(10) and 1003.4285, F.S. Nothing contained in Rule 6A-1.09963, F.A.C., shall be construed to limit or restrict the right of a student with a disability solely to the options described in Rule 6A-1.09963, F.A.C. A certificate of completion will be awarded to students who earn the required 18 or 24 credits required for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted in accordance with s. 1008.22(3)(c) 2., F.S., or participation in a statewide assessment has been exempted in accordance with s. 1008.212, F.S., or s. 1008.22(9), F.S. Students who entered grade nine before the 2014-2015 school year and whose individual educational plan (IEP), as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma or a special certificate of completion.

b. Definitions from Rule 6A-1.09963, F.A.C.

- i. Access courses. Access courses are approved by the State Board of Education and are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C. Access courses are based on the access points. Access points are academic expectations intended only for students with significant cognitive disabilities and are designed to provide these students with access to the general curriculum.
- ii. Alternate Assessment. In accordance with s. 1008.22(3)(c), F.S., an alternate assessment is a statewide standardized assessment designed for students with significant cognitive disabilities in order to measure performance on the access points.

- iii. Employment transition plan. A plan that meets the requirements found in s. 1003.4282(10)(b)2.d., F.S. This plan is separate from the IEP.
 - iv. Eligible career and technical education (CTE) course. Eligible CTE courses include any exceptional student education (ESE) or general education CTE course that contains content related to the course for which it is substituting. Modifications to the expectations or outcomes of the curriculum, known as modified occupational completion points (MOCPs), are allowable and may be necessary for a student who takes access courses and participates in the alternate assessment. Modifications may include modified course requirements. Modifications to curriculum outcomes should be considered only after all appropriate accommodations are in place. MOCPs must be developed for students in conjunction with their IEP and must be documented on the IEP. Course outcomes may be modified through the IEP process for secondary students with disabilities who are enrolled in a postsecondary program if the student is earning secondary (high school) credit for the program.
- c. Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills, in accordance with Rule 6A-1.0943(5), F.A.C., and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in s. 1003.4282(1)-(9), F.S., or s. 1002.3105(5), F.S., through the access course specified for each required core course, through more rigorous ESE courses in the same content area, or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.
- i. Eligible CTE courses, as defined in Rule 6A-1.09963(2)(d), F.A.C., may substitute for Access English IV; one mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one science credit, with the exception of Access Biology; and one social studies credit, with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.
 - ii. Participation in the Florida Alternate Assessments in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English Language Arts I, II, and III, Algebra I, Geometry, Algebra II, Biology I, and United States History.
 - iii. A score of at least 4 on the Florida Alternate Assessments in reading and math must be attained, until replaced by the Grade 10 English Language Arts alternate assessment and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with s. 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to s. 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in s. 1003.572, F.S.
 - iv. For those students whose performance on standardized assessments is waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples, and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community-based instruction, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.
- d. Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in s. 1003.4282(1)-(9), F.S., or s. 1002.3105(5), F.S. Eligible courses are described in the Course Code Directory

and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

- i. Eligible CTE courses, as defined in Rule 6A-1.09963(2)(d), F.A.C., may substitute for English IV; one mathematics credit, with the exception of Algebra and Geometry; one science credit, with the exception of Biology; and one social studies credit, with the exception of United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.
 - ii. Students must earn a minimum of one-half credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in s. 1003.4282(10)(b)2.d., F.S., for the equivalent of at least one semester. Additional credits in employment-based courses are permitted as electives.
 - iii. Documented achievement of all components defined in s. 1003.4282(10)(b)2.b., F.S., on the student's employment transition plan.
- e. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to s. 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in s. 1003.572, F.S.
- f. Deferral of receipt of a standard diploma. A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements found at s. 1003.4282(10)(c), F.S.
- i. The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent, or the student over the age of 18 for whom rights have transferred in accordance with Rule 6A-6.03311(8), F.A.C., must sign a separate document stating the decision.
 - a. The IEP team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services, and describe to the parent and the student all services and program options available to students who defer. This description must be done in writing.
 - b. School districts must inform the parent and the student, in writing, by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE). This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.
 - c. The school district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system. Improper coding in the district database will not constitute failure to defer.
 - ii. A student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school district, until the end of the school semester or year in which the student turns 22.
The repeal of s. 1003.438, F.S., effective July 15, 2015, does not apply to a student with a disability as defined in s. 1003.438, F.S., whose individual educational plan, as of June 20, 2014, contains a statement of intent to receive a special diploma. Such student shall be awarded a special diploma in a form prescribed by the Commissioner of Education if the student meets the requirements specified in

s. 1003.438, F.S., and in effect as of June 20, 2014. Any such student who meets all special requirements of the district school board in effect as of June 20, 2014, but who is unable to meet the appropriate special state minimum requirements in effect as of June 20, 2014, shall be awarded a special certificate of completion in a form prescribed by the Commissioner of Education.

12. 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:

- a. Administration of an alternate assessment pursuant to s. 1008.22, F.S., and instruction in the state standards access points curriculum.
- b. Placement of the student in an ESE center school.

The district must use the following forms adopted by FDOE for obtaining consent.

- o Parental Consent Form: [Instruction in the State Standards Access Points Curriculum and Florida Alternate Assessment Administration](#)
- o Parental Consent Form: [Student Placement in an Exceptional Education Center](#)

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. Consent forms can be accessed at the following link: flrules.org/gateway/reference.asp?no=ref-03384. 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.

13. Least restrictive environment (LRE) and placement determinations:

- o 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. A school district shall use the term "inclusion" to mean that a student is receiving education in a general education regular 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.

Section 1003.57(1)(f), F.S., requires that, once every three years, each school district and school must complete a Best Practices in Inclusive Education (BPIE) assessment. The BPIE is an internal assessment process designed to facilitate the analysis, implementation and improvement of inclusive educational practices. The results of this process, including all planned short- and long-term improvement efforts, must be included in the school district's ESE policies and procedures.

The district completed the BPIE.

Date completed (Please upload the district's BPIE action plan that must include all short- and long-term improvement efforts, in Appendix F).

January 8, 2020

The anticipated date for the triennial BPIE assessment, if known.

November 4, 2022

- Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily; and
- A continuum of alternative placements must be available to meet the needs of students with disabilities for special education and related services, including instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. A school district must make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

Describe the district's continuum of alternative placements (e.g., instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions). If your district contracts with another district to provide a placement option, please indicate this as well.

Once the measureable annual goals and benchmarks/objectives, if applicable, that address the student's unique needs have been developed, the IEP team considers the continuum of placement in the LRE decision making process including instruction in: regular class, resource room, separate class, hospital/homebound instruction, home instruction, instruction via teleclass, and residential setting.

Describe the district's procedures regarding provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

Supplemental aides and services are provided in regular education classes or other education settings to enable students with disabilities to be educated with non-disabled peers. Supplementary services may include note taking assistance, sign language interpreters, teacher directed adult assistance, adapted materials, specialized equipment (e.g., assistive technology, positioning devices).

- In determining the educational placement of a student with a disability, including a preschool child with a disability, each school district must ensure that:
 - The placement decision is made by a group of persons, including the parents, and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.
 - The placement decision is made in accordance with the LRE provisions listed above.
 - The student's placement is determined at least annually, is based on the student's IEP, and is as close as possible to the student's home.
 - Unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if nondisabled.
 - In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he or she needs.
 - A student with a disability is not removed from education in age-appropriate regular classrooms solely

because of needed modifications in the general education curriculum.

- In providing or arranging for the provision of nonacademic and extracurricular services and activities (including meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school district, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the school district and assistance in making outside employment available), each school district must ensure that each student with a disability participates with students who are not disabled to the maximum extent appropriate to the needs of the student. The school district must ensure that each student with a disability has the supplementary aids and services determined by the student's IEP team to be appropriate and necessary for the student to participate in nonacademic settings.

14. Review and revision of the IEP

The district ensures that the IEP team:

- a. Reviews the IEP periodically, but not less than annually, to determine whether the annual goals for the student are being achieved
- b. Revises the IEP as appropriate to address:
 - Any lack of expected progress toward the annual goals and in the general curriculum, if appropriate
 - Results of any reevaluation conducted
 - Information about the student provided to or by the parents
 - The student's anticipated needs or other matters
 - Consideration of the factors described earlier in subsection 7
- c. Responds to a parent's right to ask for revision of the student's IEP
- d. Encourages the consolidation of reevaluation meetings for the student and other IEP team meetings for the student, to the extent possible

15. Changes to the IEP

Generally, changes to the IEP must be made by the entire IEP team at an IEP team meeting and may be made by amending the IEP rather than by redrafting the entire IEP. However, in making changes to the IEP after the annual IEP team meeting for a school year, the parent and school district may agree not to convene an IEP team meeting for purposes of making those changes, and instead may develop a written document to amend or modify the student's current IEP. If changes are made to the student's IEP without a meeting, the district must ensure that the student's IEP team is informed of those changes. Upon request, a parent will be provided a revised copy of the IEP with the amendments incorporated. In addition, the following changes to the IEP and decisions made by the IEP team must be approved by the parent or the adult student, if rights have transferred, in accordance with Rule 6A-6.03311(8), F.A.C. Such changes are subject to an independent reviewer selected by the parent as provided in s. 1003.572, F.S., and include:

- a. Changes to the postsecondary or career goals; and,
- b. Beginning with students entering Grade 9 in the 2014-2015 school year, changes in the selected graduation option specified in the student's IEP and any waiver of statewide standardized assessment results made by the IEP team in accordance with the provisions of s. 1008.22(3)(c), F.S.

16. Students with disabilities in adult prisons

The requirements relating to participation in general assessments do not apply to students with disabilities who are convicted as adults under state law and incarcerated in adult prisons. In addition, the requirements relating to transition planning and services do not apply with respect to those students whose eligibility for services under Part B of IDEA will end because of their age before they will be eligible to be released from prison based on

consideration of their sentence and eligibility for early release. The IEP team may modify the student's IEP or placement if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated. The requirements relating to the IEP content and LRE do not apply with respect to such modifications.

17. IEP implementation and accountability

The school district is responsible for providing special education to students with disabilities in accordance with the students' IEPs. However, it is not required that the school district, teacher, or other person be held accountable if a student does not achieve the growth projected in the annual goals and benchmarks or objectives. An IEP must be in effect before special education and related services are provided to an eligible student and will be implemented as soon as possible following the IEP team meeting. In addition, the IEP will be accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation. All teachers and providers will be informed of their specific responsibilities related to the implementation of the IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. The district must make a good faith effort to assist the student in achieving the goals and objectives or benchmarks listed on the IEP.

18. IEPs and meetings for students with disabilities placed in private schools or community facilities by the school district

If a student with a disability is placed in a private school by the school district, in consultation with the student's parents, the school district will ensure that the student has the same rights as a student with a disability served by the school district. Before placing the student, the school district initiates and conducts a meeting to develop an IEP or IFSP for the student. The district will ensure the attendance of a representative of the private school at the meeting. If the representative cannot attend, the district will use other methods to ensure participation by the private school, including individual or conference telephone calls. After a student with a disability enters a private school or facility, any meetings to review and revise the student's IEP may be initiated and conducted by the private school or facility at the discretion of the school district. However, the school district must ensure that the parents and a school district representative are involved in decisions about the IEP and agree to proposed changes in the IEP before those changes are implemented by the private school. Even if a private school or facility implements a student's IEP, responsibility for compliance with state board rules remains with the school district. These requirements apply only to students who are or have been placed in or referred to a private school or facility by a school district as a means of providing FAPE. If placement in a public or private residential program is necessary to provide special education to a student with a disability, the program, including non-medical care and room and board, must be at no cost to the parents of the student.

19. Access to instructional materials

The school district will take all reasonable steps to provide instructional materials in accessible formats to students with disabilities who need those instructional materials at the same time as other students receive instructional materials.

20. Physical education

Physical education services, specially designed if necessary, must be made available to every student with a disability receiving FAPE, unless the school district does not provide physical education to students without disabilities in the same grades. Each student with a disability will be afforded the opportunity to participate in the regular physical education program available to nondisabled students unless the student is enrolled full-time in a separate facility or the student needs specially designed physical education, as prescribed in the student's IEP. If specially designed physical education is prescribed in a student's IEP, the school district will provide the services directly or make arrangements for those services to be provided through other public or private programs. The school district responsible for the education of a student with a disability who is enrolled in a separate facility must ensure that the student receives appropriate physical education services in compliance with the section.

21. Treatment of charter school students

Students with disabilities who attend public charter schools and their parents retain all rights under Rules 6A-6.03011 through 6A-6.0361, F.A.C. The school district will serve students with disabilities attending those charter schools in the same manner as the district serves students with disabilities in its other schools. This

includes the following:

- a. Providing supplementary and related services on site at the charter school to the same extent to which the school district has a policy or practice of providing such services on the site to its other public schools
- b. Providing funds under Part B of the IDEA to those charter schools on the same basis as the school district provides funds to the school district's other public schools:
 - i. Including proportional distribution based on relative enrollment of students with disabilities
 - ii. At the same time as the school distributes other federal funds to its other public schools

22. Program options

The school district must take steps to ensure that students with disabilities have available to them the variety of educational programs and services available to nondisabled students in the area served by the school district, including art, music, industrial arts, consumer and homemaking education, and career and technical education.

The school district has the option to include additional information regarding the development and implementation of IEPs.

- ☒ The school district has provided additional information for this section in Appendix B of this document.
- ☐ There is no additional information for this section.

Section D: Discipline

Statutory and Regulatory Citations

34 CFR §§300.530–300.537

Sections 893.02, 893.03, 1002.20, 1002.22, 1003.01, 1003.31, 1003.57, and 1006.09, F.S.

Rules 6A-1.0955, 6A-6.03011 through 6A-6.0361 and 6A-6.03312, F.A.C.

Definitions

1. Change of placement because of disciplinary removals

For the purpose of removing a student with a disability from the student's current educational placement as specified in the student's IEP under Rule 6A-6.03312, F.A.C., a change of placement occurs with **either** of the following:

a. The removal is for more than 10 consecutive school days.

b. The student has been subjected to a series of removals that constitutes a pattern that is a change of placement because the removals cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another. A school district determines on a case-by-case basis whether a pattern of removals constitutes a change of placement, and this determination is subject to review through due process and judicial proceedings.

2. Controlled substance

A controlled substance is any substance named or described in Schedules I–V of s. 893.03, F.S.

3. Illegal drug

An illegal drug means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under the Controlled Substances Act, 21 U.S.C. 812(c), or under any other provision of federal law.

4. Serious bodily injury

Serious bodily injury means bodily injury that 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.

5. 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 a half inches in length.

6. Manifestation determination

A manifestation determination is a process by which the relationship between the student's disability and a specific behavior that may result in disciplinary action is examined.

7. Interim alternative educational setting (IAES)

An interim alternative educational setting is a different location where educational services are provided for a specific time period due to disciplinary reasons and that meets the requirements of Rule 6A-6.03312, F.A.C.

Procedures

1. For students with disabilities whose behavior impedes their learning or the learning of others, strategies, including positive behavioral interventions and supports to address that behavior, will be considered in the development of their IEPs. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements and procedures in Rule 6A-6.03312, F.A.C., is

appropriate for a student with a disability who violates the Code of Student Conduct.

Describe the district's procedures for providing information and training regarding positive behavioral interventions and supports.

All schools are using a Multi-Tiered System of Support (MTSS) including positive behavioral interventions support to address behavior. Every school has a behavior analyst/specialist assigned to them as a behavioral coach to provide technical assistance, training, support, and data analysis. The data is tracked monthly to assist in making decisions regarding behavior. Hernando County School District works in collaboration with the University of South Florida (USF) Positive Behavior Support (PBS) program to provide annual training. The district has a PBS district coordinator to oversee the implementation of PBS in collaboration with SEDNET. District-wide data is reported and analyzed mid-year and end-of-year to assess the implementation of PBS, identify training needs, and track behavioral trends district-wide. All schools must enter behavioral data in the RtI-B database to monitor, track, and analyze individual behavior as well as to identify trends. Procedures: 1. Provide overview of what PBS is to schools 2. Ensure majority buy-in of PBS at school level 3. Schools complete PBS readiness packet 4. Submit PBS packet to the USF PBS project 5. Coordinate and give 3-day tier-one intensive training for school-based behavior teams 6. The district Exceptional Student ~~Support Services~~ (ESSS) department provides support and training specific to the needs of the school (e.g.: social skills training, conflict resolution, bullying, crisis management, data analysis, data-based decision making) 7. Assist schools in monitoring and tracking behavior data using a district data management system and the RTI-B database 8. Make decisions about behavior based on the data analysis setting

Describe how the district addresses behavior in the development of the IEP for students with disabilities whose behavior impedes their learning or the learning of others.

Specific behavioral goals are written in the IEP for students with disabilities whose behavior impedes their learning or the learning of others. Additionally, the IEP committee may request a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) to assist in improving the student's behavior.

2. Authority of school personnel

Consistent with the school district's Code of Student Conduct and to the extent that removal would be applied to nondisabled students, school personnel:

- a. May remove a student with a disability, who violates a code of student conduct, from the student's current placement for not more than 10 consecutive school days
- b. May remove a student with a disability, for not more than 10 consecutive school days in that same school year, for separate incidents of misconduct, as long as those removals do not constitute a change in placement, as defined in Rule 6A-6.03312, F.A.C.

Describe the district's procedures for monitoring out-of-school suspensions, to include the review of suspension and expulsion data.

Exceptional Student ~~Support Services~~ (ESSS) staff will monitor all OSS/ISS/Expulsion of ESE students to determine if a student's removal exceeds or approaches ten (10) cumulative days in the same school year for separate incidents of misconduct and subsequently constitutes a change in placement. A change of placement occurs if: 1. the removal is more than 10 consecutive days 2. the student has been subjected to a series of removals that constitute a pattern 3. the series of removals total more than ten (10) school days in a year 4. the student's behavior is similar to the student's behavior in previous incidents that resulted in the series of removals, and 5. such additional factors as the duration of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another. The Staffing/IEP committee will determine whether a pattern of removal constitutes a change of placement on a case-by-case basis. The staffing/IEP committee will determine whether a pattern of removal constitutes a change of placement on a case-by-case basis.

Describe the district's procedures for determining whether a pattern of removals constitutes a change of

placement (See Definitions 1 a-b).

1. A Staffing Specialist will convene an IEP meeting and conduct a manifestation determination within ten (10) school days of decision to remove the student for discipline reasons. 2. If the IEP team determines that the behavior is a manifestation of the student's disability, the IEP team will either conduct, review, or revise a functional behavior assessment. 3. If a behavioral intervention plan already has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior. If no behavioral intervention plan exists, but one is needed, then develop one based on the current behaviors needing to be addressed. 4. If the IEP team determines that the behavior is not a manifestation of the student's disability, then relevant disciplinary procedures in the same manner and duration as for students without disabilities apply, however, educational services must continue. 5. If the team determines that the behavior is a manifestation of the student's disability, except as described below under the sub-heading Special Circumstances, the school district must return the student to the placement from which the student was removed, unless the parent and the district agree to a change of placement as part of the behavioral intervention plan. 6. Special Circumstances: Whether or not the behavior was a manifestation of the student's disability, school personnel may remove a student to an interim alternative educational setting (determined by the student's IEP team) for up to 45 school days, if the student: a. Carries a weapon to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the Department of Education or school district; b. Knowingly has or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the Department of Education or school district; or c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the Department of Education or school district.

3. Manifestation determination

A manifestation determination, consistent with the following requirements, will be made within 10 school days of any decision to change the placement of a student with a disability because of a violation of a Code of Student Conduct.

a. In conducting the review, the school district, the parent, and relevant members of the IEP team (as determined by the parent and the school district):

- Will review all relevant information in the student's file, including any information supplied by the parents of the student, any teacher observations of the student, and the student's current IEP
- Will determine whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability or whether the conduct in question was the direct result of the school district's failure to implement the IEP

b. If the school district, the parent, and relevant members of the IEP team determine that the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability or that the conduct in question was the direct result of the school district's failure to implement the IEP, the conduct will be determined to be a manifestation of the student's disability and the school district will take immediate steps to remedy those deficiencies.

c. If the school district, the parent, and relevant members of the IEP team determine that the conduct was a manifestation of the student's disability, the IEP team will either:

- Conduct a functional behavioral assessment (FBA), unless the school district had conducted an FBA before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan (BIP) for the student; or
- If a BIP has already been developed, review and modify it, as necessary, to address the behavior; and
- Except as provided in 6. of this section, return the student to the placement from which the student was removed, unless the parent and the school district agree to a change in placement as part of the modification of the BIP.

- d. For disciplinary changes of placement, if the behavior that gave rise to the violation of a Code of Student Conduct is determined not to be a manifestation of the student's disability, the relevant disciplinary procedures applicable to nondisabled students may be applied to the student in the same manner and for the same duration in which they would be applied to nondisabled students, except that services necessary to provide FAPE will be provided to the student with a disability, as described in 5. of this section.
- e. If a parent disagrees with the manifestation determination decision made by the IEP team pursuant to this rule, the parent may appeal the decision by requesting an expedited due process hearing as described in 7. of this section.

Describe the district's procedures for scheduling manifestation determination reviews within required timelines and determining participants for these reviews.

The LEA designee is notified in writing by the administrator of the school responsible for the discipline. The LEA designee will then schedule and facilitate the manifestation determination review within ten (10) school days of any decision to change the placement of the student with a disability. The LEA designee invites the appropriate staffing participants who include the Administrator, parent, ESE teacher, General Education teacher, behavior analyst/specialist, and any other service provider that works with the student to a staffing if the staffing committee decides it is appropriate.

Describe the district's procedures for initiating and conducting FBAs and BIPs in a timely manner.

The LEA designee invites the appropriate staffing participants and includes the behavior analyst/specialist to an IEP meeting. At the meeting, they will discuss the need for a Functional Behavior Analysis (FBA) if appropriate. Once review of historical data and current data are discussed, then consent is obtained to conduct an FBA and completion of a proposed Behavior Intervention Plan (BIP) is developed. The FBA will be completed no longer than forty-five (45) days from the time permission is obtained. This will be monitored by the referral database.

Describe the district's procedures for providing training regarding conducting FBAs and developing and implementing BIPs.

Training is provided for FBA and BIP development and implementation through the behavior analyst/specialists, therapists, PLCs, and peer mentoring. FL/PBS provides FBA and BIP training and consultation for our county and ongoing behavior assistance.

Describe the district's procedures for providing FAPE for students when the behavior is determined not to be a manifestation of the student's disability

FAPE is provided for students when the behavior is determined not to be a manifestation of the student's handicap by a number of ways, but not limited to: another school setting, alternative school, or home instruction. After the manifestation determination meeting, the parent will be reminded of their options and rights in the event they disagree with the manifestation determination decision made by the IEP team.

Describe the district's procedures for requesting an expedited due process hearing when parents disagree with a manifestation determination.

The parent would need to notify school officials, LEA designee, or the Director of Exceptional Student ~~Support Services~~ (ESSS) or designee if they disagree with the IEP team regarding the manifestation determination through requesting an expedited due process hearing. If an expedited due process hearing is requested, the Director of ESSS or designee would then forward the request to the Division of Administrative Hearings (DOAH).

- 4. On the date a decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the school district will notify the parent of the removal decision and provide the parent with a copy of the notice of procedural safeguards.

5. Providing FAPE for students with disabilities who are suspended or expelled or placed in an IAES

- a. A school district is not required to provide services to a student with a disability during removals totaling 10 school days or fewer in that school year if services are not provided to nondisabled students who are similarly removed.
- b. Students with disabilities who are suspended or expelled from school or placed in an IAES will continue to receive educational services in accordance with s. 1003.01, F.S., including homework assignments, to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP and receive, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications designed to address the behavior violation so that it does not reoccur.
- c. After a student with a disability has been removed from the current placement for 10 school days in the school year, if the current removal is not more than 10 consecutive school days and is not a change of placement under this rule, school personnel, in consultation with at least one of the student's special education teachers, will determine the extent to which services are needed to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.
- d. If the removal is a change of placement under Rule 6A-6.03312, F.A.C., the student's IEP team determines appropriate services under 5.b. of this section.

Describe the district's procedures for providing FAPE for students with disabilities who are suspended or expelled or placed in an IAES.

FAPE is provided for students with disabilities through a highly qualified certified teacher in the alternate placements: home, public setting, alternative school with students with disabilities continuing to receive educational services to enable them to continue to participate in the general curriculum and progress toward meeting IEP goals.

Describe the district's procedures for providing training and supports for staff members who provide services to students with disabilities who are suspended or expelled or placed in an IAES.

Training is provided to staff members who provide services to students with disabilities by the ESE department annually. These trainings include but are not limited to: non-violent physical crisis intervention (CPI), behavior management, curriculum-based instruction, and use of technology.

6. Special circumstances and interim alternative educational settings

- a. School personnel may remove a student to an IAES for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
 - Carries a weapon to or possesses a weapon at school, on school premises, or to a school function under the jurisdiction of an SEA or a school district;
 - Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of an SEA or a school district; or
 - Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or a school district.
- b. On the date that a decision is made to make a removal that constitutes a change of placement because of a violation of a code of student conduct, the school district will notify the parent of that decision and provide the parent with a copy of the notice of procedural safeguards.

Describe the district's procedures for notifying parents on the date that a decision is made to make a removal

that constitutes a change of placement and providing parents with a copy of the notice of procedural safeguards on this date.

The Principal or designee will notify the parent on the date the decision is made to make a removal that constitutes a change of placement and provide the parent with a copy of the procedural safeguard on the same date.

Describe the district's procedures for tracking students' removals to an IAES to ensure that the 45 school-day limit is maintained.

The LEA designee and the district Exceptional Student ~~Support Services~~ (ESSS) staff will be tracking the students' removals to an IAES through TERMS and Rtl-B data-base SEIM to ensure the 45-school-day limit is maintained.

7. Appeal and expedited hearings

a. An expedited hearing may be requested by:

- The student's parent, if the parent disagrees with a manifestation determination or with any decision not made by an administrative law judge (ALJ) regarding a change of placement under Rule 6A-6.03312, F.A.C.
- The school district, if it believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others

b. The school district may repeat the procedures for expedited hearings if it believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.

c. Expedited due process hearings requested under this subsection will be conducted by an ALJ for the Division of Administrative Hearings, Department of Management Services, on behalf of the Department of Education, and will be held at the request of either the parent or the school district regarding disciplinary actions. These hearings will meet the requirements prescribed in Rules 6A-6.03011 through 6A-6.0361, F.A.C., except that the hearing will occur within 20 school days of the date the request for due process is filed and an ALJ will make a determination within 10 school days after the hearing. In addition, unless the parents and the school district agree in writing to waive the resolution meeting described herein or agree to use the mediation process set forth in these rules:

- A resolution meeting will occur within seven days of receiving notice of the request for expedited due process hearing
- The expedited due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of the receipt of the request for an expedited due process hearing

d. The decision of the ALJ rendered in an expedited hearing may be appealed by bringing a civil action in a federal district or state circuit court, as provided in s. 1003.57(1)(b), F.S.

Describe the district's procedures for setting up resolution meetings within seven days of receiving notice of a request for an expedited due process hearing.

The Director of Exceptional Student ~~Support Services~~ (ESSS) or designee will set-up the resolution meeting within seven (7) days of receiving notice of a requested expedited due process hearing.

8. Authority of an Administrative Law Judge

An ALJ hears and makes a determination regarding an appeal and request for expedited due process hearing under this subsection and, in making the determination:

a. An ALJ may return the student with a disability to the placement from which the student was removed if the

ALJ determines that the removal was a violation of Rule 6A-6.03312, F.A.C., or that the student's behavior was a manifestation of the student's disability; or

- b. Order a change of placement of the student with a disability to an appropriate IAES for not more than 45 school days if the ALJ determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

The procedures under this subsection may be repeated if a school district believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.

9. Student's placement during appeals or expedited due process proceedings

When an appeal as described in 7. above has been made by either the parent or the school district, the student will remain in the IAES determined by the IEP team pending the decision of the ALJ or until the expiration of the time period specified by school personnel, including expulsion for a student where no manifestation was found, unless the parent and the Department of Education or school district agree otherwise.

10. Protections for students not determined eligible for special education and related services

A regular education student who has engaged in behavior that violated a code of student conduct may assert any of the protections afforded to a student with a disability under Rule 6A-6.03312, F.A.C. if the school district had knowledge of the student's disability before the behavior that precipitated the disciplinary action occurred.

a. Basis of knowledge

A school district is deemed to have knowledge that a student is a student with a disability if:

- The parent has expressed concern in writing to supervisory or administrative personnel of the appropriate school district, or a teacher of the student, that the student needs special education and related services; or
- The parent has requested an evaluation to determine whether the student is in need of special education and related services; or
- The teacher of the student, or other school district personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the school district's special education director or to other supervisory school district personnel.

b. Exception

A school district would not be deemed to have knowledge of a disability (see above) if:

- The parent of the student has not allowed an evaluation to determine if the student is an eligible student with a disability;
- The parent of the student has refused to provide consent for initial provision of special education and related service;
- The parent of the student revoked consent for the student to receive special education and related services; or
- The school district conducted an evaluation in accordance with Rules 6A-6.03011 through 6A-6.0361, F.A.C., and determined that the student was not a student with a disability.

c. Conditions that apply if no basis of knowledge

- If the school district has no knowledge that the student is a student with a disability prior to disciplinary action, the student may be disciplined in the same manner as a nondisabled student who engages in comparable behaviors.
- If an evaluation request is made for the student during the time period of the disciplinary action, the evaluation will be conducted in an expedited manner. Until the evaluation is completed, the student

remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the student is determined to be a student with a disability, taking into consideration information from the evaluation and information provided by the parents, the school district will provide special education and related services consistent with the requirements of Rule 6A-6.03312, F.A.C.

11. Nothing in Rule 6A-6.03312, F.A.C., prohibits a school district from reporting a crime committed by a student with a disability to appropriate authorities or prevents state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with a disability.
12. Student records in disciplinary procedures
Regarding the person making the final determination for the disciplinary action, school districts will ensure that the special education and disciplinary records of students with disabilities are transmitted, consistent with the provisions of 34 CFR §300.535(b), s. 1002.22, F.S., and Rule 6A-1.0955, F.A.C.:

Describe the district's procedures for ensuring that special education and disciplinary records of students with disabilities are transmitted to the person making the final determination regarding the disciplinary action.

The Director of Exceptional Student ~~Support Services~~ (ESSS) or designee who has been responsible for the procedures involving the students in question, will have the responsibility of transmitting the records of students with disabilities. The Director of ESSS or designee will transmit disciplinary records to the person making the final determination regarding the disciplinary action.

13. Disciplinary records of students with disabilities
School districts will include in the records of students with disabilities a statement of any current or previous disciplinary action that has been taken against the student and transmit the statement to the same extent that the disciplinary information is included in, and transmitted with, the student records of nondisabled students.
 - a. The statement may be a description of any behavior engaged in by the student that required disciplinary action, a description of the disciplinary action taken, and any other information that is relevant to the safety of the student and other individuals involved with the student.
 - b. If the student transfers from one school to another, the transmission of any of the student's records will include both the student's current IEP and any statement of current or previous disciplinary action that has been taken against the student.

Section E: Participation in State and District Assessments

Statutory and Regulatory Citations

34 CFR §§300.8

Chapters 458 and 459, F.S.

Sections 1003.01, 1003.428, 1003.4282, 1003.43, 1003.433, 1007.02, 1008.212, 1008.22, 1008.25 and 1011.62, F.S.

Rules 6A-1.09401, 6A-1.0943, 6A-1.09430, 6A-6.03011 through 6A-6.0361, 6A-6.03018, 6A-6.03020,

6A-6.03028, 6A-6.0331, 6A-6.03311 and 6A-6.03411, F.A.C.

Statewide, Standardized Assessment Program

1. Purpose

The student assessment program provides information about student mastery of grade-level state standards and informs parents of their child's educational progress.

2. Student participation

- a. Each student with a disability has the opportunity to participate in the statewide, standardized assessment program and any districtwide assessment of student achievement with allowable accommodations, if determined appropriate by the individual educational plan (IEP) team and recorded on the student's IEP.
- b. Accommodations identified for testing situations are those identified in the test administration manual and regularly used by the student in the classroom.
- c. A parent must provide signed consent for a student to receive instructional accommodations not permitted on statewide, standardized assessments and acknowledge, in writing, the implications of such accommodations.
- d. Students who are identified solely as gifted are not eligible for statewide, standardized assessment accommodations.

3. Allowable accommodations

Allowable and appropriate accommodations for statewide, standardized assessments are included in the test administration manual. Copies of current statewide, standardized assessment test administration manuals published by the FDOE's Bureau of Assessment and School Performance and Bureau of Exceptional Education and Student Services are available by contacting the FDOE at <http://www.fldoe.org/asp>.

4. Waiver of assessment requirements

A student with a disability, as defined in s. 1007.02, F.S., for whom the IEP team determines that the statewide, standardized assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such a waiver shall be designated on the student's transcript.

Extraordinary Exemption for Students with Disabilities

In accordance with s. 1008.212, F.S., a student with a disability may be eligible for an exemption from participation in the statewide assessment.

1. Definitions:

- a. "Statewide, standardized assessments" – Pursuant to s. 1008.22(3), F.S., the Commissioner of Education shall design and implement a statewide, standardized assessment program aligned to the core curricular content established in the Next Generation Sunshine State Standards. The Commissioner also must develop or select and implement a common battery of assessment tools that will be used in all juvenile justice education programs in the state. These tools must accurately measure the core curricular content established in the Next Generation Sunshine State Standards. Participation in the assessment program is

mandatory for all school districts and all students attending public schools, including adult students seeking a standard high school diploma under s. 1003.4282, F.S., and students in Department of Juvenile Justice education programs, except as otherwise provided by law. If a student does not participate in the assessment program, the school district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation.

- b. "Circumstance" means a situation in which accommodations allowable for use on the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment pursuant to s. 1008.22(3)(c), F.S., are not offered to a student during the current year's assessment administration due to technological limitations in the testing administration program, which lead to results that reflect the student's impaired sensory, manual, or speaking skills, rather than the student's achievement of the benchmarks assessed by the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment.
 - c. "Condition" means an impairment, whether recently acquired or longstanding, which affects a student's ability to communicate in modes deemed acceptable for statewide assessments, even if appropriate accommodations are provided, and creates a situation in which the results of administration of the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment would reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment.
 - d. "Medical complexity" – Pursuant to s. 1008.22(11), F.S., a child with a medical complexity means a child who, based upon medical documentation from a physician licensed under Chapter 458 or 459, F.S., is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living; and lacks the capacity to take or perform on an assessment.
 - e. "Parent" – Pursuant to Rule 6A-6.03411(1)(bb), F.A.C., parent means:
 - i. A biological or adoptive parent of a student;
 - ii. A foster parent;
 - iii. A guardian generally authorized to act as the student's parent, or authorized to make educational decisions for the student (but not the state if the student is a ward of the State);
 - iv. An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the student lives, or an individual who is legally responsible for the student's welfare; or
 - v. A surrogate parent who has been appointed in accordance with Rules 6A-6.03011 through 6A-6.0361, F.A.C.
2. A student with a disability for whom the IEP team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment pursuant to s. 1008.22(3)(c), F.S., shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, F.A.C., is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.
3. The IEP team, which must include the parent, may submit to the district school superintendent a written request for an extraordinary exemption at any time during the school year, but not later than 60 days before the current year's assessment administration for which the request is made. A request must include all of the following:
- a. A written description of the student's disabilities, including a specific description of the student's impaired

sensory, manual, or speaking skills.

- b. Written documentation of the most recent evaluation data.
 - c. Written documentation, if available, of the most recent administration of the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment.
 - d. A written description of the condition's effect on the student's participation in the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment.
 - e. Written evidence that the student has had the opportunity to learn the skills being tested.
 - f. Written evidence that the student has been provided appropriate instructional accommodations.
 - g. Written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP that are allowable in the administration of the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment in prior assessments.
 - h. Written evidence of the circumstance or condition as defined in Rule 6A-1.0943(1), F.A.C.
 - i. The name, address, and phone number of the student's parent.
4. Based upon the documentation provided by the IEP team, the school district superintendent shall recommend to the commissioner whether an extraordinary exemption for a given assessment administration window should be granted or denied. A copy of the school district's procedural safeguards as required in Rule 6A-6.03311, F.A.C., shall be provided to the parent. If the parent disagrees with the IEP team's recommendation, the dispute resolution methods described in the procedural safeguards shall be made available to the parent. Upon receipt of the request, documentation, and recommendation, the commissioner shall verify the information documented, make a determination, and notify the parent and the district school superintendent in writing within 30 days after the receipt of the request whether the exemption has been granted or denied. If the commissioner grants the exemption, the student's progress must be assessed in accordance with the goals established in the student's IEP. If the commissioner denies the exemption, the notification must state the reasons for the denial.
5. The parent of a student with a disability who disagrees with the commissioner's denial of an extraordinary exemption may request an expedited hearing. If the parent requests the expedited hearing, the FDOE shall inform the parent of any no-cost or low-cost legal services and other relevant services available in the area. The FDOE shall arrange a hearing with the Division of Administrative Hearings, which must be commenced within 20 school days after the parent's request for the expedited hearing. The administrative law judges at the division shall make a determination within 10 school days after the expedited hearing. The standard of review for the expedited hearing is de novo, and the Department has the burden of proof.

Exemption for a Child With Medical Complexity

In accordance with s. 1008.22, F.S., a child with a medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Standards Alternate Assessment (FSAA)—Performance Task and the FSAA—Datafolio, pursuant to the following provisions.

1. Child with a medical complexity
 - a. *Definition of child with medical complexity.* A child with a medical complexity means a child who, based upon medical documentation from a physician licensed under Chapter 458 or 459, F.S., is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living; and lacks the capacity to take or perform on an assessment.
 - b. *Exemption options.* In accordance with Rule 6A-1.0943, F.A.C., if the parent consents in writing, and the IEP team determines that the child should not be assessed based upon medical documentation that the child meets the definition of a child with medical complexity, then the parent may choose one of the following

three assessment exemption options.

- i. One-year exemption approved by the district school superintendent. If the superintendent is provided written documentation of parental consent and appropriate medical documentation to support the IEP team's determination that the child is a child with medical complexity, then the superintendent may approve a one-year exemption from all statewide, standardized assessments, including those in the FSAA program. For all students approved by the district superintendent for a one-year exemption, the following information must be reported to the commissioner beginning June 1, 2015, and each June 1 thereafter:
 - a. The total number of students for whom a one-year exemption has been granted by the superintendent; and
 - b. For each student receiving an exemption, the student's name, grade level, and the specific statewide, standardized assessments from which the student was exempted.
- ii. One-, two-, or three-year or permanent exemption approved by the commissioner as described in s. 1008.22(11), F.S. In order for the commissioner to consider such an exemption, the following information must be submitted by the district superintendent to the commissioner no later than 30 calendar days before the first day of the administration window of the statewide, standardized assessment for which the request is made:
 - a. The student's name, grade level, and the statewide, standardized assessment for which the exemption request is made;
 - b. The name, address, and phone number of the student's parent;
 - c. Documentation of parental consent for the exemption;
 - d. Documentation of the superintendent's approval of the exemption;
 - e. Documentation that the IEP team considered and determined that the student meets the definition of a child with medical complexity as defined in s.1008.22(11), F.S.; and
 - f. Medical documentation of the student's condition as determined by a physician licensed in accordance with Chapter 458 or 459, F.S.
- iii. Upon receipt of the request, documentation, and recommendation, the commissioner shall verify the information documented, make a determination, and notify the parent and the district school superintendent in writing within 20 calendar days after the receipt of the request whether the exemption has been granted or denied.

Alternate Assessment Based on Alternate Academic Achievement Standards (AA-AAAS)

1. Students with the most significant cognitive disabilities, for whom the statewide, standardized assessment— even with allowable accommodations—is not appropriate, may be eligible to participate in the statewide assessment program through the AA-AAAS.

2. Eligibility requirements

The decision that a student with a most significant cognitive disability will participate in the statewide alternate assessment program as defined in s. 1008.22(3)(c), F.S., is made by the IEP team and recorded on the IEP. The provisions with regard to parental consent for participation in the FSAA program, in accordance with Rule 6A-6.0331(10), F.A.C., must be followed. The following criteria must be met:

- a. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, the student requires modifications as defined in Rule 6A-1.09401, F.A.C.; and
- b. The student requires direct instruction in academic areas of English language arts, math, social studies, and

science based on access points pursuant to Rule 6A-1.09401, F.A.C., in order to acquire, generalize, and transfer skills across settings.

3. Eligibility areas excluded

Per Rule 6A-6.03018, F.A.C., and 34 CFR §300.8(c)(10)(ii), students with a primary exceptionality of a specific learning disability (SLD) cannot include students with learning problems that are primarily the result of an intellectual disability. Per section 1008.22, Florida Statutes, and Rule 6A-1.0943 F.A.C., only students with significant cognitive impairment are eligible to participate in the FSAA program. Therefore, students with a primary disability category of SLD must not participate in the FSAA program and subsequently should not be enrolled in access courses that align to the FSAA program.

4. District and IEP team requirements

If it is determined by the IEP team using the "Checklist for Course and Assessment Participation" that the student will participate in the statewide assessment through the AA-AAAS, the IEP will contain a statement of why the general assessment is not appropriate and why the AA-AAAS is appropriate. It also will indicate that notification was made to the parent and that the implications of the student's nonparticipation in the statewide, standardized assessment program were provided. The "Checklist for Course and Assessment Participation" may be accessed at <https://info.fldoe.org/docushare/dsweb/Get/Document-7301/dps-2014-208.pdf>.

5. Administration of the AA-AAAS

The assessment will be administered individually by the student's exceptional student education teacher. If this is not possible, the test administrator will be a certified teacher or other licensed professional who has worked extensively with the student. All individuals who administer the AA-AAAS must be trained in administration procedures and receive annual update training.

Additional Information Required:

An alternate assessment is required for any districtwide assessment of student achievement that is not administered to students on alternate achievement standards.

The district administers district-wide assessment(s) of student achievement.

- ☒ Yes
☐ No

If yes, include the name of each districtwide assessment and whether the assessment is administered to students on alternate achievement standards. If the districtwide assessment is not administered to students on alternate achievement standards, identify the corresponding alternate assessment. (If your district uses a portfolio as a corresponding district alternate assessment, the data collected should be based on grade-level alternate achievement standards. For portfolios, indicate what information is being collected, how the information is being recorded, what type of scoring rubric is being used, and how the district ensures that all teachers are collecting the same information and scoring the data the same way.)

- Florida Kindergarten Readiness Screener (FLKRS)-Prekindergarten students who will be entering kindergarten the following year
- End of Course Exams (EOC) for Access Courses
- iReady
- Unique placement tests
- TeachTown
- Brigance CIBS II
- Brigance IED III

Parental Consent Documentation

In accordance with Rule 6A-6.0331(10), F.A.C., the district may not proceed with a student's instruction in access points and the administration of an alternate assessment without written and informed parental consent unless the district documents reasonable efforts to obtain parental consent and the student's parent has failed to respond or the district obtains approval through a due process hearing.

The district certifies that it either obtains prior parental consent or due process approval for every student participating in the FSAA program. If prior parental consent is not obtained, the district certifies that it has documentation of reasonable efforts to obtain that approval and consent, or a final order from the Division of Administrative Hearings.

- ☒ Yes
☐ No

Percentage of Students on Alternate Assessment

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (which can be found at <https://www.ed.gov/essa>), limits the percentage of students that a state may assess with an AA-AAAS to no more than 1 percent of all assessed students in the grades assessed in a state for each subject.

While there is a limit on the percentage of students statewide who may participate in the AA-AAAS, there is no such limit among school districts; however, 34 CFR §200.6(c)(3)(ii) and (iv) require that a school district submit information justifying the need to assess more than 1 percent of its students in any subject with an AA-AAAS. The State must make that information publicly available, provided that such information does not reveal personally identifiable information about an individual student.

It is understood that districts have unique circumstances that may contribute to a higher number of students who are in access courses and participating in the FSAA program. The purpose of this justification is to ensure that districts are cognizant of their current processes and procedures to ensure that an IEP team decision to place a student in access courses is in alignment with state requirements and is the most appropriate academic decision for the student.

What is your district's 2018–19 participation percentage in FSAA in the following areas?

Reading

1.2

Mathematics

1.3

Science

1.2

Is the district over 1% in any area?

- ☒ Yes
☐ No

The criteria for the following statement is outlined in s. 1008.22(3)(c), F.S., and the Assessment Planning Resource Guide for IEP Teams, which can be found at https://fsaa-training.onlinehelp.cognia.org/wp-content/uploads/sites/8/docs/FlaAlt_ResourceGuideIEP.pdf, for use in determining student eligibility for participation in the FSAA program.

If the district is over the 1% in any area, please provide a description of how the district is ensuring that IEP teams are adhering to the criteria (see above.)

The district is working with Staffing/Compliance Specialists to ensure that the IEP team utilizes the Assessment Planning Resource Guide for IEP teams when making determinations for eligibility for Access Points instruction. The district has

put into place a system where evaluations are reviewed by district staff before eligibility meetings are held to ensure that students meet the criteria to be placed on Access Points.

Provide a justification, with supporting evidence, that identifies specific programs or circumstances within the district that may contribute to higher enrollment of students in access courses and an exceeding of the 1% (e.g., center schools serving surrounding districts).

Upon reviewing the data from the past 3 years (2016-17, 2017-18, 2018-19), it is noted that Hernando County has been above the 1% cap. For ELA in 2016-17 Hernando County was at 1.2% and the State was at 1.4% and in 2017-18 Hernando was at 1.2% and the state was at 1.4%. When reviewing the FSAA participation rates at the state level for 2018-19 ELA the State was at 1.5% and Hernando County was lower at 1.2%, which was the lowest of the size alike districts in Florida. When reviewing math for 16-17 the state was at 1.4% and Hernando was at 1.0%. 2017-18 data showed the state was at 1.5% and Hernando lower at 1.2%. The 2018-19 data for math showed the state level participation ratio was 1.6% and Hernando County was lower at 1.3%, which was the lowest of all the other size alike districts in Florida. Science was not measured in 2016-17, but the data for 2017-18 shows the state was at 1.5% and Hernando was lower at 1.4%. In 2018-19 for Science, the state level participation ratio was 1.6% and Hernando County was lower at 1.2%, with only Alachua a size alike district coming in lower at 1.1% compared to all other size alike districts in Florida which reported higher percentages. In reviewing the 2017-18 data it has shown that there were other students that were not considered significant cognitive disabled that were taking Access Courses. An example of this situation is as follows; we had two students labeled learning disabled, thirteen students labeled language impaired, eight students labeled emotionally behavior disorders, and four students labeled visually impaired that were identified as enrolled in Access Courses. A process has been put into place to review all students in Access Courses to make sure that there are only the most significant cognitive disabled students enrolled in Access Courses. Another problem that arose when identifying students enrolled in Access Courses, is that there were students that were not identified as ESE students, but were enrolled in Access Courses and were designated to take FSAA evaluations. This was a red flag and assisted us in reviewing all data to make sure that all students are ESE students enrolled in Access Courses and designated to take FSAA evaluations. Hernando County has had an increase in the number of students moving into the county that were placed on Access and Alternate Curriculum prior to enrolling in Hernando County. The increase in residency and enrolled students in Hernando County is dues to affordable housing as compared to other districts in the state (i.e. Pasco, Hillsborough, Pinellas). We believe that intensive training and the interpretation of the definition of a Significant Cognitive Disability might be the reason we are also seeing an increase in students being placed on Access Points. Our IEP teams utilize the Assessment Planning Resource Guide for IEP teams to determine eligibility for Access Points but we believe they are making the determinations based on what they interpret as a Significant Cognitive Disability. Our district will put in place a plan in collaboration with Project Access and other discretionary projects to provide more in-depth trainings and supports to our IEP teams.

In the text box below, please provide a narrative response describing the district's self-assessment of disproportionality in each content area for each subgroup testing using the FSAA within the district. Please describe the method used to assess the district's proportionality for FSAA testing and the district's plan to address any area of identified disproportionality.

176 students were scheduled to take FSAA ELA for the 19-20 school year. Of those students, 101 students (57.4%) were white, 17 (9.7%) were black and 13 (7.4%) were multiracial. There were 40 (22.7%) Hispanic, 5 (2.8%) Asian, 1 (.5%). There were no American Indian/Alaskan Native and Native Hawaiian/Pacific Island students scheduled to take the FSAA ELA for the 19-20 school year. 184 students were scheduled to take FSAA Math for the 19-20 school year. Of those students, 110(58.8%) were white, 17 (9.2%) were black, and 12(6.5%) were multiracial. There were 41 (22.3%) Hispanic, 4 (2.2%) Asian. There were no American Indian/Alaskan Native and Native Hawaiian/Pacific Island students scheduled to take the FSAA Math for the 19-20 school year. 68 students were scheduled to take FSAA Science for the 19-20 school year. Of those students, 42 (62.7%) were white, 5 (7.4%) were black and 5 (7.4%) was multiracial. There were 25 (36.8%) Hispanic students scheduled to take the FSAA in 19-20 school year. There were no Asian, American Indian/Alaskan Native or Native Hawaiian/Pacific Island students scheduled to take the FSAA Science for the 19-20 school year. The 2020 LEA profile reports our school district demographics to be 60% white, 10% black, 24% Hispanic, <1% Asian, <1% American Indian/Alaskan Native, <1% Native Hawaiian/Other Pacific Island, and 5% and 1 (1.5%) of two or more races. When comparing percentages of students taking FSAA by race with the demographics of our district,

we did see a discrepancy between the numbers. In FSAA ELA 9.7% of the students were black as compared with 7.7% of our overall population. For students of two or more races, 7.4% were taking FSAA ELA as compared with 5.2% of our total population identifying as multiracial. Currently Hernando County Schools data shows that there is a disproportionality problem in the areas of Black, Hispanic, and Multi-Racial students on the FSAA being over-represented and whites being underrepresented. To address this concern we formed a task force, consisting of Principals, Teachers, Staffing Specialists, Reading Coaches, Math Coaches, ESE Instructional Personnel, and ESE Administrators to discuss and develop a plan for ESE students on lowering the disproportionate subgroups in the area of ELA, Math and Science.

Section F: Eligibility Criteria for Prekindergarten Children with Disabilities

Statutory and Regulatory Citations

34 CFR §§300.25 and 300.101

Sections 1003.01, 1003.21, and 1003.57, F.S.

Rule 6A-6.03026, F.A.C.

Definition

A prekindergarten child with a disability is a child who meets the following criteria.

Eligibility Criteria

In accordance with s. 1003.21, F.S., a child is eligible for prekindergarten programs for children with disabilities based upon meeting the eligibility criteria for one or more specific exceptionalities listed below and upon meeting the age requirements shown.

1. The child is below three years of age and meets the criteria for eligibility for any of the following educational programs:
 - a. Deaf or hard of hearing
 - b. Visually impaired
 - c. Orthopedically impaired, other health impairment, or traumatic brain injury
 - d. Intellectual disabilities
 - e. Established conditions
 - f. Developmentally delayed
 - g. Dual-sensory impaired
 - h. Autism Spectrum Disorder
2. The child is age three through five years and meets the criteria for eligibility as a child with one or more of the following disabilities:
 - a. Intellectual disabilities
 - b. Speech and language impaired
 - c. Deaf or hard of hearing
 - d. Visually impaired
 - e. Orthopedically impaired, other health impairment, or traumatic brain injury
 - f. Emotional or behavioral disabilities
 - g. Specific learning disabilities
 - h. Homebound or hospitalized
 - i. Dual-sensory impaired
 - j. Autism Spectrum Disorder
 - k. Developmentally delayed

Child Evaluation

1. Evaluations are conducted in accordance with the requirements of rules for the eligibility areas listed in Sections 1. and 2. of the Eligibility Criteria.
2. Existing screening and evaluation information available from agencies that previously served the child and family shall be used, as appropriate, to meet evaluation criteria for the rules for the eligibility areas listed in Sections 1. and 2. of the Eligibility Criteria.

Instructional Program

In regards to a child who is eligible for admission to public kindergarten in accordance with Section 1003.21, F.S., an eligible prekindergarten child with a disability may receive instruction for one additional school year in a prekindergarten classroom in accordance with the child's Individual Educational Plan (IEP) or Individualized Family Support Plan (IFSP).

The parent or guardian must be informed in writing of the implications of an additional year in the prekindergarten classroom (i.e., the additional year is not considered a "retention," thus impacting the future consideration of a "good cause exemption"). If a parent disagrees with the IEP team recommendation for an additional year of instruction in a prekindergarten classroom, the team's recommendation may not be used to deny a child admission to kindergarten.

Transition from Early Steps Part C Services to Part B Services

The district's processes and procedures regarding the transition of eligible children from Early Steps to the Part B Program for Prekindergarten Children with Disabilities, including district procedures that ensure the district's participation in the transition conference and development of the IEP by the third birthday, are described in the text box below.

The Early Steps Family Support Coordinator and Exceptional Student Education (ESE) Administrator or designee meet at least one (1) time each month to coordinate transition conferences and plan for smooth transitions. In addition, they are in contact via phone multiple times per month. The ESE Administrator or designee attends the transition conference. The ESE prekindergarten diagnostic team coordinates assessments with Early Steps Family Support Coordinator. Assessments received from Early Steps are used, if appropriate. Staff from both agencies work together to complete assessments. Program/Staffing Specialists at the child's zoned school receive information from the prekindergarten diagnostic team as soon as information is received from Early Steps so that if the child is found eligible for Part B services, they can schedule the Individual Education Plan (IEP) meeting before the child's third birthday to ensure the IEP is developed on or before the child's third birthday.

Unique Philosophical, Curricular, or Instructional Considerations

1. Philosophy
 - a. The prekindergarten program for children with disabilities supports young children by recognizing and respecting their unique abilities, strengths, and needs.
 - b. Services for young children with disabilities and their families include a range of educational, developmental, and therapeutic activities that are provided in least restrictive or natural learning environments where children experience learning opportunities that promote and enhance behavioral and developmental competencies.
 - c. For a child with disabilities age three through five years, special education, which refers to specially designed instruction and related services, is provided to meet the unique needs of the child. Specially designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction.
 - d. Programs and services for prekindergarten children with disabilities are based on practices that are developmentally appropriate for all young children. They acknowledge the importance of collaboration and partnerships with families and view the child in the context of the family and community. Understanding and

knowledge of early childhood development serves as a foundation for these practices.

2. Curriculum

a. Curriculum content, materials, and activities are consistent with the district's program philosophy.

- For prekindergarten children with disabilities, during the year prior to kindergarten entry, the Florida Early Learning and Developmental Standards – 4 Years Old to Kindergarten are used to guide the selection of curriculum (curricula) in concert with a knowledge and understanding of the impact of the disability on the growth and development of the child.
- The Florida Early Learning and Developmental Standards: Birth to Kindergarten help to create a shared framework and common language between early childhood education and early childhood special education by emphasizing the sequence of development across multiple developmental domains and the importance of the classroom environment to include how curricula, materials, and equipment are selected.
- For children birth to the age of eligibility for the VPK program, Florida Early Learning and Developmental Standards: Birth to Kindergarten may be used to guide the selection of curriculum, materials, and equipment.

b. Modifications, adaptations, and accommodations of curricula, materials, and activities selected may be needed to meet the unique needs of the child. Ongoing progress monitoring is conducted to ensure that the instruction or interventions provided are effective in attaining the desired outcomes.

3. Instructional support

a. Young children receive instructional support through specially designed instruction and related services as determined by the IEP process or early intervention services as determined through the IFSP process. These services are based on peer-reviewed, research-based practices to the extent practicable.

b. Teachers and related services personnel are trained in how to design and implement individualized programs to address the learning needs of children with disabilities.

c. Teachers and related services personnel are provided with administrative support to ensure reasonable class size and workload, adequate funds for materials, and professional development. Teachers provide instruction in the domains of development, including cognitive development, motor development, language and communication, social emotional development, and adaptive behavior. Instruction and related services may be offered in a continuum of placements and settings that may include regular, resource, or special class settings in public, community-based, or home-based settings.

d. School districts may provide related services to children and professional development for teachers and related services personnel in coordination with community agencies, including other early childhood partners such as Early Learning Coalitions and Head Start. Additionally, support for professional development and related services may, as appropriate, be provided in collaboration with discretionary projects funded by the Bureau of Exceptional Education and Student Services, the Florida School for the Deaf and the Blind, and other agencies of state and local government, including, but not limited to, the Division of Blind Services, the Department of Children and Families, and the Department of Health, Children's Medical Services.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for prekindergarten children with disabilities.

- ☒ The school district has provided additional information for this section in Appendix B of this document.
- ☐ There is no additional information for this section.

Section G: Individualized Family Support Plan for Students with Disabilities Ages Birth through Five Years

Students with Disabilities Ages Birth through Two Years

Statutory and Regulatory Citations

34 CFR §303.340

Sections 1003.03, 1003.21, and 1003.57, F.S.

Rules 6A-6.0331 and 6A-6.03029, F.A.C.

Definition

An IFSP is a written plan identifying the specific concerns and priorities of families who have children with disabilities, ages birth through two years, related to enhancing a child's development and the resources to provide early intervention services. To meet the identified outcomes for an individual child and family, a planning process involving the family, professionals, and others is used to prepare the document. An IFSP must be used for children ages birth through two years.

Procedures

1. Content of an IFSP

The IFSP is in writing and includes:

- a. A statement of the child's present levels of physical development (including vision, hearing, and health status), cognitive development, communication development, social or emotional development, and adaptive skills development based on the information from the child's evaluation and assessment.
- b. With concurrence of the family, a statement of the family's resources, priorities, and concerns related to enhancing the development of the family's child as identified through the assessment of the family.
- c. A statement of the measurable results or measurable outcomes expected to be achieved by the child and the family, including pre-literacy and language skills, as developmentally appropriate for the child, and the goals, criteria, procedures, and timelines used to determine the degree to which progress toward achieving the measurable results or outcomes is being made and whether modifications or revisions of the expected results or outcomes or services are necessary;
- d. A statement of the specific early intervention services based on peer-reviewed research, to the extent practicable, or, necessary to meet the unique needs of the child and the family, to achieve the results or outcomes identified on the IFSP;
- e. A statement of the natural environments in which early intervention services, and a justification of the extent, if any, to which the services will not be provided in a natural environment;
- f. A statement of the strategies needed in order to meet the child's and family's outcomes
- g. The projected dates for initiation of services.
- h. The IFSP must:
 - Identify any medical and additional supports that the child or family needs or is receiving through other sources but that are neither required nor funded under IDEA, Part C and
 - Include a description of the steps the service coordinator or family may take to assist the child and family in securing additional supports not currently being provided
- i. The name of the service coordinator from the profession most immediately relevant to the child's or family's

needs or the individual who is otherwise qualified to be responsible for the implementation of the services identified on the plan including transition services and coordination with other agencies and persons;

j. Family demographic and contact information;

k. A statement of eligibility, including recommendations for children not found eligible;

l. A description of everyday routines, activities, and places in which the child lives, learns, and plays and individuals with whom the child interacts

m. Identification of the most appropriate IFSP team member to serve as the primary service provider; and

n. Documentation of the names of the individuals who participated in the development of the IFSP, the method of participation, and the individual responsible for implementing the IFSP.

2. Content of IFSPs for children ages birth through two years

IFSPs developed for children with disabilities ages birth through two years must also include:

a. The frequency, intensity, and method of delivery of the early intervention services;

b. The location and length of the early intervention services;

c. Funding source or payment arrangements, if any;

d. Anticipated duration of the services;

e. Other services to the extent appropriate; and

f. The steps to be taken to support the transition of the child, upon reaching age three, to preschool services for children with disabilities ages three through five years, to the extent that those services are considered appropriate or other services that may be available, if appropriate; the steps required for transition include:

- Discussions with and training of, parent(s) regarding future placements and other matters related to the child's transition;
- Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting; and
- Notification information to the school district for the purpose of child find;
- With parental consent, the transmission of information about the child to the school district to ensure continuity of services, including a copy of the most recent evaluation and assessments of the child and family and a copy of the most recent IFSP that has been developed and implemented; and
- Identification of transition services and other activities that the IFSP team determines are necessary to support the transition of the child.

3. Timelines and requirements for IFSPs

a. Timelines for IFSPs developed for children ages birth through two years include:

- A meeting to develop the initial IFSP for a child who has been evaluated for the first time and determined eligible must be conducted within 45 days from referral;
- A review of the IFSP for a child and the child's family must be conducted every six months from the date of the initial or annual evaluation of the IFSP or more frequently if conditions warrant, or if the family requests such a review; the review may be carried out at a meeting or by another means that is acceptable to the parent(s) and other participants.

b. The purpose of the periodic review is to determine:

- The degree to which progress toward achieving the results or the outcomes identified on the IFSP is being made; and
 - Whether modifications or revision of the results or outcomes or services are necessary; and
 - Whether additional needs have been identified based on ongoing assessment or observation.
 - c. A face-to-face meeting is conducted on at least an annual basis re-determine eligibility and review the IFSP and, to revise, change, or modify its provisions. The results of any current evaluations, and other information available from the ongoing assessments of the child and family, are used to determine continuing eligibility and what early intervention services are needed and will be provided.
 - d. IFSP meetings are held in accordance with the following:
 - Conducted in settings and at times that are convenient to families; and
 - Conducted in the native language of the family or other mode of communication used by the family, unless it is clearly not feasible to do so.
 - e. Meeting arrangements are made with and written notice provided to the family and other participants early enough before the meeting date to ensure that they will be able to attend.
 - f. The contents of the IFSP are fully explained to the parent(s) and informed written consent from the parent(s) is obtained prior to the provisions of early intervention services described in the plan. If the parent(s) do not provide consent with respect to a particular early intervention service, that service may not be provided. Each early intervention service must be provided as soon as possible after the parent provides consent for that service.
4. Participants in IFSP meetings (ages birth through two years)
- Participants in the development of IFSPs (both initial and annual) for children with disabilities ages birth through two years must include:
- a. The parent or parent(s) of the child;
 - b. Other family members as requested by the parent(s), if feasible to do so;
 - c. An advocate or person outside of the family, if the parent(s) request that the person participate;
 - d. The service coordinator who has been working with the family since the initial referral of the child for evaluation, or the person designated responsible for implementation of the IFSP;
 - e. For initial IFSP meetings, individuals who are directly involved in conducting the evaluation and assessment;
 - f. The individual who will be providing early intervention services to the child or family, as appropriate.
5. If any of these participants is unable to attend a meeting, arrangements must be made for the individual's involvement through other means, including:
- a. Participating in a telephone or video conference call;
 - b. Having a knowledgeable authorized representative attend the meeting; or
 - c. Making pertinent records available at the meeting.
6. Each periodic review provides for the participation of the individuals listed above. If conditions warrant, provisions must be made for the participation of other representatives.
7. Provision of services before evaluation and assessments are completed
- Early intervention services for a child with disabilities ages birth through two years and the child's family may commence before the completion of the evaluation and assessments if the following conditions are met:

- a. Parental consent is obtained;
 - b. An interim IFSP is developed that includes the name of the service coordinator who will be responsible for the implementation of the interim IFSP and coordination with other agencies and individuals and the services that have been determined to be needed immediately by the child and the family; and
 - c. Signatures of those who developed the IFSP; and
 - d. The evaluation and assessments are completed and an initial IFSP developed within 45 days from the referral date.
8. For children ages birth through two years, the school district is only financially responsible for the early intervention services specified and agreed to through the IFSP process.

Students with Disabilities Ages Three through Five

Statutory and Regulatory Citations

34 CFR §§303.323 and 300.340

Sections 1003.21, 1003.03, and 1003.57, F.S.

Rules 6A-6.03028, 6A-6.03029 and 6A-6.0331, F.A.C.

Definition

An IFSP is a written plan identifying the specific concerns and priorities of a family related to enhancing their child's development and the resources to provide early intervention services to children with disabilities ages birth through two years or special education and related services to children with disabilities ages three through five years. School districts may utilize, at the option of the school district and with written parental consent, an IFSP, consistent with Rule 6A-6.03029, F.A.C., in lieu of an individual educational plan (IEP). Parents must be provided with a detailed explanation of the difference between an IFSP and an IEP. To meet the identified outcomes for an individual child and family, a planning process involving the family, professionals, and others shall be used to prepare the document.

Procedures

1. Content of an IFSP

The IFSP is in writing and includes:

- a. A statement of the child's present levels of physical development (including vision, hearing, and health status), cognitive development, communication development, social or emotional development, and adaptive skills development based on the information from the child's evaluation and assessment.
- b. With concurrence of the family, a statement of the family's resources, priorities, and concerns related to enhancing the development of the child as identified through the assessment of the family;
- c. A statement of the measurable results or measurable outcomes expected to be achieved by the child and the family, including an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills, as developmentally appropriate for the child, and the goals, criteria, procedures, and timelines used to determine the degree to which progress toward achieving the measurable results or outcomes is being made and whether modifications or revisions of the expected results or outcomes or services are necessary;
- d. A statement of the specific early intervention services based on peer-reviewed research, to the extent practicable, or, necessary to meet the unique needs of the child and the family, to achieve the results or outcomes identified on the IFSP;
- e. The projected dates for initiation of services;
- f. The name of the service coordinator from the profession most immediately relevant to the child's or family's

needs or the individual who is otherwise qualified to be responsible for the implementation of the plan and coordination with other agencies and persons. In meeting this requirement, the school district may assign the same service coordinator who was appointed at the time that the child was initially referred for evaluation to be responsible for implementing a child's and family's IFSP or may appoint a new service coordinator;

- g. Family demographic and contact information;
- h. A statement of eligibility, including recommendations for children not found eligible;
- i. A description of everyday routines, activities, and places in which the child lives, learns, and plays and individuals with whom the child interacts;
- j. Identification of the most appropriate IFSP team member to serve as the primary service provider; and
- k. Documentation of the names of the individuals who participated in the development of the IFSP, the method of participation and the individual responsible for implementing the IFSP.
- l. The frequency, intensity, and method of delivery of the early intervention services;
- m. The location and length of the services;
- n. The payment arrangements, if any;
- o. Anticipated duration of the services;
- p. Other services to the extent appropriate; and
 - The steps to be taken to support the transition of the child when exiting the Early Steps program to preschool services for children with disabilities ages three through five years, or other services that may be available. The steps required for transition shall include:
 - Discussions with, and training of, parent(s) regarding future placements and other matters related to the child's transition;
 - Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting;
 - With parental consent, the sharing of information about the child to the school district to ensure continuity of services, including evaluation and assessment information and copies of IFSPs that have been developed and implemented; and
 - Identification of transition services and other activities that the IFSP team determines are necessary to support the child.

2. Requirements for IFSPs for children ages three through five are in accordance with the requirements in 6A-6.03028, F.A.C.

- By the third birthday of a child who has been participating in the early intervention program for infants and toddlers with disabilities, an IEP consistent with Rule 6A-6.03028(3)(e), F.A.C., or an IFSP consistent with Rule 6A-6.03029, F.A.C., must be developed and implemented.
- For the purpose of implementing the requirements of Rule 6A-6.03029, F.A.C., each school district will participate in transition planning conferences arranged by the state lead agency for the infants and toddlers with disabilities early intervention program.
- If the child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP or IFSP will begin.

3. Participants in IFSP meetings for children with disabilities (ages three through five years) include:

- a. The parent(s);
 - b. Not less than one regular education teacher,
 - c. Not less than one special education teacher or, where appropriate, not less than one special education provider of the student.
 - d. A representative of the local district who is qualified to provide or supervise the provision of specially designed instruction for children with disabilities and is knowledgeable about the general curriculum and the availability of resources of the local district;
 - e. An individual who can interpret the instructional implications of the evaluation results. This individual may be a member of the committee as described in b) through d) above;
 - f. At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the child, including related services personnel (**Note:** The determination of the knowledge or special expertise shall be made by the party who invited the individual to participate in the IFSP meeting); and
 - g. Whenever appropriate, the child.
4. IEPs and meetings for students with disabilities placed in private schools or community facilities by the school district.
- a. If a student with a disability is placed in a private school by the school district, in consultation with the student's parents, the school district shall:
 - Ensure that the student has all of the rights of a student with a disability who is served by a school district.
 - Initiate and conduct a meeting to develop an IEP or an IFSP in accordance with Rules 6A-6.03011 through 6A-6.0361, F.A.C., before the school district places the student; and,
 - Ensure the attendance of a representative of the private school at the meeting. If the representative cannot attend, the school district shall use other methods to ensure participation by the private school, including individual or conference telephone calls.
 - b. After a student with a disability enters a private school or facility, any meetings to review and revise the student's IEP may be initiated and conducted by the private school or facility at the discretion of the school district, but the school district must ensure that the parents and a school district representative are involved in decisions about the IEP and agree to proposed changes in the IEP before those changes are implemented by the private school.
 - c. Even if a private school or facility implements a student's IEP, responsibility for compliance with these rules remains with the school district.
 - d. Subparagraphs 4.a. – c. of this section apply only to students who are or have been placed in or referred to a private school or facility by a school district as a means of providing FAPE.
5. If placement in a public or private residential program is necessary to provide special education to a student with a disability, the program, including non-medical care and room and board, must be at no cost to the parents of the student.
6. For children ages three through five years, the school district is only financially responsible for the provision of special education and related services necessary for the child to benefit from special education.

Part III. Policies and Procedures for Students Who are Gifted

Section A: Exceptional Student Education Eligibility for Students who are Gifted

☐ This section is not applicable for the Department of Corrections.

Statutory and Regulatory Citations

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.03019 and 6A-6.030191, F.A.C.

Definition

A student who is gifted is one who has superior intellectual development and is capable of high performance.

Eligibility Criteria

A student is eligible for special instructional programs for the gifted from kindergarten through Grade 12 if the student meets the criteria under 1. or 2. below:

1. The student demonstrates:
 - a. The need for a special program
 - b. A majority of characteristics of gifted students according to a standard scale or checklist
 - c. Superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence
2. The student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of underrepresented groups in programs for students who are gifted. Underrepresented groups are defined in Rule 6A-6.03019, F.A.C. as students with limited English proficiency or students from low socio-economic status families.

Additional Information:

- ☒ The school district has a plan for increasing the participation of underrepresented groups in programs for gifted students. The plan is provided in Appendix C of this document.
- ☐ The school district does not have a plan for increasing the participation of underrepresented groups in programs for gifted students.

Student Evaluation

1. The minimum evaluations for determining eligibility address the following:
 - a. Need for a special instructional program
 - b. Characteristics of the gifted
 - c. Intellectual development
 - d. May include those evaluation procedures specified in an approved district plan to increase the participation of students from underrepresented groups in programs for the gifted
2. Evaluations and qualified evaluators for students who are gifted are listed in Part I of this document.

Temporary Break in Service

The team developing the Educational Plan (EP) may determine that a student's needs may currently be appropriately met through other academic options. The parent or student may indicate that they do not desire service for a period of time.

Should the decision be made to waive the services offered on the current educational plan, the student may resume service at any time.

Unique Philosophical, Curricular, or Instructional Considerations

1. Philosophy

- a. Each student identified as being eligible for gifted services is entitled to receive a free appropriate public education which will enable the student to progress in the general curriculum to the maximum extent appropriate.
- b. Specially designed instruction, appropriate related services, and programs for students who are gifted shall provide significant adaptations in one or more of the following: curriculum, methodology, materials, equipment, or environment designed to meet the individual and unique needs and goals of each student who is gifted.
- c. A range of service delivery options is available to meet the student's special needs. Teachers are trained to provide the unique services identified for each student and are provided with administrative support to ensure reasonable class size, adequate funds for materials and inservice training.

2. Curriculum

- a. Curriculum options include an effective and differentiated curriculum designed for the abilities of the student who is gifted to ensure that each individual student progresses in the curriculum.
- b. The curriculum may include, but is not limited to, opportunities for problem solving, problem-based learning, application of knowledge and skills, and other effective instructional strategies.
- c. The teachers of the students who are gifted are trained to provide a curriculum based on the educational characteristics and needs of the learner who is gifted.
- d. Curriculum for each student will be determined by the EP and will focus on the performance levels for the student and needs for developing further skills and abilities, recognizing opportunities to extend the present program through appropriate scaffolding for students who are gifted.
- e. The curriculum for the student who is gifted will assume access to the general curriculum (State standards) with emphasis on what the EP team determines will offer opportunities for growth for the learner who is gifted based on the student's strengths and present level of performance.

3. Instructional support

- a. Students identified as eligible for gifted services receive instructional support through the specially designed instruction and related services as determined through the development of the EP.
- b. Teachers of the students who are gifted provide instruction and support to further develop the student's demonstrated ability.
- c. Teachers are provided with administrative support to develop an individualized program to meet the goals for each student as determined by the EP.
- d. Students who are gifted may indicate a need for special counseling and guidance in understanding their special characteristics.
- e. Support services are provided in coordination with local school district student services and community agencies, the Florida Diagnostic and Learning Resources System associate centers, special projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government.
- f. No student may be given special instruction for students who are gifted until after he or she has been

properly evaluated and found eligible for gifted services.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who are gifted.

- ☒ The school district has provided additional information for this section in Appendix B of this document.
- ☐ There is no additional information for this section.

Section B: Educational Plans for Students who are Gifted

Statutory and Regulatory Citation

Sections 1001.02, 1003.01, and 1003.57, F.S.
Rule 6A-6.030191, F.A.C.

Procedures

1. The district is responsible for developing Educational Plans (EPs) for students who are identified solely as gifted.

Note: Individual Educational Plans (IEPs) rather than EPs are developed for those students who are gifted and are also identified as having a disability.

- a. The EP includes:

- A statement of the student's present levels of educational performance that may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results
- A statement of goals, including benchmarks or short-term objectives
- A statement of the specially designed instruction to be provided to the student
- A statement of how the student's progress toward the goals will be measured and reported to the parents
- The projected dates for the beginning of services and the anticipated frequency, location, and duration of these services

- b. The EP team considers the following during development, review, and revision of the EP:

- The strengths of the student and the needs resulting from the student's giftedness
- The results of recent evaluations, including class work and state or district assessments
- In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP

- c. Timelines for development of the EP include the following:

- An EP is in effect at the beginning of each school year for each student identified as gifted who is continuing in a special program.
- An EP is developed within 30 calendar days following the determination of eligibility for specially designed instruction in the gifted program and is in effect prior to the provision of these services.
- Meetings are held to develop and revise the EP at least once every three years for students in Grades K–8 and at least every four years for students in Grades 9–12.
- EPs may be reviewed more frequently, as needed, such as when a student transitions from elementary to middle school or from middle to high school.

- d. EP participants include:

- The parents, whose role includes providing information on the student's strengths, expressing concerns for enhancing the education of their child, participating in discussions about the child's need for specially designed instruction, participating in deciding how the child will be involved and participate in the general curriculum, and participating in the determination of what services the district will provide to the child and in what setting

- At least one teacher of the gifted program
- One regular education teacher of the student who, to the extent appropriate, is involved in the development of the student's EP; involvement may include the provision of written documentation of a student's strengths and needs for review and revision of the subsequent EPs
- A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction for students who are gifted and is knowledgeable about the general curriculum and the availability of resources of the school district; at the discretion of the district, one of the student's teachers may be designated to serve as the representative of the district
- An individual who can interpret the instructional implications of the evaluation results; this individual may be a teacher of the gifted, a regular education teacher, or a representative of the school district as described above
- At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel (**Note:** The determination of the knowledge or special expertise shall be made by the party who invited the individual to participate in the EP meeting)
- Whenever appropriate, the student

2. Parent participation in EP meetings

The district takes the following steps to ensure that one or both of the parents of a student identified as gifted is present or provided the opportunity to participate at EP meetings:

- a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend
- b. Scheduling the meeting at a mutually agreed on time and place
 - i. A written notice to the parent indicates the purpose, time, location of the meeting, and who, by title or position, will be in attendance. It also includes a statement informing the parents that they have the right to invite an individual with special knowledge or expertise about their child. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls.
 - ii. A meeting may be conducted without a parent in attendance if the district is unable to obtain the attendance of the parents. In this case, the district maintains a record of its attempts to arrange a mutually agreed on time and place. These records include such items as:
 - Detailed records of telephone calls made or attempted and the results of those calls
 - Copies of correspondence sent to the parents and any responses received
 - Detailed records of visits made to the parent's home or place of employment and the results of those visits
 - iii. The district takes whatever action is necessary to ensure that the parent understands the proceedings at the meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English. A copy of the EP shall be provided to the parent at no cost.

3. Implementation of the EP

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

One of the following must be selected:

- ☒ I have read and understand the above information.
- ☐ This section is not applicable for the Department of Corrections.

Part IV. Policies and Procedures for Parentally-Placed Private School Students with Disabilities

Section A: Provision of Equitable Services to Parentally-Placed Private School Students with Disabilities

Statutory and Regulatory Citations

34 CFR §§300.130–300.144

Rule 6A-6.030281, F.A.C.

Definition

Parentally-placed private school students with disabilities means students with disabilities enrolled by their parents in private, including religious, **non-profit** schools or facilities that meet the definition of elementary school or secondary school under rules 6A-6.03011 through 6A-6.0361, F.A.C., and does not include students with disabilities who are or have been placed in or referred to a private school or facility by the school district as a means of providing special education and related services. This definition does not include students with disabilities enrolled by their parents in **for-profit** private schools.

Procedures

1. Policies and procedures for parentally-placed private school students with disabilities
The school district will maintain policies and procedures to ensure the provision of equitable services to students with disabilities who have been placed in private schools by their parents.
2. Child find for parentally-placed private school students with disabilities
The school district will locate, identify, and evaluate all students with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located in the school district's jurisdiction. The child find process will be designed to ensure the equitable participation of parentally-placed private school students and an accurate count of those students.
 - a. Activities
In carrying out the requirements of this section, the school district will undertake activities similar to the activities undertaken for the school district's public school students.
 - b. Cost
The cost of carrying out the child find requirements, including individual evaluations, may not be considered in determining if the school district has met its obligation.
 - c. Completion period
The child find process will be completed in a time period comparable to that for other students attending public schools in the school district.
 - d. Out-of-state students
The school district in which private, including religious, elementary and secondary schools are located will, in carrying out the child find requirements, include parentally-placed private school students who reside in a state other than Florida.
3. Confidentiality of personally identifiable information
If a student is enrolled, or is going to enroll, in a private school that is not located in the school district of the parent's residence, parental consent will be obtained before any personally identifiable information about the child is released between officials in the school district where the private school is located and officials in the school district of the parent's residence.
4. Provision of services for parentally-placed private school students with disabilities – basic requirement
To the extent consistent with the number and location of students with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located in the school district's jurisdiction, provision is made for the participation of those students in the program assisted or carried out under Part B of IDEA

by providing them with special education and related services, including direct services determined in accordance with 12. and 13. below, unless the U.S. Secretary of Education has arranged for services to those students under the by-pass provisions in 34 CFR §§300.190 through 300.198.

a. Services plan for parentally-placed private school students with disabilities

A services plan will be developed and implemented for each private school student with a disability who has been designated by the school district in which the private school is located to receive special education and related services.

b. Record keeping

The school district will maintain in its records, and provide to the Florida Department of Education (FDOE), the following information related to parentally-placed private school students covered:

- The number of students evaluated
- The number of students determined to be students with disabilities
- The number of students served

5. Expenditures

To meet the requirements, the school district will spend the following on providing special education and related services (including direct services) to parentally-placed private school students with disabilities:

- a. For children and students aged three through 21, an amount that is the same proportion of the school district's total subgrant under Section 611(f) of IDEA as the number of private school students with disabilities aged three through 21 who are enrolled by their parents in private, including religious, elementary, and secondary schools located in the school district's jurisdiction, is to the total number of students with disabilities in its jurisdiction aged three through twenty-one (21).
- b. For children aged three through five years, an amount that is the same proportion of the school district's total subgrant under Section 619(a) of IDEA as the number of parentally-placed private school students with disabilities aged three through five who are enrolled by their parents in private, including religious, elementary and secondary schools located in the school district's jurisdiction, is to the total number of students with disabilities in its jurisdiction aged three through five.
- c. Children aged three through five years are considered to be parentally-placed private school students with disabilities enrolled by their parents in private, including religious, elementary schools, if they are enrolled in a private school that meets the definition of elementary school under Florida law.
- d. If the school district has not expended for equitable services all of the funds described in paragraphs a) and b) above by the end of the fiscal year for which Congress appropriated the funds, the school district will obligate the remaining funds for special education and related services (including direct services) to parentally-placed private school students with disabilities during a carry-over period of one additional year.

6. Calculating proportionate amount

In calculating the proportionate amount of federal funds to be provided for parentally-placed private school students with disabilities, the school district, after timely and meaningful consultation with representatives of private schools, will conduct a thorough and complete child find process to determine the number of parentally-placed students with disabilities attending private schools located in the school district. (See Appendix B to IDEA regulations for an example of how proportionate share is calculated)

7. Annual count of the number of parentally-placed private school students with disabilities

The school district will, after timely and meaningful consultation with representatives of parentally-placed private school students with disabilities, determine the number of parentally-placed private school students with disabilities attending private schools located in the school district and ensure that the count is conducted on any date between October 1 and December 1, inclusive, of each year. The count will be used to determine the amount that the school district will spend on providing special education and related services to parentally-placed private school students

with disabilities in the next fiscal year.

8. Supplement, not supplant

State and local funds may supplement and in no case supplant the proportionate amount of federal funds required to be expended for parentally-placed private school students with disabilities.

9. Consultation with private school representatives

To ensure timely and meaningful consultation, the school district will consult with private school representatives and representatives of parents of parentally-placed private school students with disabilities during the design and development of special education and related services for the students regarding the following:

- a. The child find process, including how parentally-placed private school students suspected of having a disability can participate equitably and how parents, teachers, and private school officials will be informed of the process
- b. The determination of the proportionate share of federal funds available to serve parentally-placed private school students with disabilities, including the determination of how the proportionate share of those funds was calculated
- c. The consultation process among the school district, private school officials, and representatives of parents of parentally-placed private school students with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed students with disabilities identified through the child find process can meaningfully participate in special education and related services
- d. Provision of special education and related services; how, where, and by whom special education and related services will be provided for parentally-placed private school students with disabilities, including a discussion of:
 - The types of services, including direct services and alternate service delivery mechanisms
 - How special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school students
 - How and when those decisions will be made
- e. How, if the school district disagrees with the views of private school officials on the provision of services or the types of services (whether provided directly or through a contract), the school district will provide to such private school officials a written explanation of the reasons why the school district chose not to provide services directly or through a contract

10. Written affirmation

When timely and meaningful consultation has occurred, the school district will obtain a written affirmation signed by the representatives of participating private schools. If the representatives do not provide the affirmation within a reasonable period of time, the school district will forward the documentation of the consultation process to FDOE.

11. Compliance

A private school official has the right to submit a complaint to the FDOE that the school district did not engage in consultation that was meaningful and timely or did not give due consideration to the views of the private school official. If the private school official wishes to submit a complaint, the official will provide to FDOE the basis of the noncompliance by the school district with the applicable private school provisions, and the school district will forward the appropriate documentation to FDOE. If the private school official is dissatisfied with the decision of FDOE, the official may submit a complaint to the U.S. Secretary of Education by providing the information on noncompliance, and FDOE will forward the appropriate documentation to the U.S. Secretary of Education.

12. Equitable services determined

- a. No parentally-placed private school student with a disability has an individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school.

- b. Decisions about the services that will be provided to parentally-placed private school students with disabilities will be made in accordance with the information in this section.
- c. The school district will make the final decisions with respect to the services to be provided to eligible parentally-placed private school students with disabilities.

13. Services plan for each student served

- a. If a student with a disability is enrolled in a religious or other private school by the student's parents and will receive special education or related services from the school district, the school district will initiate and conduct meetings to develop, review, and revise a services plan for the student and ensure that a representative of the religious or other private school attends each meeting. If the representative cannot attend, the school district will use other methods to ensure participation by the religious or other private school, including individual or conference telephone calls.
- b. Each parentally-placed private school student with a disability who has been designated by the school district to receive services will have a services plan that describes the specific direct special education services that the school district will provide to the student in light of the services that the school district has determined it will make available to parentally-placed private school students with disabilities.
- c. The services plan will be developed, reviewed, and revised consistent with the requirements for IEP development, review, and revision.

14. Equitable services provided

- a. The provision of equitable services will be by employees of the school district or through contract by the school district with an individual, association, agency, organization, or other entity.
- b. The services provided to parentally-placed private school students with disabilities will be provided by personnel meeting the same standards as personnel providing services in the public schools, except that private elementary and secondary school teachers who are providing equitable services to parentally-placed private school students with disabilities do not have to meet the highly qualified special education teacher requirements under Florida law.
- c. Parentally-placed private school students with disabilities may receive a different amount of services than students with disabilities in public schools.
- d. Special education and related services provided to parentally-placed private school students with disabilities, including materials and equipment, will be secular, neutral, and non-ideological.

15. Location of services and transportation

- a. Equitable services to parentally-placed private school students with disabilities may be, but are not required to be, provided on the premises of private, including religious, schools.
- b. If necessary for the student to benefit from or participate in the services, a parentally-placed private school student with a disability will be provided transportation from the student's school or the student's home to a site other than the private school and from the service site to the private school, or to the student's home, depending on the timing of the services.
- c. The school district is not required to provide transportation from the student's home to the private school.
- d. The cost of any transportation provided under this section may be included in calculating whether the school district has expended its proportionate share.

16. Due process hearings and procedural safeguards

- a. Except as provided herein, the procedures related to procedural safeguards, mediation, and due process hearings do not apply to complaints that the school district has failed to meet the requirements in this

section, including the provision of services indicated on the student's services plan. However, such procedures do apply to complaints that the school district has failed to meet the requirements related to child find, including the requirements related to conducting appropriate evaluations of students with disabilities.

- b. Any request for a due process hearing regarding the child find requirements will be filed with the school district in which the private school is located and a copy will be forwarded to FDOE.

17. State complaints

- a. Any complaint that the school district has failed to meet the requirements related to the provision of equitable services, services plans, expenditures, consultation with private school representatives, personnel, or equipment and supplies will be filed in accordance with the state complaint procedures described in rules 6A-6.03011 through 6A-6.0361, F.A.C.
- b. A complaint filed by a private school official under this section will be filed with FDOE in accordance with its state complaint procedures as prescribed in Rule 6A-6.03311, F.A.C.

18. Requirement that funds not benefit a private school

- a. The school district will not use funds provided under IDEA to finance the existing level of instruction in a private school or to otherwise benefit the private school.
- b. The school district will use funds provided under Part B of IDEA to meet the special education and related services needs of parentally-placed private school students with disabilities, but not for the needs of a private school or the general needs of the students enrolled in the private school.

19. Use of personnel

- a. The school district may use funds available under IDEA to make public school personnel available in other than public facilities to the extent necessary to provide equitable services for parentally-placed private school students with disabilities if those services are not normally provided by the private school.
- b. The school district may use funds available under IDEA to pay for the services of an employee of a private school to provide equitable services if the employee performs the services outside of his or her regular hours of duty and the employee performs the services under public supervision and control.

20. Separate classes prohibited

The school district will not use funds available under IDEA for classes that are organized separately on the basis of school enrollment or religion of the students if the classes are at the same site and the classes include students enrolled in public schools and students enrolled in private schools.

21. Property, equipment, and supplies

- a. The school district will control and administer the funds used to provide special education and related services and hold title to and administer materials, equipment, and property purchased with those funds for the uses and purposes provided in this section.
- b. The school district may place equipment and supplies in a private school for the period of time needed for the provision of equitable services.
- c. The school district will ensure that the equipment and supplies placed in a private school are used only for IDEA purposes and can be removed from the private school without remodeling the private school facility.
- d. The school district will remove equipment and supplies from a private school if the equipment and supplies are no longer needed for IDEA purposes or removal is necessary to avoid unauthorized use of the equipment and supplies for other than IDEA purposes.
- e. No funds under IDEA will be used for repairs, minor remodeling, or construction of private school facilities.

Section B: John M. McKay Scholarships for Students with Disabilities Program

Statutory and Regulatory Citations

Sections 1002.01, 1002.39, 1002.43 1002.66 and 1003.21, F.S.

Definition

The John M. McKay Scholarships for Students with Disabilities Program provides the option for students with an IEP or an accommodation plan issued under Section 504 of the Rehabilitation Act (excluding a temporary accommodation plan which is valid six months or less) to attend a public school other than the one to which the student is assigned or to receive a scholarship to a participating private school of choice.

Eligibility Criteria

1. The parent of a student with a disability may request and receive from the state a McKay Scholarship for the student to enroll in and attend a private school if:
 - a. The student has received specialized instructional services under the Voluntary Prekindergarten Education Program during the previous school year and the student has a current IEP developed by the local school board in accordance with rules of the State Board of Education for the John M. McKay Scholarships for Students with Disabilities Program or a 504 accommodation plan has been issued
 - b. The student has spent the prior school year in attendance at a Florida public school or the Florida School for the Deaf and the Blind (FSDB). Prior school year in attendance means that the student was enrolled and reported by one of the following:
 - A school district for funding during the preceding October and February Florida Education Finance Program (FEFP) surveys in kindergarten through Grade 12, which shall include time spent in a Department of Juvenile Justice (DJJ) commitment program if funded under the FEFP
 - The FSDB during the preceding October and February student membership surveys in kindergarten through Grade 12
 - A school district for funding during the preceding October and February FEFP surveys, was at least four years old when so enrolled and reported, and was eligible for services under s. 1003.21, F.S.

Note: A dependent child of a member of the United States Armed Forces who transfers to a school in this state from out of state or from a foreign country pursuant to a parent's permanent change of station orders is exempt from the previous requirements but must meet all other eligibility requirements to participate in the program.

Additionally a foster child is exempt from the previous requirements but must meet all other eligibility requirements to participate in the program.

- c. The parent has obtained acceptance for admission of the student to a private school that is eligible for the program and has requested a scholarship from the department at least 60 days prior to the date of the first scholarship payment. The request must be through a communication directly to the FDOE in a manner that creates a written or electronic record of the request and the date of receipt of the request. FDOE must notify the district of the parent's intent upon receipt of the parent's request.
2. A student is not eligible for a John M. McKay Scholarship while:
 - a. Enrolled in a school operating for the purpose of providing educational services to youth in DJJ commitment programs;
 - b. Receiving an educational scholarship in accordance with Chapter 1002, F.S.;

- c. Participating in a home education program as defined in s. 1002.01, F.S.;
- d. Participating in a virtual school, correspondence school, or distance learning program that receives state funding pursuant to the student's participation, unless the participation is limited to no more than two courses per school year;
- e. Participating in a private tutoring program in accordance with s. 1002.43, F.S.;
- f. Enrolled in the FSDB; or
- g. Not having regular and direct contact with his or her private school teachers at the school's physical location, unless that student is participating under the Transition to Work Program within the private school.

Procedures

1. The amount of the scholarship is calculated based on the student's matrix of services document or the amount of the private school's tuition and fees, whichever is less.
2. For purposes of continuity of educational choice, a John M. McKay Scholarship shall remain in force until the student returns to a public school, graduates from high school, or reaches the age of 22, whichever occurs first.
3. A scholarship student who enrolls in a public school or public school program is considered to have returned to a public school for the purpose of determining the end of the scholarship's term. However, if a student enters a DJJ detention center for a period of no more than 21 days, the student is not considered to have returned to a public school for that purpose.
4. Upon reasonable notice to the FDOE and the school district, the student's parent may remove the student from the private school and place the student in a public school.
5. Upon reasonable notice to the FDOE, the student's parent may move the student from one participating private school to another participating private school.

School District Obligations

1. Notifying parents of students with disabilities about the scholarship program by April 1 of each year and within 10 days after an IEP team meeting or a 504 accommodation plan is issued.
2. Informing parents of the availability of the Information Hotline and School Choice website.
3. Offering parents an opportunity to enroll their student in another public school within their district.
4. Keeping all district contact information up-to-date with the FDOE, which can be done through the <http://www.floridaschoolchoice.org> website when logged in as a district administrator.
5. Submitting an annual Parental Notification Verification Form to the FDOE in the spring of each school year.
6. Notifying parents, within 10 days of filing intent, if a matrix has not been completed, and informing parents that the required matrix completion date is 30 days after a filed intent.
7. For a student with a disability who does not have a matrix of services, completing a matrix of services within 30 days of the parent's filed intent date that assigns the student to one of the three levels of service.
Note: Changes in a matrix of services document may be made only for a technical, typographical, or calculation error.
8. Providing locations and times, if requested, for any McKay Scholarship student attending a private school within the district to take statewide assessment exams.
9. Providing reevaluation notifications to parents of scholarship students at least once every three years.

10. Confirming that scholarship students have not enrolled in public school by completing the District Enrollment Verification files quarterly prior to scholarship.
11. Reporting students who receive McKay Scholarship funding as **3518**, which designates them as McKay private school students on the full-time equivalent (FTE) survey.
12. Notifying the FDOE if a student enrolls in public school, is registered as a home education student, or is committed to a DJJ commitment program for more than 21 days.
13. Providing transportation to the public school if the parent's choice is consistent with the district's school choice plan.
14. Accepting a McKay student from an adjacent district if there is space available and there is a program with the services agreed to in the individual educational plan or 504 accommodation plan that is already in place.

Section C: Gardiner Scholarship Program

Statutory and Regulatory Citation

Chapter 1005, Part III, F.S

Sections 393.063, 393.069, 456.001, 1002.01, 1002.21, 1002.385, 1002.395, 1002.66 and 1005.02, F.S.

Definition

The Gardiner Scholarship provides the option for a parent to better meet the individual educational needs of an eligible child.

- The following are defined as they relate to the Gardiner Scholarship:
 - "Approved provider" means a provider who has been approved by the Agency for Persons with Disabilities, a health care practitioner pursuant to s. 456.001(4), F.S., or a provider approved by the department pursuant to s. 1002.66, F.S.
 - "Curriculum" means a complete course of study for a particular content area or grade-level, which includes any required supplemental materials.
 - "Department" means the FDOE.
 - "Disability" means, a three- or four- year old child or for a student in kindergarten to Grade 12, and any of the following:
 - Autism spectrum disorder, as defined in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, published by the American Psychiatric Association, as defined in s. 393.069, F.S.;
 - Cerebral Palsy, as defined in 393.063, F.S.;
 - Down Syndrome, as defined in s.393.063, F.S.;
 - Intellectual Disability, as defined in s.393.063, F.S.;
 - Prader-Willi syndrome, as defined in s. 393.063 , F.S.;
 - Spina bifida, as defined in s. 393.063, F.S.;
 - For a student in kindergarten, being a high-risk child, as defined in 393.063, F.S.;
 - Muscular dystrophy;
 - Williams Syndrome;
 - Rare diseases which affect patient populations of fewer than 200,000 individuals in the United States, as defined by the National Organization for Rare Disorders;
 - Anaphylaxis;
 - Deaf;
 - Visually impaired;
 - Traumatic brain injured;
 - Hospital or homebound as defined by Rule 6A-6.03020, F.A.C.; or
 - Identification as having a dual sensory impairment according to Rule 6A-6.03022, F.A.C., and evidenced by reports from the local school district.

- "Eligible" to receive a Gardiner Scholarship means that the student:
 - Is a resident of this state;
 - Is or will be three or four years on or before September 1 of the year in which the student applies for program participation, or is eligible to enroll in kindergarten through Grade 12 in a public school in the state;
 - Is the subject of an IEP written in accordance with rules of the State Board of Education or has received a diagnosis of a disability as defined below from a physician who is licensed under Chapter 458 or Chapter 459 or a psychologist who is licensed in this state.
 - Has a disability as defined above.
- "Eligible nonprofit scholarship-funding organization" as defined in 1002.395, F.S.
- "Eligible postsecondary institution" means any of the following:
 - Florida College System institution;
 - State university;
 - School district technical center;
 - School district adult general education center; or
 - An accredited nonpublic postsecondary educational institution, as defined in s. 1005.02, F.S., that is licensed to operate in the state pursuant to requirements specified in Part III of Chapter 1005, F.S.
- "Eligible private school" means a private school, pursuant to s. 1002.01, F.S. that is located in Florida and offers an education to students in any grade from kindergarten to Grade 12.
- "IEP" means an individual education plan.
- "Inactive" means that no eligible expenditures have been made from an account funded by the Gardiner Scholarship.
- "Parent" means a resident of this state who is a parent, as defined in s. 1002.21, F.S.
- "Program" means the Gardiner Scholarship Program.

School District's Obligations and Parental Options

- Include the following:
 - The school district shall notify a parent who has made a request for an IEP that the district is required to complete the IEP and matrix of services within 30 days after receiving notice of the parent's request;
 - The school district shall conduct a meeting and develop an IEP and a matrix of services within 30 days after receiving notice of the parent's request in accordance with State Board of Education rules;
 - Provide for state assessments to students, upon parental request.

Part V. Appendices

Appendix A: General Policies and Procedures

One of the following must be selected:

Procedural Safeguards for Students with Disabilities:

- ☒ The Florida Department of Education's Notice of Procedural Safeguards for Parents of Students with Disabilities, as posted on the department's website.
- ☐ A different notice of procedural safeguards for parents of students with disabilities, included as an attachment.

One of the following must be selected:

Procedural Safeguards for Students Who Are Gifted:

- ☒ The Florida Department of Education's Procedural Safeguards for Exceptional Students Who Are Gifted, as posted on the department's website.
- ☐ A different notice of procedural safeguards for parents of students who are gifted, included as an attachment.
- ☐ This requirement is not applicable for the Department of Corrections.

Appendix B: Unique Philosophical, Curricular, or Instructional Considerations

The school district has included as an attachment additional information related to evaluations; qualified evaluators; or philosophical, curricular, or instructional considerations for the exceptionalities identified below:

II.B.1 Autism Spectrum Disorder

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☒ Unique Philosophical, Curricular or Instructional Considerations

II.B.2 Deaf or Hard-of-Hearing

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.3 Developmentally Delayed

- ☐ Evaluations
- ☒ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.4 Dual-Sensory Impaired

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.5 Emotional or Behavioral Disabilities

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☒ Unique Philosophical, Curricular or Instructional Considerations

II.B.6 Established Conditions

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.7 Homebound or Hospitalized

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.8 Intellectual Disabilities

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☒ Unique Philosophical, Curricular or Instructional Considerations

II.B.9 Orthopedic Impairment

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.10 Other Health Impairment

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.11 Traumatic Brain Injury

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.12 Specific Learning Disabilities

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☒ Unique Philosophical, Curricular or Instructional Considerations

II.B.13 Speech Impairments

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☒ Unique Philosophical, Curricular or Instructional Considerations

II.B.14 Language Impairments

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☒ Unique Philosophical, Curricular or Instructional Considerations

II.B.15 Visually Impaired

- ☐ Evaluations
- ☐ Qualified Evaluators

☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.16 Related Services – Occupational Therapy

☐ Evaluations

☐ Qualified Evaluators

☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.17 Related Services – Physical Therapy

☐ Evaluations

☐ Qualified Evaluators

☐ Unique Philosophical, Curricular or Instructional Considerations

II.C. Individual Educational Plans (IEPs)

II.F. Prekindergarten Children with Disabilities

☐ Evaluations

☒ Qualified Evaluators

☐ Unique Philosophical, Curricular or Instructional Considerations

III.A. Gifted

☐ Evaluations

☐ Qualified Evaluators

☒ Unique Philosophical, Curricular or Instructional Considerations

Appendix C: District Plan to Increase the Participation of Underrepresented Students in the Program for Students who are Gifted

Current Status

Provide the following data:

Total Student Population

Total Number of Students

22480

Total Number of Gifted Students

675

Percent of All Gifted Students

3.0%

Limited English Proficient (Limited English proficient students are those who are coded as "LY," "LN," "LP," or "LF")

Number of LEP Students

1297

Number of LEP Gifted Students

5

Percent of LEP Gifted Students

.39%

Percentage of LEP Gifted Compared to Total Number of Gifted Students

0.74%

*In order to calculate the "Percentage of LEP Gifted Compared to Total Number of Gifted Students", divide the number of LEP gifted students by the total number of gifted students in the district and move the decimal point two numbers to the right.

Low Socio-Economic Status (SES) Family

Number of Low SES Students

14,373

Number of Low SES Gifted Students

272

Percent of Low SES Gifted Students

1.9%

Percentage of Low SES Gifted Compared to Total Number of Gifted Students

40.3%

*In order to calculate the "Percentage of Low SES Gifted Compared to Total Number of Gifted Students", divide the number of Low SES gifted students by the total number of gifted students in the district and move the decimal point two numbers to the right.

** Percentage of students who are gifted equals the number of students who are gifted within a category divided by the total number of students within that category

District Goal

Provide the district's goal to increase the participation of students from underrepresented groups in programs for students who are gifted, including the targeted category(ies).

The number of under-represented students in programs for Gifted from low socio-economic status (SES) or English Speakers of Other Languages (ESOL) will increase from 1.9% to 3.0%. Of our 675 identified Gifted students, 272 are SES; thus, 40.3% of the Gifted population is SES.

1. Screening and Referral Procedures

- A description of the screening and referral procedures that will be used to increase the number of students referred for evaluation

2. Student Evaluation Procedures

- A description of the evaluation procedures and measurement instruments that will be used

3. Eligibility Criteria

- A description of the criteria, based on the student's demonstrated ability or potential in the specific areas of leadership, motivation, academic performance, and creativity, that will be applied to determine the student's eligibility; if a matrix is used when determining eligibility, a copy is included as an attachment

4. Instructional Program Modifications or Adaptations

- A description of the instructional program modifications or adaptations that will be implemented to ensure successful and continued participation of students from underrepresented groups in the existing instructional program for students who are gifted

5. District Evaluation Plan

- A description of the district's plan used to evaluate its progress toward increasing participation by students from underrepresented groups in the program for students who are gifted

Appendix D: District Policies Regarding the Allowable Use or Prohibition of Physical Restraint and Seclusion

Select from the following:

- ☒ The school district's policy regarding the allowable use or prohibition of physical restraint of students with disabilities is included as an attachment.
- ☒ The school district's policy regarding the allowable use or prohibition of seclusion of students with disabilities is included as an attachment.

Appendix E: Policies and Procedures Unique to Developmental Research (Laboratory) Schools

- ☒ This section is not applicable for the district.

Section 1002.32, Florida Statutes (F.S.), establishes the category of public schools known as developmental research (laboratory) schools (lab schools). In accordance with s. 1002.32(3), F.S., "The mission of a lab school shall be the provision of a vehicle for the conduct of research, demonstration, and evaluation regarding management, teaching, and learning." Each lab school shall emphasize mathematics, science, computer science, and foreign languages. The primary goal of a lab school is to enhance instruction and research in such specialized subjects by using the resources available on a state university campus, while also providing an education in nonspecialized subjects. The exceptional education programs offered shall be determined by the research and evaluation goals and the availability of students for efficiently sized programs (s. 1002.32(3)(e), F.S.).

Describe the exceptional education services available within the lab school:

N/A

Appendix F: Best Practices in Inclusive Education (BPIE) Assessment

Section 1003.57(1)(f), Florida Statutes, establishes the following requirement for school districts, "Once every three years, each school district and school shall complete a Best Practices in Inclusive Education (BPIE) assessment with a Florida Inclusion Network facilitator and include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the school district's exceptional student education policies and procedures. BPIE is an internal assessment process designed to facilitate the analysis, implementation, and improvement of inclusive educational practices at the district and school team levels."

- ☒ The district's completed BPIE Indicator Rating Tally Sheet is attached.
- ☒ The district's plan to address the prioritized BPIE Indicators is attached.

Appendix G: District Procedures During a Declared State of Emergency

In the box below, please provide a narrative response describing your district's procedures during a declared state of emergency impacting the provision of special instruction and services for exceptional students.

When preparing to provide a Distance Learning Plan for the students of Hernando County during a State of Emergency, the following will be reviewed and planned for:

- Develop a protocol on the best way to communicate with parent/guardian(s) during the State of Emergency regarding their student(s)
- Consider options to get the material to students who are home due to the emergency
- Considerations for ensuring continuity of learning for the unique needs of all students
- Potential resources and partnerships to close the gaps

The attachments included in this appendix (Appendix G) reflect samples that were recently developed as templates to be used during a recent state of emergency. When a State of Emergency is declared that prohibits Hernando County students from attending classes in a normal setting, the following first steps will be followed:

- Parent/Guardian(s) will be provided through the chosen mode of communication, a letter explaining the type of services that will be provided for their students under a temporary distance learning plan.
- Notice of Procedural Safeguards for Parents of Students with Disabilities will be provided along with the Temporary Distance Learning Plan Letter. Depending on which program the student is enrolled (ESE and or Gifted) will depend on the type of Procedural Safeguard that is sent to the parent/guardian.
- A fact sheet with information concerning the current state of emergency will also accompany the Temporary Distance Learning Plan Letter
- Staff will be provided with a memorandum containing guidance to assist them when speaking to the parent/guardian(s) during the State of Emergency.

Part B

Notice of Procedural Safeguards for Parents of Students with Disabilities

As a parent, you are entitled to information about your rights under the Individuals with Disabilities Education Act (IDEA). These rights, or *procedural safeguards*, are intended to ensure that you have the opportunity to be a partner in the educational decisions made regarding your child.

This notice of your procedural safeguards will be made available to you, at least one time a school year, except that a copy also must be given to you:

- Upon initial referral or your request for an evaluation
- In accordance with the discipline procedures when a change in placement occurs
- Upon receipt of the first State complaint in a school year
- Upon the receipt of the first request for a due process hearing in a school year
- In accordance with the provisions of Section 1008.212, F.S., upon the school district superintendent's recommendation to the Commissioner of Education that an extraordinary exemption for a given state assessment be granted or denied
- Upon your request to receive a copy

You may elect to receive a copy of your procedural safeguards and required notices by email if the school district makes that option available. A district may also place a current copy of the procedural safeguards notice on its Internet website.

This pamphlet helps parents of children in Florida understand the rights that go along with programs for students with disabilities. It includes a description of the procedural safeguards that apply to students with disabilities enrolled in public schools and those that apply to students with disabilities enrolled by their parents in nonprofit private schools.

Parents who have issues with the district regarding their student's exceptional student education may be able to resolve those issues informally at the local level. However, administrative remedies (mediation, state complaint, and due process hearing request) are also available.

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Under the IDEA, you have the following rights:

GENERAL INFORMATION

PRIOR WRITTEN NOTICE

34 Code of Federal Regulations (CFR) §300.503 Notice

Your school district must give you notice in writing whenever it:

1. Proposes to initiate or to change the identification, evaluation, eligibility determination, or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child; or
2. Refuses to initiate or to change the identification, evaluation, eligibility determination or educational placement of your child or the provision of FAPE to your child.

Content of notice

The written notice must:

1. Describe the action that your school district proposes or refuses to take;
2. Explain why your school district is proposing or refusing to take action;
3. Describe each evaluation procedure, assessment, record, or report your school district used in deciding to propose or refuse the action;
4. Include a statement that you have protections under the procedural safeguards provisions in Part B of the IDEA;
5. Tell you how you can obtain a copy of a description of the procedural safeguards if the

- action that your school district is proposing or refusing is not an initial referral for evaluation;
6. Include resources for you to contact for help in understanding Part B of the IDEA;
 7. Describe any other choices that your child's individual educational plan (IEP) team considered and the reasons why those choices were rejected; **and**
 8. Provide a description of other reasons why your school district proposed or refused the action.

Notice in understandable language

The notice must be:

1. Written in language understandable to the general public; **and**
2. Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.

If your native language or other mode of communication is not a written language, your school district must ensure that:

1. The notice is translated for you orally by other means in your native language or other mode of communication;
2. You understand the content of the notice; **and**
3. There is written evidence that 1 and 2 have been met.

NATIVE LANGUAGE

34 CFR §300.29

Native language, when used with an individual who has limited English proficiency, means the following:

1. The language normally used by that person, or, in the case of a student, the language normally used by the student's parents;
2. In all direct contact with a student (including evaluation of the student), the language normally used by the student in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, braille, or oral communication).

ELECTRONIC MAIL

34 CFR §300.505

If your school district offers parents the choice of receiving documents by email, you may choose to receive the following by email:

1. Prior written notice;
2. Procedural safeguards notice; **and/or**
3. Notices related to a due process hearing request.

PARENTAL CONSENT – DEFINITION

34 CFR §300.9

Consent

Consent means:

1. You have been fully informed in your native language or other mode of communication (such as sign language, braille, or oral communication) of all information about the action for which you are giving consent;
2. You understand and agree in writing to that action, and the consent describes that action and lists the records (if any) that will be released and to whom; **and**
3. You understand that the consent is voluntary on your part and you may withdraw your consent at anytime.

Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it.

PARENTAL CONSENT

34 CFR §300.300

Consent for initial evaluation

Your school district cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and without obtaining your consent as described under the heading *Parental Consent*.

Your school district must make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability. Your consent for initial evaluation does not mean that you have also given your consent for the school district to start providing special education and related services to your child.

If your child is enrolled in public school, or you are seeking to enroll your child in a public school and you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, your school district may, but is not required to, seek to conduct an initial evaluation of your child by using mediation or due process procedures. Your school district will not violate its obligations to locate, identify, and evaluate your child if it does not pursue an evaluation of your child in these circumstances.

Special rules for initial evaluation of wards of the State

If a child is a ward of the State and is not living with his/her parent —

The school district does not need consent from the parent for an initial evaluation to determine if the student is a student with a disability if:

1. Despite reasonable efforts to do so, the school district cannot find the student's parent;
2. The rights of the parents have been terminated in accordance with State law; **or**
3. A judge has assigned the right to make educational decisions and to consent for an initial evaluation to an individual other than the parent.

Ward of the State, as used in the IDEA, means a student who, as determined by the State where the student lives, is:

1. A foster child unless the child has a foster parent who meets the state definition of a parent;
2. Considered a ward of the State under State law; **or**
3. In the custody of a public child welfare agency.

Parental consent for the initial provision of services

Your school district must obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent, your school district may not use mediation or due process hearing procedures in order to obtain agreement or a ruling that the special education and related services (recommended by your child's IEP team) may be provided to your child without your consent.

If you refuse to give your consent for your child to receive special education and related services for the first time, or if you do not respond to a request to provide such consent and the school district does not provide your child with the special education and related services for which it sought your consent, your school district:

1. Is not in violation of the requirement to make a FAPE available to your child for its failure to provide those services to your child; **and**
2. Is not required to have an IEP team meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

Parental consent for specific actions

The school district must obtain your consent for the following specific actions if included in your child's IEP, unless your school district can demonstrate that it took reasonable steps to obtain your consent **and** you did not respond.

These actions include:

1. Administration of the alternate assessment and provision of instruction in the state standards access points curriculum.
2. Placing your child in an exceptional student education center, except in the circumstance of a placement in an interim alternative education setting for violation of the district's code of student conduct related to weapons; possession, use or sale of illegal drugs; or infliction of serious bodily injury upon another person (see page 16, *Special circumstances*).

If the school district decides there is a need to change your child's IEP as it relates to the actions described above, the school must hold an IEP meeting that includes you. The school must provide you with a written notice of this meeting at least 10 days before the meeting indicating the purpose, time, and location of the meeting and who, by title or position, will be attending the meeting. Once you receive this notice, you and the district may agree to meet earlier.

If you refuse consent, the school district may obtain approval for these actions through a due process hearing. During the due process resolution period and while waiting for the decision of any impartial due process hearing or court proceeding, unless you and the school district agree otherwise, your child must remain in his or her current educational placement (see page 18, Due Process Hearing Request Procedures).

Parental consent for reevaluations

Your school district must obtain your informed consent before it reevaluates your child, unless your school district can demonstrate that:

1. It took reasonable steps to obtain your consent for your child's reevaluation; **and**
2. You did not respond.

If you refuse to consent to your child's reevaluation, the school district may, but is not required to, pursue your child's reevaluation by using the consent override provision of mediation or due process. As with initial evaluations, your school district does not violate its obligations under Part B of the IDEA if it declines to pursue the reevaluation in this manner.

Documentation of reasonable efforts to obtain parental consent

Your school must maintain documentation of reasonable efforts to obtain parental consent for initial evaluations, to provide special education and related services for the first time, to reevaluation, and to locate parents of wards of the State for initial evaluations. The documentation must include a record of the school district's attempts, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parents and any responses received; **and**

3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

Other consent requirements

Your consent is not required before your school district may:

1. Review existing data as part of your child's evaluation or a reevaluation; **or**
2. Give your child a test or other evaluation that is given to all students unless, before that test or evaluation, consent is required from all parents of all students.

NOTE: In Florida, a parent must provide signed consent for a student to receive instructional accommodations that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations. Your school district may not use your refusal to consent to one service or activity to deny you or your child any other service, benefit, or activity.

If you have enrolled your child in a private school at your own expense, or if you are home schooling your child, and you do not provide your consent for your child's initial evaluation or your child's reevaluation, or you fail to respond to a request to provide your consent, the school district may not use its consent override procedures of mediation and due process and is not required to consider your child as eligible to receive equitable services (services made available to parentally-placed private school students with disabilities).

INDEPENDENT EDUCATIONAL EVALUATIONS

34 CFR §300.502

General

As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by your school district. If you request an IEE, the school district must provide you with information about where you may obtain an IEE and about the school district's criteria that apply to IEEs.

Definitions

Independent educational evaluation (IEE) means an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of your child.

Public expense means that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you.

Parent right to evaluation at public expense

You have the right to an IEE of your child at public expense if you disagree with an evaluation of your child obtained by your school district, subject to the following conditions:

1. If you request an IEE of your child at public expense, your school district must, without unnecessary delay, either: (a) Provide an IEE at public expense, or (b) File a due process hearing request to show that its evaluation of your child is appropriate; unless the school district demonstrates in a hearing that the evaluation of your child that you obtained did not meet the school district's criteria.
2. If your school district requests a hearing and the final decision is that your school district's evaluation of your child is appropriate, you still have the right to an IEE, but not at public expense.
3. If you request an IEE of your child, the school district may ask why you object to the evaluation of your child obtained by your school district. However, your school district may not require an explanation and may not unreasonably delay either providing the IEE of your child at public expense or filing a due process complaint to request a due process hearing to defend the school district's evaluation of your child.

You are entitled to only one IEE of your child at public expense each time your school district conducts an evaluation of your child with which you disagree.

Parent-initiated evaluations

If you obtain an IEE of your child at public expense or you share with the school district an evaluation of your child that you obtained at private expense:

1. Your school district must consider the results of the evaluation of your child, if it meets the school district's criteria for IEEs, in any decision made with respect to the provision of a FAPE to your child; **and**
2. You or your school district may present the evaluation as evidence at a due process hearing regarding your child.

Requests for evaluations by hearing officers

If a hearing officer requests an IEE of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

School district criteria

If an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the school district uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an independent educational evaluation). Except for the criteria described above, a school district may not

impose conditions or timelines related to obtaining an IEE at public expense.

REVOCATION OF PARENTAL CONSENT

GENERAL INFORMATION

34 CFR §300.300(b)(4)

If, at any time subsequent to the initial provision of special education and related services, the parent of a student revokes consent in writing for the continued provision of special education and related services, the school district may not continue to provide special education and related services to the student, but must provide prior written notice before ceasing the provision of special education and related services. The school district may not use mediation or due process hearing procedures in order to obtain agreement or a ruling that the services may be provided to the student.

If you revoke your consent for the continued provision of special education and related services to your child, your school district:

1. Will not be considered to be in violation of the requirement to make a FAPE available to your child for its failure to provide the student with further special education and related services to your child; and
2. Is not required to convene an IEP team meeting or develop an IEP for the student for further provision of special education and related services.

If you revoke consent in writing for your child's receipt of special education services after the child is initially provided special education and related services, the school district is not required to amend your child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

CONFIDENTIALITY OF INFORMATION

DEFINITIONS

34 CFR §300.611

As used under the heading *Confidentiality of Information*:

Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

Education records means the type of records covered under the definition of "education records" in 34 CFR Part 99, the regulations implementing the Family Educational Rights and Privacy Act (FERPA) of 1974, 20 U.S.C. 1232g.

Participating agency means any school district, agency, or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.

PERSONALLY IDENTIFIABLE

34 CFR §300.32

Personally identifiable means information that has:

- (a) Your child's name, your name as the parent, or the name of another family member;
- (b) Your child's address;
- (c) A personal identifier, such as your child's social security number or student number; or
- (d) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

NOTICE TO PARENTS

34 CFR §300.612

The Department of Education must give notice that is adequate to fully inform parents about confidentiality of personally identifiable information, including:

1. A description of the extent to which the notice is given in the native languages of the various population groups in the state;
2. A description of the students on whom personally identifiable information is maintained, the types of information sought, the methods the State intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
3. A summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and
4. A description of all of the rights of parents and children regarding this information, including the rights under the FERPA and its implementing regulations in 34 CFR Part 99.

Before any major identification, location, or evaluation activity (also known as "child find"), the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the state of the activity to locate, identify, and evaluate children in need of special education and related services.

ACCESS RIGHTS

34 CFR §300.613

§1002.22(3)(a)4, F.S.

The participating agency must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by your school district under Part B of the IDEA. The participating agency must comply with your request to inspect and review any education records on your child without unnecessary delay and before any

meeting regarding an individual educational plan (IEP), or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 30 calendar days after you have made a request.

Your right to inspect and review education records includes:

1. Your right to a response from the participating agency to your reasonable requests for explanations and interpretations of the records;
2. Your right to request that the participating agency provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; **and**
3. Your right to have your representative inspect and review the records.

The participating agency may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship or separation and divorce.

RECORD OF ACCESS

34 CFR §300.614

Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

RECORDS ON MORE THAN ONE CHILD

34 CFR §300.615

If any education record includes information on more than one student, the parents of those students have the right to inspect and review only the information relating to their child or to be informed of that specific information.

LIST OF TYPES AND LOCATIONS OF INFORMATION

34 CFR §300.616

On request, each participating agency must provide you with a list of the types and locations of education records collected, maintained, or used by the agency.

FEES

34 CFR §300.617

Each participating agency may charge a fee for copies of records that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records. A participating agency may not charge a fee to search for or to retrieve information under Part B of the IDEA.

AMENDMENT OF RECORDS AT PARENT'S REQUEST

34 CFR §300.618

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the participating agency that maintains the information to change the information. The participating agency must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request. If the participating agency refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose as described under the heading *Opportunity For a Hearing*.

OPPORTUNITY FOR A HEARING

34 CFR §300.619

The participating agency must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

HEARING PROCEDURES

34 CFR §300.621

A hearing to challenge information in education records must be conducted according to the procedures for such hearings under the FERPA.

RESULT OF HEARING

34 CFR §300.620

If, as a result of the hearing, the participating agency decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it must change the information accordingly and inform you in writing. If, as a result of the hearing, the participating agency decides that the information is **not** inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, it must inform you of your right to place in the records that it maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

Such an explanation placed in the records of your child must:

1. Be maintained by the participating agency as part of the records of your child as long as the record or contested portion is maintained by the participating agency; **and**
2. If the participating agency discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to that party.

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION

34 CFR §300.622

Unless the information is contained in education records, and the disclosure is authorized without parental consent under FERPA, your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Your consent, or consent of an eligible student who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If your child is in, or is going to go to, a private school that is not located in the same school district you reside in, your consent must be obtained before any personally identifiable information about your child is released between officials in the school district where the private school is located and officials in the school district where you reside.

SAFEGUARDS

34 CFR §300.623

Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding our State's policies and procedures regarding confidentiality under Part B of the IDEA and the FERPA. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

DESTRUCTION OF INFORMATION

34 CFR §300.624

Your school district must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child.

The information must be destroyed at your request. However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

CHILDREN'S RIGHTS

34 CFR §300.625

Under the regulations for FERPA in 34 CFR 99.5(a), your rights regarding education records are transferred to your child at age 18.

If the rights accorded to you under IDEA are transferred to your child who reaches the age of majority, consistent with 34 CFR 300.520, the rights regarding educational records also are transferred to your child. However, the school district must provide any notice required under §615 of the Act or Florida State Board of Education Rules 6A-6.03011 through 6A-6.0361, Florida Administrative Code (F.A.C.), to you and the student.

MEDIATION

GENERAL INFORMATION

34 CFR §300.506

The school district must make mediation available to allow you and the school district to resolve disagreements involving any matter under Part B of the IDEA, including matters arising prior to the filing of a due process complaint. Thus, mediation is available to resolve disputes under Part B of the IDEA, whether or not you have filed a due process complaint to request a due process hearing as described under the heading *Filing a Due Process Hearing Request*.

Requirements

The procedures must ensure that the mediation process:

1. Is voluntary on your part and the school district's part;
2. Is not used to deny or delay your right to a due process hearing, or to deny any other rights you have under Part B of the IDEA; **and**
3. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

The school district may develop procedures that offer parents and schools that choose not to use the mediation process an opportunity to meet, at a time and location convenient to you, with a disinterested party:

1. Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center, or community parent resource center in the state; **and**
2. Who would explain the benefits and encourage the use of the mediation process to you.

The State must have a list of people who are qualified mediators and know the laws and regulations relating to the provision of special education and related services. The Department of Education must select

mediators on a random, rotational, or other impartial basis.

The State is responsible for the cost of the mediation process, including the costs of meetings. Each meeting in the mediation process must be scheduled in a timely manner and held at a place that is convenient for you and the school district. Both the parent and the school district may be required to sign a confidentiality pledge prior to the commencement of the mediation process.

If you and the school district resolve a dispute through the mediation process, both parties must enter into a legally binding agreement that sets forth the resolution and that:

1. States that all discussions that happened during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; **and**
2. Is signed by both you and a representative of the school district who has the authority to bind the school district.

A written, signed mediation agreement is enforceable in any State court of competent jurisdiction (a court that has the authority under State law to hear this type of case) or in a district court of the United States.

Discussions that happened during the mediation process must be confidential. They cannot be used as evidence in any future due process hearing or civil proceeding of any federal court or State court of a State receiving assistance under Part B of IDEA.

Impartiality of mediator

The mediator:

1. May not be an employee of the Department of Education or any school district or any State agency that receives IDEA funds through the Department of Education; **and**
2. Must not have a personal or professional interest that conflicts with the mediator's objectivity.

A person who otherwise qualifies as a mediator is not an employee of a school district or State agency solely because he or she is paid by the agency or school district to serve as a mediator.

STATE COMPLAINT PROCEDURES

DIFFERENCES BETWEEN DUE PROCESS HEARING AND STATE COMPLAINT PROCEDURES

The regulations for Part B of IDEA set forth separate procedures for State complaints and for due process complaints and hearings. As explained below, any individual or organization may file a State complaint alleging a violation of any Part B requirement by a school district, the Department of Education, or any other public agency. Only you or a school district

may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a student with a disability, or the provision of a FAPE to the student. Although staff of the Department of Education generally must resolve a State complaint within a 60-calendar-day timeline, unless the timeline is properly extended, an impartial due process hearing officer must hear a due process complaint (if not resolved through a resolution meeting or through mediation) and issue a written decision within 45 calendar days after the end of the resolution period, as described in this document under the heading **Resolution Process**, unless the hearing officer grants a specific extension of the timeline at your request or the school district's request. The State complaint and due process complaint, resolution, and hearing procedures are described more fully below.

ADOPTION OF STATE COMPLAINT PROCEDURES

34 CFR §300.151

General

The Department of Education must have written procedures for:

1. Resolving any complaint, including a complaint filed by an organization or individual from another State;
2. Widely disseminating the State complaint procedures to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities.

Remedies for denial of appropriate services

In resolving a State complaint in which the Department of Education has found a failure to provide appropriate services, the Department of Education must address:

1. The failure to provide appropriate services, including corrective action appropriate to address the needs of the student; **and**
2. Appropriate future provision of services for all children with disabilities.

MINIMUM STATE COMPLAINT PROCEDURES

34 CFR §300.152

Time limit; minimum procedures

The Department of Education must include in its State complaint procedures a time limit of 60 calendar days after a complaint is filed to:

1. Carry out an independent on-site investigation, if the Department of Education determines that an investigation is necessary;
2. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
3. Provide the school district or other public agency with the opportunity to respond to the complaint,

including, at a minimum: (a) at the option of the agency, a proposal to resolve the complaint; **and** (b) an opportunity for a parent who has filed a complaint and the agency to agree voluntarily to engage in mediation;

4. Review all relevant information and make an independent determination as to whether the school district or other public agency is violating a requirement of Part B of the IDEA; **and**
5. Issue a written decision to the complainant that addresses each allegation in the complaint and contains: (a) findings of fact and conclusions; **and** (b) the reasons for the Department of Education's final decision

Time extension; final decision; implementation

The Department of Education's procedures described above also must:

1. Permit an extension of the 60-calendar-day time limit only if: (a) exceptional circumstances exist with respect to a particular State complaint; **or** (b) the parent and the school district or other public agency involved voluntarily agree to extend the time to resolve the matter through mediation or alternative means of dispute resolution, if available in the State.
2. Include procedures for effective implementation of the Department of Education's final decision, if needed, including: (a) technical assistance activities; (b) negotiations; **and** (c) corrective actions to achieve compliance.

NOTE: Complaints limited to gifted education are covered by State Board of Education Rule 6A-6.03313, *Procedural Safeguards for Exceptional Students who are Gifted*, and have a 90-calendar-day limit unless there is an approved extension for exceptional circumstances.

State complaints and due process hearings

If a written State complaint is received that is also the subject of a due process hearing as described below under the heading ***Filing a Due Process Hearing Request***, or the State complaint contains multiple issues of which one or more are part of such a hearing, the State must set aside the State complaint, or any part of the State complaint that is being addressed in the due process hearing, until the hearing is over. Any issue in the State complaint that is not a part of the due process hearing must be resolved using the time limit and procedures described above.

If an issue raised in a State complaint has previously been decided in a due process hearing involving the same parties (you and the school district), then the due process hearing decision is binding on that issue and the Department of Education must inform the complainant that the decision is binding.

A complaint alleging a school district's or other public agency's failure to implement a due process hearing decision must be resolved by the Department of Education.

FILING A STATE COMPLAINT

34 CFR §300.153

An organization or individual may file a signed written State complaint under the procedures described above.

The State complaint must include:

1. A statement that a school district or other public agency has violated a requirement of Part B of the IDEA or its regulations, or state requirements;
2. The facts on which the statement is based;
3. The signature and contact information for the complainant; and
4. If alleging violations regarding a specific student:
 - (a) The name of the student and address of the residence of the student;
 - (b) The name of the school the student is attending;
 - (c) In the case of a homeless student or youth, available contact information for the student and the name of the school the student is attending;
 - (d) A description of the nature of the problem of the student, including facts relating to the problem; **and**
 - (e) A proposed resolution of the problem to the extent known and available to the party filing the complaint at the time the complaint is filed.

The complaint must allege a violation that occurred not more than **one year** prior to the date that the complaint is received.

The party filing the State complaint must forward a copy of the complaint to the school district or other public agency serving the student at the same time the party files the complaint with the Department of Education.

DUE PROCESS HEARING REQUEST PROCEDURES

FILING A DUE PROCESS HEARING REQUEST

34 CFR §300.507

General

You or the school district may file a due process hearing request on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, eligibility determination, or educational placement of your child or the provision of a FAPE to your child.

In addition, in accordance with §1008.212, F.S., in the event that your school district superintendent requests that an extraordinary exemption from participation in a state assessment be granted to your child and the Commissioner of Education denies this request, you have the right to request an expedited due process hearing. This request would be made to the Department of Education. Upon your request, you would be informed of any free or low-cost legal services and other relevant services available. The Department of Education will arrange a hearing on this matter with the State of Florida Division of Administrative Hearings. The hearing must begin within 20 school days following receipt of your request. The administrative law judge (ALJ) must make a determination within 10 school days after the expedited hearing is completed.

The due process hearing request must allege a violation that happened not more than two years before you or the school district knew or should have known about the alleged action that forms the basis of the due process complaint.

The above timeline does not apply to you if you could not file a due process hearing request within the timeline because:

1. The school district specifically misrepresented that it had resolved the issues identified in the complaint; **or**
2. The school district withheld information from you that it was required to provide you under Part B of the IDEA.

Legal Services

The school district must inform you of any free or low-cost legal and other relevant services available in the area if you request the information, or if you or the school district file a due process hearing request.

DUE PROCESS HEARING REQUESTS

34 CFR §300.508

General

In order to request a hearing, you or the school district (or your attorney or the school district's attorney) must submit a due process hearing request to the other party. That due process hearing request must contain all of the content listed below and must be kept confidential.

You or the school district, whichever one filed the due process hearing request, must also provide the Department of Education with a copy of the due process hearing request.

Content of the due process hearing request

The due process hearing request must include:

1. The name of the student;
2. The address of the student's residence;
3. The name of the student's school;

4. If the student is a homeless child or youth, the student's contact information and the name of the student's school;
5. A description of the nature of the problem of the student relating to the proposed or refused action, including facts relating to the problem; **and**
6. A proposed resolution of the problem to the extent known and available to you or the school district at the time.

Notice required before a hearing on a due process hearing request

You or the school district may not have a due process hearing until you or the school district (or your attorney or the school district's attorney) files a due process hearing request that includes the information listed above.

Sufficiency of due process hearing request

In order for a due process hearing request to go forward, it must be considered sufficient. The due process hearing request will be considered sufficient (to have met the content requirements above) unless the party receiving the due process hearing request (you or the school district) notifies the hearing officer and the other party in writing, within 15 calendar days of receiving the due process hearing request, that the receiving party believes that the due process hearing request does not meet the requirements listed above.

Within five calendar days of receiving the notification the receiving party (you or the school district) considers a due process hearing request insufficient, the hearing officer must decide if the due process hearing request meets the requirements listed above and notify you and the school district in writing immediately.

Due process hearing request amendment

You or the school district may make changes to the due process hearing request only if:

1. The other party approves of the changes in writing and is given the chance to resolve the due process hearing request through a resolution meeting, described below; **or**
2. By no later than five days before the due process hearing begins, the hearing officer grants permission for the changes.

If the complaining party (you or the school district) makes changes to the due process hearing request, the timelines for the resolution meeting (within 15 calendar days of receiving the due process hearing request) and the time period for resolution (within 30 calendar days of receiving the due process hearing request) start again on the date the amended due process hearing request is filed.

Local educational agency (LEA) or school district response to a due process hearing request

If the school district has not sent a prior written notice to you, as described under the heading ***Prior Written Notice***, regarding the subject matter contained in your due process hearing request, the school district must, within 10 calendar days of receiving the due process hearing request, send to you a response that includes:

1. An explanation of why the school district proposed or refused to take the action raised in the due process hearing request;
2. A description of other options that your student's IEP team considered and the reasons why those options were rejected;
3. A description of each evaluation procedure, assessment, record, or report the school district used as the basis for the proposed or refused action; **and**
4. A description of the other factors that are relevant to the school district's proposed or refused action.

Providing the information in items 1–4 above does not prevent the school district from asserting that your due process hearing request was insufficient.

Other party response to a due process hearing request

Except as stated under the sub-heading immediately above, ***LEA or school district response to a due process hearing request***, the party receiving a due process hearing request must, within 10 calendar days of receiving the due process hearing request, send the other party a response that specifically addresses the issues in the due process hearing request.

MODEL FORMS

34 CFR §300.509

In its role as the state educational agency (SEA), the Department of Education must develop model forms to help you file a due process hearing request and a state complaint. However, the SEA or the school district may not require you to use these model forms. In fact, you can use this form or another appropriate model form, provided it contains the required information for filing a due process hearing request or state complaint.

STUDENT'S PLACEMENT DURING DUE PROCESS PROCEEDINGS

34 CFR §300.518

Except as provided below under the heading ***Change of Placement Because of Disciplinary Removals***, once a due process hearing request is sent to the other party, during the resolution process time period, and while waiting for the decision of any impartial due process hearing or court proceeding, unless you and the SEA or school district agree otherwise, your child

must remain in his or her current educational placement.

If the due process hearing request involves an application for initial admission to public school, your child, with your consent, must be placed in the regular public school program until the completion of all such proceedings.

If the due process hearing request involves an application for initial services under Part B of the IDEA for a child who is transitioning from being served under Part C of the IDEA to Part B of the IDEA and who is no longer eligible for Part C services because the child has turned three, the school district is not required to provide the Part C services that the child has been receiving. If the child is found eligible under Part B of the IDEA and you consent for the child to receive special education and related services for the first time, then, pending the outcome of the proceedings, the school district must provide those special education and related services that are not in dispute (those which you and the school district both agree upon).

RESOLUTION PROCESS

34 CFR §300.510

Resolution meeting

Within 15 calendar days of receiving notice of your due process hearing request, and before the due process hearing begins, the school district must convene a meeting with you and the relevant member or members of the IEP team who have specific knowledge of the facts identified in your due process hearing request. The meeting:

1. Must include a representative of the school district who has decision-making authority on behalf of the school district; **and**
2. May not include an attorney of the school district unless you are accompanied by an attorney.

You and the school district determine the relevant members of the IEP team to attend the meeting.

The purpose of the meeting is for you to discuss your due process hearing request, and the facts that form the basis of the due process hearing request, so that the school district has the opportunity to resolve the dispute.

The resolution meeting is not necessary if:

1. You and the school district agree in writing to waive the meeting; **or**
2. You and the school district agree to use the mediation process, as described under the heading ***Mediation***.

Resolution period

If the school district has not resolved the due process hearing request to your satisfaction within 30 calendar days of the receipt of the due process

hearing request (during the time period for the resolution process), the due process hearing may occur.

The 45-calendar-day timeline for issuing a final decision begins at the expiration of the 30-calendar-day resolution period, with certain exceptions for adjustments made to the 30-calendar-day resolution period, as described below.

Except where you and the school district have both agreed to waive the resolution process or to use mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until you agree to participate in a meeting.

If after making reasonable efforts, and documenting such efforts, the school district is not able to obtain your participation in the resolution meeting, the school district may, at the end of the 30-calendar-day resolution period, request that the ALJ dismiss your due process hearing request. Documentation of such efforts must include a record of the school district's attempts to arrange a mutually agreed upon time and place, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to you and any responses received; and
3. Detailed records of visits made to your home or place of employment and the results of those visits.

If the school district fails to hold the resolution meeting within 15 calendar days of receiving notice of your due process hearing request or fails to participate in the resolution meeting, you may ask the ALJ to order that the 45-calendar-day due process hearing timeline begin.

Adjustments to the 30-calendar-day resolution period

If you and the school district agree in writing to waive the resolution meeting, then the 45-calendar-day timeline for the due process hearing starts the next day.

After the start of mediation or the resolution meeting and before the end of the 30-calendar-day resolution period, if you and the school district agree in writing that no agreement is possible, then the 45-calendar-day timeline for the due process hearing starts the next day.

If you and the school district agree to use the mediation process, at the end of the 30-calendar-day resolution period, both parties can agree in writing to continue the mediation until an agreement is reached. However, if either you or the school district withdraws from the mediation process, then the 45-

calendar-day timeline for the due process hearing starts the next day.

Written settlement agreement

If a resolution to the dispute is reached at the resolution meeting, you and the school district must enter into a legally binding agreement that is:

1. Signed by you and a representative of the school district who has the authority to bind the school district; and
2. Enforceable in any State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States or by the Department of Education.

Agreement review period

If you and the school district enter into an agreement as a result of a resolution meeting, either party (you or the school district) may void the agreement within three business days of the time that both you and the school district signed the agreement.

DUE PROCESS HEARINGS

IMPARTIAL DUE PROCESS HEARING

34 CFR §300.511

General

Whenever a due process hearing request is filed, you or the school district involved in the dispute must have an opportunity for an impartial due process hearing, as described in the ***Due Process Hearing Request*** and ***Resolution Process*** sections.

NOTE: In addition to requesting mediation and filing a state complaint, parents and school districts have the right to request an impartial due process hearing. A request for a due process hearing may be made regarding any proposal or refusal of the school district to initiate or change the identification of, evaluation of, educational placement of, or provision of a FAPE to your child. Should a due process hearing be required, the hearing will be conducted by the Department of Education through an impartial ALJ with Florida's Division of Administrative Hearings (DOAH) in accordance with applicable Florida Statutes and State Board of Education Rules.

Florida has a "one-tier" due process system in which the SEA or another State-level agency or entity (other than the school district) is responsible for convening due process hearings. An appeal from a due process hearing decision goes directly to a federal district or State circuit court.

Impartial hearing officer (i.e., ALJ)

At a minimum, a hearing officer:

1. Must not be an employee of the SEA or the school district that is involved in the education or care of the student. However, a person is not an

- employee of the agency solely because he/she is paid by the agency to serve as a hearing officer;
2. Must not have a personal or professional interest that conflicts with the hearing officer's objectivity in the hearing;
3. Must be knowledgeable and understand the provisions of the IDEA, and federal and State regulations pertaining to the IDEA, and legal interpretations of the IDEA by federal and State courts; **and**
4. Must have the knowledge and ability to conduct hearings, and to make and write decisions, consistent with appropriate, standard legal practice.

The Department of Education will keep a list of those persons who serve as ALJs that must include the qualifications of each of those persons.

Subject matter of due process hearing

The party (you or the school district) that requests the due process hearing may not raise issues at the due process hearing that were not addressed in the due process hearing request, unless the other party agrees.

Timeline for requesting a hearing

You or the school district must request an impartial hearing on a due process hearing request within two years of the date you or the school district knew or should have known about the issue addressed in the due process hearing request.

Exceptions to the timeline

The above timeline does not apply to you if you could not file a due process hearing request because:

1. The school district specifically misrepresented that it had resolved the problem or issue that you are raising in your due process hearing request; **or**
2. The school district withheld information from you that it was required to provide to you under Part B of the IDEA.

HEARING RIGHTS

34 CFR §300.512

General

Any party to a due process hearing (including a hearing relating to disciplinary procedures) has the right to:

1. Be represented by counsel or to be represented by a qualified representative under the qualifications and standards set forth in Rules 28-106.106 and 28-106.107, F.A.C., or to be accompanied and advised by individuals with special knowledge or training with respect to the problems of students with disabilities, or any combination of the above;
2. Present evidence and confront, cross-examine, and require the attendance of witnesses;

3. Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing;
4. Obtain a written, or, at your option, electronic, word-for-word record of the hearing; **and**
5. Obtain written, or, at your option, electronic findings of fact and decisions.

Additional disclosure of information

At least five business days prior to a due process hearing, you and the school district must disclose to each other all evaluations completed by that date and recommendations based on those evaluations that you or the school district intend to use at the hearing. An ALJ may prevent any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

Parental rights at hearings

You must be given the right to:

1. Have your child present;
2. Open the hearing to the public; **and**
3. Have the record of the hearing, the findings of fact, and the decisions provided to you at no cost.

HEARING DECISIONS

34 CFR §300.513

Decision of ALJ

An ALJ's decision on whether your child received a FAPE must be based on substantive grounds.

In matters alleging a procedural violation, a hearing officer may find that your child did not receive a FAPE only if the procedural inadequacies:

1. Interfered with your child's right to a FAPE;
2. Significantly interfered with your opportunity to participate in the decision-making process regarding the provision of a FAPE to your child; **or**
3. Caused a deprivation of an educational benefit.

Construction clause

None of the provisions described above can be interpreted to prevent an ALJ from ordering a school district to comply with the requirements in the procedural safeguards section of the federal regulations under Part B of the IDEA (34 CFR §§300.500 through 300.536).

Separate request for a due process hearing

Nothing in the procedural safeguards section of the federal regulations under Part B of the IDEA (34 CFR §§300.500 through 300.536) can be interpreted to prevent you from filing a separate due process hearing request on an issue separate from a due process hearing request already filed.

Findings and decision to advisory panel and general public

The SEA or the school district (whichever was responsible for your hearing), after deleting any personally identifiable information, must:

1. Provide the findings and decisions in the due process hearing or appeal to the State special education advisory panel; **and**
2. Make those findings and decisions available to the public.

APPEALS

FINALITY OF DECISION; APPEAL; IMPARTIAL REVIEW

34 CFR §300.514

Finality of hearing decision

A decision made in a due process hearing (including a hearing relating to disciplinary procedures) is final, except that any party involved in the hearing (you or the school district) may appeal the decision by bringing a civil action, as described below.

TIMELINES AND CONVENIENCE OF HEARINGS AND REVIEWS

34 CFR §300.515

The SEA must ensure that not later than 45 calendar days after the expiration of the 30-calendar-day period for resolution meetings **or**, as described under the sub-heading *Adjustments to the 30-calendar-day resolution period*, not later than 45 calendar days after the expiration of the adjusted time period:

1. A final decision is reached in the hearing; **and**
2. A copy of the decision is mailed to each of the parties.

An ALJ may grant specific extensions of time beyond the 45-calendar-day time period described above at the request of either party. Each hearing must be conducted at a time and place that is reasonably convenient to you and your child.

CIVIL ACTIONS, INCLUDING THE TIME PERIOD IN WHICH TO FILE THOSE ACTIONS

34 CFR §300.516

General

Any party (you or the school district) who does not agree with the findings and decision in the due process hearing (including a hearing relating to disciplinary procedures) has the right to bring a civil action with respect to the matter that was the subject of the due process hearing. The action may be brought in a State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States without regard to the amount in dispute.

Time limitation

The party (you or the school district) bringing the action shall have 90 calendar days from the date of the decision of an ALJ to file a civil action.

Additional procedures

In any civil action, the court:

1. Receives the records of the administrative proceedings;
2. Hears additional evidence at your request or at the school district's request; **and**
3. Bases its decision on the preponderance of the evidence and grants the relief that the court determines to be appropriate.

Jurisdiction of district courts

The district courts of the United States have authority to rule on actions brought under Part B of the IDEA without regard to the amount in dispute.

Rule of construction

Nothing in Part B of the IDEA restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973 (Section 504), or other federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under Part B of the IDEA, the due process procedures described above must be exhausted to the same extent as would be required if the party filed the action under Part B of the IDEA. This means that you may have remedies available under other laws that overlap with those available under the IDEA, but in general, to obtain relief under those other laws, you must first use the available administrative remedies under the IDEA (i.e., the due process hearing request, resolution meeting, and impartial due process hearing procedures) before going directly into court.

ATTORNEYS' FEES

34 CFR §300.517

General

In any action or proceeding brought under Part B of the IDEA, if you prevail, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you.

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing SEA or school district, to be paid by your attorney, if the attorney: (a) filed a complaint or court case that the court finds is frivolous, unreasonable, or without foundation; **or** (b) continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; **or**

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing SEA or school district, to be paid by you or your attorney, if your request for a due process hearing or later court case was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to unnecessarily increase the cost of the action or proceeding.

Award of fees

A court awards reasonable attorneys' fees as follows:

1. Fees must be based on rates prevailing in the community in which the action or hearing arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded.
2. Fees may not be awarded and related costs may not be reimbursed in any action or proceeding under Part B of the IDEA for services performed after a written offer of settlement to you if:
 - a. The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of a due process hearing, at any time more than 10 calendar days before the proceeding begins;
 - b. The offer is not accepted within 10 calendar days; **and**
 - c. The court or ALJ finds that the relief finally obtained by you is not more favorable to you than the offer of settlement.
3. Fees may not be awarded relating to any meeting of the IEP team unless the meeting is held as a result of an administrative proceeding or court action.

NOTE: Fees also may not be awarded for mediation as described under the heading *Mediation*.

A resolution meeting, as described under the heading ***Resolution meeting***, is not considered a meeting convened as a result of an administrative hearing or court action, and also is not considered an administrative hearing or court action for purposes of these attorneys' fees provisions.

The court reduces, as appropriate, the amount of the attorneys' fees awarded under Part B of the IDEA, if the court finds that:

1. You, or your attorney, during the course of the action or proceeding, unreasonably delayed the final resolution of the dispute;
2. The amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for

similar services by attorneys of reasonably similar skill, reputation, and experience;

3. The time spent and legal services furnished were excessive considering the nature of the action or proceeding; **or**
4. The attorney representing you did not provide to the school district the appropriate information in the due process request notice as described under the heading ***Due Process Hearings***.

However, the court may not reduce fees if the court finds that the State or school district unreasonably delayed the final resolution of the action or proceeding or there was a violation under the procedural safeguards provisions of Part B of the IDEA.

PROCEDURES WHEN DISCIPLINING STUDENTS WITH DISABILITIES

AUTHORITY OF SCHOOL PERSONNEL

34 CFR §300.530; Rule 6A-6.03312, F.A.C.

Case-by-case determination

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than **10 school days** in a row, remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting (which must be determined by the student's IEP team), another setting, or suspension. School personnel may also impose additional removals of the student of not more than **10 school days** in a row in that same school year for separate incidents of misconduct; as long as those removals do not constitute a change of placement (see ***Change of Placement Because of Disciplinary Removals*** for the definition, below).

Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the student's disability (see ***Manifestation determination***, below) and the disciplinary change of placement would exceed **10 school days** in a row, school personnel may apply the disciplinary procedures to that student with a disability in the same manner and for the same duration as it would to students without disabilities, except that the school must provide services to that student as described below under ***Services***. The

student's IEP team determines the interim alternative educational setting for such services.

Services

The services that must be provided to a student with a disability who has been removed from the student's current placement may be provided in an interim alternative educational setting.

A school district is only required to provide services to a student with a disability who has been removed from his or her current placement for **10 school days or less** in that school year if it provides services to a student without disabilities who has been similarly removed.

A student with a disability who is removed from the student's current placement for **more than 10 school days** must:

1. Continue to receive educational services, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and
2. Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a student with a disability has been removed from his or her current placement for **10 school days** in that same school year, and if the current removal is for **10 school days** in a row or less and if the removal is not a change of placement (see definition below), then school personnel, in consultation with the student's special education teacher(s), determine the extent to which services are needed to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

If the removal is a change of placement (see definition below), the student's IEP team determines the appropriate services to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

Manifestation determination

Within **10 school days** of any decision to change the placement of a student with a disability because of a violation of a code of student conduct (except for a removal that is for **10 school days** in a row or less and not a change of placement), the school district, the parent, and relevant members of the IEP team (as determined by the parent and the school district) must review all relevant information in the student's file, including the student's IEP, any teacher observations,

and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
2. If the conduct in question was the direct result of the school district's failure to implement the student's IEP.

If the school district, the parent, and relevant members of the student's IEP team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the student's disability.

If the school district, the parent, and relevant members of the student's IEP team determine that the conduct in question was the direct result of the school district's failure to implement the IEP, the school district must take immediate action to remedy those deficiencies.

Determination that behavior was a manifestation of the student's disability

If the school district, the parent, and relevant members of the IEP team determine that the conduct was a manifestation of the student's disability, the IEP team must either:

1. Conduct a functional behavioral assessment, unless the school district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the student; or
2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading *Special circumstances*, the school district must return the student to the placement from which the student was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

Special circumstances

Whether or not the behavior was a manifestation of the student's disability, school personnel may remove a student to an interim alternative educational setting (determined by the student's IEP team) for up to 45 school days, if the student:

1. Carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the Department of Education or a school district;
2. Knowingly has or uses illegal drugs (see the definition below), or sells or solicits the sale of a controlled substance (see the definition below), while at school, on school premises, or at a

- school function under the jurisdiction of the Department of Education or a school district; **or**
3. Has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the Department of Education or a school district.

Definitions

Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in §202(c) of the Controlled Substances Act, 21 U.S.C. 812(c) and §893.02(4), Florida Statutes.

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 Substance Act, 21 U.S.C. 812(c) or under any other provision of federal law.

Interim alternative educational setting (IAES) means a different location where educational services are provided for a specific time period due to disciplinary reasons and that meets the requirements of State Board of Education Rule 6A-6.03312.

Serious bodily injury means bodily injury that 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 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 inches in length.

Notification

On the date it makes the decision to make a removal that is a change of placement of the student because of a violation of a code of student conduct, the school district must notify the parents of that decision and provide the parents with a procedural safeguards notice.

CHANGE OF PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS

34 CFR §300.536

A removal of a student with a disability from the student's current educational placement is a **change of placement** if:

1. The removal is for more than 10 school days in a row; **or**
2. The student has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than 10 school days in a school year;

- b. The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals;
- c. Of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another; **and**

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the school district and, if challenged, is subject to review through due process and judicial proceedings.

DETERMINATION OF SETTING

34 CFR § 300.531

The IEP team must determine the interim alternative educational setting for removals that are **changes of placement**, and removals under the headings *Additional authority* and *Special circumstances*, above.

APPEAL

34 CFR § 300.532

General

The parent of a student with a disability may file a due process hearing request if he or she disagrees with:

1. Any decision regarding placement made under these discipline provisions; **or**
2. The manifestation determination described above.

The school district may file a due process hearing request if it believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

Authority of an ALJ

An ALJ hears and makes a determination regarding an appeal and requests for expedited due process hearing regarding discipline and, in making the determination:

1. An ALJ may return the student with a disability to the placement from which the student was removed if the ALJ determines that the removal was a violation of the requirements described under the heading *Authority of School Personnel*, or that the student's behavior was a manifestation of the student's disability; **or**
2. Order a change of placement of the student with a disability to an appropriate interim alternative educational setting (IAES) for not more than 45 school days if the ALJ determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

These hearing procedures may be repeated if the school district believes that returning the student to

the original placement is substantially likely to result in injury to the student or to others.

Whenever a parent or a school district files a due process hearing request, a hearing must be held that meets the requirements described under the headings ***Due Process Hearing Requests, Due Process Hearings***, except as follows:

1. The Department of Education or school district must arrange for an expedited due process hearing, which must occur within **20** school days of the date the hearing is requested and must result in a determination within **10** school days after the hearing.
2. Unless the parents and the school district agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within **seven** calendar days of receiving notice of the due process hearing request. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within **15** calendar days of receipt of the due process hearing request.
3. A State may establish different procedural rules for expedited due process hearings than it has established for other due process hearings, but, except for the timelines, those rules must be consistent with the rules in this document regarding due process hearings.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings (see ***Appeals***, above).

PLACEMENT DURING APPEALS

34 CFR §300.533

When, as described above, the parent or school district has filed a due process hearing request related to disciplinary matters, the student must (unless the parent and the Department of Education or school district agree otherwise) remain in the interim alternative educational setting pending the decision of the ALJ, or until the expiration of the time period of removal as provided for and described under the heading ***Authority of School Personnel***, whichever occurs first.

PROTECTIONS FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

34 CFR §300.534

General

If a student has not been determined eligible for special education and related services and violates a code of student conduct, but the school district had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the student was a student with a disability, then the student may assert any of the protections described in this notice.

Basis of knowledge for disciplinary matters

A school district must be deemed to have knowledge that a student is a student with a disability if, before the behavior that brought about the disciplinary action occurred:

1. The parent of the student expressed concern in writing that the student is in need of special education and related services to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the student;
2. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; **or**
3. The student's teacher or other school district personnel expressed specific concerns about a pattern of behavior demonstrated by the student directly to the school district's director of special education or to other supervisory personnel of the school district.

Exception

A school district would not be deemed to have such knowledge if:

1. The student's parent has not allowed an evaluation of the student or refused special education services; **or**
2. The student has been evaluated and determined to not be a student with a disability under Part B of the IDEA.

Conditions that apply if there is no basis of knowledge

If, prior to taking disciplinary measures against the student, a school district does not have knowledge that a student is a student with a disability, as described above under the sub-headings ***Basis of knowledge for disciplinary matters*** and ***Exception***, the student may be subjected to the disciplinary measures that are applied to students without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by the school district, and information provided by the parents, the school district must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

34 CFR §300.535

Part B of the IDEA does not:

1. Prohibit an agency from reporting a crime committed by a student with a disability to appropriate authorities; or
2. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and State law to crimes committed by a student with a disability.

Transmittal of records

If a school district reports a crime committed by a student with a disability, the school district:

1. Must ensure that copies of the student's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; and
2. May transmit copies of the student's special education and disciplinary records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

REQUIREMENTS FOR UNILATERAL PLACEMENT BY PARENTS OF STUDENTS IN PRIVATE SCHOOLS AT PUBLIC EXPENSE

GENERAL

34 CFR §300.148

Part B of the IDEA does not require a school district to pay for the cost of education, including special education and related services, of your child with a disability at a private school or facility if the school district made a FAPE available to your child and you choose to place the student in a private school or facility. However, the school district where the private school is located must include your child in the population whose needs are addressed under the Part B provisions regarding children who have been placed by their parents in a private school under 34 CFR §§300.131 through 300.144.

Reimbursement for private school placement

If your child previously received special education and related services under the authority of a school district, and you choose to enroll your child in a private preschool, elementary school, or secondary school without the consent of or referral by the school district, a court or an ALJ may require the agency to reimburse you for the cost of that enrollment if the court or ALJ finds that the agency had not made a FAPE available to your child in a timely manner prior to that enrollment and that the private placement is appropriate. An ALJ or court may find your placement to be appropriate, even if the placement does not meet the State standards that

apply to education provided by the Department of Education and school districts.

Limitation on reimbursement

The cost of reimbursement described in the paragraph above may be reduced or denied:

1. If: (a) at the most recent IEP meeting that you attended prior to your removal of your child from the public school, you did not inform the IEP team that you were rejecting the placement proposed by the school district to provide FAPE to your child, including stating your concerns and your intent to enroll your child in a private school at public expense; or (b) at least 10 business days (including any holidays that occur on a business day) prior to your removal of your child from the public school, you did not give written notice to the school district of that information;
2. If, prior to your removal of your child from the public school, the school district provided prior written notice to you of its intent to evaluate your child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but you did not make the child available for the evaluation; or upon a court's finding that your actions were unreasonable.

However, the cost of reimbursement:

1. Must not be reduced or denied for failure to provide the notice if: (a) the school prevented you from providing the notice; (b) you had not received notice of your responsibility to provide the notice described above; or (c) compliance with the requirements above would likely result in physical harm to your child; and
2. May, in the discretion of the court or an ALJ, not be reduced or denied for the parents' failure to provide the required notice if: (a) the parent is not literate or cannot write in English; or (b) compliance with the above requirement would likely result in serious emotional harm to the child.

REQUIREMENTS FOR STUDENTS WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOLS

GENERAL INFORMATION

34 CFR §§300.129 – 300.144

Students with disabilities who have been enrolled in private schools by their parents do not have an individual right to special education and related services while enrolled in the private school. However, the following rights are afforded to parents of students enrolled in nonprofit private schools:

CHILD FIND

34 CFR §300.131

You have the right to have your child evaluated by the district in which the private school is located to determine if your child may be a student with a disability. The district's child find and referral obligations toward your parentally-placed private school student are the same as for students enrolled in public school.

EXPENDITURES

34 CFR §300.133

The district in which the nonprofit private school is located has a duty to expend on the pool of identified parentally-placed private school students with disabilities an amount that is the same proportion of the district's federal special education dollars as the number of those students is to the overall total number of students with disabilities within the district's jurisdiction.

CONSULTATION

34 CFR §300.134

When designing and implementing special education services for parentally-placed private school students, the district has an obligation to consult in a timely and meaningful manner with representatives of those students and with private schools regarding the following issues:

1. The child find process itself, and whether parentally-placed private school students may participate equitably, as well as how parents of those students and private school representatives are notified of the process;
2. How the school district determined the proportionate share of federal dollars that will be spent;
3. The consultation process itself, including how that process will operate throughout the school year so as to ensure meaningful participation in services;
4. How, where, and by whom special education and related services will be provided, including the types of services and how such services will be apportioned if funds are insufficient to serve all students, and how and when these decisions will be made; **and**

For more information about procedural safeguards in exceptional student education, please contact:

- The exceptional student education administrator in your district
- The Bureau of Exceptional Education and Student Services at the Florida Department of Education
850-245-0476

5. If the district disagrees with views of private school officials on the provision and types of services, how the local unit will provide a written explanation of the reasons why the district made the decisions that it did.

EQUITABLE SERVICES DETERMINED

34 CFR §300.137

The district in which the nonprofit private school is located shall make the final decision(s) with respect to the services to be provided to eligible parentally-placed private school students with disabilities, following timely and meaningful consultation.

EQUITABLE SERVICES PROVIDED

34 CFR §300.138

For any parentally-placed private school student with a disability for whom the district decides that it will provide services, the district shall initiate and conduct a meeting with representatives of the private school to develop, review and revise a services plan detailing the special education and related services to be provided. To the extent appropriate, the services plan team shall develop the services plan in a manner consistent with the development of an IEP.

DUE PROCESS HEARINGS

34 CFR §300.140

The due process hearing requirements apply to allegations that a district has failed to meet its child find duty to locate, identify, and evaluate private school students with disabilities. See page 12 for information regarding due process hearings.

STATE COMPLAINTS

34 CFR §300.140

The state complaint requirements apply to allegations that a district has failed to meet its obligations related to: the opportunity for equitable participation of parentally-placed private school students provided under IDEA; expenditures; the consultation process; provision of equitable services; including Private school officials may file a complaint with the Department of Education, Bureau of Exceptional Education and Student Services, alleging that the district did not engage in consultation that was timely or meaningful or did not give due consideration to the views of the private school officials.



Pam Stewart, Commissioner

309256

Revised 05/14

Procedural Safeguards for Exceptional Students Who Are Gifted

6A-6.03313 Procedural Safeguards for Exceptional Students who are Gifted.

Providing parents with information regarding their rights under this rule is critical to ensuring that they have the opportunity to be partners in the decisions regarding their children. It is also critical that local school boards provide information about these rights to appropriate district and school personnel so that the needs of the student can be identified and appropriately met. The school board's policy and procedures for procedural safeguards shall be set forth in accordance with Rule 6A-6.03411, Florida Administrative Code (F.A.C.), and shall include adequate provisions for the following:

(1) Prior notice. The school district shall provide parents with prior written notice a reasonable time before any proposal or refusal to initiate or change the identification, evaluation, educational placement of the student or the provision of a free appropriate public education to the student.

(a) The prior notice to the parents shall be written in language understandable to the general public and shall be provided in the native language or other mode of communication commonly used by the parent unless such communication is clearly not feasible to do so.

(b) If the parents' mode of communication is not a written language, the school district shall ensure:

1. That the notice is translated to the parents orally or by other means in their native language or mode of communication;
2. That the parents understand the content of the notice; and
3. That there is written documentation that the requirements of subparagraphs (1)(b)1. and 2. of this rule have been met.

(c) The notice to the parents shall include:

1. A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, and a description of any other options the district considered and the reasons why those options were rejected;
2. A description of each evaluation procedure, test, record, or report the district used as a basis for the proposed or refused action;
3. A description of any other factors that are relevant to the district's proposal or refusal; and
4. Information on how the parent can obtain a copy of the procedural safeguards specified in this rule.

(2) Content and Provision of the Procedural Safeguards to Parents.

(a) Parents must be provided a copy of their procedural safeguards which provides a full explanation of the provisions included in this rule.

(b) A copy of the procedural safeguards must be available to the parents of a child who is gifted, and must be given to the parents, at a minimum:

1. Upon initial referral for evaluation;
2. Upon refusal of a parent's request to conduct an initial evaluation;
3. Upon notification of each EP meeting; and
4. Upon receipt of a request for a due process hearing by either the school district or the parent in accordance with subsection (7) of this rule.

(3) Informed parental consent.

(a) Parents shall be fully informed of all information relevant to the action for which consent is sought in their native language or other mode of communication unless such communication is clearly not feasible.

(b) Written parental consent shall be obtained prior to conducting an initial evaluation to determine eligibility and prior to initial provision of services to students who are gifted.

(c) School districts shall document the attempts to secure consent from the parent as required by paragraph (3)(b) of this rule.

(d) Parental consent is voluntary and may be revoked at any time before the action occurs.

(e) Except for formal, individual evaluation and the initial provision of services to the student, consent may not be required as a condition of any other benefit to the parent or child. Any proposal or refusal to initiate or change the identification, evaluation, or educational placement or the provision of a free appropriate public education to the student after the initial placement is not subject to parental consent but is subject to prior notice as defined by subsection (1) of this rule.

(f) Parental consent is not required before:

1. Reviewing existing data as part of an evaluation; or,
2. Administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all children.

(4) Parents' opportunity to examine records and participate in meetings.

(a) The parents of students who are gifted shall be afforded, in accordance with Rule 6A1.0955, F.A.C., Section 1002.22, Florida Statutes (F.S.), and this rule, an opportunity to inspect and review their child's educational records.

(b) The right to inspect and review education records under this rule includes the right to have a representative of the parent inspect and review the records including all records related to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education to the child.

(c) The parents of a student who is gifted must be afforded an opportunity to participate in meetings with respect to the development of their child's educational plan.

(5) Evaluations obtained at private expense. If the parent obtains an independent evaluation at private expense which meets the requirements of subsection (4) of Rule 6A-6.0331, F.A.C., the results of the evaluation must be considered by the school district in any decision made with the respect to the determination of eligibility for exceptional student education services.

(a) The results of such evaluation may be presented as evidence at any hearing authorized under subsection (7) of this rule.

(b) If an administrative law judge requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense, as defined in paragraph (7)(c) of Rule 6A-6.03411, F.A.C.

(6) State Complaint Procedures. The Department of Education shall provide parents and other interested persons the opportunity to resolve allegations that a school district has violated state requirements regarding the education of students who are gifted through the establishment of state complaint procedures.

(a) Within ninety (90) calendar days after a complaint is filed, under the provisions of this rule, the Department of Education shall:

1. Carry out an independent on-site investigation, if the Department of Education determines that to be necessary;
2. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
3. Review all relevant information and make an independent determination as to whether the school district is violating a state requirement regarding the education of students who are gifted;
4. Issue a written decision on the complaint that addresses each issue presented in the complaint and contains findings of fact, conclusions, and the reason(s) for the Department of Education's final decision; and

5. Extend the time limit established in paragraph (6)(a) of this rule if exceptional circumstances exist with respect to a particular complaint.

(b) Procedures for the effective implementation of the Department of Education's final decision include the following:

1. Technical assistance activities;
2. Negotiations; and,
3. Corrective actions to achieve compliance.

(c) Relationship to due process hearings.

1. If a written complaint is received that is also the subject of a due process hearing requested pursuant to subsection (7) of this rule, or the complaint contains multiple issues, of which one or more are part of that hearing, the Department of Education shall set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. However, any issue in the complaint that is not a part of the due process action must be resolved in compliance with the procedures described in subsection (6) of this rule.
2. If an issue is raised in a complaint filed under this subsection that has previously been decided in a due process hearing involving the same parties, the administrative law judge's decision is binding and the Department of Education shall inform the complainant to that effect.
3. The Department of Education shall resolve any complaint that alleges that a school district has failed to implement a due process hearing decision.

(7) Due process hearings. Due process hearings shall be available to parents of students who are gifted and to school districts to resolve matters related to the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

(a) Such hearings may be initiated by a parent or a school district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student.

(b) A hearing shall be conducted by an administrative law judge from the Division of Administrative Hearings, Department of Management Services, on behalf of the Department of Education.

(c) An administrative law judge (ALJ) shall use subsection (7) of this rule for any such hearings and shall conduct such hearings in accordance with the Uniform Rules for Administrative Proceedings, Chapter 28-106, F.A.C., as deemed appropriate by the ALJ including, but not limited to: the authority of a party to request a pre-hearing conference, the authority of the ALJ to issue subpoenas to compel the attendance of witnesses and the production of records, and the authority of the ALJ to issue summary rulings in absence of a disputed issue of material fact.

(d) Status of student during proceedings.

1. During the time that an administrative or subsequent judicial proceeding regarding a due process hearing is pending, unless the district and the parent of the student agree otherwise, the student involved in the proceeding must remain in the present educational assignment. If the proceeding involves an application for an initial admission to public school, the student, with the consent of the parent, must be placed in a public school program until the completion of all proceedings.
2. If the administrative law judge agrees with the parent and finds that a change of placement is appropriate, that placement becomes the agreed-upon placement during the pendency of the appeal.

(e) Hearing rights for all parties.

1. Any party to a hearing conducted pursuant to subsection (7) of this rule has the right:
 - a. To be represented by counsel or to be represented by a qualified representative under the qualifications and standards set forth in Rules 28-106.106 and 28-106.107, F.A.C., or to be accompanied and advised by individuals with special knowledge or training with respect to the problems of students who are gifted, or any combination of the above;
 - b. To present evidence, and to confront, cross-examine, and compel the attendance of witnesses;
 - c. To prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five (5) business days before the hearing;
 - d. To obtain written, or at the option of the parents, electronic, verbatim record of the hearing at no cost to the parents; and
 - e. To obtain written, or at the option of the parents, electronic findings of fact and decisions at no cost to the parents.
2. Additional disclosure of information.
 - a. At least five (5) business days prior to a hearing conducted pursuant to subsection (7) of this rule, each party shall disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing.
 - b. An administrative law judge may bar any party that fails to comply with subparagraph (7)(e)2. of this rule from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

(f) Parental rights at hearings. Parents involved in hearings must be given, in addition to the rights described in paragraph (7)(e) of this rule, the right to:

1. Have their child who is the subject of the hearing present; and
2. Open the hearing to the public.

(g) Duties and responsibilities of the superintendent or designee shall include:

1. Implementing procedures that require the parent of a child who is gifted, or the attorney representing the child, to provide notice to the school district. The notice required, which must remain confidential, must include: the name of the child; the address of the residence of the child; the name of the school the child is attending; a description of the nature of the problem relating to the proposed or refused initiation or change, including facts relating to the problem; and, a proposed resolution of the problem to the extent known and available to the parents at the time. However, the school district may not deny or delay a parent's right to a due process hearing for failure to provide this notice.
2. Immediately forwarding the Division of Administrative Hearings by facsimile transmission of the parent's request for a hearing upon its receipt;
3. Notifying all parties regarding their rights and responsibilities before, during, and after the hearing. This notice should include information to the parent of any free or low cost legal and other relevant services, which are available, if the parent requests this information or if the parent or school district initiates a hearing.
4. Determining whether an interpreter is needed and arranging for the interpreter as required;
5. Complying with the administrative law judge's rulings regarding requests for and exchanges of evidence; discovery; the filing of motions and, scheduling, so as to meet the requirements of this rule, and the deadlines established herein.
6. Arranging for the provision and payment of clerical assistance, the hearing, use of facilities, and a verbatim transcript of the hearing;
7. Completing other responsibilities specified by the school board.

(h) Duties and responsibilities of the Department of Education shall include:

1. Maintaining a list of persons who serve as administrative law judges including a statement of the qualifications of each of these persons; and,
2. Maintaining an index of the final orders of such hearings and providing this information to the public upon request.

(i) Duties and responsibilities of an administrative law judge shall be:

1. To establish the date, time, and location of the hearing and any pre-hearing conference calls and motion hearings. Each hearing involving oral arguments must be conducted at a time and place that is reasonably convenient to the parents and their child;
2. To conduct the hearing in a fair and impartial manner;
3. To ensure that all discovery, motion practice, and pre-hearing procedures are conducted in an expedited manner, consistent with the deadlines established by this rule concerning the exchange of evidence and the issuance of the final decision.
4. To determine if the parent wants an electronic or written copy of the final decision and the administrative record of the hearing;
5. To determine whether the parent wants the hearing open to the public and whether the parent wants their child to attend the hearing;
6. To determine whether the parent's advisor or representative is sufficiently knowledgeable about or trained regarding students who are gifted;
7. To determine how evidence may be exchanged prior to and during the hearing;
8. To determine how witnesses may be compelled to attend, be cross-examined, and confronted during discovery and at the hearing;
9. To determine how evaluations and recommendations may be disclosed prior to and during a hearing;
10. To summarize the facts and findings of the case and to arrive at an impartial decision based solely on information presented during the hearing;
11. To reach a final decision and mail to all parties copies of the facts, findings and decision regarding the hearing within forty-five (45) days of the district's receipt of the parent's request or the filing of the district's request for a hearing, whichever is sooner;
12. To be accountable for compliance with all deadlines and procedures established by the statutes and rules for such hearings;
13. To maintain the confidentiality of all information; and
14. To rule on requests for specific extensions of time beyond the periods set forth in subsection (7) of this rule, at the request of either party.

(j) Civil action. A decision made in a hearing conducted under subsection (7) of this rule shall be final, unless, within thirty (30) days, a party aggrieved by the decision brings a civil action in state circuit court without regard to the amount in controversy, as provided in Section 1003.57(5), F.S. The state circuit court shall: receive the records of the administrative proceedings; hear, as appropriate, additional evidence at the request of a party; and, basing its decision on the preponderance of the evidence, shall grant the relief it determines appropriate. In the alternative, any party aggrieved by the administrative law judge's decision shall have the right to request an impartial review by the appropriate district court of appeal as provided by Sections 120.68 and 1003.57(5), F.S.

Specific Authority 1001.02(1)(2)(n), 1003.01(3)(a)(b), 1003.57(5) F.S. Law Implemented
1001.42(4)(l) 1003.01(3)(a)(b) , 1003.57(5), 1001.03(8) F.S. History - New 9-20-2004.

This pamphlet helps parents of children in Florida's school districts understand the rights that go along with programs for students who are gifted. It summarizes federal and state laws on how your rights must be protected relating to notice, consent, independent educational evaluation, records, hearings, and appeals. These procedural safeguards apply for children who are gifted.



Florida Department of Education
Dr. Tony Bennett, Commissioner

ESE 310581

Revised 02/13

PRAGMATIC LANGUAGE CHECKLIST

Student: _____ School: _____ Grade: _____ Date: _____
Settings: _____

Completed by _____ /Title _____

I. INTERACTIONAL SKILLS ("how")	Verbal	Other
A. Sequential Organization		
1. Openings—establish eye contact _____	_____	_____
2. Initiation—speaking to person _____	_____	_____
3. Attending to Speaker—attentive listener _____	_____	_____
4. Appropriate Responding—answering questions _____	_____	_____
5. Speaker Selection—acknowledging another as speaker in group _____	_____	_____
6. Appropriate Interruptions—"excuse me" _____	_____	_____
7. Closings—appropriately _____	_____	_____
B. Coherent		
1. Establishing Topic—indirectly suggesting a subject of shared interest _____	_____	_____
2. Maintaining Topic—participating _____	_____	_____
3. Back channeling—small words used to indicate they are listening ("oh", "I see") _____	_____	_____
4. Accompaniments—request to continue topic of conversation _____	_____	_____
5. Conversational Questions—to initiate and maintain conversation _____	_____	_____
6. Sequencing—ability to follow temporal events/order of subject importance _____	_____	_____
7. Chunking—conjunctions _____	_____	_____
8. Signaling Topic Shifts—closing topic _____	_____	_____
C. Repair		
1. Clarification—request or giving more detailed information _____	_____	_____
D. Roles		
1. Politeness Markers/Tact—don't impose on listener _____	_____	_____
2. Communication Distance _____	_____	_____
3. Register Shifts—switch codes as needed; relate to audience _____	_____	_____
II. INTENTS ("why")	Verbal	Other
A. Requests		
1. Yes/No Questions _____	_____	_____
2. WH Questions _____	_____	_____
3. Action Requests _____	_____	_____
4. Permission requests _____	_____	_____
5. Object Requests _____	_____	_____
Source: Colorado Guidelines for Speech/Language Impairments		

III. INTENTS ("why")—cd	Verbal	Other
B. Responses		
1. Yes/No Answers_____	_____	_____
2. WH Answers_____	_____	_____
3. Agreements_____	_____	_____
4. Compliances—comply with or refusing to comply_____	_____	_____
5. Qualifications—supplying unexpected information_____	_____	_____
6. Imitations—part or whole repetitions of prior utterances_____	_____	_____
C. Descriptions		
1. Greetings_____	_____	_____
2. Identifications—labeling object, person, event, situation_____	_____	_____
3. Possessions—indicating ownership_____	_____	_____
4. Events—actions, processes described_____	_____	_____
5. Properties—observable traits or conditions of objects, events, situations_____	_____	_____
6. Locations—location or direction of an object or event_____	_____	_____
7. Times—times are reported_____	_____	_____
D. Statements		
1. Rules—express rules, conventional procedures, analyze facts, definitions or clarifications_____	_____	_____
2. Evaluations—impressions, attitudes, judgments about objects, events, situations_____	_____	_____
3. Internal Reports—emotions, sensations, mental events, including intents to perform future acts_____	_____	_____
4. Attributions—beliefs about another's internal state, capacity or intents_____	_____	_____
5. Predicting—beliefs about future actions, events, situations_____	_____	_____
6. Explanations—reasons, causes, predictions_____	_____	_____
7. Hypothesizing—attempt to explain assumptions or verifiable future facts_____	_____	_____
E. Acknowledgments		
1. Acceptances—neutrally recognize answers or non-requests_____	_____	_____
2. Approval/Agreements—positively recognize answers or non-requests_____	_____	_____
3. Disapproval/Disagreements—negatively evaluates answers or non-requests_____	_____	_____
F. Performatives		
1. Role-Plays—establish a fantasy_____	_____	_____
2. Protests—object to listeners previous behavior_____	_____	_____
3. Game-Markers—initiate, maintain, or end a game_____	_____	_____
4. Jokes_____	_____	_____
5. Claims—establish rights by being said ("that's my cookie")_____	_____	_____
6. Warnings—alert listener to impending harm_____	_____	_____
7. Teases—annoy, provoke, taunt_____	_____	_____
G. Miscellaneous		
1. Uninterpretable—unintelligible, incomplete, or anomalous utterances_____	_____	_____
2. Exclamations—emotional reactions_____	_____	_____

PRAGMATIC CHECKLIST

CHILD'S NAME _____ DOB _____

SPEECH-LANGUAGE PATHOLOGIST _____ DATE _____

Pragmatic behaviors observed: Seldom Occasionally Frequently Almost Always

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Hesitations/revisions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Linguistic nonfluency | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Poor attending skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Delays before responding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Nonspecific vocabulary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Inappropriate responses to questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Poor topic maintenance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Need for repetition of instruction, questions, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Problems with turn taking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Soft neurological signs observed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Ignores social cues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Difficulty with idioms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Difficulty with abstractions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Difficulty with metaphors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Difficulty with synonyms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Difficulty with antonyms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Difficulty with homonyms and homophones | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Difficulty with asking appropriate questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Poor topic selection | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Poor eye contact | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Difficulty reading facial expressions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Difficulty chunking information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Difficulty expressing reason | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Difficulty with inferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Difficulty with negotiating | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Other _____ | | | | |

Source: Kentucky Department of Education

The School Board of Hernando County
Exceptional Student Education

ASD Comprehensive Speech/Language Evaluation Report

Name: _____ DOB: _____ CA: _____

St. # _____ Teacher: _____ Grade: _____

Therapist: _____ Date: _____

Observation(s) occurring on _____ of student's connected speech/conversation indicate:
date(s)

	WNL*	Concerns noted
Speech Sound Production		
Fluency		
Voice		

*WNL= Within normal limits/no concerns

_____ Student has insufficient verbal ability to assess speech.

Speech Sound Production

_____ Therapist observation(s) indicates speech sound development is within normal limits and student is intelligible during connected speech and/or conversation. No further assessment is necessary.

_____ Therapist observation(s) indicates speech sound errors during connected speech and/or conversation. Refer to Speech Sound Production Evaluation Report for complete diagnostic results.

Fluency

_____ Therapist observation(s) indicates normal fluency patterns. No further assessment is necessary.

_____ Therapist observation(s) indicates dysfluent speech patterns. Refer to Fluency Evaluation Report for complete diagnostic results.

Voice

_____ Therapist observation(s) indicates voice characteristics within normal limits. No further assessment is necessary.

_____ Therapist observation(s) indicates abnormal voice characteristics. Refer to Voice Evaluation Report for complete diagnostic results.

Therapist signature

Appendix B

Unique Philosophical, Curricular, or Instructional Considerations

11.B.3 Developmental Delays

Qualified Evaluators

For students suspected of having developmental delays or who may qualify as prekindergarten children with disabilities, speech/language pathologists, teachers, and educational diagnosticians will be able to complete all evaluations except for intelligence and cognitive ability which require a psychologist/school psychologist to complete by state law.

THE HERNANDO COUNTY SCHOOL BOARD

TIER I FORM

Teacher: _____ Grade: _____ School: _____ Year: _____

SECTION I

To be completed by teacher.

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Rules posted? |
| <input type="checkbox"/> | <input type="checkbox"/> | Rules taught w/examples & non-examples; reviewed regularly? |
| <input type="checkbox"/> | <input type="checkbox"/> | Behavior management system in place? |
| <input type="checkbox"/> | <input type="checkbox"/> | Reinforcement for appropriate behavior built in? |
| <input type="checkbox"/> | <input type="checkbox"/> | Students can state expectations? |
| <input type="checkbox"/> | <input type="checkbox"/> | Students can state consequences for inappropriate behavior? |

I have: _____ students in my class.

(number)

_____ students who require outside behavioral assistance monthly/quarterly.

(average number)

(circle one)

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | At least 80% of my students are successful with the classroom behavior system in place? |
| <input type="checkbox"/> | <input type="checkbox"/> | For those students not meeting classroom expectations, have differentiated behavioral supports been used (i.e. student/teacher conference, notes home, rewards at more frequent intervals, contract, etc.)? |

Teacher's Signature: _____

Date: _____

SECTION II:

To be completed by teacher for target student(s) only. Both statements must be answered "Yes" before moving forward.

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | I have attached documentation of target student(s) behavioral infractions to include the number of classroom based consequences and referrals out of the classroom. |
| <input type="checkbox"/> | <input type="checkbox"/> | I have attached documentation of differentiated behavioral supports used. |

SECTION III:

To be completed by administration.

After reviewing the above information:

Yes No

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Is the classroom/school-wide behavior plan effective for the majority of students (80%)? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is there a need for professional development? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is classroom change appropriate for the targeted student(s) receiving differentiated supports? |

Administration Signature: _____

Date: _____

SCHOOL BOARD OF HERNANDO COUNTY

TIER II FORM

Student: _____ ID#: _____ DOB: _____

Teacher: _____ Grade: _____

Targeted Behavior(s):

Measured by: (check all that apply)

Frequency or Duration or Intensity Other (Likert, etc.)

a. _____

☐☐☐☐

b. _____

☐☐☐☐

(attach documentation of baseline data)

Skill building group appropriate for targeted behavior(s):

- ☐ anger/aggression replacement
- ☐ social skills
- ☐ coping skills
- ☐ other _____

Group Leader: _____

PARENT NOTIFICATION SECTION

DATE OF NOTIFICATION _____

Attach a copy of notification letter and/or conference minutes.

Number of Group Sessions: _____

Dates Student Attended Group: _____

Group Leader Signature: _____

SCHOOL BOARD OF HERNANDO COUNTY

TIER II PROCESS – CHECKLIST

Student Name: _____ ID#: _____ DOB: _____

Teacher: _____ Grade: _____

- ☐ Maintain Tier I Differentiated Supports (attach documentation/data)
- ☐ Baseline Data Collected (2 weeks prior to group)
- ☐ Progress Monitoring Form Developed (attach sample)
- ☐ Skill Building Group Implemented
- ☐ Submit Progress Monitoring Form Regularly To _____ (group leader)
- ☐ Post Data Collected (2 weeks post group)
- ☐ Data Graphed (attached)

Consider:

Yes No

- ☐ ☐ Is support/instruction provided for the parents?
If **yes**, please list:

- ☐ ☐ Has a Comprehensive Social Development Study been requested? If **yes**,
date requested: _____
- ☐ ☐ Has a Comprehensive Social Development Study been completed? If **yes**,
date completed: _____
- ☐ ☐ Is there "Targeted Assessment" data, i.e. behavior checklists for student(s) moving toward the
end of the Tier II level?
- ☐ ☐ Is the teacher receiving help with more specific data collection to be ready for a FBA
(possibly the progress monitoring data will be sufficient)?
- ☐ ☐ Based on data, has Tier II been successful? If **no**, refer back to PS/RtI Team to determine if
student warrants additional Tier II interventions or possibly Tier III behavioral
interventions.

Individualized Intervention Plan for Accelerated (Catch-Up) Growth

Name _____ School _____

Student Number _____ School Year 20____ - 20____

Date _____ Page ____ of ____

Documenting MTSS Response to Intervention

at Tier III for

☐ Reading ☐ Math ☐ Writing ☐ Behavior ☐ Other

☐ Initial Plan ☐ Revised Plan

Step 1: Problem Identification

(identified problem – skill or performance deficit)

(current level of performance/student data)

(expected level of performance/benchmark expectation)

Step 3: Select/Design Intervention and Implement Intervention

	Who	What	When	Where
Instructional Plan – Intervention for accelerated growth				
Support Plan – Supports for the interventionist				
Implementation Assessment Plan – Documentation of intervention integrity/fidelity				How
Step 4: Monitor Progress and Evaluate intervention effectiveness		What OPM tool; Criterion for success	When/How often	When will we meet again
Monitoring Plan for Determining Student Progress – Progress monitoring to determine RtI				

☐ The parent was provided a copy of the handout entitled Parent Information for Students Receiving Intensive Interventions

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
Exceptional Student Education
Intellectual Disabilities Worksheet to Consider Eligibility

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 based 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 functioning 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 general education environment to document the student's areas of concern (PreK-12)
___ Review of existing data, including anecdotal, social, psychological, medical, attendance and achievement (PreK-12)
___ Vision and hearing screenings (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 functioning: _____

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 pattern of attendance or high mobility rate; classroom behavior; or limited English proficiency affecting the student's achievement level, but not the primary cause of the student's difficulties: _____

- ☐ Yes ☐ No The student demonstrates a need for special education services.
- ☐ Yes ☐ No The team agrees that the analysis of data supports consideration for eligibility for an Intellectual Disability.

The following team members concur with this conclusion.		
ESE Administrator/Designee	General Education Teacher	Special Education Teacher
Parent	School Psychologist	Other: Name/Position

The following team members DISAGREE with this conclusion. A separate statement of conclusion from each dissenting member is attached.		
Name/Position	Name/Position	Name/Position

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
Problem Solving / Response to Intervention
Documentation of Assessment Areas

Name: _____

Grade: _____ School: _____

Student #: _____

School Year: 20____ - 20____

Florida ESE regulations require that a student be *assessed* in all areas related to the area of concern or suspected disability. Assessments may include reviewing existing information, interviewing appropriate individuals, observing within the learning environment, and/or testing specific skills or abilities.

Areas potentially related to the student's suspected disability include:

Area	Need for further evaluation?
Health	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> No current health concerns known or suspected. <input type="checkbox"/> Current health concerns related to the area of concern: _____	
Vision	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> No current vision concerns known or suspected. Vision screening date: _____ Pass/Fail <input type="checkbox"/> Follow up to vision screening was necessary. Vision follow up date: _____ Outcome: _____ <input type="checkbox"/> Current vision concerns related to the area of concern: _____	
Hearing	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> No current hearing concerns known or suspected. Hearing screening date: _____ Pass/Fail <input type="checkbox"/> Follow up to hearing screening was necessary. Hearing follow up date: _____ Outcome: _____ <input type="checkbox"/> Current hearing concerns related to the area of concern: _____	
Social/Emotional Status	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> No current social/emotional concerns known or suspected (based on existing assessments - RIOT). <input type="checkbox"/> Current social/emotional concerns related to the area of concern: _____ <input type="checkbox"/> There is a need for intervention(s) to address the social/emotional needs of this student.	
General Intelligence and Adaptive Functioning	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Data suggest that general intelligence likely falls within the expected limits for the student's age. (For example, the student demonstrates some skill domains within the average range.) <input type="checkbox"/> Data suggest that further information related to general intelligence and developmental functioning may be needed. (For example, the student demonstrates weaknesses across many skill domains, and there may be a need to rule out other disabling conditions such as InD.)	
Academic Performance	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Classroom collected data, standardized assessments, diagnostic assessments, benchmark screenings/assessments, and/or other measures are present and sufficient to accurately describe the student's current academic skills compared to grade-level expectations/standards and peer group comparisons. <input type="checkbox"/> Additional academic performance data are needed to determine the student's skills in a specific academic area. Specify: _____	
Communication Status	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> No current communication/language concerns known or suspected. <input type="checkbox"/> Language concerns (embedded within academic concerns) are present despite interventions implemented through a problem solving/RtI framework.	
Motor Abilities	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> No current concerns with motor abilities known or suspected. <input type="checkbox"/> Additional evaluation of motor abilities is requested. <input type="checkbox"/> Current motor concerns related to the area of concern: _____	

- ☐ Obtain consent for evaluation in the areas in which the team determined further evaluation was needed, if any.
- ☐ No additional evaluation data are necessary at this time. Obtain consent to use all assessment, diagnostic, and intervention data on record as the comprehensive evaluation for eligibility determination.

**Problem Solving / Response to Intervention
Academic Documentation Record: Elementary
for**

____ Reading ____ Math ____ Writing

Name: _____

School: _____

Grade: _____

Student #: _____

School Year: 20____ - 20____

Tier I:

- ☐ Indicate what Tier I data constitutes the need to provide Tier II supports (attach documentation)
____ 80% of grade level peers are meeting benchmark
____ Student's skills fell below the designated level that defines/ mandates the need for more support
- ☐ Include description of instruction provided at Tier I (e.g. 90 minutes reading)
- ☐ Include Progress Monitoring Plan Parent Conferences
- ☐ Administrative Certification
____ Principal / designee's initials here certify that Tier I instruction was delivered with integrity and fidelity or instructional needs are being addressed (administration maintains documentation).

Tier II:

- ☐ Include Progress Monitoring Plans with appropriate graphs (should include description of instruction provided at Tier II, e.g. 30 additional minutes of reading in small group).
- ☐ Include Progress Monitoring Plan Parent Conferences
- ☐ Does Tier II data constitute the need to provide Tier III supports? (attach documentation)
____ No:
____ maintain Tier II supports, ____ alter Tier II supports or ____ phase out Tier II supports
____ Yes:
____ 70% of grade level peers receiving similar Tier II supports are meeting benchmarks
____ Other: _____
- ☐ **If "Yes"** complete and attach the following:
 - a) PS/Rtl Classroom Teacher Observation
 - b) Vision and Hearing Screenings
 - c) Request informal observation or input from SLP to guide problem analysis at Tier III
 - d) PS/Rtl Team Member Direct Observation Form
 - e) Administrative Certification
____ Principal / designee's initials here certify that Tier II instruction was delivered with integrity and fidelity or instructional needs are being addressed (administration maintains documentation).

Tier III:

- ☐ Include Intervention Planning Form: *Individualized* Intervention Plan for Accelerated Growth
- ☐ Include Progress Monitoring Plans with appropriate graphs (should include description of instruction provided at Tier III, e.g. an additional 30 minutes of individualized reading)
- ☐ Include Progress Monitoring Plan Parent Conferences
- ☐ Was Tier III implemented as intended? Yes ____ No ____ If No, why? _____
- ☐ Administrative Certification
____ Principal / designee's initials here certify that Tier III instruction was delivered with integrity and fidelity or instructional needs are being addressed (administration maintains documentation).

**Problem Solving / Response to Intervention
Academic Documentation Record: Secondary**

for

☐ Reading

☐ Math

☐ Writing

Name: _____

School: _____

Student #: _____

School Year: 20____ - 20____

Tier I :

- ✓ Include description of instruction provided at Tier I (e.g. Content Area Literacy or Core Math class)
- ✓ Student's skills fell below the designated level that mandates the need for more support
- ✓ Include Progress Monitoring Plan Parent Conferences or Deficiency Letter notifying parents of the need for remediation

Tier II:

- ✓ Include Student Data Chat Forms
- ✓ Include Progress Monitoring Plan Parent Conferences (attach documentation)
- ✓ Does Tier II data constitute the need to provide Tier III supports?
 - ☐ No: ☐ Maintain Tier II supports or ☐ Alter Tier II supports ☐ Discontinue Tier II supports
 - ☐ Yes: ☐ 70% of grade level peers receiving similar Tier II supports are making gains toward meeting benchmarks (**attach mandatory documentation, see a), b) and c) below**)
 - ☐ Other: _____

✓ **If "Yes" :**

- a) Complete PS/Rtl Classroom Teacher Observation
- b) Complete Progress Monitoring Plans with appropriate graphs (should include description of instruction provided at Tier II, e.g. programs / minutes provided during remedial reading or math class)
- c) Administrative Certification
_____ Principal / designee's initials here certify that Tier I and Tier II instruction was delivered with integrity and fidelity or instructional needs are being addressed (administration maintains documentation).

Tier III:

- ✓ Include Student Data Chat Forms
- ✓ Complete PS/Rtl Team Member Direct Observation Form
- ✓ Include Progress Monitoring Plan Parent Conferences
- ✓ Include Intervention Planning Form: *Individualized* Intervention Plan for Accelerated Growth
- ✓ Include continuation of Progress Monitoring Plans with appropriate graphs (should include description of instruction provided at Tier III, e.g. additional minutes of remedial reading in addition to Tier II remedial class)
- ✓ Was Tier III implemented as intended? ☐ Yes ☐ No If No, Why? _____
- ✓ Administrative Certification
_____ Principal / designee's initials here certify that Tier III instruction was delivered with integrity and fidelity or instructional needs are being addressed (administration maintains documentation).

Progress Monitoring Plan Conference

Parent-Teacher Problem-Solving/Response to Intervention Meeting

School _____

Date _____

Student's Name _____ Student Number _____

Teacher _____ Grade _____

Parents or Guardians _____

Type of Conference _____ In person _____ Phone _____
(Phone Number Called)

Conference attended by _____

Purpose of conference

- _____ Review student's level of skills compared to the expectations/benchmarks
(based on broad assessments, diagnostics, class-room based measures)
- _____ Discuss interventions and desired rate of progress
- _____ Review student's progress and any changes to interventions
- _____ Other _____

Area(s) of concern _____ Reading _____ Mathematics _____ Writing _____ Behavior _____ Other _____

Targeted skills area/Specific concerns _____

Recommendations and Interventions _____

Parent Input _____

Results and Follow Up

- _____ Monitor progress with (specific measure: _____)
- _____ Review progress with parents/guardians (estimated date of review: _____)
- _____ Other _____

Teacher Signature

Parent Signature

Signature

Signature

Name _____

Student Number _____

Progress Monitoring Plan

Documenting Response to Intervention for

___Reading ___Math ___Writing ___Behavior ___Other

School _____

School Year 20____ - 20____

Page ____ of ____

Date	Targeted Skill*	Measurement: Level of Performance	Intervention				How?		Follow up level of performance	Response to Instruction/ Intervention	Status	Parent Contact (attach PMP Conference Form)
			What?	Who?	When?	Where?	# Min.	Group Size				
		Student							Plot follow-up data on graph.	___ Good response (gap is narrowing) ___ Acceptable with Modification (Gains evidenced but insufficient to narrow gap) ___ Unacceptable (Gap continues to widen)	___ Continue ___ Revise ___ Replace ___ Continue with additional intervention ___ Discontinue	___ In person ___ Phone ___ Via Agenda/ message
		Benchmark/ Expectation										
		Peer Group (median/range)										
		Initial PMP Conference Date (attach form):										
		Goal:	Tentative Review Date:		Follow up date:							
		Student							Plot follow-up data on graph.	___ Good response (gap is narrowing) ___ Acceptable with Modification (Gains evidenced but insufficient to narrow gap) ___ Unacceptable (Gap continues to widen)	___ Continue ___ Revise ___ Replace ___ Continue with additional intervention ___ Discontinue	___ In person ___ Phone ___ Via Agenda/ message
		Benchmark/ Expectation										
		Peer Group (median/range)										
		Goal:										
		Goal:	Tentative Review Date:		Follow up date:							
		Student							Plot follow-up data on graph.	___ Good response (gap is narrowing) ___ Acceptable with Modification (Gains evidenced but insufficient to narrow gap) ___ Unacceptable (Gap continues to widen)	___ Continue ___ Revise ___ Replace ___ Continue with additional intervention ___ Discontinue	___ In person ___ Phone ___ Via Agenda/ message
		Benchmark/ Expectation										
		Peer Group (median/range)										
		Goal:										
		Goal:	Tentative Review Date:		Follow up date:							

*Targeted Skill should be the specific area in need of intervention: Language/Reading (Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension); Math (Number Sense, Operations, Data Analysis, Geometry, Algebraic Thinking); Writing (Writing Process, Writing Traits, Mechanics); Behavior (Following Directions/Compliance, On-Task Behavior, Social Skills, etc.)

Group Progress Monitoring Plan

Class or Group _____

Documenting Response to Intervention for
 ___Reading ___Math ___Writing ___Behavior ___Other

School _____

School Year 20__ - 20__

Page ____ of ____

Date/ Assessment Period	Targeted Skill*	Measurement: Level of Performance	Intervention		Follow up level of performance	Response to Instruction/ Intervention	Status	
			What? Who? When?	How?				
				# Min.				Group Size
		Class/Group – median/range/%			Class/Group – median/range	___ Good response (gap is narrowing for 70%+ students in group) ___ Acceptable with Modification (Gains evidenced but insufficient to narrow gap) ___ Unacceptable (Gap continues to widen)	___ Continue ___ Revise ___ Replace ___ Continue with additional intervention ___ Discontinue	
		Grade Level Comparison						
		Benchmark/ Expectation						
		Goal:		Tentative Review Date:	Follow up date:			
		Class/Group – median/range/%			Class/Group – median/range	___ Good response (gap is narrowing) ___ Acceptable with Modification (Gains evidenced but insufficient to narrow gap) ___ Unacceptable (Gap continues to widen)	___ Continue ___ Revise ___ Replace ___ Continue with additional intervention ___ Discontinue	
		Grade Level Comparison						
		Benchmark/ Expectation						
		Goal:		Tentative Review Date:	Follow up date:			
		Class/Group – median/range/%			Class/Group – median/range	___ Good response (gap is narrowing) ___ Acceptable with Modification (Gains evidenced but insufficient to narrow gap) ___ Unacceptable (Gap continues to widen)	___ Continue ___ Revise ___ Replace ___ Continue with additional intervention ___ Discontinue	
		Grade Level Comparison						
		Benchmark/ Expectation						
		Goal:		Tentative Review Date:	Follow up date:			

*Targeted Skill should be the specific area in need of intervention: Language/Reading (Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension); Math (Number Sense, Operations, Data Analysis, Geometry, Algebraic Thinking); Writing (Writing Process, Writing Traits, Mechanics); Behavior (Following Directions/Compliance, On-Task Behavior, Social Skills, etc.)

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
Problem Solving / Response to Instruction and Intervention
Classroom Teacher Observation Form

Student Name: _____ Student ID Number: _____

Date of Birth: _____ Date of Rating: _____ School: _____

Observer: _____ Relationship to Student: _____

SECTION I: ACADEMIC

Please use the rating scale to describe this student's level of performance on various skills. If you have no knowledge of the student in relation to a given area you may leave it blank.

		Not At All	Poor	Below Average	Average Or Above	Not App. For Age
1. Academic						
Oral Language	A. Listening Comprehension.....	1	2	3	4	NA
	B. Language Understanding.....	1	2	3	4	NA
	C. Language Usage.....	1	2	3	4	NA
	D. Understanding Teacher Directions.....	1	2	3	4	NA
	E. Understanding Classroom Rules.....	1	2	3	4	NA
	F. Other (specify)_____	1	2	3	4	NA
Reading	1. Letter/Word Identification.....	1	2	3	4	NA
	2. Phonic Skills.....	1	2	3	4	NA
	3. Sight Word Skills.....	1	2	3	4	NA
	4. Reading Comprehension.....	1	2	3	4	NA
	5. Fluency.....	1	2	3	4	NA
	6. Other (specify)_____	1	2	3	4	NA
Writing Conventions	1. Writes complete meaningful sentences.....	1	2	3	4	NA
	2. Writes paragraph with intro, body and conclusion.....	1	2	3	4	NA
	3. Uses correct spelling in composition.....	1	2	3	4	NA
	4. Writes quickly without omissions.....	1	2	3	4	NA
	5. Other (specify)_____	1	2	3	4	NA
Math	1. Understands and applies grade level math concepts.....	1	2	3	4	NA
	2. Performs math calculation correct at grade level.....	1	2	3	4	NA
	3. Understands money and time concepts.....	1	2	3	4	NA
	4. Performs 1-step word problems	1	2	3	4	NA
	5. Performs multiple step word problems.....	1	2	3	4	NA
	6. Performs measurement problems at grade level.....	1	2	3	4	NA
	7. Other (specify)_____	1	2	3	4	NA
Handwriting	1. Fine motor skills.....	1	2	3	4	NA
	2. Uses correct letter formation.....	1	2	3	4	NA
	3. Uses appropriate spacing between words.....	1	2	3	4	NA
	4. Correct orientation of letters and numbers.....	1	2	3	4	NA
	5. Writing is legible.....	1	2	3	4	NA
	6. Other (specify)_____	1	2	3	4	NA
2. Study Skills						
	A. Sustained on-task behavior.....	1	2	3	4	NA
	B. Organization.....	1	2	3	4	NA
	C. Time Management.....	1	2	3	4	NA
	D. Homework.....	1	2	3	4	NA
	E. Memory.....	1	2	3	4	NA
	F. Note Taking.....	1	2	3	4	NA
	G. Test Taking.....	1	2	3	4	NA
	H. Task Completion.....	1	2	3	4	NA
	I. Other (specify)_____	1	2	3	4	NA

Problem Solving / Response to Instruction and Intervention Classroom Teacher Observation Form (continued)

SECTION II: BEHAVIORAL AND SOCIAL

		Not At All	Poor	Below Average	Average Or Above	Not App. For Age
3. Social Skills	A. Relationship to adults.....	1	2	3	4	NA
	B. Relationship to other students.....	1	2	3	4	NA
	C. Responsibility.....	1	2	3	4	NA
	D. Cooperation.....	1	2	3	4	NA
	E. Follows classroom rules.....	1	2	3	4	NA
	F. Group participation.....	1	2	3	4	NA
	G. Other (specify)_____	1	2	3	4	NA

Use this scale to rate the amount of time you observe the following behaviors.

		NEVER	SELDOM	SOMETIMES	FREQUENTLY
4. Behavior	A. Withdrawn.....	1	2	3	4
	B. Impulsive.....	1	2	3	4
	C. Hyperactive.....	1	2	3	4
	D. Apathetic.....	1	2	3	4
	E. Aggressive.....	1	2	3	4
	F. Bullying.....	1	2	3	4
	G. Fighting.....	1	2	3	4
	H. Inappropriate emotion (e.g. laughing when someone is hurt).....	1	2	3	4
	I. Nervousness.....	1	2	3	4
	J. Disobedient.....	1	2	3	4
	K. Destructive.....	1	2	3	4
	L. Distractible.....	1	2	3	4
	M. Other (specify)_____	1	2	3	4

List the student's strengths. _____

Add comments about the skills or problems noted above. _____

List any academic and/or behavioral concerns you have about this student. _____

If you listed more than one concern, which one would you like addressed first? _____

Please describe what you would like this student to be able to do that he/she is not currently doing. _____

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
Problem Solving / Response to Instruction and Intervention
Team Member Direct Observation Form

PRE-SCHOOL / KINDERGARTEN

Student: _____ Observer Name: _____ Title: _____

Activity Observed: _____ Time of Observation: _____ Date: _____
(beginning and ending)

Learning Situation: _____ One on One _____ Small Group _____ Class _____ Independent

ESOL/ELL: _____ Yes _____ No

When observing this student, please consider the functioning of class peers as a guide for ratings.

Federal regulations require that the observer NOT be the student's current classroom teacher.

This tool is designed for use as a guide during a student observation. You may not see all domains addressed, however, the student should be observed during times when you will be able to monitor behaviors related to the area of concern. If the child is 3-5 years old and not yet in school the observation should be conducted in the child's natural environment or early intervention program.

In order to obtain a full and accurate picture of the student's performance, it may be necessary to observe the student more than once, in different settings and at different times of the day. Multiple observation forms may be included in the evaluation documentation.

Directions: First identify the area(s) of concern for the student. Behavior around each identified area is where you will focus your observation. During the observation place a check mark next to the behaviors that are observed within each domain that correlates with the noted areas of concern. Also complete the narrative section.

Check Area(s) of Concern	
<div style="display: flex; justify-content: space-between;"><div style="width: 45%;"><input type="checkbox"/> Oral Expression <input type="checkbox"/> Basic Reading Skills <input type="checkbox"/> Reading Fluency Skills <input type="checkbox"/> Mathematics Problem Solving</div><div style="width: 45%;"><input type="checkbox"/> Written Expression <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Listening Comprehension <input type="checkbox"/> Mathematics Calculation</div></div>	

**Problem Solving / Response to Instruction and Intervention
Team Member Direct Observation Form (continued)**

Pre-School / Kindergarten

DOMAINS OBSERVED

Language (Oral Expression, Basic Reading Skills, Reading Comprehension, Listening Comprehension)

- ☐ Age Appropriate
- ☐ Has difficulty modulating voice (i.e. too soft, too loud)
- ☐ Has trouble naming people or objects
- ☐ Has difficulty staying on topic
- ☐ Inserts invented words into conversation
- ☐ Has difficulty re-telling what has just been said
- ☐ Demonstrates slow and halting speech, using lots of fillers (i.e., uh, um, and, you know)
- ☐ Mispronounces words frequently
- ☐ Has difficulty rhyming
- ☐ Has limited interest in books or stories
- ☐ Has difficulty understanding instructions or directions

Math (Math Calculation, Math Problem Solving)

- ☐ Age Appropriate
- ☐ Has difficulty with simple counting and one-to-one correspondence between number symbols and items/objects

Social Emotional (All Areas)

- ☐ Age Appropriate
- ☐ Has difficulty 'joining in' and maintaining positive social status in a peer group
- ☐ Has difficulty with self-control when frustrated

Reading (Basic Reading Skills, Reading Comprehension, Reading Fluency Skills)

- ☐ Age Appropriate
- ☐ Confuses similar-looking letters and numbers
- ☐ Demonstrates poor memory for printed words
- ☐ Has trouble naming letters
- ☐ Has problems associating letters and sounds, understanding the difference between sounds in words or blending sounds into words
- ☐ Has poor retention of new vocabulary
- ☐ Dislikes and avoids reading or reads reluctantly

Gross and Fine Motor Skills (All Areas)

- ☐ Age Appropriate
- ☐ Appears awkward and clumsy, dropping, spilling, or knocking things over
- ☐ Has trouble with buttons, hooks, snaps, zippers, and trouble learning to tie shoes
- ☐ Creates art work that is immature for age
- ☐ Demonstrates poor ability to color or write 'within the lines'
- ☐ Grasps pencil awkwardly, resulting in poor handwriting
- ☐ Experiences difficulty using small objects or items that demand precision (i.e., Legos, puzzle pieces, tweezers, scissors)

Written Language (Written Expression)

- ☐ Age Appropriate
- ☐ Dislikes and avoids writing and copying
- ☐ Has difficulty remembering shapes of letters and numerals
- ☐ Frequently reverses letters, numbers and symbols

Attention (All Areas)

- ☐ Age Appropriate
- ☐ Has difficulty sustaining attention in work tasks or play activities

Problem Solving / Response to Instruction and Intervention
Team Member Direct Observation Form (continued)

NARRATIVE

Were there components of the lesson that contributed to the student's success? Describe:

Describe how the student responded to the:

Lesson: _____

Teacher: _____

Peers: _____

Describe the student's behavior regarding engagement in learning and on task behavior.

Note any learning and/or behavior problems or frustrations that the child exhibited during the lesson. _____

Note any strength(s) that the student exhibited during the lesson.

Any additional observations/comments: _____

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
Problem Solving / Response to Instruction and Intervention
Team Member Direct Observation Form

Grades 1-4

Student: _____ Observer Name: _____ Title: _____

Activity Observed: _____ Time of Observation: _____ Date: _____
(beginning and ending)

Learning Situation: _____ One on One _____ Small Group _____ Class _____ Independent

ESOL/ELL: _____ Yes _____ No

When observing this student, please consider the functioning of class peers as a guide for ratings.

Federal regulations require that the observer NOT be the student's current classroom teacher.

This tool is designed for use as a guide during a student observation. You may not see all domains addressed, however, the student should be observed during times when you will be able to monitor behaviors related to the area of concern.

In order to obtain a full and accurate picture of the student's performance, it may be necessary to observe the student more than once, in different settings and at different times of the day. Multiple observation forms may be included in the evaluation documentation.

Directions: First identify the area(s) of concern for the student. Behavior around each identified area is where you will focus your observation. During the observation place a check mark next to the behaviors that are observed within each domain that correlates with the noted areas of concern. Also complete the narrative section.

Check Area(s) of Concern	
<div style="display: flex; flex-direction: column; align-items: flex-start;"><div><input type="checkbox"/> Oral Expression</div><div><input type="checkbox"/> Basic Reading Skills</div><div><input type="checkbox"/> Reading Fluency Skills</div><div><input type="checkbox"/> Mathematics Problem Solving</div></div>	<div style="display: flex; flex-direction: column; align-items: flex-start;"><div><input type="checkbox"/> Written Expression</div><div><input type="checkbox"/> Reading Comprehension</div><div><input type="checkbox"/> Listening Comprehension</div><div><input type="checkbox"/> Mathematics Calculation</div></div>

**Problem Solving / Response to Instruction and Intervention
Team Member Direct Observation Form (continued)**

Grades 1 – 4

DOMAINS OBSERVED

Language (Oral Expression, Basic Reading Skills, Reading Comprehension, Listening Comprehension)

- ☐ Age Appropriate
- ☐ Has difficulty modulating voice (i.e., too soft, too loud)
- ☐ Has trouble naming people or objects
- ☐ Has difficulty staying on topic
- ☐ Inserts invented words into conversation
- ☐ Has difficulty re-telling what has just been said
- ☐ Uses vague, imprecise language and has a limited vocabulary
- ☐ Demonstrates slow and halting speech, using lots of fillers (i.e., uh, um, and, you know)
- ☐ Uses poor grammar or misuses words in conversation
- ☐ Mispronounces words frequently
- ☐ Confuses words with others that sound similar
- ☐ Inserts malapropisms ('slips of the tongue') into conversation (i.e., a rolling stone gathers no moths; he was a man of great statue)
- ☐ Has difficulty rhyming
- ☐ Has limited interest in books or stories
- ☐ Has difficulty understanding instructions or directions
- ☐ Has difficulty with pragmatic skills (i.e., understands the relationship between speaker and listener, stays on topic, gauges the listener's degree of knowledge, makes inferences based on a speaker's verbal and non-verbal cues)

Math (Math Calculation, Math Problem Solving)

- ☐ Age Appropriate
- ☐ Has difficulty with simple counting and one-to-one correspondence between number symbols and items/objects
- ☐ Has difficulty learning strategic counting principles (i.e., by 2, 5, 10, 100)
- ☐ Has difficulty estimating quantity (i.e., quantity, value)
- ☐ Has difficulty with comparisons (i.e., less than, greater than)
- ☐ Has trouble telling time
- ☐ Has trouble conceptualizing the passage of time
- ☐ Has difficulty counting rapidly or making calculations

Reading (Basic Reading Skills, Reading Comprehension, Reading Fluency Skills)

- ☐ Age Appropriate
- ☐ Confuses similar-looking letters and numbers or similar-looking words (i.e., beard, bread)
- ☐ Has difficulty recognizing and remembering sight words
- ☐ Frequently loses place while reading
- ☐ Reverses letter order in words (i.e., saw/was)
- ☐ Demonstrates poor memory for printed words
- ☐ Reads slowly
- ☐ Has trouble naming letters
- ☐ Has problems associating letters and sounds, understanding the difference between sounds in words or blending sounds into words
- ☐ Guesses at unfamiliar words rather than using word analysis skills
- ☐ Substitutes or leaves out words while reading
- ☐ Has poor retention of new vocabulary
- ☐ Dislikes and avoids reading or reads reluctantly

Written Language (Written Expression)

- ☐ Age Appropriate
- ☐ Writing is messy and incomplete, with many cross-outs and erasures
- ☐ Has difficulty remembering shapes of letters and numerals
- ☐ Frequently reverses letters, numbers and symbols
- ☐ Uses uneven spacing between letters and words, and has trouble staying 'on the line'
- ☐ Copies inaccurately (i.e., confuses similar-looking letters and numbers)
- ☐ Spells poorly and inconsistently (i.e., the same word appears differently other places in the same document)
- ☐ Has difficulty proofreading and self-correcting work

**Problem Solving / Response to Instruction and Intervention
Team Member Direct Observation Form (continued)**

Grades 1 - 4

DOMAINS OBSERVED

Social Emotional (All Areas)

- ☐ Age Appropriate
- ☐ Does not pick up on other people's mood/feelings (i.e., may say the wrong things at the wrong time)
- ☐ May not detect or respond appropriately to teasing
- ☐ Has difficulty 'joining in' and maintaining positive social status in a peer group
- ☐ Has trouble knowing how to share/express feelings
- ☐ Has trouble 'getting to the point' (i.e., gets bogged down in details in conversation)
- ☐ Has difficulty with self-control when frustrated
- ☐ Has difficulty dealing with group pressure, embarrassment and unexpected challenges

Gross and Fine Motor Skills (All Areas)

- ☐ Age Appropriate
- ☐ Appears awkward and clumsy, dropping, spilling, or knocking things over
- ☐ Has limited success with games and activities that demand eye-hand coordination (i.e., piano lessons, basketball, baseball)
- ☐ Has trouble with buttons, hooks, snaps, zippers, and trouble learning to tie shoes
- ☐ Creates art work that is immature for age
- ☐ Demonstrates poor ability to color or write 'within the lines'
- ☐ Grasps pencil awkwardly, resulting in poor handwriting
- ☐ Experiences difficulty using small objects or items that demand precision (i.e., Legos, puzzle pieces, tweezers, scissors)

Attention (All Areas)

- ☐ Age Appropriate
- ☐ Has difficulty sustaining attention in work tasks or play activities
- ☐ Has difficulty organizing tasks and activities
- ☐ Loses things consistently that are necessary for tasks/activities (i.e., toys, school assignments, pencils, books or tools)
- ☐ Is easily distracted by outside influences
- ☐ Is forgetful in daily/routine activities

Other notes or observed behavior

- ☐ Confuses left and right
- ☐ Often loses things
- ☐ Is slow to learn new games and master puzzles
- ☐ Has difficulty generalizing (applying) skills from one situation to another

Problem Solving / Response to Instruction and Intervention
Team Member Direct Observation Form (continued)

NARRATIVE

Were there components of the lesson that contributed to the student's success? Describe:

Describe how the student responded to the:

Lesson: _____

Teacher: _____

Peers: _____

Describe the student's behavior regarding engagement in learning and on task behavior.

Note any learning and/or behavior problems or frustrations that the child exhibited during the lesson. _____

Note any strength(s) that the student exhibited during the lesson.

Any additional observations/comments: _____

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
Problem Solving / Response to Instruction and Intervention
Team Member Direct Observation Form

Grades 5-8

Student: _____ Observer Name: _____ Title: _____

Activity Observed: _____ Time of Observation: _____ Date: _____
(beginning and ending)

Learning Situation: _____ One on One _____ Small Group _____ Class _____ Independent

ESOL/ELL: _____ Yes _____ No

When observing this student, please consider the functioning of class peers as a guide for ratings.

Federal regulations require that the observer NOT be the student's current classroom teacher.

This tool is designed for use as a guide during a student observation. You may not see all domains addressed, however, the student should be observed during times when you will be able to monitor behaviors related to the area of concern.

In order to obtain a full and accurate picture of the student's performance, it may be necessary to observe the student more than once, in different settings and at different times of the day. Multiple observation forms may be included in the evaluation documentation.

Directions: First identify the area(s) of concern for the student. Behavior around each identified area is where you will focus your observation. During the observation place a check mark next to the behaviors that are observed within each domain that correlates with the noted areas of concern. Also complete the narrative section.

Check Area(s) of Concern	
<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Written Expression
<input type="checkbox"/> Basic Reading Skills	<input type="checkbox"/> Reading Comprehension
<input type="checkbox"/> Reading Fluency Skills	<input type="checkbox"/> Listening Comprehension
<input type="checkbox"/> Mathematics Problem Solving	<input type="checkbox"/> Mathematics Calculation

**Problem Solving / Response to Instruction and Intervention
Team Member Direct Observation Form (continued)**

Grades 5 - 8

DOMAINS OBSERVED

Language (Oral Expression, Basic Reading Skills, Reading Comprehension, Listening Comprehension)

- ☐ Age Appropriate
- ☐ Has difficulty modulating voice (i.e. too soft, too loud)
- ☐ Inserts invented words into conversation
- ☐ Has difficulty re-telling what has just been said
- ☐ Uses vague, imprecise language and has a limited vocabulary
- ☐ Demonstrates slow and halting speech, using lots of fillers (i.e., uh, um, and, you know)
- ☐ Uses poor grammar or misuses words in conversation
- ☐ Mispronounces words frequently
- ☐ Confuses words with others that sound similar
- ☐ Inserts malapropisms ('slips of the tongue') into conversation (i.e., a rolling stone gathers no moths; he was a man of great statue)
- ☐ Has limited interest in books or stories
- ☐ Has difficulty understanding instructions or directions
- ☐ Has difficulty with pragmatic skills (i.e., understands the relationship between speaker and listener, stays on topic, gauges the listener's degree of knowledge, makes inferences based on a speaker's verbal and non-verbal cues)

Written Language (Written Expression)

- ☐ Age Appropriate
- ☐ Writing is messy and incomplete, with many cross-outs and erasures
- ☐ Fails to develop ideas in writing so written work is incomplete and too brief
- ☐ Uses uneven spacing between letters and words, and has trouble staying 'on the line'
- ☐ Copies inaccurately (i.e., confuses similar-looking letters and numbers)
- ☐ Spells poorly and inconsistently (i.e., the same word appears differently other places in the same document)
- ☐ Has difficulty proofreading and self-correcting work

Reading (Basic Reading Skills, Reading Comprehension, Reading Fluency Skills)

- ☐ Age Appropriate
- ☐ Confuses similar-looking words (i.e., beard, bread)
- ☐ Frequently loses place while reading
- ☐ Reverses letter order in words (i.e., saw/was)
- ☐ Demonstrates poor memory for printed words
- ☐ Reads slowly
- ☐ Has weak comprehension of ideas and themes
- ☐ Has problems associating letters and sounds, understanding the difference between sounds in words or blending sounds into words
- ☐ Guesses at unfamiliar words rather than using word analysis skills
- ☐ Substitutes or leaves out words while reading
- ☐ Has poor retention of new vocabulary
- ☐ Dislikes and avoids reading or reads reluctantly

Math (Math Calculation, Math Problem Solving)

- ☐ Age Appropriate
- ☐ Has difficulty comparing, simplifying and performing operations with real numbers
- ☐ Poorly aligns numbers resulting in computation errors
- ☐ Has difficulty estimating quantity (i.e., quantity, value)
- ☐ Has difficulty with comparisons (i.e., less than, greater than)
- ☐ Has trouble telling time
- ☐ Has trouble conceptualizing the passage of time
- ☐ Has difficulty counting rapidly or making calculations
- ☐ Has trouble interpreting graphs and charts
- ☐ Has difficulty with geometric concepts(i.e. identifying shapes, applying formulas to solve problems)
- ☐ Has difficulty with geometry and measurement

**Problem Solving / Response to Instruction and Intervention
Team Member Direct Observation Form (continued)**

Grades 5 - 8

DOMAINS OBSERVED

Social Emotional (All Areas)

- ☐ Age Appropriate
- ☐ Does not pick up on other people's mood/feelings (i.e., may say the wrong things at the wrong time)
- ☐ May not detect or respond appropriately to teasing
- ☐ Has difficulty 'joining in' and maintaining positive social status in a peer group
- ☐ Has trouble knowing how to share/express feelings
- ☐ Has trouble 'getting to the point' (i.e., gets bogged down in details in conversation)
- ☐ Has difficulty dealing with group pressure, embarrassment and unexpected challenges

Gross and Fine Motor Skills (All Areas)

- ☐ Age Appropriate
- ☐ Has limited success with games and activities that demand eye-hand coordination (edit., piano lessons, basketball, baseball)
- ☐ Grasps pencil awkwardly, resulting in poor handwriting
- ☐ Dislikes and avoids writing and drawing tasks

Attention (All Areas)

- ☐ Age Appropriate
- ☐ Fails to pay close attention to details or makes careless mistakes in schoolwork or other activities
- ☐ Has difficulty sustaining attention in work tasks or play activities
- ☐ Has difficulty organizing tasks and activities
- ☐ Loses things consistently that are necessary for tasks/activities (i.e., toys, school assignments, pencils, books or tools)
- ☐ Is easily distracted by outside influences
- ☐ Is forgetful in daily/routine activities

Other notes or observed behavior

- ☐ Age Appropriate
- ☐ Confuses left and right
- ☐ Finds it hard to judge speed and distance (i.e., hard to play certain games, drive a car)
- ☐ Trouble reading charts and maps
- ☐ Is disorganized and poor at planning
- ☐ Often loses things
- ☐ Is slow to learn new games and master puzzles
- ☐ Has difficulty listening and taking notes at the same time
- ☐ Has difficulty generalizing (applying) skills from one situation to another

Problem Solving / Response to Instruction and Intervention
Team Member Direct Observation Form (continued)

NARRATIVE

Were there components of the lesson that contributed to the student's success? Describe:

Describe how the student responded to the:

Lesson: _____

Teacher: _____

Peers: _____

Describe the student's behavior regarding engagement in learning and on task behavior.

Note any learning and/or behavior problems or frustrations that the child exhibited during the lesson. _____

Note any strength(s) that the student exhibited during the lesson.

Any additional observations/comments: _____

Individualized Intervention Plan for Accelerated (Catch-Up) Growth

Name _____

Student Number _____

Date _____

Documenting MTSS Response to Intervention

at Tier III for
☐ Reading ☐ Math ☐ Writing ☐ Behavior ☐ Other

School _____

School Year 20____ - 20____

Page ____ of ____

☐ Initial Plan ☐ Revised Plan

Step 1: Problem Identification

 (identified problem – skill or performance deficit)

 (current level of performance/student data)

 (expected level of performance/benchmark expectation)

Step 2: Problem Analysis

is occurring because...

Verified Hypotheses:

Step 3: Select/Design Intervention and Implement Intervention

	Who	What	When	Where
Instructional Plan - Intervention for accelerated growth				
Support Plan – Supports for the interventionist				
Implementation Assessment Plan – Documentation of intervention integrity/fidelity				How
Step 4: Monitor Progress and Evaluate intervention effectiveness		What OPM tool; Criterion for success	When/How often	When will we meet again
Monitoring Plan for Determining Student Progress – Progress monitoring to determine RtI				

☐ The parent was provided a copy of the handout entitled Parent Information for Students Receiving Intensive Interventions

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

Exceptional Student Education

Written Summary of Group's Analysis for

☐ Specific Learning Disabilities
 ☐ Language Impairment Eligibility
 ☐ Other: _____

Meeting Date:		Date of Receipt of Parental Consent:	
Demographic Information			
Student Name:	ID#:	Subgroup(s):	
School:	Grade:	Retention History:	
Previous Evaluations (including ineligibilities):			DOB:
Identified Areas(s) of Concern:			
Relevant Medical Findings:			

Documentation of a Multi-Tiered System of Supports for Academics

Observations (Attach summary forms):		
	Brief summary of behavioral observations	Relationship of classroom behavior to academic functioning
Observation #1 (Classroom Teacher)		
Observation #2 (Direct Observation)		
Additional Observations (required for LI*)		

Diagnostic Assessment Results	
Standardized Norm-referenced Instrument and Results (required for LI*)	

Yes	No	(This item required for LI*)
<input type="checkbox"/>	<input type="checkbox"/>	Information gathered from the student's parent(s) or guardians(s), teacher(s), and when appropriate, the student, supports the results of the standardized instruments and observations conducted. (If no, explain reason)

Intervention Summary							Response to Intervention			
	Start Date	End Date	Instruction/Intervention	Implementer	Duration/Frequency	Fidelity/Support	+	?	-	Cont. ?
Core							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental/ Targeted							<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"/>
Intensive							<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"/>

*Note: Information and data required for Language Impairment (LI) Eligibility will be completed only *after* a comprehensive language evaluation has been conducted (consent required).

Documentation of a Multi-Tiered System of Supports for Academics (continued)**Analysis of Response to Intervention Data** (see attached, which includes graphs and documentation of parent involvement)**1. Performance discrepancy** (level of performance: pre- and post-interventions)

<input type="checkbox"/> Student	<input type="checkbox"/> District and/or <input type="checkbox"/> State	<input type="checkbox"/> School	<input type="checkbox"/> Class	<input type="checkbox"/> AYP Subgroup(s)	<input type="checkbox"/> Tier II Peer Group

2. Rate of Progress (Attach documentation of intervention intensity, rate of progress, expected rate of progress)

--

3. Statement of Educational Need

☐ Yes ☐ No Data confirm that the student continues to need intensive and individualized interventions that significantly differ in intensity and duration from what can be provided through general education resources.

Specify the student's educational supports and services that are needed to sustain expected level of performance and adequate rate of progress:

--

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

Exceptional Student Education

Written Summary of Group's Analysis for **Specific Learning Disabilities**

Student Name	Student Number	School	Grade	Meeting Date
(Staffing committee completes form titled <i>PS/Rtl Documentation of Assessment Areas</i>)				
Consideration of exclusionary factors: Determine whether level of performance and rate of progress are primarily the result of any of the following. Specify the documentation that supports the groups' conclusion for each.				
Yes	No			
<input type="checkbox"/>	<input type="checkbox"/>	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"/>	Irregular pattern of attendance or high mobility rate		
<input type="checkbox"/>	<input type="checkbox"/>	Cultural factors		
<input type="checkbox"/>	<input type="checkbox"/>	Environmental or economic factors		
<input type="checkbox"/>	<input type="checkbox"/>	Classroom behavior		
<input type="checkbox"/>	<input type="checkbox"/>	Limited English proficiency		

Summary of eligibility criteria for a specific learning disability		
Yes	No	
		If any of the following statements are answered with "No", an eligibility determination cannot be made without further consideration and detailed documentation.
<input type="checkbox"/>	<input type="checkbox"/>	Student does not achieve adequately for age or does not meet state-approved grade-level standards in one or more of the following areas (Check all that apply): <ul style="list-style-type: none"> <input type="checkbox"/> Basic Reading Skills <input type="checkbox"/> Reading Fluency Skills <input type="checkbox"/> Reading Comprehension (aligns with LI) <input type="checkbox"/> Mathematics Calculation <input type="checkbox"/> Mathematics Problem Solving <input type="checkbox"/> Written Expression (aligns with LI) <input type="checkbox"/> Oral Expression (aligns with LI) <input type="checkbox"/> Listening Comprehension (aligns with LI)
<input type="checkbox"/>	<input type="checkbox"/>	___ Student does not make adequate progress based on response to scientific, research-based intervention. <i>OR</i> ___ Intensive interventions are demonstrated to be effective but require sustained and substantial effort.
<input type="checkbox"/>	<input type="checkbox"/>	The student's progress is not primarily the result of any of the exclusionary factors (referenced above) or lack of appropriate instruction.
<input type="checkbox"/>	<input type="checkbox"/>	The student demonstrates evidence of eligibility for a specific learning disability.
<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.

Signatures of group determining eligibility. Each of the following individuals certifies their agreement with the determination of eligibility and assurance that this determination was made in accordance with subsection (6) of Rule 6A-6.0331.		
ESE Administrator/Designee	Parent	Parent
General Education Teacher	School Psychologist	Speech/Language Pathologist
Other: Name/Position	Other: Name/Position	Other: Name/Position

The following team members DISAGREE with the conclusion of the group. Attach a separate statement presenting each member's conclusion.		
Name/Position	Name/Position	Name/Position

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

Exceptional Student Education

Written Summary of Group's Analysis for Language Impairment Eligibility

Student Name	Student Number	School	Grade	Meeting Date
Consideration of factors effecting student's performance. Indicate whether student's performance and/or rate of progress are substantially affected by any of the following exclusionary factors. Specify documentation supporting the groups' conclusion for each.				
Yes	No			
<input type="checkbox"/>	<input type="checkbox"/>	Lack of appropriate instruction		
<input type="checkbox"/>	<input type="checkbox"/>	Vision or hearing deficits		
<input type="checkbox"/>	<input type="checkbox"/>	Patterns of irregular attendance		
<input type="checkbox"/>	<input type="checkbox"/>	Ethnicity and/or cultural factors		
<input type="checkbox"/>	<input type="checkbox"/>	Chronological Age		
<input type="checkbox"/>	<input type="checkbox"/>	Gender		
<input type="checkbox"/>	<input type="checkbox"/>	Limited English Proficiency		
Summary of eligibility criteria for exceptional student education services				
Yes	No	Does the student achieve adequately for his/her age, or does he/she meet grade level standards in all of the following areas? If no, check all areas in which student is not meeting expectations.		
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>	Oral Expression (aligns with SLD)	<input type="checkbox"/>	Phonological Processing
<input type="checkbox"/>	<input type="checkbox"/>	Listening Comprehension (aligns with SLD)	<input type="checkbox"/>	Reading Comprehension (aligns with SLD)
<input type="checkbox"/>	<input type="checkbox"/>	Social Interaction		
<input type="checkbox"/>	<input type="checkbox"/>	Written Expression (aligns with SLD)		
If any of the following statements are answered with "No", an eligibility determination cannot be made without further consideration and detailed documentation.				
Yes	No			
<input type="checkbox"/>	<input type="checkbox"/>	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"/>	<input type="checkbox"/> Student does not make adequate progress based on response to scientific, research-based intervention. <div style="text-align: center;">OR</div> <input type="checkbox"/> Intensive interventions are demonstrated to be effective but require sustained and substantial effort.		
<input type="checkbox"/>	<input 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 type="checkbox"/>	The student demonstrates evidence of eligibility for language impairment (information gathered from parents, teachers, student; results of standardized norm-referenced instruments; and observations).		
<input type="checkbox"/>	<input type="checkbox"/>	This eligibility determination was made in accordance with subsection 6A-6.0331(6), F.A.C.		
Signatures of group determining eligibility. Each of the following individuals certifies their agreement with the determination of eligibility and assurance that this determination was made in accordance with subsection (6) of Rule 6A-6.0331.				
ESE Administrator/Designee		Parent	Parent	
General Education Teacher		School Psychologist	Speech/Language Pathologist	
Other: Name/Position		Other: Name/Position	Other: Name/Position	
The following team members <u>DISAGREE</u> with the conclusion of the group. Attach a separate statement presenting each member's conclusion.				
Name/Position		Name/Position	Name/Position	

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

Exceptional Student Education Intellectual Disabilities Worksheet to Consider Eligibility

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 based 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 functioning 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 general education environment to document the student's areas of concern (PreK-12)
____ Review of existing data, including anecdotal, social, psychological, medical, attendance and achievement (PreK-12)
____ Vision and hearing screenings (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 functioning: _____
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 pattern of attendance or high mobility rate; classroom behavior; or limited English proficiency affecting the student's achievement level, but not the primary cause of the student's difficulties: _____

- ☐ Yes ☐ No The student demonstrates a need for special education services.
- ☐ Yes ☐ No The team agrees that the analysis of data supports consideration for eligibility for an Intellectual Disability.

The following team members concur with this conclusion.		
ESE Administrator/Designee	General Education Teacher	Special Education Teacher
Parent	School Psychologist	Other: Name/Position

The following team members DISAGREE with this conclusion. A separate statement of conclusion from each dissenting member is attached.		
Name/Position	Name/Position	Name/Position

Intervention Documentation Worksheet

Beginning week: _____ Teacher: _____

[illegible]

Legend

<p>T = Time (# of minutes)</p> <p>F = Focus</p> <p>P = Program</p>	<p>Focus</p> <p>L = Language</p> <p>PA = Phonemic Awareness</p> <p>P = Phonics</p> <p>F = Fluency</p> <p>V = Vocabulary</p> <p>C = Comprehension</p> <p>MC = Math Computations</p> <p>MA = Math Applications</p> <p>=</p>	<p>Programming</p> <p>(Create your own key. For example. VV = Lindamood-Bell V& V, SS = Skill Streaming, NW = Number Worlds)</p> <p>_____ = _____</p> <p>_____ = _____</p> <p>_____ = _____</p> <p>_____ = _____</p> <p>_____ = _____</p> <p>_____ = _____</p>
--	--	---

Current Practice for Recommending Referral for Evaluation Within an MTSS Framework:

Problem Identified → Interventions implemented → Progress monitoring data indicates response to intervention
Tier 2 intervention delivery – Make changes based upon response to intervention

MTSS problem solving at Tier I and Tier II (for groups of students) is commonly handled through SBLT and Grade-Level problem solving meetings.

If a student shows an ongoing *poor response* to Core Instruction + Tier II Supplemental Instruction

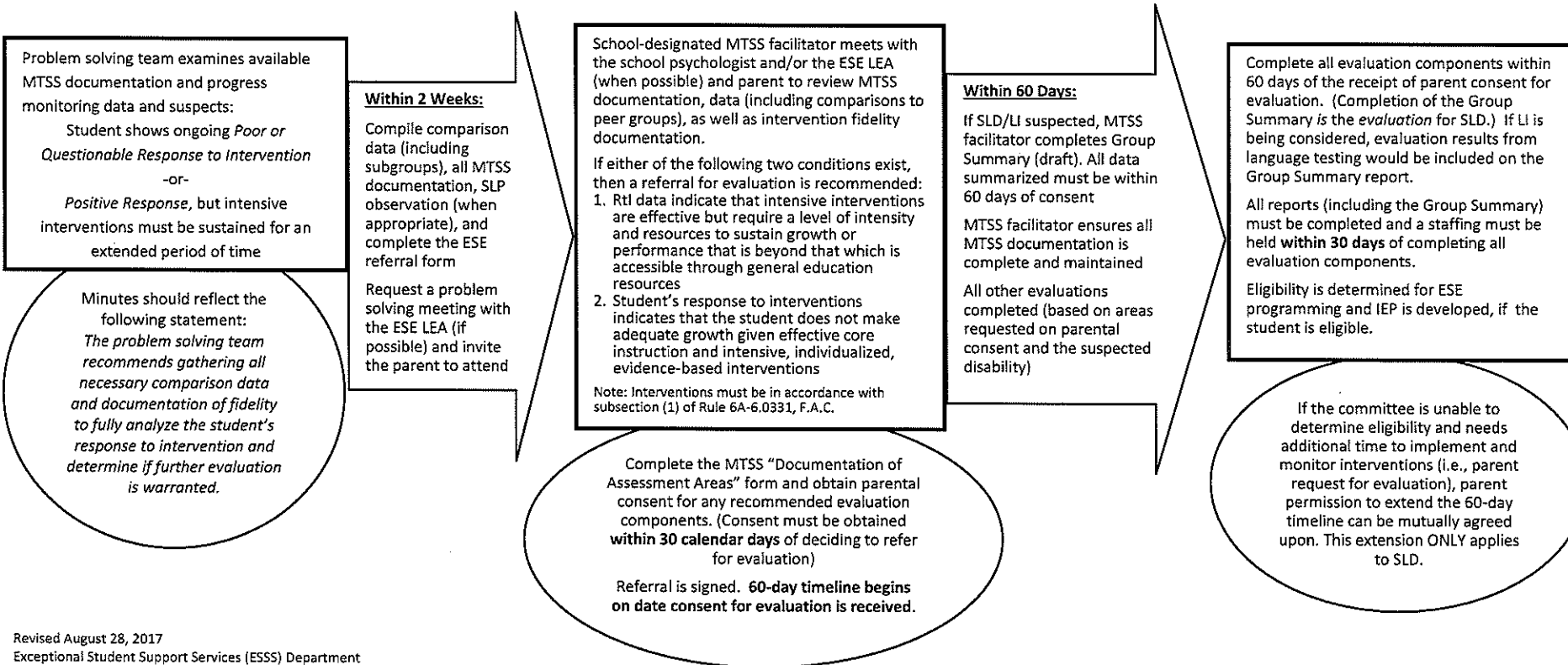
Referral to School-Level Problem Solving Team (typically a subcommittee of the SBLT)

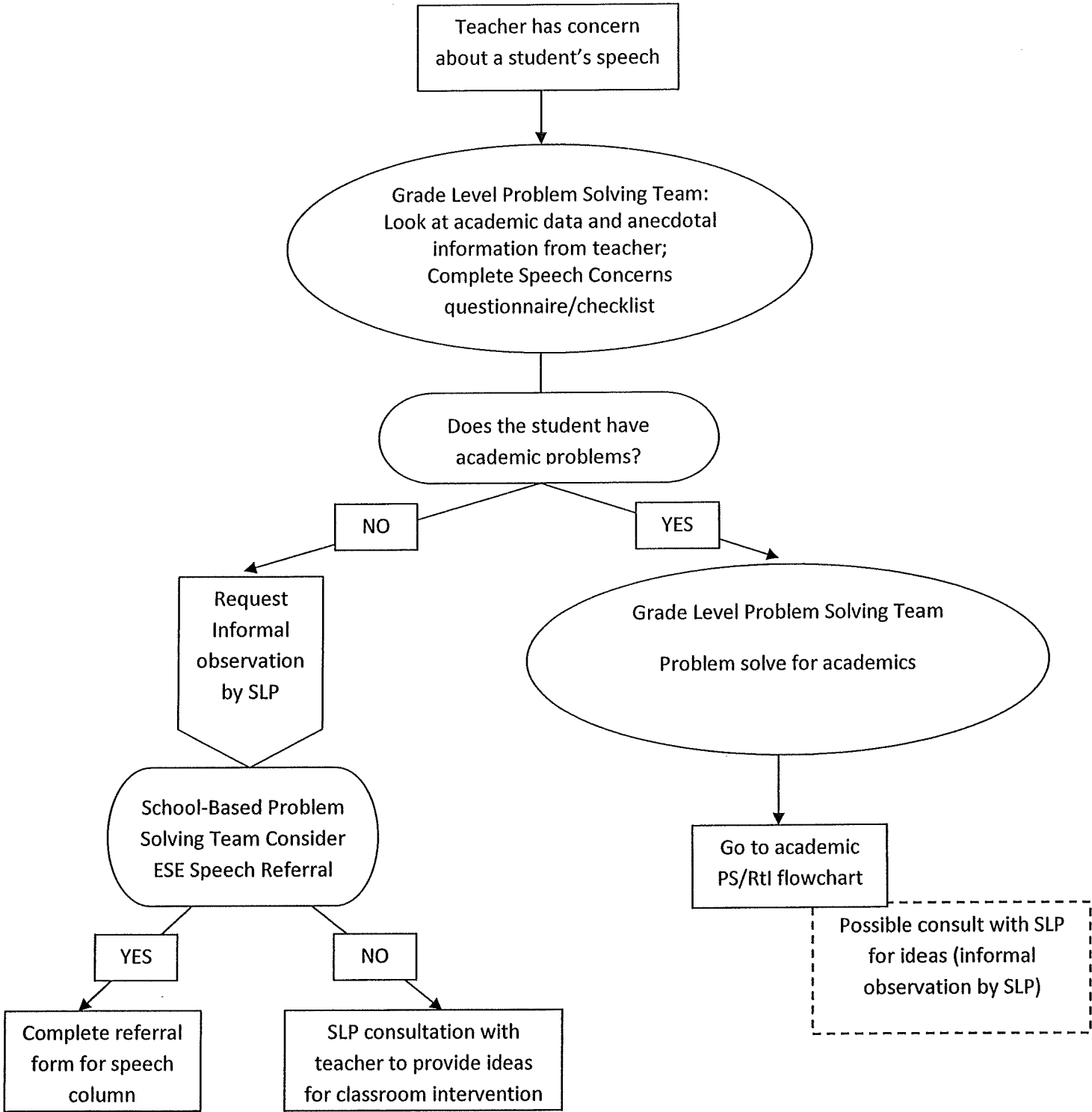
School-Level Problem Solving Team:

Problem Identification → Problem Analysis → Intervention Design → Deliver Intervention, Monitor Fidelity, Monitor Progress

If *Positive Response* = Continue intervention until able to fade back to Core/Tier II supports

If *Poor Response* = School-Level Problem Solving Team continues ongoing problem solving steps

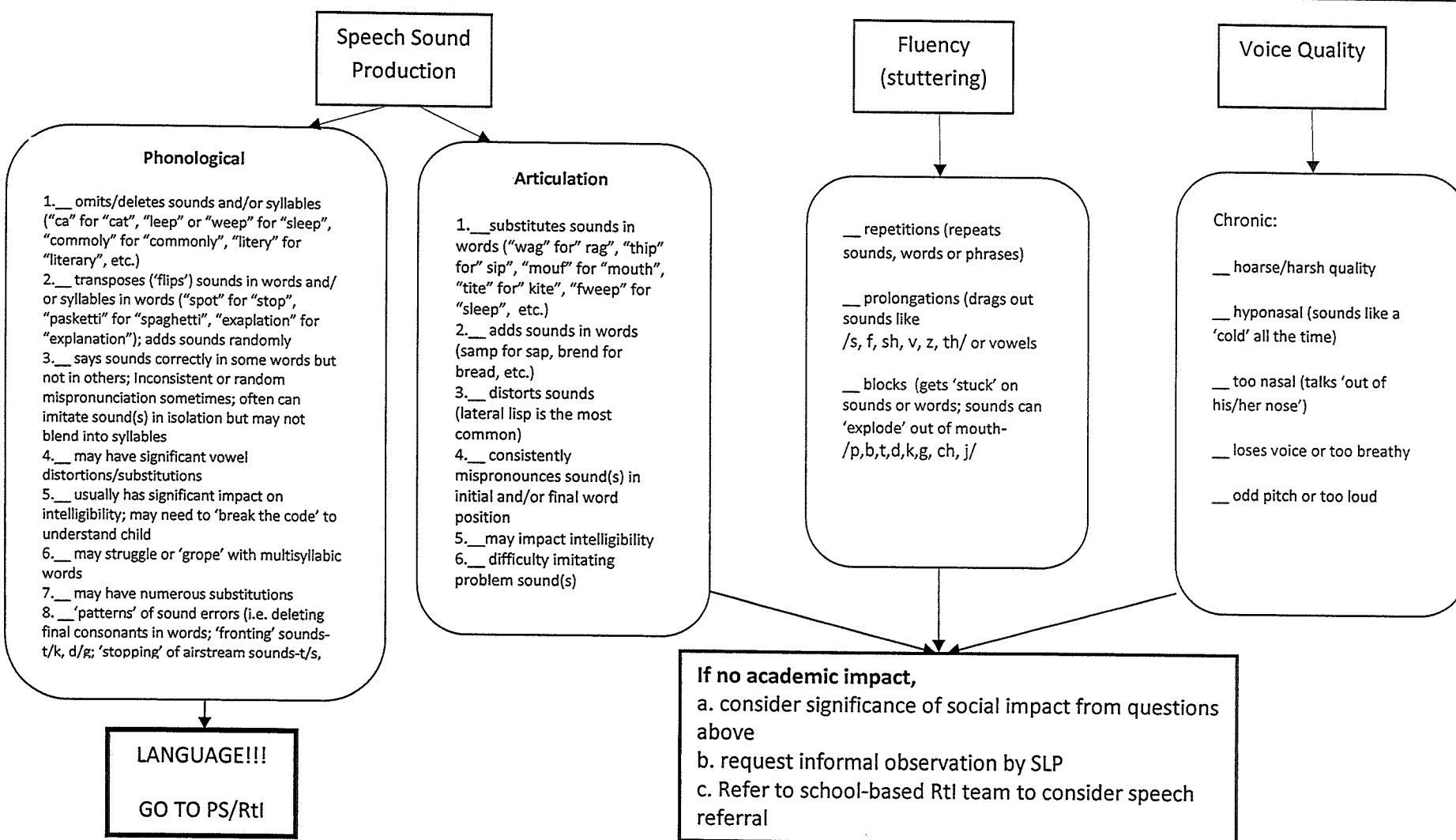




Speech Concerns Questionnaire/Checklist

To determine **significant social impact**:

	Yes	No
1. Does the child's speech frequently draw negative attention to the communication (i.e. do you pay more attention to how the child is saying something rather than what the child is saying)?		
2. Does the child appear frustrated if asked to repeat him/herself (or give up and say "never mind")?		
3. Does the child seem shy or avoid talking to adults and/or peers?		
4. Do peers comment about the child's speech?		
5. Do others misinterpret what the child is trying to say?		
6. Has parent expressed concern about child's speech?		



The School Board of Hernando County
Exceptional Student Education
Speech Sound Production Evaluation Report

Name: _____ DOB: _____ CA: _____

St. # _____ Teacher: _____ Grade: _____

Therapist: _____ Date: _____

Standardized Test(s) Administered and Results:

- ☐ Goldman Fristoe 2 Test of Articulation (GFTA-2)
☐ Clinical Assessment of Articulation and Phonology (CAAP)
☐ Hodson Assessment of Phonological Patterns-3rd edition (HAPP-3)
☐ other _____

Results: _____

Sound Error Type(s) _____ articulation (phonetic) _____ phonological (phonemic)

Comprised of (check all that apply) _____ additions _____ substitutions _____ omissions _____ distortions

Oral Peripheral Exam results: _____

Intelligibility Results: Words: _____% Utterances: _____% Severity Rating Score: _____

YES NO

- _____ 1. Information gathered from parent(s)/guardian(s), teacher(s) and, when appropriate, the student, support the evaluation results.
- _____ 2. Observation(s) of the student's speech characteristics during connected speech or conversation support the evaluation results.
- _____ 3. Oral Peripheral results indicate structure and function adequate for speech.
If no, explain _____

- _____ 4. The speech sound disorder significantly impacts student's intelligibility based on intelligibility rating of connected speech.
- _____ 5. The student's phonetic or phonological inventory is significantly below that expected for his or her chronological age or developmental level based on normative data.
- _____ 6. The speech sound disorder has a negative impact on the student's ability to perform and/or function in his/her typical learning environment. *Explain the impact on the learning environment/educational performance and the basis for determination:* _____

- _____ 7. The speech sound disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity or limited English proficiency.

Based on the above results, it is recommended that the staffing committee review this evaluation to determine whether the child is a student with a disability.

Therapist signature

The School Board of Hernando County
Exceptional Student Education
Speech Sound Production Severity Rating Scale

Name: _____ DOB _____ School _____ Grade _____ Date of Rating _____ Therapist _____

Sound Production	0 No sound errors or errors consistent with normal development.	2 Sound errors 6 mos. to one year below developmental age/chronological age	3 Sound errors from one to two years below developmental age/chronological age	4 Sound errors more than two years below developmental age/chronological age
Stimulability	0 Most error sounds are stimulable for correct production in several contexts	2 Most sound errors are stimulable in at least one context	3 Although not correct, most error sounds approximate correct production	4 No error sounds are stimulable for correct production
Oral Motor and/or Motor Sequencing	0 Adequate for speech production	2 Minimal difficulties and does not contribute to speech production problems	3 Oral motor and/or sequencing difficulties interfere with speech production	4 Oral motor and/or sequencing greatly interferes with speech production; use of cues, gestures, or AT needed.
Intelligibility	0 Connected speech is intelligible	4 Connected speech is intelligible with some errors noticeable; > 80% intelligible	6 Connected speech sometimes unintelligible when context is unknown; 50-80% intelligible	8 Connected speech mostly unintelligible; gestures/cues usually needed; <50% intelligible
Effect on Educational Performance	0 No interference with the child's participation in educational setting. Acquisition of basic cognitive and/or affective performance skills is not affected.	4 Minimal impact on the child's participation in the educational setting. Acquisition of basic cognitive and/or affective performance skills may be affected.	6 Does interfere with child's participation in the educational setting. Acquisition of basic cognitive and/or affective performance skills is usually affected.	8 Seriously limits child's participation in the educational setting. Acquisition of basic cognitive and/or affective performance skills is impaired .

Total Score _____

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

- Scores of 16-20 indicate possible classroom intervention warranted (through PS-RTI)
- Scores of 21+ may benefit from therapy services

The School Board of Hernando County
Exceptional Student Education

Examination of Oral Peripheral Mechanism

Name: _____ Date: _____ Examiner: _____

Grade: _____ DOB: _____ CA: _____ Student #: _____

1. Head and Facial Appearance _____

2. Lips

- Appearance _____
- Habitual posture: ☐ Closed ☐ Parted
- Mobility: ☐ Press ☐ Purse ☐ Retracts

3. Jaw Mobility Sufficient _____ Insufficient _____ Excessive _____

4. Tongue

- Appearance at rest: _____
- Size: ☐ Appropriate ☐ Too large ☐ Too small
- ☐ Protrusion ☐ Tremors ☐ Deviation
- Mobility (a check indicates normal function): ☐ Elevation ☐ Lateralization ☐ Licks lip with tongue
- ☐ Moves independently with jaw ☐ Sweeps palate from alveolar ridge
- ☐ Lingual Frenum

5. Palate

- Appearance of alveolar ridge _____
- Appearance of hard palate _____ Appearance of soft palate _____
- Mobility _____
- Closure evidently complete _____

6. Diadochokineses

- Papapa – (avg. = 3-5 ½) _____
- Tatata – (avg. = 3-5 ½) _____
- kakaka – (avg. = 3 ½ - 5 ½) _____
- putuku – (avg. = 1-1 ¾) _____
- (Below=less than 1 per sec.) _____
- (Above=more than 1 per sec.) _____
- (See instructions for assessment of diadochokinetic rate.)

7. Dental observations Spacing _____ Missing teeth _____

Alignment: normal _____ misaligned _____ spaced _____

Condition: good _____ slight decay _____ moderate decay _____ excessive decay _____

Occlusion : normal _____ overbite _____ edge to edge _____ crossbite _____ open bite _____

8. Breathing Mouth breather? Yes ☐ No ☐

Other deviations noted (☐ during speech ☐ at rest) _____

9. Comments _____

10. Adequate for speech? _____ YES _____ NO

If no, explain: _____

Instructions for Assessing Diadochokinetic Syllable Rates

Instructions to Student

1. "I want you to say some sounds for me. They aren't words, just sounds. I'll show you how to make the sound then you can say it with me. Then you'll try it yourself as fast as you can. The first one is..."
2. "Now try it with me." (First practice trial of approximately three seconds in unison.)
3. "Now do it by yourself, as fast as you can..." (Second practice trial of approximately three seconds.) "Good... fine."
4. "Now I want you to do it once more. This time it has to be a long one. I'll tell you when to start. Don't stop until I tell you. Ready? Start." (Count repetitions beginning with this trial.)
5. "The next sound is..." (Continue with syllable presentations in order of table of norms.)
6. Repeat directions for each newly introduced syllable(s).

Scoring

Time the number of seconds it takes the student to complete each task the prescribed number of times. The average number of seconds for children from 6 to 13 years of age is reported below.

The Fletcher Time-by-Count Test of Diadochokinetic Syllable Rate

Fletcher, S. G., Time-by-count measurement of diadochokinetic syllable rate.
J. Speech Hearing Res., 15, 763-770 (1972)

SYLLABLE	REPETITIONS	NORMS BY AGE							
		6	7	8	9	10	11	12	13
pʌ	20	4.8	4.8	4.2	4.0	3.7	3.6	3.4	3.3
tʌ	20	4.9	4.9	4.4	4.1	3.8	3.6	3.5	3.3
kʌ	20	5.5	5.3	4.8	4.6	4.3	4.0	3.9	3.7
fʌ	20	5.5	5.4	4.9	4.6	4.2	4.0	3.7	3.6
lʌ	20	5.2	5.3	4.6	4.5	4.2	3.8	3.7	3.5
		1.0*		0.7*		0.6*			
pʌtə	15	7.3	7.6	6.2	5.9	5.5	4.8	4.7	4.2
pʌkə	15	7.9	8.0	7.1	6.6	6.4	5.8	5.7	5.1
tʌkə	15	7.8	8.0	7.2	6.6	6.4	5.8	5.5	5.1
		2.0*		1.6*		1.3*			
pʌtəkə	10	10.3	10.0	8.3	7.7	7.1	6.5	6.4	5.7
		2.8*		2.0*		1.5*			

Normative data were collected from utterances of 384 children (24 boys and 24 girls at each age level).

The School Board of Hernando County
Exceptional Student Education

Fluency Evaluation Report

Name: _____ DOB: _____ CA: _____

St. # _____ Teacher: _____ Grade: _____

Therapist: _____ Date: _____

Assessment Results:

Speech Sample Analysis (300-500 words)

*if smaller sample collected, state rationale here: _____

____ frequency of dysfluent speech behaviors _____

____ duration of dysfluent speech behaviors _____

____ types of dysfluent speech behaviors:

____ repetitions (phrases, whole words, syllables and/or phonemes) ____ prolongations ____ blocks ____ circumlocutions

____ secondary behaviors noted (list) _____

Oral Peripheral Exam results: _____

____ student attitude rating completed

Social Impact of the speech behaviors _____

Educational Impact of the speech behaviors _____

Severity Rating Score: _____

YES NO

____ 1. Information gathered from parent(s)/guardian(s), teacher(s) and, when appropriate, the student, support the evaluation results.

____ 2. Observations (at least 2) of the student's speech and secondary behaviors support the evaluation results.

YES NO

____ 3. Oral Peripheral results indicate structure and function adequate for speech.
If no, explain _____

____ 4. The student exhibits significant and persistent dysfluent speech behaviors.

____ 5. The fluency disorder has an adverse effect on the student's ability to perform and/or function
in his/her typical learning environment.

____ 6. The fluency disorder is not primarily the result of factors related to chronological age, gender,
culture, ethnicity or limited English proficiency.

**Based on the above results, it is recommended that the staffing committee review this
evaluation to determine whether the child is a student with a disability.**

Therapist signature

The School Board of Hernando County
Exceptional Student Education

Voice Evaluation Report

Name: _____ DOB: _____ CA: _____

St. # _____ Teacher: _____ Grade: _____

Therapist: _____ Date: _____

Assessment Administered and Results:

____ Voice Assessment Protocol (VAP) _____ other _____

Results: _____

Atypical production of: ____ quality ____ pitch ____ loudness ____ resonance ____ duration of phonation
Inappropriate: ____ range ____ inflection ____ loudness ____ nasality ____ breathiness ____ hoarseness
____ harshness

Oral Peripheral Exam Results: _____

Severity Rating Score _____

- | YES | NO | |
|-------|-------|--|
| _____ | _____ | 1. Information gathered from parent(s)/guardian(s), teacher(s) and, when appropriate, the student, describe voice concerns and voice characteristics. |
| _____ | _____ | 2. Observation(s) of the student's voice characteristics in one or more settings, including the typical learning environment (if PK, then an environment or situation appropriate for a child of that chronological age) indicate significant and persistent atypical voice characteristics. |
| _____ | _____ | 3. Oral Peripheral results indicate structure and function adequate for speech.
If no, explain _____ |
| _____ | _____ | 4. A Medical Exam Report was completed by a licensed Florida physician providing a description of the state of the vocal mechanism and any medical implications for therapeutic intervention. |
| _____ | _____ | 5. The voice disorder is not found to be a direct result or symptom of a medical condition unless it adversely affects the student's ability to perform and/or function in the typical learning environment and is amenable to improvement with therapeutic intervention. |
| _____ | _____ | 6. The voice disorder has an adverse effect on the student's ability to perform and/or function in the typical learning environment. <i>Explain the impact on the learning environment/educational performance and the basis for determination:</i> _____ |
| _____ | _____ | 7. The atypical voice characteristics are not primarily the result of factors related to chronological age, gender, culture, ethnicity or limited English proficiency. |

Based on the above results, it is recommended that the staffing committee review this evaluation to determine whether the child is a student with a disability.

Therapist signature

The School Board of Hernando County
Exceptional Student Education

Physician Voice Referral

Student Name: _____ DOB: _____ CA: _____

Referring therapist: _____ School: _____

Date of Examination: _____ Date of Report (if different from exam) _____

_____ is suspected of having a voice problem.
According to Florida State Rules and Regulations for Special Education programs, a voice assessment shall include a report of a medical examination of laryngeal structure and function conducted by a physician licensed in Florida. The physician's report must provide a description of the state of the vocal mechanism and any medical implications for therapeutic intervention. The information you provide on this form is a required component for the assessment of voice impairment.

1. What is the physical condition of the patient's larynx? _____

2. Are there any abnormal growths/edema on any part of the vocal mechanism? YES NO
If so, please specify type and location _____
3. Are there vocal fold asymmetries during phonation? YES NO
If so, please describe _____
4. Is there evidence of inadequate velopharyngeal function? YES NO
If so, please describe _____
5. Is there obstruction(s) of the nasal passages? YES NO
If so, please explain _____
6. Are there any structural or functional abnormalities of the palate? YES NO
If so, please explain _____
7. Are there any structural or functional abnormalities of the pharynx? YES NO
If so, please explain _____
8. Please note the following concerning the larynx:

a. Size normal for age and sex?	YES	NO
b. Do vocal folds approximate properly during phonation?	YES	NO
c. Any evidence of muscle tension during phonation?	YES	NO
d. Color of vocal folds normal?	YES	NO
e. Any visible scars?	YES	NO
f. Any growths	YES	NO
g. Any other pathologies?	YES	NO

If so, please explain _____
9. Describe the appearance of the vocal folds (check those that apply)
____ normal
____ thickened
____ edematous
____ inflamed
____ malformed
____ other _____

10. Is there presence of vocal pathology? YES NO

If YES, please check or explain

☐ vocal nodules

☐ polyps

☐ ulcers

☐ other _____

Does patient have allergies, sinus infections, or other chronic conditions which might contribute to abnormal vocal quality? _____

Could patient's misuse of voice have contributed to abnormal structure or function? _____

How were the vocal folds visualized during the examination? _____

What is your medical diagnosis? _____

Do your findings explain the abnormal voice quality?

YES

NO

Do you recommend surgery?

YES

NO

Medication?

YES

NO

Some children can be helped to eliminate or modify voice problems through speech therapy. Do you recommend voice therapy with a trained speech-language pathologist? YES NO

Do you see any limitations on the amount or kind of therapy?

NO YES (please explain) _____

Other Recommendations? _____

Physician's name (print)

physician's signature

Please return this form to _____

at _____ (fax) or _____

(address)

The School Board of Hernando County
Exceptional Student Education

Voice Severity Rating Scale

Name: _____ DOB _____ School _____ Grade _____ Date of Rating _____ Therapist _____

Pitch	0 Pitch is within normal limits	1 There is a noticeable difference, which may be intermittent	2 There is a persistent, noticeable inappropriate raising or lowering of pitch for age and sex.
Intensity	0 Intensity is within normal limits	1 There is a noticeable difference in intensity, which may be intermittent	2 There is persistent, noticeable, inappropriate increase or decrease in the intensity of speech or the presence of aphonia
Quality	0 Quality is within normal limits.	1 There is a noticeable difference in quality, which may be intermittent	2 There is a persistent, noticeable breathiness, glottal fry, harshness, hoarseness, tenseness, stridency or other abnormal quality
Resonance	0 Nasality is within normal limits	1 There is a noticeable difference in nasality, which may be intermittent	2 There is persistent, noticeable cul de sac, hyper or hyponasality, or mixed nasality
Duration of Phonation	0 Sustains /a/ 9 or more seconds	1 Sustains /a/ 6-8 seconds	2 Sustains /a/ less than 6 seconds
Effect on Educational Performance	0 No interference with the child's participation in educational setting. Acquisition of basic cognitive and/or affective performance skills is not affected.	1 Some impact on the child's participation in the educational setting. Acquisition of basic cognitive and/or affective performance skills may be affected.	2 Seriously limits child's participation in the educational setting. Acquisition of basic cognitive and/or affective performance skills is impaired.

- Instructions: 1. Do not include regional or dialectal differences when scoring.
2. Circle the score for the most appropriate description for each category.
3. Compute the total score and record below.
4. Note the total score to the right.

0 1 2 3 4 5 6 | 7 8 9 10 11 12

- Scores of 4-6 indicate possible classroom intervention warranted (through PS-RTI)
- Scores of 7-12 may benefit from therapy

Total Score _____

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

Exceptional Student Education
Written Summary of Group's Analysis for

___ Specific Learning Disabilities ___ Language Impairment Eligibility ___ Other: _____

Meeting Date:		Date of Receipt of Parental Consent:	
Demographic Information			
Student Name:		ID#:	Subgroup(s):
School:		Grade:	Retention History:
Previous Evaluations (including ineligibilities):			DOB:
Identified Areas(s) of Concern:			
Relevant Medical Findings:			

Documentation of a Multi-Tiered System of Supports for Academics

Observations (Attach summary forms):		
	Brief summary of behavioral observations	Relationship of classroom behavior to academic functioning
Observation #1 (Classroom Teacher)		
Observation #2 (Direct Observation)		
Additional Observations (required for LI*)		

Diagnostic Assessment Results	
Standardized Norm-referenced Instrument and Results (required for LI*)	

Yes	No	(This item required for LI*)
<input type="checkbox"/>	<input type="checkbox"/>	Information gathered from the student's parent(s) or guardians(s), teacher(s), and when appropriate, the student, supports the results of the standardized instruments and observations conducted. (If no, explain reason)

Intervention Summary							Response to Intervention			
	Start Date	End Date	Instruction/Intervention	Implementer	Duration/Frequency	Fidelity/Support	+	?	-	Cont. ?
Core							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental/ Targeted							<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"/>
Intensive							<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"/>

*Note: Information and data required for Language Impairment (LI) Eligibility will be completed only after a comprehensive language evaluation has been conducted (consent required).

Documentation of a Multi-Tiered System of Supports for Academics (continued)**Analysis of Response to Intervention Data** (see attached, which includes graphs and documentation of parent involvement)**1. Performance discrepancy** (level of performance: pre- and post-interventions)

<input type="checkbox"/> Student	<input type="checkbox"/> District and/or <input type="checkbox"/> State	<input type="checkbox"/> School	<input type="checkbox"/> Class	<input type="checkbox"/> AYP Subgroup(s)	<input type="checkbox"/> Tier II Peer Group

2. Rate of Progress (Attach documentation of intervention intensity, rate of progress, expected rate of progress)

--

3. Statement of Educational Need

☐ Yes ☐ No Data confirm that the student continues to need intensive and individualized interventions that significantly differ in intensity and duration from what can be provided through general education resources.

Specify the student's educational supports and services that are needed to sustain expected level of performance and adequate rate of progress:

--

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
Exceptional Student Education
Written Summary of Group's Analysis for Language Impairment Eligibility

Student Name	Student Number	School	Grade	Meeting Date
Consideration of factors effecting student's performance. Indicate whether student's performance and/or rate of progress are substantially affected by any of the following exclusionary factors. Specify documentation supporting the groups' conclusion for each.				
Yes	No			
<input type="checkbox"/>	<input type="checkbox"/>	Lack of appropriate instruction		
<input type="checkbox"/>	<input type="checkbox"/>	Vision or hearing deficits		
<input type="checkbox"/>	<input type="checkbox"/>	Patterns of irregular attendance		
<input type="checkbox"/>	<input type="checkbox"/>	Ethnicity and/or cultural factors		
<input type="checkbox"/>	<input type="checkbox"/>	Chronological Age		
<input type="checkbox"/>	<input type="checkbox"/>	Gender		
<input type="checkbox"/>	<input type="checkbox"/>	Limited English Proficiency		

Summary of eligibility criteria for exceptional student education services				
Yes	No	Does the student achieve adequately for his/her age, or does he/she meet grade level standards in all of the following areas? If no, check all areas in which student is not meeting expectations.		
<input type="checkbox"/>	<input type="checkbox"/>	Oral Expression (aligns with SLD)	<input type="checkbox"/>	Phonological Processing
<input type="checkbox"/>	<input type="checkbox"/>	Listening Comprehension (aligns with SLD)	<input type="checkbox"/>	Reading Comprehension (aligns with SLD)
<input type="checkbox"/>	<input type="checkbox"/>	Social Interaction		
<input type="checkbox"/>	<input type="checkbox"/>	Written Expression (aligns with SLD)		

If any of the following statements are answered with "No", an eligibility determination cannot be made without further consideration and detailed documentation.				
Yes	No			
<input type="checkbox"/>	<input type="checkbox"/>	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"/>	<input type="checkbox"/> Student does not make adequate progress based on response to scientific, research-based intervention. <div style="text-align: center;">OR</div> <input type="checkbox"/> Intensive interventions are demonstrated to be effective but require sustained and substantial effort.		
<input type="checkbox"/>	<input 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 type="checkbox"/>	The student demonstrates evidence of eligibility for language impairment (information gathered from parents, teachers, student; results of standardized norm-referenced instruments; and observations).		
<input type="checkbox"/>	<input type="checkbox"/>	This eligibility determination was made in accordance with subsection 6A-6.0331(6), F.A.C.		

Signatures of group determining eligibility. Each of the following individuals certifies their agreement with the determination of eligibility and assurance that this determination was made in accordance with subsection (6) of Rule 6A-6.0331.		
ESE Administrator/Designee	Parent	Parent
General Education Teacher	School Psychologist	Speech/Language Pathologist
Other: Name/Position	Other: Name/Position	Other: Name/Position

The following team members DISAGREE with the conclusion of the group. Attach a separate statement presenting each member's conclusion.		
Name/Position	Name/Position	Name/Position

The School Board of Hernando County
Exceptional Student Education

K-12 Language Evaluation Report

Name: _____ DOB: _____ CA: _____

St. # _____ Teacher: _____ Grade: _____

Therapist: _____ Date: _____

Tests Administered and Results:

_____ Clinical Evaluation of Language Fundamentals-4th edition (CELF-4)

_____ Comprehensive Assessment of Spoken Language (CASL)

_____ Oral and Written Language Scales (OWLS) _____ oral component _____ written component

_____ Test of Pragmatic Language- 2nd edition (TOPL-2)

_____ other (specify) _____

Results: _____

Alternative Assessment(s), rationale for use, and results (if standardized measures unavailable):

YES NO

- _____ 1. Deficits in the student's language skills are not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.
- _____ 2. Due to deficits in the student's language skills, the student does not perform and/or function adequately for the student's chronological age or to meet grade-level standards in one or more of the following areas when provided with learning experiences and instruction appropriate for the student's chronological age or grade and does not make sufficient progress to meet chronological age or state-approved grade-level standards when using a process based on the student's response to scientific research-based interventions. Check all areas impacted:
- _____ listening comprehension
- _____ oral expression
- _____ social interaction
- _____ written expression
- _____ phonological processing, or
- _____ reading comprehension
- _____ 3. Documented and dated observations (at least one by the SLP) show evidence of a significant language deficit that interferes with the student's performance and/or functioning in the educational environment.

YES NO

- _____ 4. A significant language deficit exists (as defined by the language assessment manual) in one or more of the following areas as evidenced by standard scores significantly below the mean:
- _____ phonology
 - _____ morphology
 - _____ syntax
 - _____ semantics
 - _____ pragmatics (If this is the only area checked and is not verified by a standardized instrument, refer to #6 below)
- _____ 5. Information gathered from the student's parent(s)/guardian(s), teacher(s), and when appropriate, the student, supports the results of the standardized instrument(s) and observations conducted.
- _____ 6. An additional observation by the SLP of the student's pragmatic language skills supports the language impairment is due to a deficit in pragmatic language [If it cannot be verified by the use of standardized instrument(s)]
- Procedure used _____

 - Rationale for overriding results from standardized instrument(s) _____

 - Results obtained _____

 - _____ observation supports information gathered from student's
yes no parent(s)/guardian(s), teacher(s), and, when appropriate, the student.

Based on the above results, it is recommended that the staffing committee review this evaluation and all other relevant data to determine whether the child is a student with a disability.

Therapist signature

The School Board of Hernando County
Exceptional Student Education
Pre-K Language Evaluation Report

Name: _____ DOB: _____ CA: _____

Therapist: _____ Evaluation Date: _____ School: _____

Tests Administered and Results:

- _____ Preschool Clinical Evaluation of Language Fundamentals-2nd edition (CELF Preschool 2)
- _____ Preschool Language Scale 4th edition (PLS-4)
- _____ Comprehensive Assessment of Spoken Language (CASL)
- _____ Receptive Expressive Emergent Language Scale 3rd edition (REEL-3)
- _____ Test of Early Language Development-3rd edition (TELD-3)
- _____ other _____

Results: _____

Alternative Assessment(s), rationale for use and results (if standardized measures unavailable):

There is evidence based on evaluation results of significant deficits in language. The impairment *may* manifest in significant difficulties affecting one or more of the following areas:

- _____ Listening Comprehension
- _____ Oral Expression
- _____ Social Interaction, or
- _____ Emergent Literacy Skills (e.g. vocabulary development, phonological awareness, narrative concepts)

YES NO

_____ 1. A significant deficit exists (as defined by the language assessment manual) in one or more of the basic learning processes involved in understanding or in using spoken or written language. These include:

- _____ phonology
- _____ morphology
- _____ syntax
- _____ semantics
- _____ pragmatics

_____ 2. Information from the child's parent(s) or guardians(s), teacher(s), service provider(s) or caregiver(s) supports the results of the standardized instruments.

_____ 3. Observation(s) conducted supports the results of the standardized instruments.

YES NO

- _____ 4. The language impairment has an adverse affect on the student's ability to achieve or function in the typical learning environment and is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Explain the impact on the learning environment and the basis for determination:

Based on the above results, it is recommended that the staffing committee review this evaluation to determine whether the child is a student with a disability.

Therapist signature

The School Board of Hernando County
Exceptional Student Education
K-12 Teacher Language Checklist

Student: _____ St. # _____ DOB _____ CA: _____

Teacher: _____ Grade: _____ Date of Rating: _____

Please fill out this form and return it to the Speech/Language Pathologist. Your observations will help determine if the child's communication problem is affecting his/her educational performance. Thank you.

Yes No NA

- | | | | |
|---|-------|-------|-------|
| 1. Is this student aware of his/her communication problem? | _____ | _____ | _____ |
| 2. Does this student speak in complete sentences? | _____ | _____ | _____ |
| 3. Is this student's grammar (syntax) adequate for the age? | _____ | _____ | _____ |
| 4. Are the student's average sentences short (4 words or less)? | _____ | _____ | _____ |
| 5. Does this student confuse words having similar sounds (Thread-Fred)? | _____ | _____ | _____ |
| 6. Is this student's vocabulary limited for the age? | _____ | _____ | _____ |
| 7. Is this student a poor reader? | _____ | _____ | _____ |
| Which reading areas seem to be impacted the most? | | | |
| _____ phonemic awareness | | | |
| _____ phonics/word identification | | | |
| _____ fluency | | | |
| _____ vocabulary | | | |
| _____ comprehension | | | |
| 8. Is this student able to follow your oral directions? | _____ | _____ | _____ |
| 9. Does this student usually need oral directions repeated? | _____ | _____ | _____ |
| 10. Is this student able to listen to a story and interpret the meaning? | _____ | _____ | _____ |
| 11. Does this student demonstrate effective listening skills? | _____ | _____ | _____ |
| 12. Does this student have difficulty remembering general information? | _____ | _____ | _____ |
| 13. Does this student appear to focus on only part of what is said, and therefore sometimes misinterpret information? | _____ | _____ | _____ |
| 14. Do peers comment about or tease student about his/her communications? | _____ | _____ | _____ |
| 15. Is the student easily distracted by extraneous noises in the environment? | _____ | _____ | _____ |
| 16. Does this student have trouble learning skills that are presented to the whole class? | _____ | _____ | _____ |
| 17. Does this student require frequent small group or individualized instruction to learn skills taught? | _____ | _____ | _____ |
| 18. Does this student have difficulty in completing simple sentences or story endings (either orally or written)? | _____ | _____ | _____ |
| 19. Does this student have difficulty finding or understanding the humor in funny stories? | _____ | _____ | _____ |
| 20. Does this student have difficulty expressing him/herself either orally or in written activities? | _____ | _____ | _____ |
| 21. Can this student describe pictures or events appropriately? | _____ | _____ | _____ |
| 22. Can this student write simple sentences? | _____ | _____ | _____ |
| 23. Can this student write a paragraph and maintain the topic? | _____ | _____ | _____ |
| 24. Can this student re-tell a story either orally or in writing? | _____ | _____ | _____ |
| 25. Does this student use appropriate spelling in his/her writing? | _____ | _____ | _____ |
| 26. Is this student's writing intelligible (i.e. can you read it and follow the meaning for the most part)? | _____ | _____ | _____ |

Other comments: _____

Teacher signature and date

Teacher Input—Language

Student: _____ School: _____ Teacher: _____ Grade: _____

Your observations of the above student's language will help determine if a language problem adversely affects educational performance. Check all age-appropriate items that have been observed. Please return this completed form to the Speech-Language Therapist

Listening—Auditory Processing—Memory—Receptive Language

The student:	Yes	No	Sometimes
• Can follow verbal directions during	_____	_____	_____
○ Individual instruction	_____	_____	_____
○ Group instruction	_____	_____	_____
• Can follow classroom routines	_____	_____	_____
• Requires clarification and/or repetition of directions	_____	_____	_____
• Uses appropriate listening/attending skills	_____	_____	_____
• Comprehends verbal information provided in class	_____	_____	_____
• Answers questions appropriately	_____	_____	_____
• Can ignore auditory distractions	_____	_____	_____
• Retains new information	_____	_____	_____
• Recalls old information	_____	_____	_____
• Comprehends simple sentence structures	_____	_____	_____
• Comprehends complex sentence structure	_____	_____	_____
○ Passive voice (The boy was followed by the dog)	_____	_____	_____
○ Relative clauses (the cake that Joy ate)	_____	_____	_____
○ Pronoun reference (he = Billy)	_____	_____	_____

Semantics—Concepts

The student:	Yes	No	Sometimes
• Can predict outcomes	_____	_____	_____
• Can draw inference	_____	_____	_____
• Recognizes different uses of words, depending on context	_____	_____	_____
○ Recognizes meanings of antonyms and synonyms	_____	_____	_____
○ Recognizes multiple meaning (fly: a fly, to fly)	_____	_____	_____
○ Recognizes figurative language (hold your horses)	_____	_____	_____
○ Differentiates homonyms (road—road)	_____	_____	_____
○ Understands temporal (before/after), position (above/below), and quantitative (more/several) concepts.	_____	_____	_____

Expressive Language

<i>The student:</i>	Yes	No	Sometimes
• Expresses ideas effectively	_____	_____	_____
• Uses sentence structure and grammar that is appropriate for age/grade	_____	_____	_____
• Asks WH- questions	_____	_____	_____
• Expresses a logical sequence of ideas to tell a story or relate event	_____	_____	_____
• Uses age-appropriate vocabulary	_____	_____	_____
• Speaks with appropriate rate, volume, pitch and voice quality	_____	_____	_____
o Uses age-appropriate speech sounds	_____	_____	_____

Social Communication/Pragmatics

<i>The student:</i>	Yes	No	Sometimes
• Participates in discussions	_____	_____	_____
• Can carry on a meaningful conversation with adults and peers	_____	_____	_____
• Begins, maintains, and ends conversation appropriately	_____	_____	_____
• Makes relevant comments about the topic	_____	_____	_____
• Understands humor, idioms, and other figurative language	_____	_____	_____
• Attends to speaker—maintains eye contact appropriately	_____	_____	_____
• Asks for clarification when message is not understood	_____	_____	_____
• Recognizes when the listener does not understand and attempts to clarify the message	_____	_____	_____

Metalinguistics/Phonemic Awareness

<i>The student:</i>	Yes	No	Sometimes
• Participates in discussions.....	_____	_____	_____
• Can identify rhyming words.....	_____	_____	_____
• Can verbally produce rhyming words.....	_____	_____	_____
• Can identify initial consonant sounds in words presented orally.....	_____	_____	_____
• Can identify final consonant sounds in words presented orally.....	_____	_____	_____
• Can identify medial sounds in words presented orally.....	_____	_____	_____
• Can blend sounds orally to form words.....	_____	_____	_____
• Can segment sounds within a word orally.....	_____	_____	_____
• Can manipulate sounds in words by deleting, substituting, adding and shifting sounds	_____	_____	_____

It is my opinion that these behaviors adversely affect the student's educational performance. ☐ YES ☐ NO

If yes, provide explanation: _____

Teacher's Signature _____ Date _____

TEACHER INPUT – LANGUAGE

Indirect Observation

Student _____ School _____ Teacher _____ Grade _____

Your observation of the above student's language will help determine if a language problem adversely affects educational performance. (Note: Educational performance refers to the student's ability to participate in the educational process and must include consideration of the student's social, emotional, academic and vocational performance.) - Check all age-appropriate items that have been observed

Please return completed form to the speech-language pathologist by: _____.

Skill Area: Listening – Auditory Processing – Memory – Receptive Language

The student:	*Not age appropriate *(Note: Use only where box provided)	Yes	No	Sometimes
• Can follow verbal directions during... Individual instruction		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group instruction		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can follow classroom routines		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Requires clarification and/or repetition of directions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses appropriate listening/attending skills		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehends verbal information provided in class		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Answers questions appropriately		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can ignore auditory distractions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Retains new information		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Recalls old information		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehends simple sentence structures		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehends complex sentence structure : Passive voice (The boy was followed by the dog.) Relative clauses (The cake that Joy ate.) Pronoun reference (he= Billy)	<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"/>
Skill Area: Semantics - Concepts				
• Can predict outcomes		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can draw inference		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Recognizes different uses of words, depending on context: Recognizes meanings of antonyms and synonyms Recognizes multiple meaning (fly: a fly, to fly) Recognizes figurative language (hold your horses) Differentiates homonyms (road – rode) Understands temporal (before/after), position (above/below), and Quantitative (more/several) concepts	<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"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Complete back of page.....

Skill Area: Expressive Language

The student:	*Not age app	Yes	No	Sometimes
• Expresses ideas effectively		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses sentence structure and grammar that is appropriate for age/grade		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Asks WH- questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Expresses a logical sequence of ideas to tell a story or relate event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses age-appropriate vocabulary		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Speaks with appropriate rate, volume, pitch, and voice quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses age-appropriate speech sounds		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill Area: Social Communication/Pragmatics				
• Participates in discussions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can carry on a meaningful conversation with adults and peers		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Begins, maintains, and ends conversation appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Makes relevant comments about the topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Understands humor, idioms, and other figurative language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Attends to speaker – maintains eye contact appropriately		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Asks for clarification when message is not understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Recognizes when the listener does not understand and attempts to clarify the message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill Area: Metalinguistics/Phonemic Awareness				
• Participates in discussions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can identify rhyming words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can verbally produce rhyming words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can identify initial consonant sounds in words presented orally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can identify final consonant sounds in words presented orally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can blend sounds orally to form words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can segment sounds within a word orally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

It is my opinion that these behaviors ___do / ___do not adversely affect the student's educational performance.

Comments:

Teacher's Signature

Date

TEACHER INPUT – LANGUAGE

Indirect Observation

Student _____ School _____ Teacher _____ Grade _____

Your observation of the above student's language will help determine if a language problem adversely affects educational performance. (Note: Educational performance refers to the student's ability to participate in the educational process and must include consideration of the student's social, emotional, academic and vocational performance.) Check all age-appropriate items that have been observed

Please return completed form to the speech-language pathologist by: _____.

Skill Area: Listening – Auditory Processing – Memory – Receptive Language

The student:	*Not age appropriate *(Note: Use only where box provided)	Yes	No	Sometimes
• Can follow verbal directions during... Individual instruction Group instruction		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can follow classroom routines		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Requires clarification and/or repetition of directions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses appropriate listening/attending skills		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehends verbal information provided in class		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Answers questions appropriately		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can ignore auditory distractions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Retains new information		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Recalls old information		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehends simple sentence structures		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehends complex sentence structure : Passive voice (The boy was followed by the dog.) Relative clauses (The cake that Joy ate.) Pronoun reference (he= Billy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Skill Area: Semantics - Concepts

• Can predict outcomes		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can draw inference		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Recognizes different uses of words, depending on context: Recognizes meanings of antonyms and synonyms Recognizes multiple meaning (fly: a fly, to fly) Recognizes figurative language (hold your horses) Differentiates homonyms (road – rode) Understands temporal (before/after), position (above/below), and Quantitative (more/several) concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Complete back of page.....

The student:	*Not age app	Yes	No	Sometimes
• Expresses ideas effectively		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses sentence structure and grammar that is appropriate for age/grade		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Asks WH- questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Expresses a logical sequence of ideas to tell a story or relate event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses age-appropriate vocabulary		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Speaks with appropriate rate, volume, pitch, and voice quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses age-appropriate speech sounds		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill Area: Social Communication/Pragmatics				
• Participates in discussions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can carry on a meaningful conversation with adults and peers		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Begins, maintains, and ends conversation appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Makes relevant comments about the topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Understands humor, idioms, and other figurative language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Attends to speaker – maintains eye contact appropriately		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Asks for clarification when message is not understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Recognizes when the listener does not understand and attempts to clarify the message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill Area: Metalinguistics/Phonemic Awareness				
• Participates in discussions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can identify rhyming words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can verbally produce rhyming words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can identify initial consonant sounds in words presented orally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can identify final consonant sounds in words presented orally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can blend sounds orally to form words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Can segment sounds within a word orally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

It is my opinion that these behaviors ___do / ___do not adversely affect the student's educational performance.

Comments:

Teacher's Signature _____ Date _____

Appendix B

Unique Philosophical, Curricular, or Instructional Considerations

11.F **Prekindergarten Children with Disabilities**

Qualified Evaluators

For students suspected of having developmental delays or who may qualify as prekindergarten children with disabilities, the district is responsible for conducting all initial evaluations necessary to determine if the student is eligible for ESE and to determine the educational needs of the student. Evaluations must be conducted by examiners, including physicians, school psychologists, psychologists, speech-language pathologists, teachers, audiologists, educational diagnosticians and social workers who are qualified in the professional's field as evidenced by a valid license or certificate to practice such a profession in Florida.

Appendix B

Additional information for Programs for Students Identified as Gifted

1. Screening and Referral Procedures

- A description of the screening and referral procedures that will be used to increase the number of students referred for evaluation
 - Parents and school staff can refer a student at any time for a screening. In addition, students in first grade will be administered a universal screening. Referral for further evaluation of the student will be determined based on the screening results.

2. Student Evaluation Procedures

- A description of the evaluation procedures and measurement instruments that will be used
 - The school psychologist at the student's school will receive the referral. The psychologist will match the evaluation instrument(s) to the needs of the student. Some of the evaluation instruments to be used are:
 - Wechsler Non-Verbal Intelligence Test
 - Universal Non-Verbal Intelligence Test
 - Comprehensive Test of Non-Verbal Intelligence
 - Special Non-Verbal Composite Differentiated Abilities Scale 2
 - Reynolds Intelligence Assessment Scale
 - Teacher input from *Hernando County's Gifted Characteristics Checklist* and *Documentation of Need for Special Program* (see attached)

3. Eligibility Criteria

- The student must have an intellectual quotient of 118 or higher as measured on an individual intellectual assessment, and
- 33 gifted characteristics (which is two-thirds) rated as either "Almost Always" or "Frequently" on *Hernando County's Gifted Characteristics Checklist*, and
- At least one (1) statement checked on the *Documentation of Need for Special Program*
- A copy of *Plan B Matrix*

Hernando County's Gifted Characteristics Checklist is divided into the five (5) areas identified by The Department of Education: Academic Performance, Motivational characteristics, Creativity Characteristics, Leadership Characteristics, and Adaptability.

4. Instructional Program Modifications and/or Adaptations

- A description of the instructional program modifications and/or adaptations that will be implemented to ensure successful and continued participation of students from underrepresented groups in the existing instructional program for gifted students.
 - Diagnostic educational tools will be used to determine student needs. Based upon the results, instruction will be adjusted for each student to increase his/her ability in each subject area. Educational activities and assessments will be matched to the student's needs. Academic supports and strategies will be implemented to ensure student success.

5. District Evaluation Plan

- A description of the district's plan used to evaluate its progress toward increasing participation by students from underrepresented groups in the program for gifted students.
 - Data will be collected from screenings, evaluations, and eligibilities of underrepresented students. This data will be analyzed yearly to determine if the current plan is effective and the percentage is increasing. If the percentages does not increase significantly, modifications will be made to the plan.

Appendix C

Additional Information for Programs for Underrepresented Student Identified as Gifted

1. Screening and Referral Procedures
 - A description of the screening and referral procedures that will be used to increase the number of students referred for evaluation
 - Parents and school staff can refer a student at any time for a screening. ~~In addition,~~ students in first grade will be administered a universal screening. Referral for further evaluation of the student will be determined based on the screening results.
2. Student Evaluation Procedures
 - A description of the evaluation procedures and measurement instruments that will be used
 - The school psychologist at the student's school will receive the referral. The psychologist will match the evaluation instrument(s) to the needs of the student. Some of the evaluation instruments to be used are:
 - Wechsler Non-Verbal Scale of Ability
 - Comprehensive Test of Non-Verbal Intelligence
 - Special Non-Verbal Composite Differentiated Abilities Scale 2
 - Reynolds Intelligence Assessment Scale
 - Teacher input from Hernando County's Gifted Characteristics Checklist and Documentation of Need for Special Program. (See attached)
3. Eligibility Criteria
 - The student must have an intellectual quotient of 118 or higher as measured on an individual intellectual assessment, and
 - Thirty-three (33)
 - ~~gifted characteristics (which is two-thirds) rated as either "Almost Always" or "Frequently" on Hernando County's Gifted Characteristics Checklist, and~~
 - At least one (1) statement checked on the Documentation of Need for Special Program
 - A copy of Plan B Matrix ~~is attached~~
 - ~~Classroom and academic achievement will be taken into consideration~~

Hernando County's Gifted Characteristics Checklist is divided into the ~~four (4)~~ areas identified by the Department of Education. ~~Gifted characteristics are listed in each area:~~ Academic Performance, Motivational Characteristics, Creativity Characteristics, and Leadership Characteristics.
4. Instructional Program Modification and/or Adaptations
 - A description of the instructional program modifications and/or adaptations that will be implemented to ensure successful and continued participation of students from underrepresented groups in the existing instructional program for gifted students.
 - Diagnostic educational tools will be used to determine student needs. Based upon the results, instruction will be adjusted for each student to increase his/her ability in each subject area. Educational activities and assessments will be matched to the student's needs. Academic supports and strategies will be implemented to ensure student success.
5. District Evaluation Plan

- A description of the district's plan used to evaluate its progress toward increasing participation by students from underrepresented groups in the program for gifted students will be analyzed yearly by the Director of Exceptional Student Education and the administration of the Gifted Programs in Hernando County Schools.
 - Data will be collected from the screenings, evaluations, and eligibilities of underrepresented students. This data will be analyzed yearly to determine if the current plan is effective and the percentage is increasing. If the percentage does not increase significantly, modification will be made to the plan.



SCHOOL BOARD OF HERNANDO COUNTY, FL

Gifted Eligibility Matrix, Plan B

Date: _____

Student Name: _____ Student #: _____

Grade: _____ DOB: _____ School: _____

Environmental Indicators: (check one)

____ Low SES ____ ELL Classification: _____ Home Language: _____

Gifted Characteristic Checklist and Documentation of Need for a Special Program Completed by:

Documentation of Need for a Special Program Score: _____ out of 4 (must have at least 1 to move on)

Matrix Scoring System

Intellectual Abilities	4	3	2	1	Score
Evaluation Instrument:	125+	122-124	120-121	118-119	
Score: _____					
Gifted Characteristics Add "Almost Always" and/or "Frequently"	46-50	41-45	37-40	33-36	Score
Academic Performance: _____					
Motivational Characteristics: _____					
Creativity Characteristics: _____					
Leadership Characteristics: _____					
Total Characteristics: _____					
Academic Achievement	95+ %ile	90-94 %ile	85-89 %ile	80-84 %ile	Score
Instrument used: _____	FSA Level 5	FSA Level 5	FSA Level 4	FSA Level 3	
Date: _____	(2 consecutive years)				
Reading Percentile: _____					
or					
Reading FSA Level: _____					
Math Percentile: _____					
or					
Math FSA Level: _____					
Classroom Achievement	95%-100%+	90%-94%	85%-89%	80%-84%	Score
<small>Indicate report card average over 4 consecutive quarters</small>					
English/Language Arts					
Mathematics					
					Total Score:

Note: If the student scores a 130 or higher on the evaluation instrument for intellectual abilities, the student meets the IQ requirement and the eligibility process should proceed according to Plan A guidelines. There is no need to continue with the Plan B Eligibility Matrix.

A student must score at least 1 in each of the Intellectual Abilities, the Gifted Characteristics and the Environmental Indicators sections as well as have at least 1 Documentation of Need for a Special Program. Eligibility requires a total score of 8 or higher.

The student meets initial eligibility requirements as per Hernando County's Plan B Criteria? _____ YES _____ NO

LEA Signature: _____

SCHOOL BOARD OF HERNANDO COUNTY

Gifted Characteristics Checklist and Documentation of Need for a Special Program

Student Name: _____

Date: _____

School: _____

Home Language: _____

Grade Level: _____

Person(s) completing this checklist:

Name: _____ Title: _____

Name: _____ Title: _____

Gifted Characteristics Checklist and Documentation of Need for a Special Program

	The student exhibits this behavior			
	Almost Always	Frequently	Seldom	Never
	AA	F	S	N
*The following characteristics may be observed in English or in the student's heritage language				
LEARNING				
Has unusually advanced vocabulary for age or peer group and/or conversation reveals richness of expression, imagery, elaboration, and fluency in language. (May be a blend of standard English and ethnic dialect, or other language)				
1. Possesses and shares a large storehouse of information, some beyond the interest of peer group				
Displays specialized knowledge based on life experiences. (Examples: knowledge of shopping responsibilities, ability to make change, safety, neighborhood environment and daily happenings)				
3. An elaborate thinker, able to produce embellishments to an idea, situation, or problem and/or asks many questions to determine why or how things happen, what will happen next, or how things work				
4. An original thinker, able to see relationships among seemingly unrelated objectives, ideas or facts				
5. Catches on quickly; retains and uses new ideas and information; may resist drill and repetition				
6. Has a facility for learning standard English				
Is a keen and alert observer and/or listener (e.g., usually "sees more" or "gets more" out of a story or film than others and/or reads a lot in interest areas and/or accelerated "cognitive" development relative to sociocultural and age peers)				
8. Likes to use big words (sometimes incorrectly) and/or may invent new words				
9. Always has an answer, even if incorrect				
10.				
MOTIVATION				
Evidences power of concentration, becomes absorbed in topics or tasks of interest promptly and consistently	AA	F	S	N
1. Prefers to work independently with minimal direction from teachers				
2. Is concerned with right and wrong, good and bad, fair and unfair				
3. Takes advantage of opportunities to learn; enjoys challenge and tasks which are not routine				
4. Is self-critical and strives for perfection; may be critical of others				
Is persistent in task completion; may be unwilling to change tasks or moves from task to task without regard for completion				
6. Likes reasonable structure and order; may be frustrated by lack of organization or progress				
7. Is motivated by art, music, sports, participates enthusiastically				
8. Exhibits intrinsic motivation to learn topics of interest; self-motivated				
9. Not easily distracted when solving problems				
10.				
LEADERSHIP				
Accepts or volunteers for responsibilities; follows through with tasks and usually does them well	AA	F	S	N
1. Is self-confident with adults and classmates; is usually well-liked and chosen as a leader				
2. Tends to dominate others and generally organizes and directs activities when involved in a group				
3. Seems to enjoy being with other people; sociable; empathetic; charismatic				
4. Is a leader, role model, trend setter in or out of school				
5. Has a strong sense of self, pride, and worth; has a strong self-concept				
6. Likes to be in charge/assertive/helps the teacher with the class responsibilities				
Explains things to other students/helps them finish assignments. (May neglect own work because helping others)				
8. Has a good reasoning ability				
9. Has a keen awareness of the group process and may have the ability to manipulate others				
10.				

CREATIVITY	AA	F	S	N
1. Displays intellectual playfulness; imagines, elaborates, or modifies basic ideas to add interest or fun				
2. Is a high risk taker; adventurous and willing to deviate from standard procedures, answers, or behaviors; does not fear being different				
3. Displays a keen sense of humor reflective of own cultural background; sees the unusual or unexpected in everyday occurrences				
4. Displays a curiosity about many things; has many hobbies or one intense interest				
5. Generates a large number of ideas or solutions to problems and questions				
6. Becomes deeply involved in stories or films, identifies personally with characters and plots; may create own stories and plays				
7. Is creative in finding ways to communicate and express ideas; (e.g., drawing, pantomime, body language, use of concrete objects, or other alternate means may replace limited facility with oral language)				
8. Demonstrates exceptional ability in some area of the arts or athletics. (Examples: dancing, drawing/painting, singing, playing an instrument, drama, gymnastics, crafts, etc.)				
9. Is a fluent thinker, fluent in idea development, able to generate a large quantity of possibilities, consequences, or related ideas				
10. Improvises with commonplace materials; creates original and unusual products; invents things				
ADAPTABILITY	AA	F	S	N
1. Learns through experience and is flexible and resourceful in solving day-to-day problems				
2. Deals effectively with deprivations, problems, frustrations or obstacles experienced in the classroom or home				
3. Copes well with frustration: may draw negative attention because unable to sit still, or no attention because so quiet				
4. Uses limited resources and materials to make products to share in school				
5. Displays maturity of judgment and decision-making beyond own age level				
6. Can transfer learning from one situation to another; applies what is learned to everyday situations				
7. Consistent ability to accept responsibilities beyond academics in the home or classroom				
8. Ability to cope with a variety of cultural settings, utilizing knowledge from a variety of traditions; integrating conflicting and discrepant cultural information				
9. Adapts readily to new situations; is flexible in thought and actions and is not disturbed when normal routine is changed				
10. Attempts difficult tasks; does not give up easily				

Total Points in AA: _____

Total Points in F: _____

Total points earned out of 50: _____

____ Plan A (Majority of Characteristics)

____ Plan B (2/3 of the Characteristics)

DOCUMENTATION OF NEED FOR SPECIAL PROGRAM

Specify those needs listed below which might be more appropriately met by placement in a gifted class.

Check all that apply to the student:

- ____ ability above general education curriculum (attach classroom, district and/or state data)
- ____ social maturity above classmates
- ____ interest far advanced for general education curriculum
- ____ needs the stimulation of advanced program
- ____ NONE of the above apply

Teacher Signature: _____

I understand that this form is part of the Gifted Eligibility Evaluation. I certify that I have completed this form to the best of my ability, fully knowing the student in question.

10/4/2018



Book	Policy Manual
Section	5000 Students
Title	CORPORAL PUNISHMENT AND USE OF REASONABLE FORCE AND RESTRAINT
Code	po5630
Status	Active
Adopted	June 13, 2017

5630 - **CORPORAL PUNISHMENT AND USE OF REASONABLE FORCE AND RESTRAINT**

A teacher or other member of the staff shall assume such authority for the control of students who are assigned to him/her by the principal or designee and shall keep good order in the classroom.

Corporal Punishment

The use of corporal punishment is prohibited. Alternative disciplinary procedures, which may include timeout, peer review, or other forms of positive reinforcement should be used to bring about appropriate student classroom behavior.

Reasonable Force and Restraint

Instructional staff as well as support staff, within the scope of their employment, may use and apply reasonable force and restraint to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon or within the control of the student, in self-defense, or for the protection of persons or property.

Furthermore, administrators, instructional staff members, and support staff members shall not be criminally or civilly liable for any action carried out in conformity with State Board rule and/or Board policies regarding the control, discipline, suspension, and expulsion of students, including, but not limited to, any exercise of authority granted by this policy.

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Legal	F.S. 1003.02
	F.S. 1003.32
	F.S. 1006.09
	F.S. 1006.11

Last Modified by Tammy R Shroyer on August 11, 2017



Book	Policy Manual
Section	5000 Students
Title	SECLUSION AND RESTRAINT OF STUDENTS WITH DISABILITIES
Code	po5630.01
Status	Active
Adopted	June 13, 2017

5630.01 - **SECLUSION AND RESTRAINT OF STUDENTS WITH DISABILITIES**

It is the policy of the School Board to prohibit the use of seclusion under all circumstances and limit the use of restraint in the education and discipline of students with disabilities to circumstances in which the strategy can be used safely in a manner that is in the best interests of the student with a disability and as defined in this policy.

Use of Seclusion

For purposes of this policy, the use of seclusion is prohibited in the District under all circumstances.

Use of Physical Restraints

For purposes of this policy, restraint is an emergency intervention sometimes used in schools when students are exhibiting disruptive or dangerous behavior. Restraint is not an instructional tool for the development of pro-social behavior. Rather, it is one method to prevent students as a last result from harming themselves or others. It should only be used in emergency situations when an imminent risk of serious injury or death to the student or others exists.

Physical restraint immobilizes or reduces the ability of a student to move his/her torso, arms, legs, or head freely. The term *physical restraint* does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.

A student with a disability shall not be subjected to physical restraint except as specifically authorized in this policy. Restraint of any kind shall not be used in any instance in which the sole justification is to punish the student for a violation of a directive from a staff member, violation of student conduct rule, the student's use of vulgar or profane language, a verbal threat, or a display of disrespect for another person. A verbal threat shall not be considered as sufficient justification for the use of physical or mechanical restraint unless a student with a disability has immediate access to the means of acting on the threat.

School personnel may not use a manual physical restraint that restricts the breathing of a student with a disability. A restraint shall not be implemented with the intention of using physical pain to achieve control of the behavior or punish misconduct of a student with a disability, and a restraint of any kind shall never be applied in a manner that restricts the blood flow or respiration of a student with a disability. Failure of a student with a disability to complain or object to a restraint or the successful use of a restraint with another student with a disability shall not justify the use of a restraint.

Physical restraint shall not be used if there is a medical contraindication to its use identified for the student with a disability, and shall only be applied and supervised by a staff member who has been trained in the safe application and supervision of the specific means of restraint applied. Application of physical restraint to a student with a disability shall take into consideration the IEP and any BIP established for the student.

Physical restraint may be used on a student with a disability if an emergency requires the use of the restraint. As used here, "emergency" means circumstances in which a staff member reasonably believes that application of a restraint on the student with a disability is necessary in response to a physical risk of harm to the student with a disability or others.

A student with a disability shall be released from physical restraint immediately upon a determination by the supervising staff member administering or overseeing the use of restraint that the circumstances permitting the use of restraint in this policy no longer exist.

In determining whether a student with a disability who is being physically restrained should be moved from the area where the need was first noted or the restraint was first applied, the supervising staff member shall consider the potential for injury to the student with a disability, the educational and emotional well-being of the restrained student and other students with disabilities who would observe the application of the restraint, and any requirements of a BIP or IEP established for a student with a disability.

If physical restraint is utilized in compliance with this policy on a student with a disability whose primary mode of communication is sign language, the student with a disability shall be permitted to have his/her hands free of restraint for brief periods unless the supervising staff member determines that such freedom is likely to result in harm to the student or others.

Use of Mechanical Restraints

For purposes of this policy, the use of mechanical restraints, defined as the use of any device or equipment to restrict a student's freedom of movement is prohibited for all circumstances.

Mandatory Training for Staff

No employee of the Board or person in a school facility shall be permitted to use physical restraint until the person has received sufficient training in the use of the strategy or procedure to allow the person to utilize the measure safely and in compliance with any IEP or BIP established for a student with a disability.

The Superintendent shall require that staff members responsible for implementing this policy receive training that includes:

- A. positive methods to modify the environment of students with disabilities to promote adaptive behavior and reduce the occurrence of inappropriate behavior;
- B. methods to teach skills to students with disabilities so that the students can replace inappropriate behavior with adaptive behavior;
- C. methods to enhance the independence and quality of life for students with disabilities;
- D. the use of least intrusive methods to respond to and discourage inappropriate behavior of students with disabilities while reinforcing positive behavior of those students;
- E. a process for designing interventions based upon the student's needs that are focused on promoting appropriate changes in behavior as well as enhancing the overall quality of life for the student; and
- F. the use of positive behavioral supports to deescalate problem behaviors.

The Superintendent shall also require that appropriate training is provided for the immediate supervisors of District employees who are authorized to supervise the use of restraints to provide that those measures are only implemented as permitted in this policy.

Documentation and Reporting

A school shall prepare an incident report within twenty-four (24) hours after a student with a disability is released from restraint. If the student's release occurs on a day before the school closes for the week-end, a holiday, or other reason, the incident report must be completed by the end of the school day on the day the school reopens.

The following must be included in the incident report:

- A. The name of the student with a disability who was restrained;
- B. The age, grade, ethnicity, and disability of the student restrained;
- C. The date and time of the event and the duration of the restraint;
- D. The location at which the restraint occurred;
- E. A description of the type of restraint used in terms established by the Department of Education;

- F. The name of the person using or assisting in the restraint of the student with a disability;
- G. The name of any nonstudent who was present to witness the restraint; and
- H. A description of the incident, including:
 - 1. The context in which the restraint occurred;
 - 2. The behavior of the student with disabilities leading up to and precipitating the decision to use manual physical restraint, including an indication as to why there was an imminent risk of serious injury or death to the student or others;
 - 3. The specific positive behavioral strategies used to prevent and de-escalate the behavior;
 - 4. What occurred with the student immediately after the termination of the restraint;
 - 5. Any injuries, visible marks, or possible medical emergencies that may have occurred during the restraint, documented according to district policies; and
 - 6. Evidence of steps taken to notify the parent or guardian of the student with a disability.

A school shall notify the parent or guardian of a student with a disability each time manual physical restraint is used. Such notification must be in writing and provided before the end of the school day on which the restraint occurs. Reasonable efforts must also be taken to notify the parent or guardian by telephone or computer e-mail, or both, and these efforts must be documented. The school shall obtain, and keep in its records, the parent's or guardian's signed acknowledgement that s/he was notified of his/her child's restraint.

A school shall also provide the parent or guardian with the completed incident report in writing by mail within three (3) school days after a student with a disability was manually physically restrained. The school shall obtain, and keep in its records, the parent's or guardian's acknowledgement that s/he received a copy of the incident report.

Monitoring

The District shall monitor the use of manual physical restraint on students with disabilities and shall collect data including:

- A. when, where, and why students are restrained;
- B. the frequency of occurrences of such restraint; and
- C. the restraint that is most used.

Documentation prepared as required in this policy shall be provided to the school principal, the district director of Exceptional Student Education, and the bureau chief of the Bureau of Exceptional Education and Student Services electronically each month that the school is in session.

The data collected shall be used when selecting staff for training, as well as in the preparation of a District plan with the goal of reducing the use of restraint in settings in which it occurs frequently or with students who are restrained repeatedly as well as reducing the use of restraint.

The plan shall identify activities, skills, and resources needed to achieve the plan's goal, including the following:

- A. additional training in positive behavioral support and crisis management;
- B. parental involvement;
- C. data review;
- D. updates on students' functional behavioral analysis;
- E. additional student evaluations;
- F. debriefing with staff;
- G. use of school-wide positive behavioral support;

H. changes to the school environment;

Revisions to Policies and Procedures

Any revisions to policies and procedures, which must be prepared as part of the school district's special policies and procedures, must be filed with the bureau chief of the Bureau of Exceptional Education and Student Services no later than January 31st of each year.

Disciplinary Action for a Violation of This Policy

In addition to any penalty prescribed by law, the Superintendent is directed by this policy to see that a Board employee who intentionally, knowingly, or recklessly violates this policy is subject to correction or disciplinary action as necessary to prevent a reoccurrence of the violation. A Board employee engages in conduct "intentionally" if, when s/he engages in the conduct, it is his/her conscious objective to do so. A Board employee engages in conduct "knowingly" if, when s/he engages in the conduct, s/he is aware of a high probability of a violation of this policy. A Board employee engages in conduct "recklessly" if s/he engages in conduct in violation of this policy in a plain, conscious, and unjustifiable disregard of harm that might result to a student with a disability and the disregard involves a substantial deviation from acceptable standards of conduct established by this policy.

Discipline of a staff member for violation of this policy shall take into account the degree to which the violation risked serious bodily injury to a student with a disability and the staff member's history of compliance with this policy and other Board policies.

Retaliation for Fully Implementing or Reporting Violations

No Board employee shall be permitted to retaliate against a person for reporting or objecting to actions in violation of this policy or providing information regarding a violation of this policy.

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Legal	F.S. 1003.32
	F.S. 1003.573
	F.S. 1006.11
	F.S. 1012.75
	F.A.C. 69A-58.0084

Last Modified by Tammy R Shroyer on August 29, 2017

District Best Practices for Inclusive Education (BPiE) Self-Assessment

Hernando County School District



District BPIE Indicator Rating Tally Sheet

Date Completed: 11/04/19

District : Hernando

District Contact/Title : Cathy Dofka

FIN Facilitators: Ann Kerben

Kelly Claude

BPIE Team Members:

Simone Bratcher, ESE Parent Liaison
Mandy Justice, Teacher - Brooksville Elementary
Kelly Downey - ESE Coordinator
Donald McNaughton - Assistant Principal, Parrot MS
Jessica Clark - Teacher - Springstead HS
Maggie LeDoux - District Speech and Language Pathologist
Sandy Lanning - Physical Therapist
Raquel Skyers - ESE Teacher - Challenger
Jesse Diaz - District ESOL Coach
Renee Supple - Teacher - West Hernando MS
John Weaver - Assistant Principal, Springstead HS
Carmine Rufa - Fox Chapel MS
Linda Wiley - ESE Teacher Parrot MS
Kristen Redding - FDLRS Manager
Darla Croft - ESE Instructional Specialist
Tina Cordova - Parent, Ability Tree Florida
Susan Gemmeti - Instructional Specialist

Angela Kennedy - Director of Federal Programs
Judy Everett - Supervisor ESE
Anna Jensen - ESE Coordinator

Leadership and Decision Making

Indicator	Implementation Status	Data Sources/ Supporting Evidence
<p>1. District analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high- incidence disabilities in general education and natural contexts in every school.</p>	<p>Partially Almost</p>	<p>MTSS meetings include ESE and general education students. IEP meetings include student specific data. There is a district-wide achievement gap committee, made up of administrators as members. District classroom walk-throughs include collecting data on students with disabilities - standards aligned instruction, different modalities. Project 10 Early Warning System reports are used as well.</p>
<p>2. District data reflects that in each school there is alignment to the natural proportion of students with disabilities (SWDs) in the district.</p>	<p>Partially Beginning</p>	<p>There are some schools where there is a more natural proportion of SWD in general education classes, whereas some schools appear to be moving in the opposite direction. Some schools have out of zone students coming for specific programs, which impacts proportion of SWD. Peers as Partners in Learning has helped this at some schools.</p>
<p>3. District provides SWDs with the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.</p>	<p>Partially Beginning</p>	<p>Some classes are clustered at specific schools. There is school choice, but not for all students. Hernando Middle School is the only school where students who are EBD can go. All high schools have 100% choice for EBD, some elementary have choice for</p>

Leadership and Decision Making

Indicator	Implementation Status	Data Sources/ Supporting Evidence
		EBD. Students with intellectual disabilities or physical needs may not have the same choice. When SWDs need specific services, the school choice office works with the ESE office to accommodate as much as possible based on needs of student.
4. District data reflect that SWDs, ages 3–5, receive special education and related services in the regular early childhood program or kindergarten, with peers without disabilities.	Partially Beginning	There are some schools with inclusion classrooms, but many have more ESE preK. Most schools have at least one ESE preK class. They have partnered with Title 1 to open more blended preK classrooms/programs, but there is still work to be done.
5. District-level administrators allocate special education units and resources to all schools and grade levels, based on student need and flexible models of service delivery, to facilitate best practices for inclusive education in every school.	Partially Beginning	Related services providers don't appear to be staffed based on student population, because there is a shortage. District uses individual scheduling process to base allocations on, but it often does not end up the way that the scheduling team requests. This is improving, but it is not there. The percentages of SWDs are many times over the recommended percentages in classrooms.

Leadership and Decision Making

Indicator	Implementation Status	Data Sources/ Supporting Evidence
6. District has key personnel with expertise in inclusive best practices for all SWDs who oversee, coordinate, monitor and provide technical assistance (TA) for the implementation of best practices for inclusive education at the district and school levels.	Partially Almost	There are two instructional specialists who have expertise in best practices. There are district walk-throughs that have been modified to look for these. FIN assists with sharing this expertise.
7. District has key personnel with expertise in the multi-tiered system of support (MTSS) and positive behavior intervention plans (PBIP) who provide ongoing professional development (PD) and TA to schools to ensure that students who need them receive multi- tiered behavior supports in general education classrooms and natural contexts.	Partially Almost	There are monthly district MTSS meetings, and 21 of 23 schools are PBIS schools, with 10 being model PBIS schools. There is a lot of district data to support this process.
8. District data reflect that SWDs who have behavior support needs are not excluded from the general education classroom at a higher rate than their peers without disabilities.	Partially Beginning	LEA Profile indicates that SWDs are twice as likely to be suspended out of school and ISS is 4x as likely to be assigned to a SWD.
9. District policies and student transportation schedules indicate all SWDs arrive and leave schools and district facilities at the same time, in the same place and on the same daily schedule as students without disabilities, except for those SWDs who have an individualized education program (IEP) indicating a shortened school day.	Partially Almost	All buses include students with and without disabilities. This used to be an issue, but they have worked hard to improve it.
10. District uses decision-making guidelines to ensure schools transition all SWDs from grade to grade, school to school and district to district to maintain placement in the least restrictive environment.	Partially Beginning	Staffing goal is to keep the least restrictive, but the data is indicating an increase in more restrictive settings from PreK to K, but also in other settings. There is a trend for more restrictive and moving toward Access Points. There are no protocols about this

Leadership and Decision Making

Indicator	Implementation Status	Data Sources/ Supporting Evidence
		transition process across the district.
11. All district departments and schools use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and best practices for inclusive education, as applicable to the position.	Partially Beginning	Each individual school has their own job questions. The district sent people to Maryland to be trained in equity literacy for hiring. At the same time, the ESE department was working on disproportionality plan. This is beginning.

Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/ Supporting Evidence
12. District data reflect that SWDs receive most, if not all, of their education and related services in age- and grade-appropriate general education classes, regardless of the type or severity of their disability.	Partially Beginning	LEA profile has 22% students in resource and self-contained. Indicator 5C is less than 1%.
13. District and school leaders receive ongoing and current information and PD about best practices for inclusive education for all SWDs.	Partially Almost	At district leader meetings, information is shared from ESE department. There is a need for technical assistance there. There are trainings offered, but more follow up is needed for good implementation. District and school leaders have consistent access to the information, along with self-guided PD year round. The district uses discretionary projects for lots of this PD. Information is available, if they want to take advantage of it.
14. District provides job-embedded, collaborative PD and TA to all schools to integrate IEP goals and objectives and the Florida Standards in general education classes and natural contexts.	Partially Almost	Provide QIEP training 2x year, provide on-the-job trainings. Accommodations training is provided, and there is a day at the beginning of the year dedicated to training.
15. District provides ongoing PD and TA to all school leaders on the implementation of an inclusive scheduling process and collaborative teaching service delivery models to provide instruction and support to all SWDs in general education contexts, regardless of the type or severity of their disability.	Partially Almost	Curriculum specialists are available for modeling the scheduling process. District staff work with individual schools to work on the schedule. There are many ESE/inclusion teachers and there is a new program to help

Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/ Supporting Evidence
		them with this.
16. District provides PD and TA to schools in the use of a variety of tools to gather and analyze data and evaluate the effectiveness of instructional <i>and</i> behavioral interventions for all SWDs in general education and natural contexts.	Partially Beginning	Behavior specialists do a nice job, but may not be actively training teachers on data tracking. No data coaches in district. There is not a common understanding of what is being asked regarding behavioral data. There is follow-up if needed. There is PBIS involvement for Tier 3 re-design, but it is only targeted for specific staff and schools at this point. For Tier 1, the district supports each school with a coach, and there is an internal coach at each school. There are coaches meetings, and there is a lot of support for behavior. There isn't as much focus on academic supports.
17. District provides ongoing, job-embedded, collaborative PD and TA to school-based personnel to implement best practices for inclusive education, including instruction and assessment for all SWDs based on all Florida Standards.	Partially Almost	There are many examples listed that the district does with the help of discretionary projects. In particular, BookShare has become a great resource for schools, and clarification about use in the classroom. There is a general need to increase training

Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/ Supporting Evidence
		on AT.
18. District facilitates and supports access to assistive technology (AT), including augmentative and alternative communication (AAC) devices, as determined by the assessed need of SWDs for meaningful learning, participation and communication in general education and natural contexts.	Partially Almost	SLPs and AT people have the low-tech stuff easily available. High needs AAC appears to be readily available. The SLPs and ATs come weekly to check on progress of students, and contact loan library and arrange for devices. Recently the district got a list of possible devices and not all are known. Also, how to use them is a challenge. Teachers communicating with the team and back and forth is varied. Promoting and marketing the AT department may need to improve.
19. District provides job-embedded, collaborative PD and TA on the use and integration of AT (including AAC) to special and general education teachers, instructional support personnel and family members at all schools.	Partially Beginning	If you have a device, the SLP is most likely training the para/teacher, but usually this is the ESE teacher, not gen ed. Devices tend not to go home with students, but there is directed training on this if this does happen. The majority of programming is done for academics and core content.

Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/ Supporting Evidence
20. District has data that reflect an increasing number of students with low-incidence disabilities and/or receiving instruction through the access points are educated in general education classes, with supplementary aids, services and curricular modifications as stipulated in student IEPs.	Partially Beginning	Discussions are happening about this, but there is still a large majority mindset where this is not happening. The thoughts are that if the student is on access points, they will never go out. There are pockets where the access points students are in gen ed.
21. District data reflect that SWDs receive supplemental supports and services in order to participate in all school and district extracurricular activities.	Partially Beginning	Students with DHH/VI have been involved in all aspects for a long time. There have been SWDs in prom court, student dances, ROTC. However, there is still a school with a separate ceremony. There are limitations on students with behavior plans in attending dances or field trips, for example, since they aren't able to maintain behavior for an entire quarter to get to go. Most schools do include students with the significant disabilities, but some (even EBD) do not even have lunch or recess with non-disabled peers. Parents have to advocate strongly for even basic inclusion of their students.
22. District provides support and resources to schools to facilitate the development of positive, interdependent relationships among all students with and without disabilities in instructional and non-instructional general education and natural contexts.	Partially Beginning	All five high schools and 2 middle schools have Peers as Partners in Learning. All HS also have transition clubs, grant funded, for SWDs to have a peer support them. Different schools share with other schools

Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/ Supporting Evidence
		about what is being done about narrowing the achievement gap. ESE Department is putting together a float for the Christmas parade this year - "More Alike Than Different."
23. District data reflect that all SWDs are given equal consideration for recognition through honors, awards and other designations offered by schools.	Partially Beginning	SWDs are included homecoming court, prom court, but only if students are in inclusion settings. Self-contained students are not often part of this. One school still has an option for a special graduation for ESE. Most schools are inclusive for the recognitions.

Communication and Collaboration

Indicator	Implementation Status	Data Sources/ Supporting Evidence
24. District provides all district and school personnel with information and resources pertaining to the use of person first language in all written and verbal communications.	Partially Beginning	Some people don't take well to changes in terminology. Some staff rooms have posters about person first language. For some trainings, this is one of the first items discussed. The verbal component is missing - the use of the walkie reflects "the ESE hallway" and "the EBD room." Also, the district focus is still on "inclusion teacher" rather than focus on being a teacher. The school board also does not use PFL.
25. District documents, forms, program materials and other communication that refer to SWDs reflect the use of person first language.	Partially Beginning	This is better in writing. In documents, it is more likely to be seen. There is language in the ESE Handbook this year, and it was a handout as well in the training.
26. District provides information to families about research-based, inclusive educational practices and ways they can support their child's learning, independence and participation at home, at school and in the community.	Partially Beginning	There isn't enough communication with families - a handout isn't enough to ensure understanding. There has been improvement in this area. There is an active ESE Advisory committee now. There is also an ESE parent liaison for parents to call for information - her info is on the website, her cards are given out at IEP meetings, there is a quarterly robo-call, and information is on social media about the parent liaison.

Communication and Collaboration

Indicator	Implementation Status	Data Sources/ Supporting Evidence
27. District provides resources to all district and school staff that include strategies for effective family communication and collaboration to increase learning and achievement for all SWDs in inclusive classrooms and natural contexts.	Partially Beginning	Teachers do a good job keeping in contact with parents - Class Dojo, Remind app, parent input sheet given at IEP meetings. Parents of students in MTSS are involved in this process. In ESE there is a Title 1 Parent Academy - the parent liaison attends this. They have provided Kinship Care, for grandparents. At the elementary, the schools provide daily agendas for communication, but it may not be taught how to use these. The district struggles with helping families on achievement strategies. Often, unless there is a behavior issue, there is no communication with parents. Most documents are available in Spanish, but not other languages.
28. District uses a variety of processes and tools to involve family members of students with and without disabilities in district-wide decision-making and planning processes, including initiatives related to inclusive practices.	Partially Almost	Not all parents are given opportunities to participate. This happens in pockets. The ESE survey goes out to parents, and the district (83%) does not yet meet the state indicator (85%). Parents have opportunity, but are not always willing to participate.
29. District disseminates information to all families in the same manner and at the same time.	Fully	Everything goes out the same time - progress report, report cards, code of conduct, meeting notices, etc.

Communication and Collaboration

Indicator	Implementation Status	Data Sources/ Supporting Evidence
30. District has partnerships with colleges, universities and career and technical schools to provide inclusive, postsecondary educational and career opportunities for students with a significant cognitive disability, ages 18–21, to enroll in programs with adults without disabilities.	Partially Beginning	District has been trying to make partnerships happen. There has been a graduate from the UCF program, and the Hernando State College has now agreed for SWSCD to take their classes, and FAMU also wants to incorporate students into land tasks; USF and UCF are partnering for transition. UCF gave 60K for transition programs for Hernando. Lots of effort in this area.

Priority Indicators Selected by District:

5,8,10,20,24

5. District-level administrators allocate special education units and resources to all schools and grade levels, based on student need and flexible models of service delivery, to facilitate best practices for inclusive education in every school.
8. District data reflect that SWDs who have behavior support needs are not excluded from the general education classroom at a higher rate than their peers without disabilities.
10. District uses decision-making guidelines to ensure schools transition all SWDs from grade to grade, school to school and district to district to maintain placement in the least restrictive environment.
20. District has data that reflect an increasing number of students with low-incidence disabilities and/or receiving instruction through the access points are educated in general education classes, with supplementary aids, services and curricular modifications as stipulated in student IEPs.
24. District provides all district and school personnel with information and resources pertaining to the use of person first language in all written and verbal communications.

LEADERSHIP + DECISION MAKING	INSTRUCTION + STUDENT ACHIEVEMENT	COMMUNICATION + COLLABORATION
1 PA	2 PB	24 PB ✓
2 PB	3 PA	25 PB
3 PB	4 PA	26 PB
4 *PB	5 PA	27 PB
5 *PB	6 PB	28 PA
6 PA	7 PA	29 F
7 *PA	8 PA	30 PB
8 *PB	9 PB	
9 PA	20 PB ✓	
10 PB	21 PB	
11 PB	22 PB	
	23 PB	

FULLY = F
PARTIAL = PB
NOT YET = NY



Plan for Inclusive Education: Short and Long-Term Improvement Efforts

District: Hernando

Date: January 8, 2020

Purpose: District personnel, FIN Facilitators, and other discretionary projects, as appropriate, will use the *Plan for Inclusive Education* to collaboratively develop short and long-term improvement efforts to address prioritized indicators from the Best Practices for Inclusive Education (BPIE) assessment.

In July 2013, Florida lawmakers enacted section 1003.57(1)(a), Florida Statutes (F.S.; <http://www.leg.state.fl.us/>), which defines inclusion as a student with a disability receiving education in a general education regular 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 access is provided to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research.

According to Florida Statute 1003.57(1)(f): "Once every 3 years, each school district and school shall complete a Best Practices for Inclusive Education (BPIE) assessment with a **Florida Inclusion Network facilitator** and include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the school district's exceptional student education policies and procedures."

The Bureau of Exceptional Education and Student Services (BEESS) Strategic Plan 2018-2023 goals is to increase regular class placement of students with disabilities to $\geq 85\%$, decrease separate class placement of students with disabilities to $\leq 6\%$, and decrease other separate environment placement of students with disabilities to $\leq 1\%$, resulting in increased reading and math gains and graduation rates of **all** students with disabilities across **all** districts. This will be accomplished by developing, implementing, and monitoring regional, district, and site-based Plan for Inclusive Education.

Plan for Inclusive Education: Short and Long-Term Improvement Efforts

District Contact Information: Cathy Dofka, Executive ESE director

Team Members/Titles: Susan Gemmati, Instructional Specialist; Darla Croft, Instructional Specialist; Kelly Downey, ESE Coordinator; Anna Jensen, ESE Coordinator; Amy DeFilippis, SEDNET; Kristin Redding, FDLRS manager; Christina Yu, Access Project (virtual 2:15-3:00)

District BPIE Self-Assessment and Plan for Inclusive Education review dates:

- Best Practices for Inclusive Education (BPIE) Self-Assessment Date: 11/4/2019

District BPIE Priority Indicators: 5,8,10,20,24

5. District-level administrators allocate special education units and resources to all schools and grade levels, based on student need and flexible models of service delivery, to facilitate best practices for inclusive education in every school.

8. District data reflect that SWDs who have behavior support needs are not excluded from the general education classroom at a higher rate than their peers without disabilities.

10. District uses decision-making guidelines to ensure schools transition all SWDs from grade to grade, school to school and district to district to maintain placement in the least restrictive environment.

20. District has data that reflect an increasing number of students with low-incidence disabilities and/or receiving instruction through the access points are educated in general education classes, with supplementary aids, services and curricular modifications as stipulated in student IEPs.

24. District provides all district and school personnel with information and resources pertaining to the use of person first language in all written and verbal Communications.

LEADERSHIP	INSTRUCTION	COMMUNICATION
DECISION MAKING	STUDENT ACHIEVEMENT	COLLABORATION
1 PA	2 PB	24 PB ✓
2 PB	3 PA	25 PB
3 PB	4 PA	26 PB
4 *PB	5 PA	27 PB
5 *PB	6 PB	28 PA
6 PA	7 PA	29 F
7 *PA	8 PA	30 PB
8 *PB	9 PB	
9 PA	10 PB ✓	
10 PB	11 PB	
11 PB	12 PB	
	13 PB	
	14 PB	
	15 PB	
	16 PB	
	17 PB	
	18 PB	
	19 PB	
	20 PB ✓	
	21 PB	
	22 PB	
	23 PB	

Fully = F
 PARTIAL = PB
 PA
 NOT YET = NY

Plan for Inclusive Education: Short and Long-Term Improvement Efforts

			<ul style="list-style-type: none"> Scheduled/future Plan for Inclusive Education Review Dates: September 21,2020 	
			Top 5 School BPIE Priority Indicators (based on date span): 15. School leaders provide job-embedded professional development for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs. 28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students. 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans. 18. Specials, electives, and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWDS in their classes. 32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.	
LEA Profile/ State Strategic Plan Indicators	Current District Data and Source	State Targets	District Targets	District-Specific Data: Other current and specific data to support the need for improvement: <i>BPIE</i> self-assessment data and ratings, school data, climate surveys, focus group results, etc.
Indicator 5a/Regular class placement:	2018-2019: 77.8% LEA profile 2019	2018-19: ≥ 85% 2019-20: ≥ 85% 2020-21: ≥ 85% 2021-22: ≥ 85%	2018-19: 78% 2019-20: 80% 2020-21: 82% 2021-22: 84%	
Indicator 5b/Separate class placement:	2018-2019: 15.4% LEA profile 2019	2018-19: ≤ 6% 2019-20: ≤ 6% 2020-21: ≤ 6% 2021-22: ≤ 6%	2018-19: 15% 2019-20: 14% 2020-21: 13% 2021-22: 12%	
Indicator 5c/Other separate environment:	2018-2019: 0% LEA profile 2019	2018-19: ≤ 1% 2019-20: ≤ 1% 2020-21: ≤ 1% 2021-22: ≤ 1%	2018-19: ≤1% 2019-20: ≤1% 2020-21: ≤1% 2021-22: ≤1%	

Plan for Inclusive Education: Short and Long-Term Improvement Efforts

<div>Indicator 3c/Reading:</div> <div><div>Student Performance by Disability Status</div><div>Applied filters: None</div><div>% of Students (Level 3 and Above)</div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div>Year</div><div>2014-15</div><div>2015-16</div><div>2016-17</div><div>2017-18</div><div>2018-19</div></div><div><div>Disability Status</div><div>Non-SWD</div><div>SWD</div></div></div><table><thead><tr><th>Year</th><th>Non-SWD</th><th>SWD</th></tr></thead><tbody><tr><td>2014-15</td><td>56.8%</td><td>15.5%</td></tr><tr><td>2015-16</td><td>54.5%</td><td>16.9%</td></tr><tr><td>2016-17</td><td>55.6%</td><td>16.1%</td></tr><tr><td>2017-18</td><td>57.4%</td><td>18.2%</td></tr><tr><td>2018-19</td><td>57.9%</td><td>20.0%</td></tr></tbody></table></div></div>	Year	Non-SWD	SWD	2014-15	56.8%	15.5%	2015-16	54.5%	16.9%	2016-17	55.6%	16.1%	2017-18	57.4%	18.2%	2018-19	57.9%	20.0%	EDStats 2018-2019	2018-19: ≥ 66% 2019-20: ≥ 66.5% 2020-21: ≥ 67% 2021-22: ≥ 67.5%	2018-19: 20% 2019-20: 2020-21: 2021-22:	
Year	Non-SWD	SWD																				
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2017-18	57.4%	18.2%																				
2018-19	57.9%	20.0%																				
<div>Indicator 3c/Math:</div> <div><div>Student Performance by Disability Status</div><div>Applied filters: None</div><div>% of Students (Level 3 and Above)</div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div>Year</div><div>2014-15</div><div>2015-16</div><div>2016-17</div><div>2017-18</div><div>2018-19</div></div><div><div>Disability Status</div><div>Non-SWD</div><div>SWD</div></div></div><table><thead><tr><th>Year</th><th>Non-SWD</th><th>SWD</th></tr></thead><tbody><tr><td>2014-15</td><td>60.4%</td><td>25.2%</td></tr><tr><td>2015-16</td><td>63.5%</td><td>24.6%</td></tr><tr><td>2016-17</td><td>64.1%</td><td>25.6%</td></tr><tr><td>2017-18</td><td>63.5%</td><td>28.8%</td></tr><tr><td>2018-19</td><td>62.5%</td><td>26.0%</td></tr></tbody></table></div></div>	Year	Non-SWD	SWD	2014-15	60.4%	25.2%	2015-16	63.5%	24.6%	2016-17	64.1%	25.6%	2017-18	63.5%	28.8%	2018-19	62.5%	26.0%	ED Stats 2018-2019	2018-19: ≥ 66% 2019-20: ≥ 66.5% 2020-21: ≥ 67% 2021-22: ≥ 67.5%	2018-19: 26% 2019-20: 2020-21: 2021-22:	
Year	Non-SWD	SWD																				
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2016-17	64.1%	25.6%																				
2017-18	63.5%	28.8%																				
2018-19	62.5%	26.0%																				

Plan for Inclusive Education: Short and Long-Term Improvement Efforts

District BPIE Priority Indicator(s): 24. District provides all district and school personnel with information and resources pertaining to the use of person first language in all written and verbal Communications.	State Strategic Plan Indicator(s): (please mark) <input type="checkbox"/> Indicator 5a Regular Class <input type="checkbox"/> Indicator 5b Separate Class <input type="checkbox"/> Indicator 5c Other Separate Environment <input type="checkbox"/> Indicator 3c/Reading Proficiency <input type="checkbox"/> Indicator 3c/Math Proficiency Other: building inclusive schools and district				
SMART Goal 1: By November of 2020, 100% of administrators and district departments will be provided information on People First Language information.					
Goal 1 Action Steps:	By Whom: (FIN, District, Other Collaborative Partner)	By When: (Deadline for Completion–Month/Year)	By What: (Provide evidence that will demonstrate completion of Action Step.)	Follow-up: (Measurable and aligned with each action step)	Status: (Completed, in-progress, revised, additional goal/action step)
FIN and District ESE staff will provide all school and district departments with Person First Language handouts, bookmarks and/or posters.	FIN District ESE staff	November 2020	Sign in of district ESE staff that products were distributed to and inquires to school and district if this modality is bringing awareness of PFL	FIN and District ESE staff will determine next steps after reviewing feedback from schools and district staff.	
FIN will provide informative definitions and antidotes on disability awareness and person first language to communication-public district liaison.	FIN District ESE staff	October 2020	Documentation of what was shared out though social media platforms facebook/twitter.	FIN and District ESE staff will monitor comments and feedback from social media sites to see if information is being viewed.	
Notes/Comments: 					

Plan for Inclusive Education: Short and Long-Term Improvement Efforts

District BPIE Priority Indicator(s): 20. District has data that reflect an increasing number of students with low-incidence disabilities and/or receiving instruction through the access points are educated in general education classes, with supplementary aids, services and curricular modifications as stipulated in student IEPs.		State Strategic Plan Indicator(s): (please mark) x_ Indicator 5a Regular Class _x_ Indicator 5b Separate Class ___ Indicator 5c Other Separate Environment ___ Indicator 3c/Reading Proficiency ___ Indicator 3c/Math Proficiency Other:			
SMART Goal 2: By June 2021, the district in collaboration with FIN will provide professional learning sessions to decrease separate classroom placement from 15% to 13.5% so students with significant cognitive disabilities can increase their time with their peers without disabilities.					
Goal 1 Action Steps:	By Whom: (FIN, District, Other Collaborative Partner)	By When: (Deadline for Completion– Month/Year)	By What: (Provide evidence that will demonstrate completion of Action Step.)	Follow-up: (Measurable and aligned with each action step)	Status: (Completed, in-progress, revised, additional goal/action step)
FIN in collaboration with District ESE staff will analyze current achievement data for students with significant cognitive disabilities.	FIN and District staff (Darla Croft)	September 2020	Support plan and criteria established	District ESE staff and FIN will develop a support plan for schools with a LRE percentage higher than 13.5% on Indicator 5b.	
FIN, and FDLRs will provide professional learning sessions on the following to support students with significant cognitive disabilities spending 40% or more of the time with their peers without disabilities in a school week: <ul style="list-style-type: none"> Access 101/Weebly Peers as Partners as Partners in Learning Inclusive Scheduling Building an Inclusive school Universal Design for Learning 	FIN, FDLRS, Access Project, and District ESE staff	June 2021	Schedule and sign-in sheets with presentation content	FIN in collaboration with collaborative partners and district ESE staff will analyze data and determine further support needed to decrease Indicator 5b LRE data	

Plan for Inclusive Education: Short and Long-Term Improvement Efforts

Notes/Comments: 2/13/2020-Professional learning session by FIN and Access Project to all principals on Access points and inclusion. 2/20/2020- Two professional learning sessions by Access Project to all Assistant Principals on Access points and inclusion.					

District BPIE Priority Indicator(s): 8. District data reflect that SWDs who have behavior support needs are not excluded from the general education classroom at a higher rate than their peers without disabilities.		State Strategic Plan Indicator(s): (please mark) __x__ Indicator 5a Regular Class __x__ Indicator 5b Separate Class __x__ Indicator 5c Other Separate Environment __x__ Indicator 3c/Reading Proficiency __x__ Indicator 3c/Math Proficiency Other:			
SMART Goal 3: By June 2021, the district in collaboration with FIN and SEDNET will decrease the discipline risk ratio from 2.75 to 2.0 as measured in the LEA profile.					
Goal 1 Action Steps:	By Whom: (FIN, District, Other Collaborative Partner)	By When: (Deadline for Completion– Month/Year)	By What: (Provide evidence that will demonstrate completion of Action Step.)	Follow-up: (Measurable and aligned with each action step)	Status: (Completed, in-progress, revised, additional goal/action step)
FIN and SEDNET will analyze current district data for in-school suspensions more than 10 days for SWD.	FIN, SEDNET and district ESE staff	May 2020	Draft support plan and establish criteria to target schools.	Report from data to ESE district leaders and determine next steps.	

Plan for Inclusive Education: Short and Long-Term Improvement Efforts

FIN and SEDNET will create a survey to all schools to indicate who at their school inputs data on SWD behavior referrals.	FIN and SEDNET will send out an email and survey the schools	April 2020	Survey data compiled.	FIN and SEDNET will analyze survey and develop professional development.	
Professional development will be provided to stakeholders on data entry for in-school suspensions for SWD.	FIN, SEDNET and ESE district staff	January 2021	Schedule and sign-in sheets with presentation content	FIN, in partnership with collaborative partners and district ESE staff, will analyze data and determine further support needed to decrease the discipline risk ratio.	

Notes/Comments:

Plan for Inclusive Education: Short and Long-Term Improvement Efforts

District BPIE Priority Indicator(s): 5. District-level administrators allocate special education units and resources to all schools and grade levels, based on student need and flexible models of service delivery, to facilitate best practices for inclusive education in every school.	State Strategic Plan Indicator(s): (please mark) <input type="checkbox"/> Indicator 5a Regular Class <input type="checkbox"/> Indicator 5b Separate Class <input type="checkbox"/> Indicator 5c Other Separate Environment <input type="checkbox"/> Indicator 3c/Reading Proficiency <input type="checkbox"/> Indicator 3c/Math Proficiency Other:				
SMART Goal 4: By June 2020, school board and district leaders will increase special education personnel at a rate of 10% for SWD.					
Goal 1 Action Steps:	By Whom: (FIN, District, Other Collaborative Partner)	By When: (Deadline for Completion– Month/Year)	By What: (Provide evidence that will demonstrate completion of Action Step.)	Follow-up: (Measurable and aligned with each action step)	Status: (Completed, in-progress, revised, additional goal/action step)
ESE Director will share data and information at the cabinet leadership meeting.	FIN and ESE director (Cathy Dofka)	May 2020	Agenda and cabinet meeting notes/minute.	FIN and ESE Director will review minutes and determine next steps.	
ESE Director will submit a request for personnel to support SWD based on district needs.	ESE Director	May 2020	Report/request	Completed report/request with follow up after Cabinet response.	
Notes/Comments: <div style="height: 100px; border: 1px solid black;"></div>					

District BPIE Priority Indicator(s): 10. District uses decision-making guidelines to ensure schools transition all SWDs from grade to grade, school to school and district to district to maintain placement in the least restrictive environment	State Strategic Plan Indicator(s): (please mark) <input type="checkbox"/> Indicator 5a Regular Class <input type="checkbox"/> Indicator 5b Separate Class <input type="checkbox"/> Indicator 5c Other Separate Environment
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Plan for Inclusive Education: Short and Long-Term Improvement Efforts

	___ Indicator 3c/Reading Proficiency ___ Indicator 3c/Math Proficiency Other:				
SMART Goal 5: By May 2020, a decision making guideline will be developed and utilized for 100% of school transitions in order to maintain least restrictive environment for SWD.					
Goal 1 Action Steps:	By Whom: (FIN, District, Other Collaborative Partner)	By When: (Deadline for Completion– Month/Year)	By What: (Provide evidence that will demonstrate completion of Action Step.)	Follow-up: (Measurable and aligned with each action step)	Status: (Completed, in-progress, revised, additional goal/action step)
Create a guideline for use during school transition to include checklist for maintaining continuity of IEP goals, support and services.	ESE District (Anna Jensen) ,FIN	April 2020	Guideline document	Completed checklist document and approval from ESE Director.	
Professional Learning opportunity in using step by step guideline checklist to all Staff Specialist.	ESE District (Anna Jensen),FIN	May 2020	Sign in sheets with presentation content.	Staff Specialist will implement the checklist tool at all articulation IEP meetings.	
Notes/Comments:					

To the Parents of _____

RE: COVID-19 School Closures, and Temporary Distance Learning Plan

Temporary Distance Learning Plan

Dear Parent/Guardian:

As you are aware, the United States and other nations around the world are currently fighting the spread of the Novel Coronavirus, otherwise identified as COVID-19. In an effort to protect our children and our community, Education Commissioner, Richard Corcoran, closed schools until April 30, 2020, and has announced that all Florida students must begin distance learning by March 30, 2020. Hernando County Schools will be providing the required distance learning through an online and/or paper based format.

Given the uncontrollable circumstances created by COVID-19, and the very limited time period that districts have had to reconfigure their entire educational system, the Florida Department of Education has provided school districts with latitude in the provision of continued services and accommodations to their exceptional student populations: “To support students identified with IEP/EP-related services who may have a disruption in services, school districts have flexibility for the remainder of the school year to provide alternate services or delay services in coordination with the student’s parents and IEP/EP team.”¹ The USDOE similarly explained: “It is important to emphasize that federal disability law allows for flexibility in determining how to meet with individual needs of student with disabilities. The determination of how FAPE is to be provided may need to be different in this time of unprecedented national emergency.”²

Flexibility will be required in order to educate your child while schools are closed. In order to ensure your student has appropriate access to the distance learning program, Hernando County Schools will be implementing this Temporary Distance Learning Plan (hereinafter, referred to as “Distance Learning Plan”), as set forth in this correspondence, for your child. This Distance Learning Plan will act to temporarily supplement your child’s IEP/EP so as to clarify that your student will be temporarily educated through an individualized version of the online and/or paper based format distance learning program being used by Hernando County Schools. This Distance Learning Plan will ensure that the online and/or paper based program is individualized for your student so that it is presented in a manner that is consistent with the accommodations, services, and needs of your child, as indicated in their IEP/EP. A member of your child’s IEP/EP team will be in contact with you to receive your input and collaborate regarding how to best implement your child’s IEP/EP during the emergency closure.

¹ FLDOE (March 24, 2020) *Coronavirus (COVID-19)*, retrieved from <http://www.fldoe.org/em-response/index.shtml>, (March 24, 2020)

² USDOE (March 21, 2020) *Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools while Serving Children with Disabilities*, retrieved from <https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf>

To the extent that your child's IEP/EP is set to expire during the temporary closure of schools, or if your child is in need of a re-evaluation, during this closure, this Distance Learning Plan will act as a temporary amendment to your child's IEP/EP for the purposes of date compliance. During the school closures our staff will do its best, taking into account the circumstances, to perform the necessary IEP/EP amendments and re-evaluations. If the amendments or re-evaluations are not completed during the school closures, your child's school will contact you soon after schools re-open to perform the needed work.

Upon your child's return to school, the Distance Learning Plan will automatically expire and cease to operate, and your child's IEP/EP will resume as normal.

To the extent that you child participates in group sessions for certain academic classes or services, such as: speech therapy, language therapy, occupational therapy, physical therapy, counseling, please be advised that multiple students may be simultaneously participating online and/or paper based. We ask that you treat these sessions just as if they were occurring in a classroom, and thus respect the privacy and maintain confidentiality of that learning environment. Please be advised that it would be illegal to record these sessions without the explicit permission of all participants.

Should you have any immediate questions, comments, or concerns regarding this Temporary Distance Learning Plan, please feel free to contact dofka_c@hcsb.k12.fl.us. Otherwise, school-based staff will be in contact with you in the near future to assist you and your child with this transition.

You and your child have certain rights under Federal and Florida Law concerning the provision of their education. Attached hereto you will find your procedural safeguards, which set forth the same. Lastly, attached hereto is an informational fact sheet concerning COVID-19 and your child's education during this emergency.

Your collaboration and understanding as we all work together during this state of emergency is appreciated.

Sincerely,

Cathy Dofka

Attch: Procedural Safeguards

FACT SHEET: Exceptional Student Education and COVID-19

Part B

Notice of Procedural Safeguards for Parents of Students with Disabilities

As a parent, you are entitled to information about your rights under the Individuals with Disabilities Education Act (IDEA). These rights, or *procedural safeguards*, are intended to ensure that you have the opportunity to be a partner in the educational decisions made regarding your child.

This notice of your procedural safeguards will be made available to you, at least one time a school year, except that a copy also must be given to you:

- Upon initial referral or your request for an evaluation
- In accordance with the discipline procedures when a change in placement occurs
- Upon receipt of the first State complaint in a school year
- Upon the receipt of the first request for a due process hearing in a school year
- In accordance with the provisions of Section 1008.212, F.S., upon the school district superintendent's recommendation to the Commissioner of Education that an extraordinary exemption for a given state assessment be granted or denied
- Upon your request to receive a copy

You may elect to receive a copy of your procedural safeguards and required notices by email if the school district makes that option available. A district may also place a current copy of the procedural safeguards notice on its Internet website.

This pamphlet helps parents of children in Florida understand the rights that go along with programs for students with disabilities. It includes a description of the procedural safeguards that apply to students with disabilities enrolled in public schools and those that apply to students with disabilities enrolled by their parents in nonprofit private schools.

Parents who have issues with the district regarding their student's exceptional student education may be able to resolve those issues informally at the local level. However, administrative remedies (mediation, state complaint, and due process hearing request) are also available.

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Under the IDEA, you have the following rights:

GENERAL INFORMATION

PRIOR WRITTEN NOTICE

34 Code of Federal Regulations (CFR) §300.503 Notice

Your school district must give you notice in writing whenever it:

1. Proposes to initiate or to change the identification, evaluation, eligibility determination, or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child; **or**
2. Refuses to initiate or to change the identification, evaluation, eligibility determination or educational placement of your child or the provision of FAPE to your child.

Content of notice

The written notice must:

1. Describe the action that your school district proposes or refuses to take;
2. Explain why your school district is proposing or refusing to take action;
3. Describe each evaluation procedure, assessment, record, or report your school district used in deciding to propose or refuse the action;
4. Include a statement that you have protections under the procedural safeguards provisions in Part B of the IDEA;
5. Tell you how you can obtain a copy of a description of the procedural safeguards if the

- action that your school district is proposing or refusing is not an initial referral for evaluation;
6. Include resources for you to contact for help in understanding Part B of the IDEA;
 7. Describe any other choices that your child's individual educational plan (IEP) team considered and the reasons why those choices were rejected; **and**
 8. Provide a description of other reasons why your school district proposed or refused the action.

Notice in understandable language

The notice must be:

1. Written in language understandable to the general public; **and**
2. Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.

If your native language or other mode of communication is not a written language, your school district must ensure that:

1. The notice is translated for you orally by other means in your native language or other mode of communication;
2. You understand the content of the notice; **and**
3. There is written evidence that 1 and 2 have been met.

NATIVE LANGUAGE

34 CFR §300.29

Native language, when used with an individual who has limited English proficiency, means the following:

1. The language normally used by that person, or, in the case of a student, the language normally used by the student's parents;
2. In all direct contact with a student (including evaluation of the student), the language normally used by the student in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, braille, or oral communication).

ELECTRONIC MAIL

34 CFR §300.505

If your school district offers parents the choice of receiving documents by email, you may choose to receive the following by email:

1. Prior written notice;
2. Procedural safeguards notice; **and/or**
3. Notices related to a due process hearing request.

PARENTAL CONSENT – DEFINITION

34 CFR §300.9

Consent

Consent means:

1. You have been fully informed in your native language or other mode of communication (such as sign language, braille, or oral communication) of all information about the action for which you are giving consent;
2. You understand and agree in writing to that action, and the consent describes that action and lists the records (if any) that will be released and to whom; **and**
3. You understand that the consent is voluntary on your part and you may withdraw your consent at anytime.

Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it.

PARENTAL CONSENT

34 CFR §300.300

Consent for initial evaluation

Your school district cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and without obtaining your consent as described under the heading *Parental Consent*.

Your school district must make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability. Your consent for initial evaluation does not mean that you have also given your consent for the school district to start providing special education and related services to your child.

If your child is enrolled in public school, or you are seeking to enroll your child in a public school and you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, your school district may, but is not required to, seek to conduct an initial evaluation of your child by using mediation or due process procedures. Your school district will not violate its obligations to locate, identify, and evaluate your child if it does not pursue an evaluation of your child in these circumstances.

Special rules for initial evaluation of wards of the State

If a child is a ward of the State and is not living with his/her parent —

The school district does not need consent from the parent for an initial evaluation to determine if the student is a student with a disability if:

1. Despite reasonable efforts to do so, the school district cannot find the student's parent;
2. The rights of the parents have been terminated in accordance with State law; **or**
3. A judge has assigned the right to make educational decisions and to consent for an initial evaluation to an individual other than the parent.

Ward of the State, as used in the IDEA, means a student who, as determined by the State where the student lives, is:

1. A foster child unless the child has a foster parent who meets the state definition of a parent;
2. Considered a ward of the State under State law; **or**
3. In the custody of a public child welfare agency.

Parental consent for the initial provision of services

Your school district must obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent, your school district may not use mediation or due process hearing procedures in order to obtain agreement or a ruling that the special education and related services (recommended by your child's IEP team) may be provided to your child without your consent.

If you refuse to give your consent for your child to receive special education and related services for the first time, or if you do not respond to a request to provide such consent and the school district does not provide your child with the special education and related services for which it sought your consent, your school district:

1. Is not in violation of the requirement to make a FAPE available to your child for its failure to provide those services to your child; **and**
2. Is not required to have an IEP team meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

Parental consent for specific actions

The school district must obtain your consent for the following specific actions if included in your child's IEP, unless your school district can demonstrate that it took reasonable steps to obtain your consent **and** you did not respond.

These actions include:

1. Administration of the alternate assessment and provision of instruction in the state standards access points curriculum.
2. Placing your child in an exceptional student education center, except in the circumstance of a placement in an interim alternative education setting for violation of the district's code of student conduct related to weapons; possession, use or sale of illegal drugs; or infliction of serious bodily injury upon another person (see page 16, *Special circumstances*).

If the school district decides there is a need to change your child's IEP as it relates to the actions described above, the school must hold an IEP meeting that includes you. The school must provide you with a written notice of this meeting at least 10 days before the meeting indicating the purpose, time, and location of the meeting and who, by title or position, will be attending the meeting. Once you receive this notice, you and the district may agree to meet earlier.

If you refuse consent, the school district may obtain approval for these actions through a due process hearing. During the due process resolution period and while waiting for the decision of any impartial due process hearing or court proceeding, unless you and the school district agree otherwise, your child must remain in his or her current educational placement (see page 18, Due Process Hearing Request Procedures).

Parental consent for reevaluations

Your school district must obtain your informed consent before it reevaluates your child, unless your school district can demonstrate that:

1. It took reasonable steps to obtain your consent for your child's reevaluation; **and**
2. You did not respond.

If you refuse to consent to your child's reevaluation, the school district may, but is not required to, pursue your child's reevaluation by using the consent override provision of mediation or due process. As with initial evaluations, your school district does not violate its obligations under Part B of the IDEA if it declines to pursue the reevaluation in this manner.

Documentation of reasonable efforts to obtain parental consent

Your school must maintain documentation of reasonable efforts to obtain parental consent for initial evaluations, to provide special education and related services for the first time, to reevaluation, and to locate parents of wards of the State for initial evaluations. The documentation must include a record of the school district's attempts, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parents and any responses received; **and**

3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

Other consent requirements

Your consent is not required before your school district may:

1. Review existing data as part of your child's evaluation or a reevaluation; **or**
2. Give your child a test or other evaluation that is given to all students unless, before that test or evaluation, consent is required from all parents of all students.

NOTE: In Florida, a parent must provide signed consent for a student to receive instructional accommodations that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations. Your school district may not use your refusal to consent to one service or activity to deny you or your child any other service, benefit, or activity.

If you have enrolled your child in a private school at your own expense, or if you are home schooling your child, and you do not provide your consent for your child's initial evaluation or your child's reevaluation, or you fail to respond to a request to provide your consent, the school district may not use its consent override procedures of mediation and due process and is not required to consider your child as eligible to receive equitable services (services made available to parentally-placed private school students with disabilities).

INDEPENDENT EDUCATIONAL EVALUATIONS

34 CFR §300.502

General

As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by your school district. If you request an IEE, the school district must provide you with information about where you may obtain an IEE and about the school district's criteria that apply to IEEs.

Definitions

Independent educational evaluation (IEE) means an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of your child.

Public expense means that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you.

Parent right to evaluation at public expense

You have the right to an IEE of your child at public expense if you disagree with an evaluation of your child obtained by your school district, subject to the following conditions:

1. If you request an IEE of your child at public expense, your school district must, without unnecessary delay, either: (a) Provide an IEE at public expense, or (b) File a due process hearing request to show that its evaluation of your child is appropriate; unless the school district demonstrates in a hearing that the evaluation of your child that you obtained did not meet the school district's criteria.
2. If your school district requests a hearing and the final decision is that your school district's evaluation of your child is appropriate, you still have the right to an IEE, but not at public expense.
3. If you request an IEE of your child, the school district may ask why you object to the evaluation of your child obtained by your school district. However, your school district may not require an explanation and may not unreasonably delay either providing the IEE of your child at public expense or filing a due process complaint to request a due process hearing to defend the school district's evaluation of your child.

You are entitled to only one IEE of your child at public expense each time your school district conducts an evaluation of your child with which you disagree.

Parent-initiated evaluations

If you obtain an IEE of your child at public expense or you share with the school district an evaluation of your child that you obtained at private expense:

1. Your school district must consider the results of the evaluation of your child, if it meets the school district's criteria for IEEs, in any decision made with respect to the provision of a FAPE to your child; **and**
2. You or your school district may present the evaluation as evidence at a due process hearing regarding your child.

Requests for evaluations by hearing officers

If a hearing officer requests an IEE of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

School district criteria

If an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the school district uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an independent educational evaluation). Except for the criteria described above, a school district may not

impose conditions or timelines related to obtaining an IEE at public expense.

REVOCATION OF PARENTAL CONSENT

GENERAL INFORMATION

34 CFR §300.300(b)(4)

If, at any time subsequent to the initial provision of special education and related services, the parent of a student revokes consent in writing for the continued provision of special education and related services, the school district may not continue to provide special education and related services to the student, but must provide prior written notice before ceasing the provision of special education and related services. The school district may not use mediation or due process hearing procedures in order to obtain agreement or a ruling that the services may be provided to the student.

If you revoke your consent for the continued provision of special education and related services to your child, your school district:

1. Will not be considered to be in violation of the requirement to make a FAPE available to your child for its failure to provide the student with further special education and related services to your child; and
2. Is not required to convene an IEP team meeting or develop an IEP for the student for further provision of special education and related services.

If you revoke consent in writing for your child's receipt of special education services after the child is initially provided special education and related services, the school district is not required to amend your child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

CONFIDENTIALITY OF INFORMATION

DEFINITIONS

34 CFR §300.611

As used under the heading *Confidentiality of Information*:

Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

Education records means the type of records covered under the definition of "education records" in 34 CFR Part 99, the regulations implementing the Family Educational Rights and Privacy Act (FERPA) of 1974, 20 U.S.C. 1232g.

Participating agency means any school district, agency, or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.

PERSONALLY IDENTIFIABLE

34 CFR §300.32

Personally identifiable means information that has:

- (a) Your child's name, your name as the parent, or the name of another family member;
- (b) Your child's address;
- (c) A personal identifier, such as your child's social security number or student number; or
- (d) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

NOTICE TO PARENTS

34 CFR §300.612

The Department of Education must give notice that is adequate to fully inform parents about confidentiality of personally identifiable information, including:

1. A description of the extent to which the notice is given in the native languages of the various population groups in the state;
2. A description of the students on whom personally identifiable information is maintained, the types of information sought, the methods the State intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
3. A summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and
4. A description of all of the rights of parents and children regarding this information, including the rights under the FERPA and its implementing regulations in 34 CFR Part 99.

Before any major identification, location, or evaluation activity (also known as "child find"), the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the state of the activity to locate, identify, and evaluate children in need of special education and related services.

ACCESS RIGHTS

34 CFR §300.613

§1002.22(3)(a)4, F.S.

The participating agency must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by your school district under Part B of the IDEA. The participating agency must comply with your request to inspect and review any education records on your child without unnecessary delay and before any

meeting regarding an individual educational plan (IEP), or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 30 calendar days after you have made a request.

Your right to inspect and review education records includes:

1. Your right to a response from the participating agency to your reasonable requests for explanations and interpretations of the records;
2. Your right to request that the participating agency provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; **and**
3. Your right to have your representative inspect and review the records.

The participating agency may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship or separation and divorce.

RECORD OF ACCESS

34 CFR §300.614

Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

RECORDS ON MORE THAN ONE CHILD

34 CFR §300.615

If any education record includes information on more than one student, the parents of those students have the right to inspect and review only the information relating to their child or to be informed of that specific information.

LIST OF TYPES AND LOCATIONS OF INFORMATION

34 CFR §300.616

On request, each participating agency must provide you with a list of the types and locations of education records collected, maintained, or used by the agency.

FEES

34 CFR §300.617

Each participating agency may charge a fee for copies of records that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records. A participating agency may not charge a fee to search for or to retrieve information under Part B of the IDEA.

AMENDMENT OF RECORDS AT PARENT'S REQUEST

34 CFR §300.618

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the participating agency that maintains the information to change the information. The participating agency must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request. If the participating agency refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose as described under the heading *Opportunity For a Hearing*.

OPPORTUNITY FOR A HEARING

34 CFR §300.619

The participating agency must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

HEARING PROCEDURES

34 CFR §300.621

A hearing to challenge information in education records must be conducted according to the procedures for such hearings under the FERPA.

RESULT OF HEARING

34 CFR §300.620

If, as a result of the hearing, the participating agency decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it must change the information accordingly and inform you in writing. If, as a result of the hearing, the participating agency decides that the information is **not** inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, it must inform you of your right to place in the records that it maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

Such an explanation placed in the records of your child must:

1. Be maintained by the participating agency as part of the records of your child as long as the record or contested portion is maintained by the participating agency; **and**
2. If the participating agency discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to that party.

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION

34 CFR §300.622

Unless the information is contained in education records, and the disclosure is authorized without parental consent under FERPA, your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Your consent, or consent of an eligible student who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If your child is in, or is going to go to, a private school that is not located in the same school district you reside in, your consent must be obtained before any personally identifiable information about your child is released between officials in the school district where the private school is located and officials in the school district where you reside.

SAFEGUARDS

34 CFR §300.623

Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding our State's policies and procedures regarding confidentiality under Part B of the IDEA and the FERPA. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

DESTRUCTION OF INFORMATION

34 CFR §300.624

Your school district must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child.

The information must be destroyed at your request. However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

CHILDREN'S RIGHTS

34 CFR §300.625

Under the regulations for FERPA in 34 CFR 99.5(a), your rights regarding education records are transferred to your child at age 18.

If the rights accorded to you under IDEA are transferred to your child who reaches the age of majority, consistent with 34 CFR 300.520, the rights regarding educational records also are transferred to your child. However, the school district must provide any notice required under §615 of the Act or Florida State Board of Education Rules 6A-6.03011 through 6A-6.0361, Florida Administrative Code (F.A.C.), to you and the student.

MEDIATION

GENERAL INFORMATION

34 CFR §300.506

The school district must make mediation available to allow you and the school district to resolve disagreements involving any matter under Part B of the IDEA, including matters arising prior to the filing of a due process complaint. Thus, mediation is available to resolve disputes under Part B of the IDEA, whether or not you have filed a due process complaint to request a due process hearing as described under the heading *Filing a Due Process Hearing Request*.

Requirements

The procedures must ensure that the mediation process:

1. Is voluntary on your part and the school district's part;
2. Is not used to deny or delay your right to a due process hearing, or to deny any other rights you have under Part B of the IDEA; **and**
3. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

The school district may develop procedures that offer parents and schools that choose not to use the mediation process an opportunity to meet, at a time and location convenient to you, with a disinterested party:

1. Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center, or community parent resource center in the state; **and**
2. Who would explain the benefits and encourage the use of the mediation process to you.

The State must have a list of people who are qualified mediators and know the laws and regulations relating to the provision of special education and related services. The Department of Education must select

mediators on a random, rotational, or other impartial basis.

The State is responsible for the cost of the mediation process, including the costs of meetings. Each meeting in the mediation process must be scheduled in a timely manner and held at a place that is convenient for you and the school district. Both the parent and the school district may be required to sign a confidentiality pledge prior to the commencement of the mediation process.

If you and the school district resolve a dispute through the mediation process, both parties must enter into a legally binding agreement that sets forth the resolution and that:

1. States that all discussions that happened during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; **and**
2. Is signed by both you and a representative of the school district who has the authority to bind the school district.

A written, signed mediation agreement is enforceable in any State court of competent jurisdiction (a court that has the authority under State law to hear this type of case) or in a district court of the United States.

Discussions that happened during the mediation process must be confidential. They cannot be used as evidence in any future due process hearing or civil proceeding of any federal court or State court of a State receiving assistance under Part B of IDEA.

Impartiality of mediator

The mediator:

1. May not be an employee of the Department of Education or any school district or any State agency that receives IDEA funds through the Department of Education; **and**
2. Must not have a personal or professional interest that conflicts with the mediator's objectivity.

A person who otherwise qualifies as a mediator is not an employee of a school district or State agency solely because he or she is paid by the agency or school district to serve as a mediator.

STATE COMPLAINT PROCEDURES

DIFFERENCES BETWEEN DUE PROCESS HEARING AND STATE COMPLAINT PROCEDURES

The regulations for Part B of IDEA set forth separate procedures for State complaints and for due process complaints and hearings. As explained below, any individual or organization may file a State complaint alleging a violation of any Part B requirement by a school district, the Department of Education, or any other public agency. Only you or a school district

may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a student with a disability, or the provision of a FAPE to the student. Although staff of the Department of Education generally must resolve a State complaint within a 60-calendar-day timeline, unless the timeline is properly extended, an impartial due process hearing officer must hear a due process complaint (if not resolved through a resolution meeting or through mediation) and issue a written decision within 45 calendar days after the end of the resolution period, as described in this document under the heading **Resolution Process**, unless the hearing officer grants a specific extension of the timeline at your request or the school district's request. The State complaint and due process complaint, resolution, and hearing procedures are described more fully below.

ADOPTION OF STATE COMPLAINT PROCEDURES

34 CFR §300.151

General

The Department of Education must have written procedures for:

1. Resolving any complaint, including a complaint filed by an organization or individual from another State;
2. Widely disseminating the State complaint procedures to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities.

Remedies for denial of appropriate services

In resolving a State complaint in which the Department of Education has found a failure to provide appropriate services, the Department of Education must address:

1. The failure to provide appropriate services, including corrective action appropriate to address the needs of the student; **and**
2. Appropriate future provision of services for all children with disabilities.

MINIMUM STATE COMPLAINT PROCEDURES

34 CFR §300.152

Time limit; minimum procedures

The Department of Education must include in its State complaint procedures a time limit of 60 calendar days after a complaint is filed to:

1. Carry out an independent on-site investigation, if the Department of Education determines that an investigation is necessary;
2. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
3. Provide the school district or other public agency with the opportunity to respond to the complaint,

including, at a minimum: (a) at the option of the agency, a proposal to resolve the complaint; **and** (b) an opportunity for a parent who has filed a complaint and the agency to agree voluntarily to engage in mediation;

4. Review all relevant information and make an independent determination as to whether the school district or other public agency is violating a requirement of Part B of the IDEA; **and**
5. Issue a written decision to the complainant that addresses each allegation in the complaint and contains: (a) findings of fact and conclusions; **and** (b) the reasons for the Department of Education's final decision

Time extension; final decision; implementation

The Department of Education's procedures described above also must:

1. Permit an extension of the 60-calendar-day time limit only if: (a) exceptional circumstances exist with respect to a particular State complaint; **or** (b) the parent and the school district or other public agency involved voluntarily agree to extend the time to resolve the matter through mediation or alternative means of dispute resolution, if available in the State.
2. Include procedures for effective implementation of the Department of Education's final decision, if needed, including: (a) technical assistance activities; (b) negotiations; **and** (c) corrective actions to achieve compliance.

NOTE: Complaints limited to gifted education are covered by State Board of Education Rule 6A-6.03313, *Procedural Safeguards for Exceptional Students who are Gifted*, and have a 90-calendar-day limit unless there is an approved extension for exceptional circumstances.

State complaints and due process hearings

If a written State complaint is received that is also the subject of a due process hearing as described below under the heading ***Filing a Due Process Hearing Request***, or the State complaint contains multiple issues of which one or more are part of such a hearing, the State must set aside the State complaint, or any part of the State complaint that is being addressed in the due process hearing, until the hearing is over. Any issue in the State complaint that is not a part of the due process hearing must be resolved using the time limit and procedures described above.

If an issue raised in a State complaint has previously been decided in a due process hearing involving the same parties (you and the school district), then the due process hearing decision is binding on that issue and the Department of Education must inform the complainant that the decision is binding.

A complaint alleging a school district's or other public agency's failure to implement a due process hearing decision must be resolved by the Department of Education.

FILING A STATE COMPLAINT

34 CFR §300.153

An organization or individual may file a signed written State complaint under the procedures described above.

The State complaint must include:

1. A statement that a school district or other public agency has violated a requirement of Part B of the IDEA or its regulations, or state requirements;
2. The facts on which the statement is based;
3. The signature and contact information for the complainant; and
4. If alleging violations regarding a specific student:
 - (a) The name of the student and address of the residence of the student;
 - (b) The name of the school the student is attending;
 - (c) In the case of a homeless student or youth, available contact information for the student and the name of the school the student is attending;
 - (d) A description of the nature of the problem of the student, including facts relating to the problem; **and**
 - (e) A proposed resolution of the problem to the extent known and available to the party filing the complaint at the time the complaint is filed.

The complaint must allege a violation that occurred not more than **one year** prior to the date that the complaint is received.

The party filing the State complaint must forward a copy of the complaint to the school district or other public agency serving the student at the same time the party files the complaint with the Department of Education.

DUE PROCESS HEARING REQUEST PROCEDURES

FILING A DUE PROCESS HEARING REQUEST

34 CFR §300.507

General

You or the school district may file a due process hearing request on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, eligibility determination, or educational placement of your child or the provision of a FAPE to your child.

In addition, in accordance with §1008.212, F.S., in the event that your school district superintendent requests that an extraordinary exemption from participation in a state assessment be granted to your child and the Commissioner of Education denies this request, you have the right to request an expedited due process hearing. This request would be made to the Department of Education. Upon your request, you would be informed of any free or low-cost legal services and other relevant services available. The Department of Education will arrange a hearing on this matter with the State of Florida Division of Administrative Hearings. The hearing must begin within 20 school days following receipt of your request. The administrative law judge (ALJ) must make a determination within 10 school days after the expedited hearing is completed.

The due process hearing request must allege a violation that happened not more than two years before you or the school district knew or should have known about the alleged action that forms the basis of the due process complaint.

The above timeline does not apply to you if you could not file a due process hearing request within the timeline because:

1. The school district specifically misrepresented that it had resolved the issues identified in the complaint; **or**
2. The school district withheld information from you that it was required to provide you under Part B of the IDEA.

Legal Services

The school district must inform you of any free or low-cost legal and other relevant services available in the area if you request the information, or if you or the school district file a due process hearing request.

DUE PROCESS HEARING REQUESTS

34 CFR §300.508

General

In order to request a hearing, you or the school district (or your attorney or the school district's attorney) must submit a due process hearing request to the other party. That due process hearing request must contain all of the content listed below and must be kept confidential.

You or the school district, whichever one filed the due process hearing request, must also provide the Department of Education with a copy of the due process hearing request.

Content of the due process hearing request

The due process hearing request must include:

1. The name of the student;
2. The address of the student's residence;
3. The name of the student's school;

4. If the student is a homeless child or youth, the student's contact information and the name of the student's school;
5. A description of the nature of the problem of the student relating to the proposed or refused action, including facts relating to the problem; **and**
6. A proposed resolution of the problem to the extent known and available to you or the school district at the time.

Notice required before a hearing on a due process hearing request

You or the school district may not have a due process hearing until you or the school district (or your attorney or the school district's attorney) files a due process hearing request that includes the information listed above.

Sufficiency of due process hearing request

In order for a due process hearing request to go forward, it must be considered sufficient. The due process hearing request will be considered sufficient (to have met the content requirements above) unless the party receiving the due process hearing request (you or the school district) notifies the hearing officer and the other party in writing, within 15 calendar days of receiving the due process hearing request, that the receiving party believes that the due process hearing request does not meet the requirements listed above.

Within five calendar days of receiving the notification the receiving party (you or the school district) considers a due process hearing request insufficient, the hearing officer must decide if the due process hearing request meets the requirements listed above and notify you and the school district in writing immediately.

Due process hearing request amendment

You or the school district may make changes to the due process hearing request only if:

1. The other party approves of the changes in writing and is given the chance to resolve the due process hearing request through a resolution meeting, described below; **or**
2. By no later than five days before the due process hearing begins, the hearing officer grants permission for the changes.

If the complaining party (you or the school district) makes changes to the due process hearing request, the timelines for the resolution meeting (within 15 calendar days of receiving the due process hearing request) and the time period for resolution (within 30 calendar days of receiving the due process hearing request) start again on the date the amended due process hearing request is filed.

Local educational agency (LEA) or school district response to a due process hearing request

If the school district has not sent a prior written notice to you, as described under the heading ***Prior Written Notice***, regarding the subject matter contained in your due process hearing request, the school district must, within 10 calendar days of receiving the due process hearing request, send to you a response that includes:

1. An explanation of why the school district proposed or refused to take the action raised in the due process hearing request;
2. A description of other options that your student's IEP team considered and the reasons why those options were rejected;
3. A description of each evaluation procedure, assessment, record, or report the school district used as the basis for the proposed or refused action; **and**
4. A description of the other factors that are relevant to the school district's proposed or refused action.

Providing the information in items 1–4 above does not prevent the school district from asserting that your due process hearing request was insufficient.

Other party response to a due process hearing request

Except as stated under the sub-heading immediately above, ***LEA or school district response to a due process hearing request***, the party receiving a due process hearing request must, within 10 calendar days of receiving the due process hearing request, send the other party a response that specifically addresses the issues in the due process hearing request.

MODEL FORMS

34 CFR §300.509

In its role as the state educational agency (SEA), the Department of Education must develop model forms to help you file a due process hearing request and a state complaint. However, the SEA or the school district may not require you to use these model forms. In fact, you can use this form or another appropriate model form, provided it contains the required information for filing a due process hearing request or state complaint.

STUDENT'S PLACEMENT DURING DUE PROCESS PROCEEDINGS

34 CFR §300.518

Except as provided below under the heading ***Change of Placement Because of Disciplinary Removals***, once a due process hearing request is sent to the other party, during the resolution process time period, and while waiting for the decision of any impartial due process hearing or court proceeding, unless you and the SEA or school district agree otherwise, your child

must remain in his or her current educational placement.

If the due process hearing request involves an application for initial admission to public school, your child, with your consent, must be placed in the regular public school program until the completion of all such proceedings.

If the due process hearing request involves an application for initial services under Part B of the IDEA for a child who is transitioning from being served under Part C of the IDEA to Part B of the IDEA and who is no longer eligible for Part C services because the child has turned three, the school district is not required to provide the Part C services that the child has been receiving. If the child is found eligible under Part B of the IDEA and you consent for the child to receive special education and related services for the first time, then, pending the outcome of the proceedings, the school district must provide those special education and related services that are not in dispute (those which you and the school district both agree upon).

RESOLUTION PROCESS

34 CFR §300.510

Resolution meeting

Within 15 calendar days of receiving notice of your due process hearing request, and before the due process hearing begins, the school district must convene a meeting with you and the relevant member or members of the IEP team who have specific knowledge of the facts identified in your due process hearing request. The meeting:

1. Must include a representative of the school district who has decision-making authority on behalf of the school district; **and**
2. May not include an attorney of the school district unless you are accompanied by an attorney.

You and the school district determine the relevant members of the IEP team to attend the meeting.

The purpose of the meeting is for you to discuss your due process hearing request, and the facts that form the basis of the due process hearing request, so that the school district has the opportunity to resolve the dispute.

The resolution meeting is not necessary if:

1. You and the school district agree in writing to waive the meeting; **or**
2. You and the school district agree to use the mediation process, as described under the heading ***Mediation***.

Resolution period

If the school district has not resolved the due process hearing request to your satisfaction within 30 calendar days of the receipt of the due process

hearing request (during the time period for the resolution process), the due process hearing may occur.

The 45-calendar-day timeline for issuing a final decision begins at the expiration of the 30-calendar-day resolution period, with certain exceptions for adjustments made to the 30-calendar-day resolution period, as described below.

Except where you and the school district have both agreed to waive the resolution process or to use mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until you agree to participate in a meeting.

If after making reasonable efforts, and documenting such efforts, the school district is not able to obtain your participation in the resolution meeting, the school district may, at the end of the 30-calendar-day resolution period, request that the ALJ dismiss your due process hearing request. Documentation of such efforts must include a record of the school district's attempts to arrange a mutually agreed upon time and place, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to you and any responses received; and
3. Detailed records of visits made to your home or place of employment and the results of those visits.

If the school district fails to hold the resolution meeting within 15 calendar days of receiving notice of your due process hearing request or fails to participate in the resolution meeting, you may ask the ALJ to order that the 45-calendar-day due process hearing timeline begin.

Adjustments to the 30-calendar-day resolution period

If you and the school district agree in writing to waive the resolution meeting, then the 45-calendar-day timeline for the due process hearing starts the next day.

After the start of mediation or the resolution meeting and before the end of the 30-calendar-day resolution period, if you and the school district agree in writing that no agreement is possible, then the 45-calendar-day timeline for the due process hearing starts the next day.

If you and the school district agree to use the mediation process, at the end of the 30-calendar-day resolution period, both parties can agree in writing to continue the mediation until an agreement is reached. However, if either you or the school district withdraws from the mediation process, then the 45-

calendar-day timeline for the due process hearing starts the next day.

Written settlement agreement

If a resolution to the dispute is reached at the resolution meeting, you and the school district must enter into a legally binding agreement that is:

1. Signed by you and a representative of the school district who has the authority to bind the school district; and
2. Enforceable in any State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States or by the Department of Education.

Agreement review period

If you and the school district enter into an agreement as a result of a resolution meeting, either party (you or the school district) may void the agreement within three business days of the time that both you and the school district signed the agreement.

DUE PROCESS HEARINGS

IMPARTIAL DUE PROCESS HEARING

34 CFR §300.511

General

Whenever a due process hearing request is filed, you or the school district involved in the dispute must have an opportunity for an impartial due process hearing, as described in the *Due Process Hearing Request* and *Resolution Process* sections.

NOTE: In addition to requesting mediation and filing a state complaint, parents and school districts have the right to request an impartial due process hearing. A request for a due process hearing may be made regarding any proposal or refusal of the school district to initiate or change the identification of, evaluation of, educational placement of, or provision of a FAPE to your child. Should a due process hearing be required, the hearing will be conducted by the Department of Education through an impartial ALJ with Florida's Division of Administrative Hearings (DOAH) in accordance with applicable Florida Statutes and State Board of Education Rules.

Florida has a "one-tier" due process system in which the SEA or another State-level agency or entity (other than the school district) is responsible for convening due process hearings. An appeal from a due process hearing decision goes directly to a federal district or State circuit court.

Impartial hearing officer (i.e., ALJ)

At a minimum, a hearing officer:

1. Must not be an employee of the SEA or the school district that is involved in the education or care of the student. However, a person is not an

- employee of the agency solely because he/she is paid by the agency to serve as a hearing officer;
2. Must not have a personal or professional interest that conflicts with the hearing officer's objectivity in the hearing;
3. Must be knowledgeable and understand the provisions of the IDEA, and federal and State regulations pertaining to the IDEA, and legal interpretations of the IDEA by federal and State courts; **and**
4. Must have the knowledge and ability to conduct hearings, and to make and write decisions, consistent with appropriate, standard legal practice.

The Department of Education will keep a list of those persons who serve as ALJs that must include the qualifications of each of those persons.

Subject matter of due process hearing

The party (you or the school district) that requests the due process hearing may not raise issues at the due process hearing that were not addressed in the due process hearing request, unless the other party agrees.

Timeline for requesting a hearing

You or the school district must request an impartial hearing on a due process hearing request within two years of the date you or the school district knew or should have known about the issue addressed in the due process hearing request.

Exceptions to the timeline

The above timeline does not apply to you if you could not file a due process hearing request because:

1. The school district specifically misrepresented that it had resolved the problem or issue that you are raising in your due process hearing request; **or**
2. The school district withheld information from you that it was required to provide to you under Part B of the IDEA.

HEARING RIGHTS

34 CFR §300.512

General

Any party to a due process hearing (including a hearing relating to disciplinary procedures) has the right to:

1. Be represented by counsel or to be represented by a qualified representative under the qualifications and standards set forth in Rules 28-106.106 and 28-106.107, F.A.C., or to be accompanied and advised by individuals with special knowledge or training with respect to the problems of students with disabilities, or any combination of the above;
2. Present evidence and confront, cross-examine, and require the attendance of witnesses;

3. Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing;
4. Obtain a written, or, at your option, electronic, word-for-word record of the hearing; **and**
5. Obtain written, or, at your option, electronic findings of fact and decisions.

Additional disclosure of information

At least five business days prior to a due process hearing, you and the school district must disclose to each other all evaluations completed by that date and recommendations based on those evaluations that you or the school district intend to use at the hearing. An ALJ may prevent any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

Parental rights at hearings

You must be given the right to:

1. Have your child present;
2. Open the hearing to the public; **and**
3. Have the record of the hearing, the findings of fact, and the decisions provided to you at no cost.

HEARING DECISIONS

34 CFR §300.513

Decision of ALJ

An ALJ's decision on whether your child received a FAPE must be based on substantive grounds.

In matters alleging a procedural violation, a hearing officer may find that your child did not receive a FAPE only if the procedural inadequacies:

1. Interfered with your child's right to a FAPE;
2. Significantly interfered with your opportunity to participate in the decision-making process regarding the provision of a FAPE to your child; **or**
3. Caused a deprivation of an educational benefit.

Construction clause

None of the provisions described above can be interpreted to prevent an ALJ from ordering a school district to comply with the requirements in the procedural safeguards section of the federal regulations under Part B of the IDEA (34 CFR §§300.500 through 300.536).

Separate request for a due process hearing

Nothing in the procedural safeguards section of the federal regulations under Part B of the IDEA (34 CFR §§300.500 through 300.536) can be interpreted to prevent you from filing a separate due process hearing request on an issue separate from a due process hearing request already filed.

Findings and decision to advisory panel and general public

The SEA or the school district (whichever was responsible for your hearing), after deleting any personally identifiable information, must:

1. Provide the findings and decisions in the due process hearing or appeal to the State special education advisory panel; **and**
2. Make those findings and decisions available to the public.

APPEALS

FINALITY OF DECISION; APPEAL; IMPARTIAL REVIEW

34 CFR §300.514

Finality of hearing decision

A decision made in a due process hearing (including a hearing relating to disciplinary procedures) is final, except that any party involved in the hearing (you or the school district) may appeal the decision by bringing a civil action, as described below.

TIMELINES AND CONVENIENCE OF HEARINGS AND REVIEWS

34 CFR §300.515

The SEA must ensure that not later than 45 calendar days after the expiration of the 30-calendar-day period for resolution meetings **or**, as described under the sub-heading *Adjustments to the 30-calendar-day resolution period*, not later than 45 calendar days after the expiration of the adjusted time period:

1. A final decision is reached in the hearing; **and**
2. A copy of the decision is mailed to each of the parties.

An ALJ may grant specific extensions of time beyond the 45-calendar-day time period described above at the request of either party. Each hearing must be conducted at a time and place that is reasonably convenient to you and your child.

CIVIL ACTIONS, INCLUDING THE TIME PERIOD IN WHICH TO FILE THOSE ACTIONS

34 CFR §300.516

General

Any party (you or the school district) who does not agree with the findings and decision in the due process hearing (including a hearing relating to disciplinary procedures) has the right to bring a civil action with respect to the matter that was the subject of the due process hearing. The action may be brought in a State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States without regard to the amount in dispute.

Time limitation

The party (you or the school district) bringing the action shall have 90 calendar days from the date of the decision of an ALJ to file a civil action.

Additional procedures

In any civil action, the court:

1. Receives the records of the administrative proceedings;
2. Hears additional evidence at your request or at the school district's request; **and**
3. Bases its decision on the preponderance of the evidence and grants the relief that the court determines to be appropriate.

Jurisdiction of district courts

The district courts of the United States have authority to rule on actions brought under Part B of the IDEA without regard to the amount in dispute.

Rule of construction

Nothing in Part B of the IDEA restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973 (Section 504), or other federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under Part B of the IDEA, the due process procedures described above must be exhausted to the same extent as would be required if the party filed the action under Part B of the IDEA. This means that you may have remedies available under other laws that overlap with those available under the IDEA, but in general, to obtain relief under those other laws, you must first use the available administrative remedies under the IDEA (i.e., the due process hearing request, resolution meeting, and impartial due process hearing procedures) before going directly into court.

ATTORNEYS' FEES

34 CFR §300.517

General

In any action or proceeding brought under Part B of the IDEA, if you prevail, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you.

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing SEA or school district, to be paid by your attorney, if the attorney: (a) filed a complaint or court case that the court finds is frivolous, unreasonable, or without foundation; **or** (b) continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; **or**

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing SEA or school district, to be paid by you or your attorney, if your request for a due process hearing or later court case was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to unnecessarily increase the cost of the action or proceeding.

Award of fees

A court awards reasonable attorneys' fees as follows:

1. Fees must be based on rates prevailing in the community in which the action or hearing arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded.
2. Fees may not be awarded and related costs may not be reimbursed in any action or proceeding under Part B of the IDEA for services performed after a written offer of settlement to you if:
 - a. The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of a due process hearing, at any time more than 10 calendar days before the proceeding begins;
 - b. The offer is not accepted within 10 calendar days; **and**
 - c. The court or ALJ finds that the relief finally obtained by you is not more favorable to you than the offer of settlement.Despite these restrictions, an award of attorneys' fees and related costs may be made to you if you prevail and you were substantially justified in rejecting the settlement offer.
3. Fees may not be awarded relating to any meeting of the IEP team unless the meeting is held as a result of an administrative proceeding or court action.

NOTE: Fees also may not be awarded for mediation as described under the heading *Mediation*.

A resolution meeting, as described under the heading ***Resolution meeting***, is not considered a meeting convened as a result of an administrative hearing or court action, and also is not considered an administrative hearing or court action for purposes of these attorneys' fees provisions.

The court reduces, as appropriate, the amount of the attorneys' fees awarded under Part B of the IDEA, if the court finds that:

1. You, or your attorney, during the course of the action or proceeding, unreasonably delayed the final resolution of the dispute;
2. The amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for

similar services by attorneys of reasonably similar skill, reputation, and experience;

3. The time spent and legal services furnished were excessive considering the nature of the action or proceeding; **or**
4. The attorney representing you did not provide to the school district the appropriate information in the due process request notice as described under the heading ***Due Process Hearings***.

However, the court may not reduce fees if the court finds that the State or school district unreasonably delayed the final resolution of the action or proceeding or there was a violation under the procedural safeguards provisions of Part B of the IDEA.

PROCEDURES WHEN DISCIPLINING STUDENTS WITH DISABILITIES

AUTHORITY OF SCHOOL PERSONNEL

34 CFR §300.530; Rule 6A-6.03312, F.A.C.

Case-by-case determination

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than **10 school days** in a row, remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting (which must be determined by the student's IEP team), another setting, or suspension. School personnel may also impose additional removals of the student of not more than **10 school days** in a row in that same school year for separate incidents of misconduct; as long as those removals do not constitute a change of placement (see ***Change of Placement Because of Disciplinary Removals*** for the definition, below).

Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the student's disability (see ***Manifestation determination***, below) and the disciplinary change of placement would exceed **10 school days** in a row, school personnel may apply the disciplinary procedures to that student with a disability in the same manner and for the same duration as it would to students without disabilities, except that the school must provide services to that student as described below under ***Services***. The

student's IEP team determines the interim alternative educational setting for such services.

Services

The services that must be provided to a student with a disability who has been removed from the student's current placement may be provided in an interim alternative educational setting.

A school district is only required to provide services to a student with a disability who has been removed from his or her current placement for **10 school days or less** in that school year if it provides services to a student without disabilities who has been similarly removed.

A student with a disability who is removed from the student's current placement for **more than 10 school days** must:

1. Continue to receive educational services, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and
2. Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a student with a disability has been removed from his or her current placement for **10 school days** in that same school year, and if the current removal is for **10 school days** in a row or less and if the removal is not a change of placement (see definition below), then school personnel, in consultation with the student's special education teacher(s), determine the extent to which services are needed to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

If the removal is a change of placement (see definition below), the student's IEP team determines the appropriate services to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

Manifestation determination

Within **10 school days** of any decision to change the placement of a student with a disability because of a violation of a code of student conduct (except for a removal that is for **10 school days** in a row or less and not a change of placement), the school district, the parent, and relevant members of the IEP team (as determined by the parent and the school district) must review all relevant information in the student's file, including the student's IEP, any teacher observations,

and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
2. If the conduct in question was the direct result of the school district's failure to implement the student's IEP.

If the school district, the parent, and relevant members of the student's IEP team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the student's disability.

If the school district, the parent, and relevant members of the student's IEP team determine that the conduct in question was the direct result of the school district's failure to implement the IEP, the school district must take immediate action to remedy those deficiencies.

Determination that behavior was a manifestation of the student's disability

If the school district, the parent, and relevant members of the IEP team determine that the conduct was a manifestation of the student's disability, the IEP team must either:

1. Conduct a functional behavioral assessment, unless the school district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the student; or
2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading **Special circumstances**, the school district must return the student to the placement from which the student was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

Special circumstances

Whether or not the behavior was a manifestation of the student's disability, school personnel may remove a student to an interim alternative educational setting (determined by the student's IEP team) for up to 45 school days, if the student:

1. Carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the Department of Education or a school district;
2. Knowingly has or uses illegal drugs (see the definition below), or sells or solicits the sale of a controlled substance (see the definition below), while at school, on school premises, or at a

- school function under the jurisdiction of the Department of Education or a school district; **or**
3. Has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the Department of Education or a school district.

Definitions

Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in §202(c) of the Controlled Substances Act, 21 U.S.C. 812(c) and §893.02(4), Florida Statutes.

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 Substance Act, 21 U.S.C. 812(c) or under any other provision of federal law.

Interim alternative educational setting (IAES) means a different location where educational services are provided for a specific time period due to disciplinary reasons and that meets the requirements of State Board of Education Rule 6A-6.03312.

Serious bodily injury means bodily injury that 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 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 inches in length.

Notification

On the date it makes the decision to make a removal that is a change of placement of the student because of a violation of a code of student conduct, the school district must notify the parents of that decision and provide the parents with a procedural safeguards notice.

CHANGE OF PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS

34 CFR §300.536

A removal of a student with a disability from the student's current educational placement is a **change of placement** if:

1. The removal is for more than 10 school days in a row; **or**
2. The student has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than 10 school days in a school year;

- b. The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals;
- c. Of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another; **and**

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the school district and, if challenged, is subject to review through due process and judicial proceedings.

DETERMINATION OF SETTING

34 CFR § 300.531

The IEP team must determine the interim alternative educational setting for removals that are **changes of placement**, and removals under the headings *Additional authority* and *Special circumstances*, above.

APPEAL

34 CFR § 300.532

General

The parent of a student with a disability may file a due process hearing request if he or she disagrees with:

1. Any decision regarding placement made under these discipline provisions; **or**
2. The manifestation determination described above.

The school district may file a due process hearing request if it believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

Authority of an ALJ

An ALJ hears and makes a determination regarding an appeal and requests for expedited due process hearing regarding discipline and, in making the determination:

1. An ALJ may return the student with a disability to the placement from which the student was removed if the ALJ determines that the removal was a violation of the requirements described under the heading *Authority of School Personnel*, or that the student's behavior was a manifestation of the student's disability; **or**
2. Order a change of placement of the student with a disability to an appropriate interim alternative educational setting (IAES) for not more than 45 school days if the ALJ determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

These hearing procedures may be repeated if the school district believes that returning the student to

the original placement is substantially likely to result in injury to the student or to others.

Whenever a parent or a school district files a due process hearing request, a hearing must be held that meets the requirements described under the headings ***Due Process Hearing Requests, Due Process Hearings***, except as follows:

1. The Department of Education or school district must arrange for an expedited due process hearing, which must occur within **20** school days of the date the hearing is requested and must result in a determination within **10** school days after the hearing.
2. Unless the parents and the school district agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within **seven** calendar days of receiving notice of the due process hearing request. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within **15** calendar days of receipt of the due process hearing request.
3. A State may establish different procedural rules for expedited due process hearings than it has established for other due process hearings, but, except for the timelines, those rules must be consistent with the rules in this document regarding due process hearings.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings (see ***Appeals***, above).

PLACEMENT DURING APPEALS

34 CFR §300.533

When, as described above, the parent or school district has filed a due process hearing request related to disciplinary matters, the student must (unless the parent and the Department of Education or school district agree otherwise) remain in the interim alternative educational setting pending the decision of the ALJ, or until the expiration of the time period of removal as provided for and described under the heading ***Authority of School Personnel***, whichever occurs first.

PROTECTIONS FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

34 CFR §300.534

General

If a student has not been determined eligible for special education and related services and violates a code of student conduct, but the school district had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the student was a student with a disability, then the student may assert any of the protections described in this notice.

Basis of knowledge for disciplinary matters

A school district must be deemed to have knowledge that a student is a student with a disability if, before the behavior that brought about the disciplinary action occurred:

1. The parent of the student expressed concern in writing that the student is in need of special education and related services to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the student;
2. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; **or**
3. The student's teacher or other school district personnel expressed specific concerns about a pattern of behavior demonstrated by the student directly to the school district's director of special education or to other supervisory personnel of the school district.

Exception

A school district would not be deemed to have such knowledge if:

1. The student's parent has not allowed an evaluation of the student or refused special education services; **or**
2. The student has been evaluated and determined to not be a student with a disability under Part B of the IDEA.

Conditions that apply if there is no basis of knowledge

If, prior to taking disciplinary measures against the student, a school district does not have knowledge that a student is a student with a disability, as described above under the sub-headings ***Basis of knowledge for disciplinary matters*** and ***Exception***, the student may be subjected to the disciplinary measures that are applied to students without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by the school district, and information provided by the parents, the school district must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

34 CFR §300.535

Part B of the IDEA does not:

1. Prohibit an agency from reporting a crime committed by a student with a disability to appropriate authorities; or
2. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and State law to crimes committed by a student with a disability.

Transmittal of records

If a school district reports a crime committed by a student with a disability, the school district:

1. Must ensure that copies of the student's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; and
2. May transmit copies of the student's special education and disciplinary records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

REQUIREMENTS FOR UNILATERAL PLACEMENT BY PARENTS OF STUDENTS IN PRIVATE SCHOOLS AT PUBLIC EXPENSE

GENERAL

34 CFR §300.148

Part B of the IDEA does not require a school district to pay for the cost of education, including special education and related services, of your child with a disability at a private school or facility if the school district made a FAPE available to your child and you choose to place the student in a private school or facility. However, the school district where the private school is located must include your child in the population whose needs are addressed under the Part B provisions regarding children who have been placed by their parents in a private school under 34 CFR §§300.131 through 300.144.

Reimbursement for private school placement

If your child previously received special education and related services under the authority of a school district, and you choose to enroll your child in a private preschool, elementary school, or secondary school without the consent of or referral by the school district, a court or an ALJ may require the agency to reimburse you for the cost of that enrollment if the court or ALJ finds that the agency had not made a FAPE available to your child in a timely manner prior to that enrollment and that the private placement is appropriate. An ALJ or court may find your placement to be appropriate, even if the placement does not meet the State standards that

apply to education provided by the Department of Education and school districts.

Limitation on reimbursement

The cost of reimbursement described in the paragraph above may be reduced or denied:

1. If: (a) at the most recent IEP meeting that you attended prior to your removal of your child from the public school, you did not inform the IEP team that you were rejecting the placement proposed by the school district to provide FAPE to your child, including stating your concerns and your intent to enroll your child in a private school at public expense; or (b) at least 10 business days (including any holidays that occur on a business day) prior to your removal of your child from the public school, you did not give written notice to the school district of that information;
2. If, prior to your removal of your child from the public school, the school district provided prior written notice to you of its intent to evaluate your child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but you did not make the child available for the evaluation; or upon a court's finding that your actions were unreasonable.

However, the cost of reimbursement:

1. Must not be reduced or denied for failure to provide the notice if: (a) the school prevented you from providing the notice; (b) you had not received notice of your responsibility to provide the notice described above; or (c) compliance with the requirements above would likely result in physical harm to your child; and
2. May, in the discretion of the court or an ALJ, not be reduced or denied for the parents' failure to provide the required notice if: (a) the parent is not literate or cannot write in English; or (b) compliance with the above requirement would likely result in serious emotional harm to the child.

REQUIREMENTS FOR STUDENTS WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOLS

GENERAL INFORMATION

34 CFR §§300.129 – 300.144

Students with disabilities who have been enrolled in private schools by their parents do not have an individual right to special education and related services while enrolled in the private school. However, the following rights are afforded to parents of students enrolled in nonprofit private schools:

CHILD FIND

34 CFR §300.131

You have the right to have your child evaluated by the district in which the private school is located to determine if your child may be a student with a disability. The district's child find and referral obligations toward your parentally-placed private school student are the same as for students enrolled in public school.

EXPENDITURES

34 CFR §300.133

The district in which the nonprofit private school is located has a duty to expend on the pool of identified parentally-placed private school students with disabilities an amount that is the same proportion of the district's federal special education dollars as the number of those students is to the overall total number of students with disabilities within the district's jurisdiction.

CONSULTATION

34 CFR §300.134

When designing and implementing special education services for parentally-placed private school students, the district has an obligation to consult in a timely and meaningful manner with representatives of those students and with private schools regarding the following issues:

1. The child find process itself, and whether parentally-placed private school students may participate equitably, as well as how parents of those students and private school representatives are notified of the process;
2. How the school district determined the proportionate share of federal dollars that will be spent;
3. The consultation process itself, including how that process will operate throughout the school year so as to ensure meaningful participation in services;
4. How, where, and by whom special education and related services will be provided, including the types of services and how such services will be apportioned if funds are insufficient to serve all students, and how and when these decisions will be made; **and**

For more information about procedural safeguards in exceptional student education, please contact:

- The exceptional student education administrator in your district
- The Bureau of Exceptional Education and Student Services at the Florida Department of Education
850-245-0476

5. If the district disagrees with views of private school officials on the provision and types of services, how the local unit will provide a written explanation of the reasons why the district made the decisions that it did.

EQUITABLE SERVICES DETERMINED

34 CFR §300.137

The district in which the nonprofit private school is located shall make the final decision(s) with respect to the services to be provided to eligible parentally-placed private school students with disabilities, following timely and meaningful consultation.

EQUITABLE SERVICES PROVIDED

34 CFR §300.138

For any parentally-placed private school student with a disability for whom the district decides that it will provide services, the district shall initiate and conduct a meeting with representatives of the private school to develop, review and revise a services plan detailing the special education and related services to be provided. To the extent appropriate, the services plan team shall develop the services plan in a manner consistent with the development of an IEP.

DUE PROCESS HEARINGS

34 CFR §300.140

The due process hearing requirements apply to allegations that a district has failed to meet its child find duty to locate, identify, and evaluate private school students with disabilities. See page 12 for information regarding due process hearings.

STATE COMPLAINTS

34 CFR §300.140

The state complaint requirements apply to allegations that a district has failed to meet its obligations related to: the opportunity for equitable participation of parentally-placed private school students provided under IDEA; expenditures; the consultation process; provision of equitable services; including Private school officials may file a complaint with the Department of Education, Bureau of Exceptional Education and Student Services, alleging that the district did not engage in consultation that was timely or meaningful or did not give due consideration to the views of the private school officials.



Pam Stewart, Commissioner

309256

Revised 05/14

Procedural Safeguards for Exceptional Students Who Are Gifted

6A-6.03313 Procedural Safeguards for Exceptional Students who are Gifted.

Providing parents with information regarding their rights under this rule is critical to ensuring that they have the opportunity to be partners in the decisions regarding their children. It is also critical that local school boards provide information about these rights to appropriate district and school personnel so that the needs of the student can be identified and appropriately met. The school board's policy and procedures for procedural safeguards shall be set forth in accordance with Rule 6A-6.03411, Florida Administrative Code (F.A.C.), and shall include adequate provisions for the following:

(1) Prior notice. The school district shall provide parents with prior written notice a reasonable time before any proposal or refusal to initiate or change the identification, evaluation, educational placement of the student or the provision of a free appropriate public education to the student.

(a) The prior notice to the parents shall be written in language understandable to the general public and shall be provided in the native language or other mode of communication commonly used by the parent unless such communication is clearly not feasible to do so.

(b) If the parents' mode of communication is not a written language, the school district shall ensure:

1. That the notice is translated to the parents orally or by other means in their native language or mode of communication;
2. That the parents understand the content of the notice; and
3. That there is written documentation that the requirements of subparagraphs (1)(b)1. and 2. of this rule have been met.

(c) The notice to the parents shall include:

1. A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, and a description of any other options the district considered and the reasons why those options were rejected;
2. A description of each evaluation procedure, test, record, or report the district used as a basis for the proposed or refused action;
3. A description of any other factors that are relevant to the district's proposal or refusal; and
4. Information on how the parent can obtain a copy of the procedural safeguards specified in this rule.

(2) Content and Provision of the Procedural Safeguards to Parents.

(a) Parents must be provided a copy of their procedural safeguards which provides a full explanation of the provisions included in this rule.

(b) A copy of the procedural safeguards must be available to the parents of a child who is gifted, and must be given to the parents, at a minimum:

1. Upon initial referral for evaluation;
2. Upon refusal of a parent's request to conduct an initial evaluation;
3. Upon notification of each EP meeting; and
4. Upon receipt of a request for a due process hearing by either the school district or the parent in accordance with subsection (7) of this rule.

(3) Informed parental consent.

(a) Parents shall be fully informed of all information relevant to the action for which consent is sought in their native language or other mode of communication unless such communication is clearly not feasible.

(b) Written parental consent shall be obtained prior to conducting an initial evaluation to determine eligibility and prior to initial provision of services to students who are gifted.

(c) School districts shall document the attempts to secure consent from the parent as required by paragraph (3)(b) of this rule.

(d) Parental consent is voluntary and may be revoked at any time before the action occurs.

(e) Except for formal, individual evaluation and the initial provision of services to the student, consent may not be required as a condition of any other benefit to the parent or child. Any proposal or refusal to initiate or change the identification, evaluation, or educational placement or the provision of a free appropriate public education to the student after the initial placement is not subject to parental consent but is subject to prior notice as defined by subsection (1) of this rule.

(f) Parental consent is not required before:

1. Reviewing existing data as part of an evaluation; or,
2. Administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all children.

(4) Parents' opportunity to examine records and participate in meetings.

(a) The parents of students who are gifted shall be afforded, in accordance with Rule 6A1.0955, F.A.C., Section 1002.22, Florida Statutes (F.S.), and this rule, an opportunity to inspect and review their child's educational records.

(b) The right to inspect and review education records under this rule includes the right to have a representative of the parent inspect and review the records including all records related to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education to the child.

(c) The parents of a student who is gifted must be afforded an opportunity to participate in meetings with respect to the development of their child's educational plan.

(5) Evaluations obtained at private expense. If the parent obtains an independent evaluation at private expense which meets the requirements of subsection (4) of Rule 6A-6.0331, F.A.C., the results of the evaluation must be considered by the school district in any decision made with the respect to the determination of eligibility for exceptional student education services.

(a) The results of such evaluation may be presented as evidence at any hearing authorized under subsection (7) of this rule.

(b) If an administrative law judge requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense, as defined in paragraph (7)(c) of Rule 6A-6.03411, F.A.C.

(6) State Complaint Procedures. The Department of Education shall provide parents and other interested persons the opportunity to resolve allegations that a school district has violated state requirements regarding the education of students who are gifted through the establishment of state complaint procedures.

(a) Within ninety (90) calendar days after a complaint is filed, under the provisions of this rule, the Department of Education shall:

1. Carry out an independent on-site investigation, if the Department of Education determines that to be necessary;
2. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
3. Review all relevant information and make an independent determination as to whether the school district is violating a state requirement regarding the education of students who are gifted;
4. Issue a written decision on the complaint that addresses each issue presented in the complaint and contains findings of fact, conclusions, and the reason(s) for the Department of Education's final decision; and

5. Extend the time limit established in paragraph (6)(a) of this rule if exceptional circumstances exist with respect to a particular complaint.

(b) Procedures for the effective implementation of the Department of Education's final decision include the following:

1. Technical assistance activities;
2. Negotiations; and,
3. Corrective actions to achieve compliance.

(c) Relationship to due process hearings.

1. If a written complaint is received that is also the subject of a due process hearing requested pursuant to subsection (7) of this rule, or the complaint contains multiple issues, of which one or more are part of that hearing, the Department of Education shall set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. However, any issue in the complaint that is not a part of the due process action must be resolved in compliance with the procedures described in subsection (6) of this rule.
2. If an issue is raised in a complaint filed under this subsection that has previously been decided in a due process hearing involving the same parties, the administrative law judge's decision is binding and the Department of Education shall inform the complainant to that effect.
3. The Department of Education shall resolve any complaint that alleges that a school district has failed to implement a due process hearing decision.

(7) Due process hearings. Due process hearings shall be available to parents of students who are gifted and to school districts to resolve matters related to the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

(a) Such hearings may be initiated by a parent or a school district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student.

(b) A hearing shall be conducted by an administrative law judge from the Division of Administrative Hearings, Department of Management Services, on behalf of the Department of Education.

(c) An administrative law judge (ALJ) shall use subsection (7) of this rule for any such hearings and shall conduct such hearings in accordance with the Uniform Rules for Administrative Proceedings, Chapter 28-106, F.A.C., as deemed appropriate by the ALJ including, but not limited to: the authority of a party to request a pre-hearing conference, the authority of the ALJ to issue subpoenas to compel the attendance of witnesses and the production of records, and the authority of the ALJ to issue summary rulings in absence of a disputed issue of material fact.

(d) Status of student during proceedings.

1. During the time that an administrative or subsequent judicial proceeding regarding a due process hearing is pending, unless the district and the parent of the student agree otherwise, the student involved in the proceeding must remain in the present educational assignment. If the proceeding involves an application for an initial admission to public school, the student, with the consent of the parent, must be placed in a public school program until the completion of all proceedings.
2. If the administrative law judge agrees with the parent and finds that a change of placement is appropriate, that placement becomes the agreed-upon placement during the pendency of the appeal.

(e) Hearing rights for all parties.

1. Any party to a hearing conducted pursuant to subsection (7) of this rule has the right:
 - a. To be represented by counsel or to be represented by a qualified representative under the qualifications and standards set forth in Rules 28-106.106 and 28-106.107, F.A.C., or to be accompanied and advised by individuals with special knowledge or training with respect to the problems of students who are gifted, or any combination of the above;
 - b. To present evidence, and to confront, cross-examine, and compel the attendance of witnesses;
 - c. To prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five (5) business days before the hearing;
 - d. To obtain written, or at the option of the parents, electronic, verbatim record of the hearing at no cost to the parents; and
 - e. To obtain written, or at the option of the parents, electronic findings of fact and decisions at no cost to the parents.
2. Additional disclosure of information.
 - a. At least five (5) business days prior to a hearing conducted pursuant to subsection (7) of this rule, each party shall disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing.
 - b. An administrative law judge may bar any party that fails to comply with subparagraph (7)(e)2. of this rule from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

(f) Parental rights at hearings. Parents involved in hearings must be given, in addition to the rights described in paragraph (7)(e) of this rule, the right to:

1. Have their child who is the subject of the hearing present; and
2. Open the hearing to the public.

(g) Duties and responsibilities of the superintendent or designee shall include:

1. Implementing procedures that require the parent of a child who is gifted, or the attorney representing the child, to provide notice to the school district. The notice required, which must remain confidential, must include: the name of the child; the address of the residence of the child; the name of the school the child is attending; a description of the nature of the problem relating to the proposed or refused initiation or change, including facts relating to the problem; and, a proposed resolution of the problem to the extent known and available to the parents at the time. However, the school district may not deny or delay a parent's right to a due process hearing for failure to provide this notice.
2. Immediately forwarding the Division of Administrative Hearings by facsimile transmission of the parent's request for a hearing upon its receipt;
3. Notifying all parties regarding their rights and responsibilities before, during, and after the hearing. This notice should include information to the parent of any free or low cost legal and other relevant services, which are available, if the parent requests this information or if the parent or school district initiates a hearing.
4. Determining whether an interpreter is needed and arranging for the interpreter as required;
5. Complying with the administrative law judge's rulings regarding requests for and exchanges of evidence; discovery; the filing of motions and, scheduling, so as to meet the requirements of this rule, and the deadlines established herein.
6. Arranging for the provision and payment of clerical assistance, the hearing, use of facilities, and a verbatim transcript of the hearing;
7. Completing other responsibilities specified by the school board.

(h) Duties and responsibilities of the Department of Education shall include:

1. Maintaining a list of persons who serve as administrative law judges including a statement of the qualifications of each of these persons; and,
2. Maintaining an index of the final orders of such hearings and providing this information to the public upon request.

(i) Duties and responsibilities of an administrative law judge shall be:

1. To establish the date, time, and location of the hearing and any pre-hearing conference calls and motion hearings. Each hearing involving oral arguments must be conducted at a time and place that is reasonably convenient to the parents and their child;
2. To conduct the hearing in a fair and impartial manner;
3. To ensure that all discovery, motion practice, and pre-hearing procedures are conducted in an expedited manner, consistent with the deadlines established by this rule concerning the exchange of evidence and the issuance of the final decision.
4. To determine if the parent wants an electronic or written copy of the final decision and the administrative record of the hearing;
5. To determine whether the parent wants the hearing open to the public and whether the parent wants their child to attend the hearing;
6. To determine whether the parent's advisor or representative is sufficiently knowledgeable about or trained regarding students who are gifted;
7. To determine how evidence may be exchanged prior to and during the hearing;
8. To determine how witnesses may be compelled to attend, be cross-examined, and confronted during discovery and at the hearing;
9. To determine how evaluations and recommendations may be disclosed prior to and during a hearing;
10. To summarize the facts and findings of the case and to arrive at an impartial decision based solely on information presented during the hearing;
11. To reach a final decision and mail to all parties copies of the facts, findings and decision regarding the hearing within forty-five (45) days of the district's receipt of the parent's request or the filing of the district's request for a hearing, whichever is sooner;
12. To be accountable for compliance with all deadlines and procedures established by the statutes and rules for such hearings;
13. To maintain the confidentiality of all information; and
14. To rule on requests for specific extensions of time beyond the periods set forth in subsection (7) of this rule, at the request of either party.

(j) Civil action. A decision made in a hearing conducted under subsection (7) of this rule shall be final, unless, within thirty (30) days, a party aggrieved by the decision brings a civil action in state circuit court without regard to the amount in controversy, as provided in Section 1003.57(5), F.S. The state circuit court shall: receive the records of the administrative proceedings; hear, as appropriate, additional evidence at the request of a party; and, basing its decision on the preponderance of the evidence, shall grant the relief it determines appropriate. In the alternative, any party aggrieved by the administrative law judge's decision shall have the right to request an impartial review by the appropriate district court of appeal as provided by Sections 120.68 and 1003.57(5), F.S.

Specific Authority 1001.02(1)(2)(n), 1003.01(3)(a)(b), 1003.57(5) F.S. Law Implemented
1001.42(4)(l) 1003.01(3)(a)(b) , 1003.57(5), 1001.03(8) F.S. History - New 9-20-2004.

This pamphlet helps parents of children in Florida's school districts understand the rights that go along with programs for students who are gifted. It summarizes federal and state laws on how your rights must be protected relating to notice, consent, independent educational evaluation, records, hearings, and appeals. These procedural safeguards apply for children who are gifted.



Florida Department of Education
Dr. Tony Bennett, Commissioner

ESE 310581

Revised 02/13

Online Learning Parent Contact Log

Teacher: _____

[illegible]

FACT SHEET: Exceptional Student Education and COVID-19

As you know, the entirety of our society is currently dealing with the Novel Coronavirus (COVID-19) crisis. This fact sheet is being provided to update you on the available information concerning this event, and to provide you with some insight as to how Hernando County Schools will be doing its best to continue the education of its students throughout this state of emergency. Federal, State, and Local officials are constantly assessing this emergency in order to plan accordingly as the circumstances evolve. Hernando County Schools will provide you with confirmed updates and information that may impact the education of your child.

General Information concerning COVID-19:

- United States and other nations around the world are currently fighting the spread of the Novel Coronavirus, otherwise identified as COVID-19.
- COVID-19 is a severe, acute respiratory illness that can spread among humans through respiratory transmission and presents with symptoms similar to those of influenza.
- Given the nature of this virus, it can be deadly for certain, at-risk members of our society.
- The World Health Organization declared COVID-19 as a public health emergency of international concern.
- Because COVID-19 has proven to be significantly contagious and dangerous, Governor, Ron Desantis, declared a state of emergency in Florida.
- Federal, State, and Local authorities have issued multiple executive orders, recommendations, guidelines, and mitigation measures to help prevent or slow the spread of COVID-19 into the community, and thereby protect the vulnerable members of our society.
- The Centers for Disease Control and Prevention (hereinafter, CDC) has issued recommendations on school closures based on available science, reports from other countries and consultation with school health experts.¹
- The CDC's recommendations call for potential school closures ranging in time from short to medium lengths (2-4 weeks of closure) up to medium to long lengths (4-8 weeks or more), depending on the spread of COVID-19.
- In an effort to protect our children and our community, Education Commissioner, Richard Corcoran, has announced that schools shall be closed until April 15, 2020, and that all Florida students will engage in distance learning.
- The Florida Department of Education (hereinafter, FLDOE) has mandated that all school districts, be prepared to implement their Instructional Continuity Plan by March 30, 2020.²

Distance Learning:

- Hernando County Schools is implementing the required distance learning through an online format, which is scheduled to begin by March 30, 2020.

¹ CDC (March 2020) *Considerations for School Closures*, retrieved from <https://www.cdc.gov/coronavirus/2019-ncov/downloads/considerations-for-school-closure.pdf>

² FLDOE (March 24, 2020) *Coronavirus (COVID-19)*, retrieved from <http://www.fldoe.org/em-response/index.shtml>, (March 24, 2020)

The Need for Flexibility in Providing ESE Services during School Closures:

- Given the uncontrollable circumstances created by COVID-19, and the very limited time period that districts have had to reconfigure their entire educational system, the Florida Department of Education has provided school districts with latitude in the provision of continued services and accommodations to their exceptional student populations: “To support students identified with IEP/EP-related services who may have a disruption in services, school districts have flexibility for the remainder of the school year to provide alternate services or delay services in coordination with the student’s parents and IEP/EP team.”³
- Similarly, the United States Department of Education (hereinafter, USDOE) has confirmed the latitude that school districts will need in serving their exceptional students during this state of emergency: “The Department understands there may be exceptional circumstances that could affect how a particular service is provided.”⁴
- The USDOE has issued guidance, confirming that, while school districts must continue to provide students with a free and appropriate public education (FAPE), the specialized instruction, accommodations, and related services will, necessarily, be affected: “In this unique and ever-changing environment, OCR (Office for Civil Rights) and OSERS (Office of Special Education and Rehabilitative Services) recognize that these exceptional circumstances may affect how all educational and related services and supports are provided, and the Department will offer flexibility where possible.”⁵
- The USDOE explained: “It is important to emphasize that federal disability law allows for flexibility in determining how to meet with individual needs of student with disabilities. The determination of how FAPE is to be provided may need to be different in this time of unprecedented national emergency. As mentioned above, FAPE may be provided consistent with the need to protect the health and safety of students with disabilities and those individuals providing special education and related services to students.”⁶

Hernando County Schools’ Plan to Provide ESE Services during School Closures:

- Due to the State’s decision to close all Florida schools, the delivery of your child’s education model will, by necessity, be different during the time that schools are temporarily closed.
- Typically, a change in an exceptional student’s educational program would be considered a “change of placement”, which would be a decision recommended by your child’s

³ FLDOE (March 24, 2020) *Coronavirus (COVID-19)*, retrieved from <http://www.fldoe.org/em-response/index.shtml>, (March 24, 2020)

⁴ USDOE (March 2020) *Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak*, retrieved from <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf>

⁵ USDOE (March 21, 2020) *Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools while Serving Children with Disabilities*, retrieved from <https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf>

⁶ USDOE (March 21, 2020) *Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools while Serving Children with Disabilities*, retrieved from <https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf>

IEP/EP team (of which you are a part), and which would necessitate the amendment of your child's IEP/EP during a properly noticed and scheduled IEP/EP meeting.

- Obviously, due to the immediate and uncontrollable closure of schools, it was impossible for Hernando County Schools to follow the typical, above-referenced IEP/EP amendment procedures for the thousands of exceptional students it serves.
- Furthermore, your child's IEP/EP team has not proposed a change of placement, but is instead trying to make a good faith effort to educate your child during this emergency.
- Given the nature of the unprecedented events before us, Hernando County Schools will be utilizing the "flexibility" afforded to it under the law to provide for your child's needs for specialized instruction.
- As a part of this flexibility, Hernando County Schools will be providing you with a Temporary Distance Learning Plan (hereinafter, Distance Learning Plan).
- The purpose of the Distance Learning Plan is to confirm that your child will be temporarily educated through the District's online distance learning program, and that your child's instructors will alter the online program as needed in order to specifically meet your child's individualized needs. Additionally, the team will be implementing and applying your child's IEP/EP during this period to the fullest extent that the extenuating circumstances permit.
- Once the COVID-19 emergency has passed, and schools re-open, the Distance Learning Plan will automatically cease and your child's IEP/EP will be implemented as usual.
- The Distance Learning Plan will also work to temporarily amend any IEP/EP's that are due to expire during the State of Emergency, so as to render them current and implementable until the state of emergency has past and schools re-open. Schools will be doing their best to continue the IEP/EP amendment and re-evaluation process during the school closures. However, to the extent that the circumstances prevent your IEP/EP team from completing that work during the closures, upon the re-opening of schools, a formal IEP/EP meeting will be performed to update the IEP/EP and perform any needed re-evaluations.
- In accordance with the USDOE's guidance, to the extent that your child was not able to receive adequate access to their educational during the COVID-19 emergency, upon our society's return to normalcy and the re-opening of schools, you will be invited to participate in an IEP/EP meeting, during which the IEP/EP team will "make an individualized determination as to whether and to what extent compensatory services may be needed, consistent with applicable requirements, including to make up for any skills that may have been lost."⁷

⁷ USDOE (March 2020) *Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak*, retrieved from <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf>

MEMORANDUM

TO: STAFF
FROM: EXCEPTIONAL STUDENT EDUCATION DEPARTMENT
DATE: 3-27-2020
RE: TALKING POINTS AND DOCUMENTATION OF INITIAL CONTACT WITH PARENT/STUDENT DURING THE DISTANCE LEARNING PROCESS

When making first contact with students who are transitioning to our Distance Learning Plan (hereinafter, DLP), it is important to:

- Ensure the student has the **know-how and technical ability** to utilize the DLP;
- Ensure the parent knows we are **aware of the student's IEP/EP** and we will be making our **best effort, under the circumstances, to apply the student's IEP/EP**;
- **Collaborate and problem solve** with the parent regarding the implementation of the IEP/EP during the school closures, and how the IEP/EP will be applied to the DLP;

The purpose of this memorandum is to assist and prepare you for making your initial contact with parents and students who are transitioning to our DLP. When you make initial contact, please ensure that you have completed the Online Learning Parent Contact Log. After you introduce yourself, you will use the following questions to guide your conversation:

1. **“First, I want to make sure that you have access to the online program. Have you been able to successfully log on and familiarize yourself with the program?”** This conversation will concentrate on the student's general “know-how and technical ability” to get on the program. Please ensure that the student is familiar with how to access and participate in the DLP.
 - a. Please do the best you can to provide any guidance and assistance you can to help the student with any questions they have regarding how to access the DLP in general.
 - b. To the extent that you do not have the necessary information to assist the student, for example, in the case of a technological issue, please refer the student to _____ for help, and ensure the student that you, too, will forward their concerns to the appropriate persons.
 - c. Very briefly document that you discussed these matters on the Online Learning Parent Contact Log. (Example: “Student confirmed they were able to log-in and were familiar with the online DLP.” Or “Assisted student with understanding the online format and how to utilize DLP.” Or “Student was having technical problems with accessing DLP. Student was referred to _____. I also contacted ____ to notify them of the issue.”)
2. **“We know that ____ has an IEP/EP, and I just want to briefly go over his/her IEP/EP and explain how we will work to implement it during the school closure.”** This conversation will revolve around your awareness of IEP/EP and our good-faith effort to implement it and apply it to the DLP. Please ensure that the parent/student understand that the teachers/staff are aware of the student's IEP/EP, and will implement it to the fullest extent possible under

the circumstance. Notify the parents how the DLP will be individualized to the greatest extent possible to assist the student in their participation.

- a. Please describe the DLP process in general, and assure the parent that Hernando County Schools is doing the best it can to educate their child during this unprecedented state of emergency.
 - b. Please demonstrate a knowledge of the student's needs by having and referring to the student's IEP/EP.
 - c. Please describe how the student will receive specialized instruction for the DLP through implementation of the student's IEP/EP.
 - d. If the parent is displeased with the situation, you can acknowledge to the parent that, given the circumstances we are all dealing with in this state of emergency, the student's accommodations and services may appear different during the temporary closure of schools. Explain that Hernando County Schools cannot replicate the in-school environment through the DLP, but, when schools re-open, they will have an IEP/EP meeting to discuss any additional services, **compensatory education**, or other needs the student **may be entitled to under the law** for any lost educational progress during this emergency.
 - e. Very briefly document that you discussed these matters in the Online Learning Parent Contact Log. (Example: "Notified parent/student that IEP/EP would be implemented to best our ability during school closures, and that __x__, __y__, __z__ will be done to ensure student can access the online DLP.")
3. **"Do you have any questions, comments, concerns, or input about the plan moving forward for the education of __ during the school closures?"** This is where you will work to collaborate and problem solve any issues with the parent. Discuss the student's IEP/EP and needs with the parent, and collaborate and problem solve regarding how to ensure that the student can obtain meaningful access to the education provided through the online DLP.
 - a. It is important that we permit the parent to provide input concerning their child's needs and the application of the IEP/EP during the emergency closures.
 - b. Consider the parent's input, and, to the extent that the parental input is feasible and consistent with the IEP/EP, please ensure all team members are apprised of the information so that it can be implemented.
 - c. If the parent is seeking an accommodation/service/modification that you cannot readily agree to, please refer them to dofka_c@hcsb.k12.fl.us.
 - d. It is very important document that you collaborated with the parent, and whether the parent is in agreement with the plan moving forward. This is to be done in the Online Learning Parent Contact Log. (Example: "Parent shared __x__ and I let parent know that we can provide for that issue through the student's IEP/EP. Parent was in agreement with the planned course of action." Or. "Parent shared __x__ and I let parent know that we are not in a position to resolve that matter at this point as [the parent's request is not consistent with the IEP/EP and the state of emergency prevents us from complying with the request. Parent was referred to dofka_c@hcsb.k12.fl.us for assistance.")



**HERNANDO
SCHOOL DISTRICT**

Learn it. Love it. Live it.

PreK-12 Education Continuity Plan

[Educational Continuity Resources Folder](#)

*Portions of this document were adapted from:
"Duval County Home Room Instructional Guide"*

PROFESSIONAL GUIDELINES FOR HOME INSTRUCTION

1. Our first priority is the health and safety of our students and our employees. Please continue to take care of yourself.
2. During the Home Instruction period, all staff will continue to be paid their base salary on the same timeline.
3. During the Home Instruction period, school-based personnel may choose to work at the school or from home.
4. If you choose to work from home, you will NOT be reimbursed for your cell phone nor internet access.
5. It is extremely important to maintain a high standard of professionalism during this period of Home Instruction. This includes the following:
 - being present and available via phone and digitally to parents and students;
 - maintaining a professional demeanor online (whether working from home or school), both on screen, in conversations, and in written communications; and
 - providing meaningful work and feedback to advance student learning.
6. If you need to take leave because you will not be able to work, you will need to submit your extended leave paperwork as normal.
7. Use your district email for all email correspondence. Do not use your personal email. Remember that all communication is considered a public record.
8. Teachers must attend required faculty meetings via the virtual platform indicated by the site administrator. For example, Microsoft TEAMS, ZOOM, etc.
9. If any teacher takes a day of leave or is unable to work during specified hours, it is the teacher's responsibility to see that the students, parents, and administration are notified in a timely manner, and that learning tasks are prepared and posted for students and parents. In the event of a teacher absence, the teacher should post student assignments prior to their absence. This will allow students to continue working during the time away.

In an emergency situation, teachers should notify their administrator to make arrangements for ongoing learning, in their absence.

PROFESSIONAL LEARNING COLLABORATION

Every effort will be made to provide opportunities for virtual collaboration. Those opportunities will be posted and shared with teachers.

CHILD ABUSE LAW

There are times that a student will confide information in a virtual setting that they may not be comfortable to share in person. All employees who suspect that a student has been abused are still required by law to report their suspicions. ALL suspicions MUST be reported by calling 1-800-342-9152. For further information, contact the school counselor or administrator.

ONLINE CLASSROOM MAINTENANCE

All employees are responsible for their equipment and online learning classroom. Online classrooms, just like physical classrooms, should be current, up to date, and focused for the learning of the week.

Email and grading should be responded to in a professional and timely manner.

Equipment should be treated with respect and any problems should be reported immediately.

The Technology Help Desk is available Monday through Friday from 7:00 AM to 3:30 PM for teachers, staff, parents and students. Teachers and staff should continue to use the IssueTrak help desk ticketing system to enter requests for assistance. TIS help desk employees will respond to all tickets in due course and by level of urgency and will have the ability to remote into District owned equipment to resolve issues. IssueTrak can be accessed from any location with an internet connection by using the following URL, <http://helpdesk.hcsb.k12.fl.us/Login.asp>. Alternatively, you can access IssueTrak by navigating to the TIS homepage on the HCSD website where you will find links to many important and useful resources.

Students and Parents shall be directed to the HCSD web page where there is a notification for HelpDesk Assistance, listing a phone number and email address they can obtain assistance for hardware and Single Sign On assistance. All questions and/or issues with remote learning software should be directed to the teacher for that class. All issues with TMobile Hotspots should be directed to TMobile at the support number provided with the device.

CLASSROOM TELEPHONE GUIDELINES

In the virtual classroom, the telephone is one of the key pieces of equipment that help a teacher to facilitate the learning process by effectively increasing students' on-task learning, decreasing students' off-task behavior, communicating with parents, and reaching out to teammates for support.

All teachers are required to have a designated number available during work hours in the event that the school needs to contact you. Your personal phone number will NOT be provided to students and their families. It is advised for teachers to use Google Voice to communicate via telephone with their students or some other means of communication besides email. Some examples include but are not limited to: ClassDojo, Remind, etc. If you choose to use Google Voice, you will need to create a new Google gmail account, as your HCSd account will not work. This link will take you to the directions for setting up a new account.

<https://support.google.com/accounts/answer/27441?hl=en>

All teachers are required to have a positive voicemail on their school voice messaging system that identifies who they are and the times they are checking messages and returning calls. Please make every effort to return phone calls in a timely fashion.

ONLINE PROFESSIONALISM

As professionals, students and parents will look to you to model appropriate behaviors in an online setting. Consider the guidelines below as you move to a virtual instruction platform:

- Maintain separate sites for personal and professional use. Do not use your personal email addresses, websites, or social media sites for online teaching or communication. If you are using Google Voice it is encouraged to set up a separate gmail account for this purpose.
- Dress appropriately when appearing in video streaming. Students need to see that you are taking this seriously and it is "business as usual."
- Be cognizant of background noises in phone and streaming conversations. This is especially true if you are working from home. Background sounds from pets, television, and conversations from others in the household can be distracting in an online setting. Find a quiet place when meeting online.
- Prior to appearing online, make sure you blur your background or are in a professional setting. This includes removing food and drink from your workstation when meeting online.
- Make sure all links, streamed activities and online content is completely vetted and appropriate prior to sharing with students.

EMAIL

Teachers are responsible for checking their email on a daily basis. As a professional courtesy, please respond to emails in a timely manner. All teachers need to ensure they answer messages in a timely manner.

EVALUATIONS

At this time, we have not been provided guidance from the state regarding teacher evaluations and more specifically, performance pay calculations. This is subject to negotiation with Hernando Classroom Teachers' Association. Once a process has been established, the information will be communicated to each employee group.

STUDENT ATTENDANCE

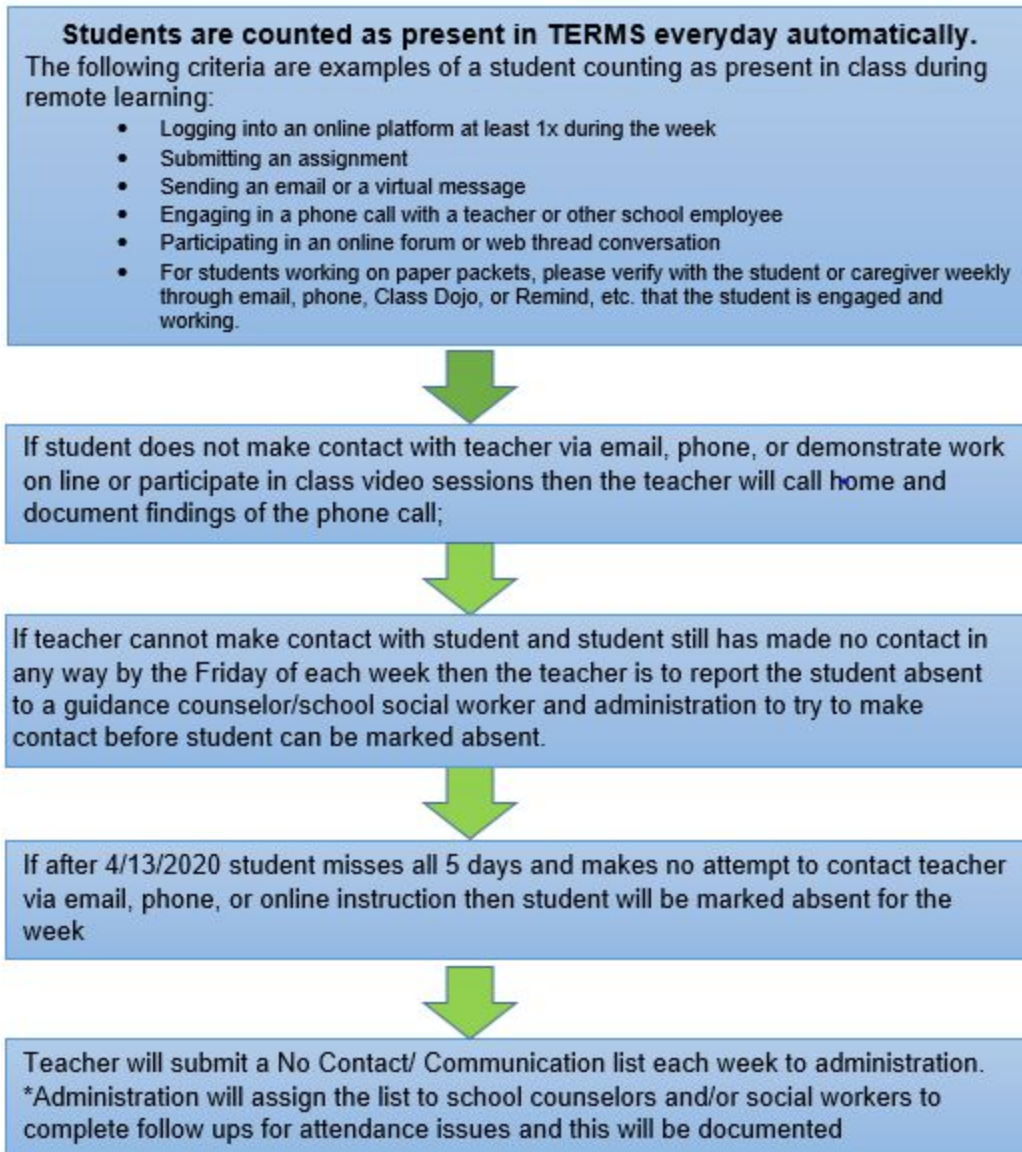
Students can demonstrate attendance in a number of ways, including but not limited to the examples listed below:

- Logging into an online platform
- Submitting an assignment
- Sending an email or a virtual message
- Engaging in a phone call with a teacher or other school employee
- Participating in an online forum or web thread conversation
- For students working on paper packets, please verify with the student or caregiver **weekly** through email, phone, Dojo, or Remind, etc. that the student is engaged and working.

Please notify your school counselor, social worker, administrator, or other designated support staff if you are unable to get in contact with a student so they can follow up with families.

Starting the week of April 13, 2020, if a student fails to participate (as described above) after multiple attempts have been made by the teacher, guidance counselor, social worker, or administrator to reach out to the family, a student will be marked absent for the day(s)/week(s) they have not participated. This also includes any student not completing/returning the paper packets. Each site based administrator will develop a process for reporting student non-attendance and communicate the process to staff. In addition, each administrator will review the list of students being marked absent prior to the Data Entry Operator recording in TERMS.

Attendance Flowchart during Remote Learning (School Closure 3/30/2020-4/30/2020)



COMMUNICATION LOG

Please continue to maintain the parent communication log provided in Google Docs consistent with what you are currently required to do at your school (Site Based Decision). These logs will be important in documenting your efforts to maintain contact with students and families. The log should be shared with the site based administrators, guidance counselors, and school social workers.

TEACHER-STUDENT CONFERENCES

You can continue to hold parent conferences via phone or provide progress updates via email. Please document your notification to the parent/caregiver regarding the time, date, and phone number for the conference. Make a notation in your Google Docs Communication Log.

GRADES

Teachers are still responsible for maintaining and reporting accurate grades. Grades are issued by the teacher. Teachers are expected to enter one (1) grade per week per subject. Only the teacher of record can make changes to final grades.

Consider the following when determining student performance:

- Blended learning usage
- Completion of assignments
 - Third-Party Platforms (i.e. iReady, Achieve 3000, ALEKS, etc.):
Determine if the platform lends itself to quality instruction, practice, mastery, single attempt, multiple attempt, etc. Based on the structure of the software, determine if the grade should be based on completion or performance.

RETENTION WARNINGS & NOTICES

Retention warnings must be distributed to any student receiving a D or an F. Schools are also required to provide formal written notification of anticipated retention any time that a student is in danger of failing a subject. Each school should develop a plan to determine how notices should be made. A scanned copy can also be provided to the parent via email in addition to the copy mailed home.

PK-12 EDUCATION CONTINUITY PLAN TIMELINE

Monday, March 23, 2020

Finalize K-12 Education Continuity Plan with committee

Tuesday, March 24, 2020

Train administrators on the K-12 Education Continuity Plan via on-line training video and through the use of MicroSoft Teams

Wednesday, March 25, 2020 & Thursday, March 26, 2020

Train all instructional staff and paraprofessionals on the K-12 Continuity Plan via on-line training video.

Teachers will create their classes using Canvas and reach out to their students to assist with getting them enrolled into the class.

Friday, March 27, 2020

Start device distribution for students at each school site.

Monday, March 30, 2020

All instructional staff will start on-line instruction.

All Administrators and Instructional Staff are required to complete the following:

- **Canvas for Teachers** <https://hcsb.instructure.com/login/canvas>
- **Utilize a Google Voice account and/or establish a means of communication with your staff and students**
- **Zoom Conferencing**

DISTANCE LEARNING PLAN EXPECTATIONS

Virtual instruction will encompass three overarching responsibilities: Synchronous Virtual Instruction, Purposeful Communication, and Active Progress Monitoring.

- Synchronous Virtual Instruction: This component allows the opportunity for the instructor to interact, virtually, with their students **one to two times per week** ~~in a live setting~~ through **the use of** Zoom, See Saw, Nearpod, Microsoft Teams, etc. These live sessions can also be **live or** recorded and housed within the platform for future student use outside of the live event time frame. This includes, but is not limited to, the following activities:
 - Live Open Office Hours - Provides students the opportunity to “drop in” for support. Teachers will designate specific office hours to students and parents and will communicate this information on their Canvas class page.
 - Pre-Designed Instructional Lessons - A predetermined lesson where the instructor provides content delivery on a specific topic or concept.
 - Collaborative Projects - Students and their instructor work together on a collaborative project in a virtual setting.
- Purposeful Student Communication: This component allows for the instructor to engage students through active and purposeful communication during the course/subject area. This includes, but is not limited to, the following activities which should be done a minimum of ~~once a~~ **one to two times per** week with each/all student(s):
 - Canvas - An active platform for students to engage in collaboration with one and/or the instructor in a real-time, text-based environment (ex: Flipgrid, SeeSaw, Nearpod, Google Classroom, etc.).
 - Chat, Messaging, and Email - Methods by which an instructor can interact with a student in a private or semi-private experience to engage the learner in meaningful dialogue and increase course/subject participation. The expectation is that students have a variety of ways to communicate with teachers.
 - Phone Calls as Needed or Requested - Using Google Voice or your classroom phone. STAFF WILL NOT USE PERSONAL CELL PHONE NUMBERS. [Google Voice Information](#)
- Active Progress Monitoring: This component will require the greatest amount of a virtual instructor's bandwidth and time. In the absence of traditional seat time, ensuring students are completing their weekly assignments is critical to student forward momentum and academic success. Teachers will need to refer to their

content area progress monitoring measures and reporting features to ensure that each student is actively making progress on their assigned weekly tasks.

Teachers please **DO NOT** post the below student schedule on your Canvas Class page. This is a typical daily schedule for all grade levels PRIOR to distance learning.

Student Daily Schedule

Pre-K and Elementary		Secondary Some courses will vary based on student schedule.	
Course/Subject	Timeframe	Course/Subject	Timeframe
ELA	120 Minutes	English	50 Minutes
Math	60 Minutes	Math	50 Minutes
Science	30 Minutes	Science	50 Minutes
Social Studies	30 Minutes	Social Studies	50 Minutes
Specials	30 Minutes	Electives	50 Minutes
PE Daily	30 Minutes	PE/Health	50 Minutes
Recess	20 Minutes	CTE	50 Minutes
Teacher led PE	20 Minutes	Teacher Planning	50 Minutes
Teacher Planning	50 Minutes		

Below are the recommendations for distance learning for student commitment each day, keeping in mind the many households that have several children and only one device.

Distance Learning Recommendations

Grade Level	Minutes
Pre K	30 Minutes
Kindergarten - 1st Grade	45 Minutes
2nd - 3rd Grade	60 Minutes
4th - 5th Grade	90 Minutes
6th - 12th Grade	30 Minutes per teacher (3 hours max in a day)

Teacher Daily Schedule

Activity/Task	Time Spent
Planning	1 hour a day
Preparing Content	2 hours a day
Grading/Evaluating Student Progress	2 hours a day
Communication Time (parents, students, colleagues, meetings, etc.) *Log will need to be kept.	2 hours a day

ALL course assignments and activities will be posted on Canvas

HOW TO MANAGE CANVAS CODES IN ELEMENTARY

- Each teacher will create a Canvas page. The teacher will share their Canvas code with administration.
- Administration will create a spreadsheet with the codes and share it school-wide.
- Homeroom teachers will share their students' codes with their students via Class Dojo, Remind, Class Tag, etc. Here are some examples of how codes can be shared:

Course (departmentalizing teachers)	Canvas Code
ELA/Social Studies	canvas.instructure.com\r712rz
Math/Science	canvas.instructure.com\r821fr
PE	canvas.instructure.com\s567fv
Music	canvas.instructure.com\d546c
Art	canvas.instructure.com\h654v

OR

Course	Canvas Code
ELA/Math/Social Studies/Math	canvas.instructure.com\r654rd
PE	canvas.instructure.com\t879rd
Music	canvas.instructure.com\y768bf
Art	canvas.instructure.com\y434gh

ESE students may need different schedules with different codes depending on their needs.

PK DAILY ASSIGNMENTS

When building PK courses, modules must be labeled by week, using the Monday date of that week (for example: Week of 3/23).

Students	Teachers
Complete activities, provided by the teacher.	<p>Teacher directed instruction through Zoom Video Conferencing.</p> <p>Teachers will assign instructional material digitally at the instructors' discretion. This can include but is not limited to:</p> <p style="padding-left: 40px;">Footsteps2Brilliance ELM Unique Videos To Support Learning</p> <p>*See Plan for Delivery of ESE Services</p>

K-5 DAILY ASSIGNMENTS

When building these courses, modules must be labeled by week, using the Monday date of that week (for example: Week of 3/23).

Students	Teachers
<p>i-Ready (Reading and Math)</p> <p>Log into i-Ready:</p> <p><input type="checkbox"/> Pass one Reading lesson with a minimum score of 70%.</p> <p><input type="checkbox"/> Pass one Mathematics lesson with a minimum score of 70%.</p> <p><i>**iReady only works on laptops, desktops, or iPads. It does not work on a mobile phone or Kindle.</i></p>	<p>i-Ready (Reading and Math)</p> <p>Log into i-Ready:</p> <p>Assign lessons as needed. Students can work on their individual learning paths.</p> <p>Monitor daily student usage and lesson performance (lesson pass rate should be 70% or higher).</p> <p>Turn on "domains" for those students who have failed lessons and have been locked out.</p> <p>.</p>

	<p>Rule 6A-1.094122 and Rule 6A-1.094123 Compliance Child Trafficking Prevention and Substance Use and Abuse Health Education Mandated Instruction will occur virtually through students Physical Education Classes utilizing the Canvas Platform.</p>
<p>ELA, Math, Social Studies, and Science</p> <p>Complete assigned tasks, provided by the teacher.</p>	<p>ELA, Math, Social Studies, and Science</p> <p>Instructional Options:</p> <p>Teacher directed instruction through Zoom: Video Conferencing.</p> <p>Teachers will assign instructional material digitally at the instructors' discretion. This can include but is not limited to:</p> <ul style="list-style-type: none"> • Nearpod • Google Classroom • SeeSaw • Footsteps2Brilliance • Prodigy • BrainPop • FlipGrid • Newsela • Unique • TeachTown • Scholastic • Edmodo • Virtual Field Trips <p>Monitor student progress, provide feedback, and grade assignments as needed.</p>
<p>Fine Arts (Music/Art/Drama)</p> <p>Complete assigned activities, provided by the teacher.</p>	<p>Fine Arts (Music/Art/Drama)</p> <p>*Canvas Code will be Shared School Wide</p> <p>Teachers will assign instructional materials or activities digitally at the instructors'</p>

	<p>discretion. This can include but is not limited to:</p> <ul style="list-style-type: none"> • Quaver Music • BrainPOP • PBS Kids • SmartMusic • Flat • Virtual Fields Trips • Smart History • Metropolitan Museum of Art • National Gallery of Art • Art Babble • KinderArt <p>*Date Stamp Each Module K-5</p>
<p>Physical Education</p> <p>Participate in 30 Minutes of moderate to vigorous exercise.</p> <p>Complete assigned activities, provided by the teacher.</p>	<p>Physical Education</p> <p>*Canvas Code will be Shared School Wide</p> <p>Teachers will assign instructional materials or activities digitally at the instructors' discretion. This can include but is not limited to:</p> <ul style="list-style-type: none"> • Go Noodle • Outdoor/Indoor Exercise • Youtube • Physical Fitness Log • Shape America <p>*Date Stamp Each Module K-5</p> <p>Rule 6A-1.094122 and Rule 6A-1.094123 Compliance Child Trafficking Prevention and Substance Use and Abuse Health Education Mandated Instruction will occur virtually through students Physical Education Classes utilizing the Canvas Platform.</p>

<p>Shared/Independent Reading</p> <p>Read 20-30 minutes each day or complete reading activities, provided by the teacher.</p>	<p>Shared/Independent Reading</p> <p>Teachers will assign reading to students at the instructors' discretion. This can include but is not limited to:</p> <ul style="list-style-type: none"> ● Books/Passages Assigned ● Teacher Recorded Books ● Epic ● ABC Mouse ● FunBrain ● Vooks ● Reading A-Z
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HOW TO MANAGE CANVAS CODES 6-12

- Each teacher will create a Canvas page. The teacher will share their Canvas code with administration.
- Administration will create a spreadsheet with the codes and share it school-wide.
- Teachers will share their Canvas code with their students.

Course	Canvas Code
ELA	canvas.instructure.com\r712rz
Algebra	canvas.instructure.com\r821fr
PE	canvas.instructure.com\s567fv
Science	canvas.instructure.com\d546c
Civics	Canvas.instructure.com\h654v

6TH-8TH GRADE DAILY ASSIGNMENTS

When building these courses, modules must be labeled by week, using the Monday date of that week (for example: Week of 3/23).

Students	Teachers
<p>i-Ready (Reading and Math) Log into i-Ready:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete standards-based tasks assigned by the teacher through Canvas. <input type="checkbox"/> Meet your 45 minutes a week requirement <input type="checkbox"/> Pass one Reading lesson with a minimum score of 75%. <input type="checkbox"/> Pass one Mathematics lesson with a minimum score of 75%. <p><i>**iReady only works on laptops, desktops, or iPads. It does not work on a mobile phone or Kindle.</i></p>	<p>i-Ready (Reading and Math) Log into i-Ready:</p> <p>Explicitly teach a live or video recorded standards-based lesson with task/assignment through Canvas.</p> <p>Assign lessons as needed. Students can work on their individual learning paths.</p> <p>Monitor daily student usage and lesson performance (lesson pass rate should be 75% or higher).</p> <p>Turn on “domains” for those students who have failed lessons and have been locked out after making contact with the student and/or parent.</p>

<p style="text-align: center;">ELA, Math, Social Studies, and Science</p> <p>Complete assigned tasks, provided by the teacher.</p>	<p style="text-align: center;">ELA, Math, Social Studies, and Science</p> <p>Instructional Options:</p> <p>Lessons need to follow standards as outlined in curriculum maps.</p> <p>Teacher directed instruction through Zoom: Video Conferencing.</p> <p>Teachers will assign instructional material digitally at the instructors' discretion. This can include but is not limited to:</p> <ul style="list-style-type: none"> • Nearpod • Google Classroom • Math Nation • Khan Academy • iReady • IXL • iCivics • FlipGrid • Edmodo • Virtual Field Trips <p>Monitor student progress, provide feedback, and grade assignments as needed.</p>
<p style="text-align: center;">Career and Technical Education (CTE)</p> <p>Complete assigned activities, provided by the teacher.</p> <p>Continue progress through curriculum.</p>	<p style="text-align: center;">Career and Technical Education (CTE)</p> <p>Using Microsoft Teams, Google Classroom, etc. please provide student access to materials corresponding to the digital tool(s) or industry certifications.</p> <ul style="list-style-type: none"> • Digital Tools and the IBA Certification should utilize CIW. • Adobe users should utilize LearnKey and GMetrix <p>Monitor progress of your students.</p> <p>Please contact students who seem to be</p>

	<p>struggling.</p> <p>Provide Handouts, Notes, or PowerPoint Slides to your students on the Digital Tool they should be working on at home. (Suggestion: save things as PDFs so they can open on any type of phone, tablet, or computer)</p>
<p>Physical Education</p> <p>Participate in 30 Minutes of moderate to vigorous exercise.</p> <p>Complete assigned activities, provided by the teacher.</p>	<p>Physical Education</p> <p>Teachers will assign instructional materials or activities digitally at the instructors' discretion. This can include but is not limited to:</p> <ul style="list-style-type: none"> • Outdoor/Indoor Exercise • Youtube • Physical Fitness Log • Shape America <p>Rule 6A-1.094121 Compliance with Mandated 5 hour Mental Health Education will occur virtually through Physical Education Classes utilizing the Canvas Platform. Teachers will provide Purpose Prep grade level links to the CANVAS platform to continue compliance with the 5 hour mental health education mandate.</p>
<p>Fine Arts (Art, Music, Dance, Theatre)</p> <p>Follow the outlined process for any fine arts courses you are currently taking:</p> <p>Log into your teacher's Art site:</p> <p><input type="checkbox"/> Complete one guided Art lesson with practice (per week).</p> <p>Log into your teacher's Music Site:</p> <p><input type="checkbox"/> Complete one guided Music lesson with practice (per week).</p>	<p>Fine Arts</p> <p>Assign a minimum of one lesson per week.</p> <p>Monitor daily student usage and provide feedback on lessons as needed. You may add enrichment activities and/or use listed virtual resources as you see fit.</p>

<p>Log into your teacher's Dance site:</p> <p><input type="checkbox"/> Complete one guided Dance lesson with practice (per week).</p> <p>Log into your teacher's Theatre site:</p> <p><input type="checkbox"/> Complete one guided Theatre lesson with practice (per week).</p>	
<p>Edgenuity/E-school</p> <p>Continue to work on your courses you are placed in.</p> <p>Continue to meet your weekly progress goal (11%).</p>	<p>Edgenuity/E-school</p> <p>Monitor daily student usage and provide feedback on lessons as needed.</p>

9TH-12TH GRADE DAILY ASSIGNMENTS

When building these courses, modules must be labeled by week, using the Monday date of that week (for example: Week of 3/23).

Students	Teachers
<p>Intensive Reading</p> <p><input type="checkbox"/> Complete your <u>two</u> Achieve 3000 lessons per week.</p> <p><input type="checkbox"/> Complete assigned tasks, provided by the teacher.</p>	<p>Intensive Reading</p> <p>Explicitly teach a live or video recorded standards-based lesson with task/assignment through Canvas.</p> <p>Assign lessons as needed. Students can work on their individual learning paths.</p> <p>Monitor daily student usage and lesson performance. Students should continue to strive for 75% or better on their activities.</p>
<p>ELA, Math, Science, Foreign Language, & Social Studies</p> <p><input type="checkbox"/> Complete assigned tasks, provided by the teacher in Canvas..</p>	<p>ELA, Math, Science, Foreign Language, & Social Studies</p> <p>Instructional Options:</p> <p>Lessons need to follow standards as</p>

	<p>outlined in curriculum maps.</p> <p>Teacher directed instruction through Zoom: Video Conferencing.</p> <p>Teachers will assign instructional material digitally at the instructors' discretion. This can include but is not limited to:</p> <ul style="list-style-type: none"> • Nearpod • ALEKS (Math) • Google Classroom • Math Nation • Algebra Nation • Khan Academy • FlipGrid • Edmodo • Virtual Field Trips <p>Monitor student progress, provide feedback, and grade assignments as needed.</p>
<p>Career and Technical Education (CTE)</p> <p><input type="checkbox"/> Complete assigned activities, provided by the teacher.</p> <p><input type="checkbox"/> Continue progress through the curriculum.</p> <p><input type="checkbox"/> Continue to prepare yourself for your industry certification test.</p>	<p>Career and Technical Education (CTE)</p> <p>Using Microsoft Teams, Google Classroom, etc. please provide student access to materials corresponding to the industry certification(s) applicable to each course.</p> <ul style="list-style-type: none"> • IBA Certification should utilize CIW. • Google • Adobe users should utilize LearnKey and GMetrix. <p>Monitor progress of your students.</p> <p>Please contact students who seem to be struggling.</p> <p>Provide Handouts, Notes, or PowerPoint Slides to your students on the Digital Tool they should be working on at home. (Suggestion: save things as PDFs so they can open on any type of phone, tablet, or</p>

	<p>computer).</p> <p>Continue to prepare students for the industry certification test.</p>
<p>Fine Arts</p> <p><input type="checkbox"/> Complete assigned tasks, provided by the teacher.</p> <p><input type="checkbox"/> Follow the outlined process for any fine arts courses you are currently taking:</p> <p>Log into your teacher's Art site:</p> <p><input type="checkbox"/> Complete one guided Art lesson with practice (per week).</p> <p>Log into your teacher's Music Site:</p> <p><input type="checkbox"/> Complete one guided Music lesson with practice (per week).</p> <p>Log into your teacher's Dance site:</p> <p><input type="checkbox"/> Complete one guided Dance lesson with practice (per week).</p> <p>Log into your teacher's Theatre site:</p> <p><input type="checkbox"/> Complete one guided Theatre lesson with practice (per week).</p>	<p>Fine Arts</p> <p>Lessons need to follow standards as outlined in curriculum maps.</p> <p>Assign a minimum of one lesson per week.</p> <p>Monitor daily student usage and provide feedback on lessons as needed.</p> <p>You may add enrichment activities and/or use listed virtual resources as you see fit.</p>
<p>Physical Education/HOPE</p> <p><input type="checkbox"/> Participate in 30 Minutes of moderate to vigorous exercise.</p> <p><input type="checkbox"/> Complete assigned activities, provided by the teacher.</p>	<p>Physical Education/HOPE</p> <p>Lessons need to follow standards as outlined in curriculum maps.</p> <p>Teachers will assign instructional materials or activities digitally at the instructors' discretion. This can include but is not limited to:</p> <ul style="list-style-type: none"> • Outdoor/Indoor Exercise • Youtube • Physical Fitness Log

	<ul style="list-style-type: none"> • Shape America • Digital Curriculum from HOPE Adopted Text
Edgenuity/E-school <input type="checkbox"/> Continue to work on your courses you are placed in. <input type="checkbox"/> Continue to meet your weekly progress goal based on material needed for successful completion. <u>Stay on track.</u> <input type="checkbox"/> For students using credit recovery (especially Senior level students), have them complete recovery courses and move onto the next course required for an individual graduation plan.	Edgenuity/E-school Monitor daily student usage and provide feedback on lessons as needed. For students using credit recovery (especially Senior level students), have them complete recovery courses and move onto the next course required for an individual graduation plan. <u>Rule 6A-1.094121 5 Hour Mental Health Education Mandate has been completed by all high schools:</u> <u>Endeavor (alternative school)</u> <u>Rule 6A-1.094121 5 hour Mental Health Education Mandate will occur virtually through Edgenuity Purpose Prep platform for grades 6-12.</u>

PLAN FOR DELIVERY OF ESE SERVICES

What is an "Appropriate Education" for Students with Disabilities?

"To meet its substantive obligation under the IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress **appropriate in light of the child's circumstance.**"

To Meet Appropriate Education	More Details
FAPE Considerations	<ul style="list-style-type: none"> • Hernando County Schools must provide a free and appropriate public education (FAPE) consistent with the needs to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. • Ensuring compliance with the Individuals with Disabilities Education Act (IDEA) • FAPE may include, as appropriate, special education and related services provided through

	distance instruction provided virtually or telephonically.
Homework	<p>Ensure efforts to avoid discrimination to the greatest extent possible:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjusted reading levels <input type="checkbox"/> Adjusted math levels <input type="checkbox"/> Focused work for specific classes (i.e. self-contained vs. grade level getting same work) <input type="checkbox"/> Clarity of written instructions <input type="checkbox"/> Shorter assignments to account for attention <input type="checkbox"/> Family to help support student level
Continuous Opportunities	<ul style="list-style-type: none"> <input type="checkbox"/> Create programming that provides the level of progress expected of other students <i><u>in these circumstances.</u></i> <input type="checkbox"/> Focused work for specific classes (i.e. self-contained vs. Grade level getting same work) <input type="checkbox"/> Accommodations and modifications of general education materials <input type="checkbox"/> Family support to student learning <input type="checkbox"/> Possible services necessary to access learning opportunities in a way that is nondiscriminatory to the extent possible in these circumstances

PRE-KINDERGARTEN SETTING

Students	Teachers
<p>Footsteps to Brilliance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Login 15-20 Minutes for Reading 15-20 minutes for Math <p>Scholastic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Log into scholastic.com/learnathome <input type="checkbox"/> Complete daily reading of book pairs and learning activities. <input type="checkbox"/> Daily Calendar <p>With parent support, complete the daily calendar activity.</p>	<p>Footsteps to Brilliance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure parents have login information <ul style="list-style-type: none"> <input type="checkbox"/> Monitor daily usage and student performance <p>Scholastic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Log into scholastic.com/learnathome and select PreK and Kindergarten to review daily lessons. <p>Daily Calendar</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure parents have a copy of the daily calendar activity and provide recommendations for increasing the

	<p>rigor or modifying the activity as appropriate for each student</p> <p>Teacher Directed Pre-K Assignments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assign daily videos for students to view that support learning activities (e.g., teacher created videos, Jack Hartmann, Steve Spangler, Sesame Street, etc.). <input type="checkbox"/> Assign additional enrichment or remediation activities in reading and/or math (e.g., word families, sight words, etc.). <input type="checkbox"/> Assign creative arts activities that extend learning activities on the daily calendar. <input type="checkbox"/> Assign daily videos for students to view that support learning activities (e.g., teacher created videos, Jack Hartmann, Steve Spangler, Sesame Street, etc.). <input type="checkbox"/> Assign additional enrichment or remediation activities in reading and/or math (e.g., word families, sight words, etc.). <input type="checkbox"/> Assign creative arts activities that extend learning activities on the daily calendar.
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ESE SERVICES PK-12

Students	Teachers
<p>Unique Learning System (Access Point Core Content)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Log into https://www.n2y.com/ <ul style="list-style-type: none"> <input type="checkbox"/> Click on the horizontal lines at top right. <input type="checkbox"/> Select Sign In. <input type="checkbox"/> Select Student. <input type="checkbox"/> Enter the username and password provided by your 	<p>Unique Learning System (Access Point Core Content)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Log into https://www.n2y.com/ <ul style="list-style-type: none"> <input type="checkbox"/> Create student learning profiles. <input type="checkbox"/> Communicate student username and password to parent via email or phone.

<p>child teacher via phone or email.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select Log In <input type="checkbox"/> Once logged in folders with assignments will appear: <ul style="list-style-type: none"> • Complete the activities selected by your child's teacher. <p>Teachtown www.teachtown.com</p> <ul style="list-style-type: none"> <input type="checkbox"/> AdaptiveTeachtown www.teachtown.com <ul style="list-style-type: none"> <input type="checkbox"/> It is recommended that students use the program 30 minutes a day. <input type="checkbox"/> Either 15 minutes/2 times per day or 10 minutes/3 times per day <input type="checkbox"/> Students will work on lessons related to the following learning domains: <ul style="list-style-type: none"> <input type="checkbox"/> Cognitive Skills <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Language Development <input type="checkbox"/> Language Arts <input type="checkbox"/> Mathematics 	<ul style="list-style-type: none"> <input type="checkbox"/> Assign activities to your students. <input type="checkbox"/> Communicate assignments to families and students through your class Teams site or other virtual options used by your school. <input type="checkbox"/> Monitor daily student usage <input type="checkbox"/> Provide feedback and support to families and students. <p>Teachtown</p> <ul style="list-style-type: none"> <input type="checkbox"/> The teacher will provide guidance to parents/guardians on usage of Teachtown. <input type="checkbox"/> Teachers will provide guidance on students completing either Computer Selected Lessons or IEP selected lessons during their sessions. <input type="checkbox"/> Teachers will monitor usage of Teachtown. <input type="checkbox"/> Teachers will monitor student progress and print progress weekly.
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ESE TRANSITION SERVICES

Students	Teachers
<p>Mycareershines (Transition Services ages 18-22)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Log into https://www.floridashines.org/find-a-career/plan-your-future <input type="checkbox"/> Create a free account or Log In. <input type="checkbox"/> Complete one career interest assessment. <input type="checkbox"/> Once all assessments are complete follow My Next Steps located on the left side of screen. 	<p>Mycareershines (Transition Services ages 18-22)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate with families and students through your class Teams site or other virtual options used by your school to support individual student needs and transition goals.

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ACCESSIBILITY FOR STUDENTS WITH DISABILITIES

Resource	Description
Bookshare	<p>Bookshare makes reading easier. People with dyslexia, blindness, cerebral palsy, and other reading barriers can customize their experience to suit their learning style and find virtually any book they need for school, work, or the joy of reading.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visit www.bookshare.org <input type="checkbox"/> Click on “log in” and sign in using your credentials (if you need assistance, contact your Teacher of the Visually Impaired). <input type="checkbox"/> Textbooks and literature selections related to classes may be found on this site.
Learning Ally	<p>Provides an extensive library of human read audiobooks that includes textbooks, literature and popular fiction.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visit www.learningally.org or download the Learning Ally App for your smartphone or tablet. <input type="checkbox"/> Enter username and password provided to you (if you need assistance, contact your ESE teacher) <input type="checkbox"/> You may search for literature books to read at leisure by searching for a book by title or genre. <input type="checkbox"/> Click the “add to bookshelf” button next to the book to add to your bookshelf. <input type="checkbox"/> Selected audiobooks are accessed via the “Learning Ally Audiobook App”

<p>Microsoft Accessibility Tools, Windows 10</p>	<p>Immersive Reader</p> <ul style="list-style-type: none"> ❑ Immersive Reader is a free tool, built into Word, OneNote, Outlook, Office Lens, Microsoft Teams, Forms, and Flipgrid, and the Edge browser, that implement proven techniques to improve reading and writing for people regardless of their age or ability. ❑ To learn more about Immersive Reader, watch this video tutorial. <p>Dictate (Speech to Text)</p> <ul style="list-style-type: none"> ❑ For students who require alternatives to writing, dictate is a free tool that may help. ❑ Dictate lets you “type” with your voice and is built into Office apps like Microsoft Word. ❑ Learn more about Dictate: Video tutorial
<p>FREE Google Chrome Extensions</p>	<p>Read & Write for Google Chrome</p> <ul style="list-style-type: none"> ❑ Word prediction, dictionary, picture dictionary, text to speech, screenshot reader, speech maker, screen mask, translator, highlighters, voice note, and more. <p>Read Aloud</p> <ul style="list-style-type: none"> ❑ Text to speech with options for voices <p>VoiceIn Voice Typing</p> <ul style="list-style-type: none"> ❑ Speech to text allows user to dictate text <p>OpenDyslexic</p> <ul style="list-style-type: none"> ❑ Override all fonts on a webpage with opendyslexic font <p>SMMRY</p> <ul style="list-style-type: none"> ❑ Launches from chrome bookmarks bar-highlight any article and click on smmry bookmark and a simplified version will appear.

ACCESSIBILITY FOR STUDENTS WITH VISUAL IMPAIRMENTS

Resource	Description
Bookshare	<p>Bookshare makes reading easier. People with dyslexia, blindness, cerebral palsy, and other reading barriers can customize their experience to suit their learning style and find virtually any book they need for school, work, or the joy of reading.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visit www.bookshare.org <input type="checkbox"/> Click on “log in” and sign in using your credentials (if you need assistance, contact your Teacher of the Visually Impaired). <input type="checkbox"/> Textbooks and literature selections related to classes may be found on this site.
Learning Ally	<p>Provides an extensive library of human read audiobooks that includes textbooks, literature and popular fiction.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visit www.learningally.org or download the Learning Ally App for your smartphone or tablet. <input type="checkbox"/> Enter username and password provided to you (if you need assistance, contact your ESE teacher) <input type="checkbox"/> You may search for literature books to read at leisure by searching for a book by title or genre. <input type="checkbox"/> Click the “add to bookshelf” button next to the book to add to your bookshelf. <input type="checkbox"/> Selected audiobooks are accessed via the “Learning Ally Audiobook App”

Note: Students with disabilities who have a Visual Impairment and follow general education standards are to complete the same learning activities as outlined in the Distance Learning Plan. Students with Disabilities who have a Visual Impairment and follow access point standards are to complete the same learning activities as outlined in the Distance Learning Plan.

Resource	Description
iReady	Students with Disabilities who follow general education standards and access points standards who are regularly assigned i-rReady will continue to use i-Ready while at home.
Epic.com	Free account for educators and parents. This site has nonfiction and fiction books, videos, and quizzes.
Storyline Online	Books are read aloud in a video format. www.storylineonline.net
Free Postage from USPS for Braille Students	Parents will receive hard copies of braille materials addressed FREE MATTER FOR THE BLIND. Once assignments are completed, they will return them in the provided addressed stamped (FREE MATTER FOR THE BLIND) envelope. Instructions for the assignments will be provided in both print and braille.
Microsoft Accessibility Tools, Windows 10	<p>Windows 10 offers the Ease of Access center, with many built-in features to support people with disabilities. You can find the main accessibility related settings on the Ease of Access menu under Settings. You can also launch accessibility features like Narrator or Magnifier in the Ease of Access settings.</p> <p>To quickly open the Ease of Access pane, press the Windows logo key + U. Or type "Ease of Access" in the Search box.</p>
Use Narrator	Narrator is a screen-reading app built into Windows 10, and Office 365 apps are optimized for Narrator. To get started, go to Get started with Narrator.

Use High Contrast Color	<p>If you want more color contrast to see text and items on your screen better and make it easier on your eyes, you can turn on the high contrast mode. For further instructions, refer to Use high contrast in Windows.</p>
Magnify the Screen Content	<ul style="list-style-type: none"> <input type="checkbox"/> Magnify parts of your screen content with the Magnifier tool. You can set Magnifier for full screen or for a Lens pane. <input type="checkbox"/> To quickly start Magnifier, press the Windows logo key + the plus key (+). <input type="checkbox"/> To zoom in, press the Windows logo key + plus key(+). To zoom out, press the Windows logo key + the minus key (-). <input type="checkbox"/> When the focus is on Magnifier, you can change its settings on the Magnifier toolbar. Press Tab or Shift + Tab to move on the Magnifier toolbar. To select an option or options list, press Spacebar. To exit an option or options list, press Esc. <input type="checkbox"/> To exit Magnifier and close the tool, press the Windows logo key + Esc. <input type="checkbox"/> For more information, go to Use Magnifier to see items on the screen.
Change Text Size	<ul style="list-style-type: none"> <input type="checkbox"/> You can change the size of text on the screen without adjusting your screen's resolution. <input type="checkbox"/> In any view, press the Windows logo key to go to the Search box. <input type="checkbox"/> In the search box, type: "Make text larger." Press Enter to open the Customize your display page. <input type="checkbox"/> On the Change the size of text, apps, and other items slider, move the indicator tab in the right-hand direction.

- ❑ You can also adjust the size of text in menu bars, titles and so on. To go to those controls, from the Customize your display page, select the Advanced display settings link, then choose Advanced sizing of text and other items.

Change the Size of the Mouse Pointer

- ❑ You can change the mouse pointer size and color to make it easier to use your mouse.
- ❑ In any view, press the Windows logo key.
- ❑ In the search box, type "mouse."
- ❑ Click the Additional mouse options link.
- ❑ In the Mouse Properties dialog box, choose the tab for the setting you want to change, then select options from that pane.

ACCESSIBILITY FOR STUDENTS WITH HEARING IMPAIRMENTS

Resource	Description
Closed Captioning	Closed captioning is highly recommended for use of all students. Captions are available in most online programs by clicking on the "cc" button. A video demonstrating how to turn on the closed captioning feature can be found here. https://www.youtube.com/watch?v=1gWpmuHAjsU
iReady	Students with disabilities who follow a standard and access points curriculum should continue to use i-Ready if regularly assigned. It is strongly advised that if a student has access to hearing assistive technology that it is utilized while accessing i-Ready or any other program that is accessed through auditory means.

ACCESSIBILITY FOR STUDENTS WITH ASL SERVICES

Resource	Description
Students with Limited Auditory Access or ASL users	Closed captioning is highly recommended for use of all students. Captions are available in most online programs by clicking on the “cc” button. A video demonstrating how to turn on the closed captioning feature can be found here. https://www.youtube.com/watch?v=1gWpmuHAjsU
iReady	If a student has limited auditory access or American Sign Language is listed as their primary mode of communication on their communication plan, the teacher, with approval from school administration and district specialist, may provide alternative assignments to I-Ready. This will be determined on a case-by-case basis.
Interpreter Services	<ul style="list-style-type: none">❑ Students with interpreter services on their IEP will be provided with instructions on how to access a HCSB interpreter via Skype or Microsoft Teams so that they can gain adequate access to any online learning material. These times will need to be scheduled on an individual basis.❑ Additional Resources such as ASL stories or other online platforms for teaching Expanded Skills Curriculum will be provided individually to students, based upon their IEP goals and services, by their Teacher of the Deaf and Hard of Hearing.

Note: Students with disabilities who are Deaf or have a hearing impairment and follow general education standards must complete the same learning activities as outlined in the Distance Learning Plan, unless otherwise approved by school administration. Students with disabilities who are Deaf or have a hearing impairment and follow access points standards must complete the same learning activities as outlined in the Distance Learning Plan.

ADDITIONAL ROLES AND RESPONSIBILITIES WITHIN EXCEPTIONAL STUDENT EDUCATION

Responsibilities	Description
Documentation	<ul style="list-style-type: none">❑ Services: Develop lesson plans that include specially designed instruction. Monitor student progress on IEP goals.❑ Accommodations: Some students may be able to verbalize to their ESE Inclusion teacher how they are using digital tools to meet their needs. Teachers should document how accommodations are being used to complete assignments. Students using audio from textbooks, highlighter functions, and speech to text software to complete assignments.❑ Monitoring: ESE teacher and gen ed teachers need to communicate regarding student performance and attendance. ESE teachers and gen ed teachers share the responsibilities of meeting students' needs and monitoring their performance. All communication with students and families should be documented and shared with administration.❑ Document everything you do during the day. Logging into system, checking student progress, making phone calls
IEP Meetings	<ul style="list-style-type: none">❑ Staffing/Compliance Specialists contact parents to schedule and facilitate IEP meetings and eligibility staffings via telephone, Microsoft Team, Skype, Canvas or permission to proceed.❑ Assist staff with developing goals, accommodations and modifications to help meet student needs virtually.

- ☐ Review and conduct an internal audit to assure compliance is being met with Federal and State guidelines for students with disabilities.
- ☐ Determine eligibility for ESE Services

ESY

To be determined

Timelines and Evaluations

- ☐ Individualized Education Programs (IEP's)
- ☐ Initial Eligibility Determinations
- ☐ Evaluations
- ☐ Reevaluations
- ☐ Child Find
- ☐ Part C to Part B IDEA
- ☐ Initial eligibility/Individual Family Service Plan (IFSP)
- ☐ [March 21, 2020 OSEP and OCR Guidance- Supplemental Fact Sheet](#)

BEESS Webinar

- ☐ Webinar on Providing Accommodations Virtually The Florida Diagnostic and Learning Resources System Administration is happy to conduct "Providing Accommodations in a Virtual Environment," a two-hour webinar for educators on March 26, 2019, at 1:30 p.m. EST. For registration information and additional details, see the attached document. For questions, contact Shannon McCosker at mccoskers@nefec.org or Mary Ann Ahearn at ahearnm@nefec.org.
- ☐ Link for Registration: <https://impact.fdlrs.org/x/events/view/?id=345&pw=5ff0bde5>

Additional Staff Responsibilities

Role	Virtual Responsibilities
Speech-Language Pathologists	Scheduling/providing virtual Speech-Language therapy services to students with disabilities, writing evaluation reports, participating in virtual IEP meetings, participating in virtual eligibility meetings, and if appropriate, conducting evaluations through virtual meetings. Complete accompanying documentation (Caseload & Services).
Occupational Therapists	Scheduling/providing virtual Occupational therapy services to students with disabilities, writing evaluation reports; participating in virtual IEP meetings, participating in virtual eligibility meetings, and if appropriate, conducting evaluations through virtual meetings. Complete accompanying documentation (Caseload & Services).
Physical Therapists	Scheduling/providing virtual Physical therapy services to students with disabilities, writing evaluation reports; participating in virtual IEP meetings, participating in virtual eligibility meetings, and if appropriate, conducting evaluations through virtual meetings. Complete accompanying documentation (Caseload & Services).
Deaf and Hard of Hearing Teachers	Scheduling/providing Deaf and/or Hard of Hearing services to students with disabilities, writing communication plans; participating in virtual IEP meetings, participating in virtual eligibility meetings. Complete accompanying documentation (Caseload & Services).
Teachers of the Visually Impaired	Scheduling/providing virtual Vision services to students with disabilities, writing evaluation reports, participating in virtual IEP and virtual eligibility meetings, and if appropriate, conducting evaluations through virtual meetings. Complete accompanying documentation (Caseload & Services).
Compliance/Staffing Specialists	Contacting parents to schedule and conduct IEP meetings via telephone, Skype, Canvas, Microsoft Team or permission to proceed. Assist staff with developing goals and accommodations to help meet the students needs virtually. Reviewing and conducting an internal audit to assure compliance is being met with state guidelines for students with disabilities.
School Psychologists	School Psychologists will be completing evaluations that have been initiated, writing reports, utilizing TEAMS to implement testing; participating in IEP and 504 meetings virtually; participating in MTSS meetings and implementing any needed academic/behavioral/mental health

School Counselors	<p>interventions. School Psychologists will be available to assist any other department where help is needed.</p>
Substance Abuse Educators	<p>Providing counseling over the phone for students who normally receive support. Contacting students who are not completing work and connect families to community resources for additional wrap around services. Researching cumulative folders to find additional phone numbers to reach students. Counselors will continue to schedule virtual 504 meetings and document MTSS as needed.</p>
Behavior Analysts/Specialists	<p>Substance Abuse Educators will continue to provide prevention, intervention and follow up to students that have been referred for substance abuse. They can continue to receive referrals and interventions will be conducted either by telephone or virtually through Microsoft TEAMS.</p>
Media Specialists	<p>Supporting teachers virtually with scheduling and providing behavior supports for students with disabilities. Conducting check in sessions with students and families. Supporting teachers and parents behaviorally. Update and developing FBA's and behavior plans. Complete accompanying documentation (Caseload & Services).</p>
Paraprofessionals	<p>Provide digital media support to students and teachers.</p>
District and School-based Coaches / ESE Coaches, Instructional Specialists and Interventionists	<p>Support teachers in conducting check-in sessions to stay connected with the families and students; Other duties as assigned. Complete accompanying documentation (Caseload & Services).</p>
Deans/Teacher on Assignment/ Elementary Assistants	<p>Supporting teachers who need assistance modifying lessons for students. Support teachers in the creation and delivery of video lessons. Support delivery of lessons and grading of assignments for vacant positions.</p>
School Security	<p>Contacting with students who are not responding to teacher contact for home learning assignments. Researching cumulative folders to find additional phone numbers to reach students. Monitoring students in the drive by lunch line, specifically looking for students who have not submitted work to encourage student participation in home learning.</p>
	<p>Monitoring students in the drive by lunch line, specifically looking for students who have not submitted work to encourage student participation in home learning. Riding the bus for delivery of meals and school assignments.</p>

Itinerant Teachers	Itinerant Teachers should follow the same protocols as outlined by the schedule for General Education instructors.
Hospital Homebound/Home Instruction Teachers	Contact parents to schedule and provide virtual instruction to students on Hospital Homebound and Home Instruction and complete accompanying documentation (Caseload & Services). Providing applicable accommodations/modifications and compile online resources for students. Services will be delivered via telephone, Skype, Canvas, or Microsoft Team. Participate in virtual staffings as applicable.
VE Teachers	Contact parents to schedule/provide daily virtual ESE services to students with disabilities and complete accompanying documentation (Caseload & Services). Providing applicable accommodations and compiling online resources for students. Downloading and reviewing the current alpha list to ensure IEP compliance. IEP meetings will be delivered via telephone, Skype, Canvas, Microsoft Team or permission to proceed. Participating in virtual staffings as applicable.
Inclusion Teachers	Inclusion teachers should be logging into the Canvas classes for the students they support in those particular classes and reaching out to their students via zoom and/or phone using Google Voice to see what support is needed. They can also use this time to catch up on paperwork, IEP's, accommodations tracking, etc
Social Workers	Scheduling/providing virtual individualized counseling, conduct check-in sessions with students and families, create and assign SEL assignments and coping strategies; assist with contacting students/families who are not completing work; continue to complete mental health documentation, participate in 504 and IEP meetings when needed, implement continued MTSS interventions and monitor and document social worker referrals. Social workers will provide assistance to other departments in the district when needed.
Nurses	Conducting clinic audits, performing health checks of staff per the CDC. Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission. Entering vision screening data conducted by the screening team from previous school years. Updating the Substitute Nurse Binders. Contacting parents and arranging for medications that are stored in the clinic to be returned to families.
Employment Specialist/Job Coaches	Supporting students in creating Explore Works or My Career Shines accounts and completing interest inventories and career exploration activities. Contacting students to work on

career goals, resume writing, job readiness, interview skills, and soft skills. Complete accompanying documentation (Caseload & Services).

Interpreter

Scheduling/providing interpreting services to students with disabilities on caseload. Contacting students to provide access to auditory information on computer programs or videos when closed captioning is not available or appropriate. Complete accompanying documentation (Caseload & Services).

Teachers of the Gifted

Scheduling/providing virtual gifted services (daily or weekly depending upon student's program model) for students who are identified as gifted. Providing online resources for students that are aligned to gifted frameworks. Participating in virtual EP staffing meetings and EP review meetings. Contacting parents to schedule 504/IEP meetings via telephone, Skype, Canvas, Microsoft Team or permission to proceed. Updating EPs that need to be reviewed for compliance. Complete accompanying documentation (Caseload & Services).

e-School Lab Managers

Continue to check-in with your students to ensure that they are progressing in their on-line instruction.

Assessment Teachers

Assist in monitoring third party platforms such as iReady for instructional usage.

Principal

Routine checks of Canvas accounts for accountability.

Assistant Principal

Routine checks of Canvas accounts for accountability.

Title I Facilitators

Continue work on Comprehensive Needs Assessments for Title I schools; work with the Federal Programs leadership to develop the 2020-2021 Title I grant application; continue to support principals' of Title I schools; provide additional assistance as needed to teachers and staff of Title I Schools. Provide resources and support for teachers in Title I schools for equitable access.

Parent Academy

Assist guidance counselors and school staff in supporting families and connecting them with community resources; assist teachers in connecting with families of students who are not completing work and/or are struggling. Assist the SFIT team in supporting homeless students; assist with the food and nutrition plan as needed.

Students and Families in Transition staff

Contact all of our existing families to get updates on their living situations; share information about local resources; and assist with any program needs. Connect students with laptops, internet, food, toiletries, healthcare, etc. Ensure our Unaccompanied Youth have access to cell phones, laptops, food and shelter; provide them with Medical Consent forms, birth certificate waivers, Florida ID waivers, financial aid assistance letters, etc. Ensure we are meeting all McKinney-Vento requirements and continue to manage and complete any Title IX, AHCY and Displaced student grant paperwork.

ESOL Lead Coach

Coordinate with ESOL lead teachers and assist in the delivery of services and accommodations for ELL students. Assist ELL families to support their students' online learning. Provide virtual training for teachers of ELL students and monitor ELL student progress. Provide support to ELL Lead Teachers, ELL Paraprofessionals, district and site leadership regarding networking to support ELLs, using technology/online resources to support ELLs, ELLevation implementation, WIDA. Coordinate access and distribution of Imagine Learning / Rosetta Stone licenses.

Federal Programs district-based staff

Complete Comprehensive Needs Assessments for Title I Schools; complete the Title I, Part A application for 2020-21; support Title I principals and Title I Facilitators; manage the grant funds and coordinate with FDOE on Title I, Part A; Title I, Part D; Title III, and Title IV, as well as the Schools of Hope and TSSSA grants. Support and monitor the Title I funded school- and district-based staff. Complete program evaluations and assist the district leadership and principals with data as needed. Assist SFIT and Parent Academy staff in their coordination and deployment of resources for families. Monitor the School Improvement guidance from the FDOE.

Site-Based and Traveling ELL Lead Teachers

Site-Based ELTs: Provide online instruction/assessment of learning via Canvas/Teams/Zoom for courses which they are teacher of record (DLA-R. ELD, Intensive Reading, etc.

All ELTs: Support ELLs and parents with virtual learning via Teams/Google Voice calls (in Spanish when possible and appropriate). Support newcomer/Level 1 ELLs access to Imagine Learning & Rosetta Stone language learning online. Continue to perform ELL compliance tasks via virtual meetings/phone calls/email/ELLevation/Performance Matters. Extension of service ELL committee meetings (4th

	year LYs and beyond). LF Monitoring for 3rd and 4th marking periods. Parent notification for continuation/exit for 2020-2021.
ESOL Paraprofessionals	Support ELLS and parents with virtual learning via Teams/Google Voice calls (in Spanish when possible and appropriate). Support newcomer/Level 1 ELLs access to Imagine Learning & Rosetta Stone language learning online.
Professional Development Staff	Provide Pd in virtual instruction. Provide first point of contact ongoing support for MS Teams. Assist TIS with instructional support for device roll out and instructional tech support. Continue with support for new teachers. Continue support for PEC and certification needs. Support teachers in the creation and delivery of video lessons. Assist in the coordination and deployment of resources for teachers. Continue all federal and state provider and monitoring requirements.
Center for Success and Independence Staff	CSI staff will work remotely to offer instructional support to students in the Youth Opportunity Investments DJJ program. This program has limited access virtually. Students can still work on the district purchased program of Edgenuity for Science and GED practice. Packets will be provided to the counselors via teachers, and we have created a drop off and feedback process to give feedback to the students on their work weekly.
Incarcerated Youth Staff	There are 4 teachers that provide educational services to students at the jail. They work 6 hours a week. Students at the jail do not have access to computers or telephone and are unable to receive virtual instruction. They will be provided packets and teachers will provide feedback on completed packets.

FREQUENTLY ASKED QUESTIONS

Questions

Answers

Why are we required to track student work, time on task, and issue grades?

The Hernando County School District will need to provide documentation of educational services to the Florida Department of Education. Our PK-12 Education Continuity Plan provides guidance that ensures students are continuing their education through distance learning. These digital records will meet the statutory requirements of 180 school days.

How will Teachers deliver instruction?

Teachers can use various online platforms to deliver instruction (Seesaw, Nearpod, Flipgrid, BrainPop, etc.). These are platforms that many teachers at different schools are already using. Teachers should use platforms and resources that students are familiar with and have used during the school year. Any assignments through these platforms must be uploaded to Canvas (post link, video, materials, etc.). Canvas will serve as the main tool to deliver instruction and/or assignments. Teachers will grade these assignments and post grades to Chalk.

How many grades should I take?

One (1) grade per content area, per week (no more, no less) . Assignment grades can be put in different categories and in different subject areas depending on the task. The category weights in Chalk will not change. The category that the teacher posts the grade to is at the teacher's discretion based on assignment.

What do I do if I have students who can not or will not go online?

Teachers should make multiple attempts to provide support to these families. Please notify your school counselor, social worker, administrator, or other designated support staff if you are unable to get in contact with a student so they can follow up with families. If the student is not completing the work even after multiple contacts, the teacher should contact their school administrator. Students will receive a packet from the school to complete.

What does a typical day of online instruction/student expectation look like?

This depends on the grade level you teach. In Elementary, it may look something like this:
<https://canvas.instructure.com/courses/1890978>

What standards do I need to teach?

Because we are towards the end of the school year, it is appropriate to re-teach or review standards or you may choose to teach a standard you haven't yet taught. Use the curriculum maps as a guide. Our goal is to keep students on track, reinforce the skills learned this year, and provide meaningful instruction through distance learning.

How will I keep track of my communication with parents?

Teachers may use Google Voice or similar apps to generate an office phone number so that parents can call your "office" (cell phone) without having access to your actual phone number. Teachers will complete the communication log as documentation when contacting parents.

[Google Voice Information](#)

How do I access my student's emergency contact information from home?

Student Contact information can be accessed on Performance Matters/Unify. For those who aren't familiar with Performance Matters/Unify, follow the link below for a step by step guide to retrieve student contact information. If you forgot your password, use your entire Hernando County email address to set up a new one.

[Accessing Student Contact Information on Unify](#)

What other staff will have access to my Canvas course?

School Administrators, ESE teachers and ESOL teachers who have a student in your class will need to be able to access the course as a course administrator. In addition, guidance counselors, social workers, paraprofessionals will also need access depending on the school site. Once a course is created, a course code will be generated and the course creator will provide that code to their school administrator and any other teachers who provide instruction to their students in that classroom.

ADDITIONAL RESOURCES

[Single Sign-On Quick Reference for Students](#)

[Single Sign-On Quick Reference for Staff](#)

[Supplemental Resources](#)

[Accessing Student Contact Information on Unify](#)

Plan for Delivery of ESE Services

In Response to COVID-19 On-line Learning

How to address Distance Learning for students with disabilities

What is an "Appropriate Education" for Students with Disabilities

- "To meet its substantive obligation under the IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress *appropriate in light of the child's circumstance.*"

What is an "Appropriate Education" for Students with Disabilities

- FAPE Considerations
- Homework Packets
- Continuous Learning Opportunities
- Virtual Instruction

FAPE Considerations

- Hernando County Schools must provide a free and appropriate public education (FAPE) consistent with the needs to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students.
- Ensuring compliance with the Individuals with Disabilities Education Act (IDEA)
- FAPE may include, as appropriate, special education and related services provided through distance instruction provided virtually or telephonically.

Homework Packets

- Ensure efforts to avoid discrimination to the greatest extent possible:
 - Adjusted reading levels
 - Adjusted math levels
 - Focused work for specific classes (i.e. self-contained vs. grade level getting same work)
 - Clarity of written instructions
 - Shorter assignments to account for attention
 - Family to help support student level

Continuous Learning Opportunities

- Create programming that provides the level of progress expected of other students *in these circumstances.*
- Focused work for specific classes (i.e. self-contained vs. Grade level getting same work)
- Accommodations and modifications of general education materials
- Family support to student learning
- Possible services necessary to access learning opportunities in a way that is nondiscriminatory to the extent possible in these circumstances

Pre-Kindergarten Setting

- **Students**
 - Footsteps to Brilliance
 - Login 15-20 Minutes for Reading 15-20 minutes for Math
 - Scholastic
 - Log into [scholastic.com/learnathome](https://www.scholastic.com/learnathome)
 - Complete daily reading of book pairs and learning activities.
 - Daily Calendar
 - With parent support, complete the daily calendar activity.
- **Teachers**
 - Footsteps to Brilliance
 - Ensure parents have login information
 - Monitor daily usage and student performance
 - Scholastic
 - Log into [scholastic.com/learnathome](https://www.scholastic.com/learnathome) and select PreK and Kindergarten to review daily lessons.
 - Daily Calendar
 - Ensure parents have a copy of the daily calendar activity and provide recommendations for increasing the rigor or modifying the activity as appropriate for each student.

Teacher Directed Pre-K Assignments

- ☐ Assign daily videos for students to view that support learning activities (e.g., teacher created videos, Jack Hartmann, Steve Spangler, Sesame Street, etc.).
- ☐ Assign additional enrichment or remediation activities in reading and/or math (e.g., word families, sight words, etc.).
- ☐ Assign creative arts activities that extend learning activities on the daily calendar.

ESE Services PK-12

- **Student**

- Unique Learning System (Assess Point Core Content)
 - Log into <https://www.n2y.com/>
 - Click on the horizontal lines at top right.
 - Select Sign In.
 - Select Student.
 - Enter username and password provided by your child teacher via phone or email.
 - Select Log In
 - Once logged in folders with assignments will appear:
 - Complete the activities selected by your child's teacher.
- Teachtown www.teachtown.com
 - AdaptiveTeachtown
www.teachtown.com
 - It is recommended that students use the program 30 minutes a day.
 - Either 15 minutes/2 times per day or 10 minutes/3 times per day
 - Students will work on lessons related to the following learning domains:
 - Cognitive Skills
 - Social Emotional Learning
 - Language Development
 - Language Arts
 - Mathematics

- **Teacher**

- Unique Learning System (Assess Point Core Content)
 - Log into <https://www.n2y.com/>.
 - Create student learning profiles.
 - Communicate student username and password to parent via email or phone.
 - Assign activities to your students.
 - Communicate assignments to families and students through your class Teams site or other virtual options used by your school.
 - Monitor daily student usage.
 - Provide feedback and support to families and students.
- Teachtown
 - The teacher will provide guidance to parents/guardians on usage of Teachtown.
 - Teachers will provide guidance on students completing either Computer Selected Lessons or IEP selected lessons during their sessions.
 - Teachers will monitor usage of Teachtown.
 - Teachers will monitor student progress and print progress weekly.

ESE Transition Services

- **Student**
 - Mycareershines (Transition Services ages 18-22)
 - Log into <https://www.floridashines.org/find-a-career/plan-your-future>
 - Create fee account or Log In.
 - Complete one career interest assessment.
 - Once all assessments are complete follow My Next Steps located on the left side of screen.
- **Teacher**
 - Mycareershines (Transition Services ages 18-22)
 - Communicate with families and students through your class Teams site or other virtual options used by your school to support individual student needs and transition goals.

Accessibility for Students with Disabilities

Bookshare

Bookshare makes reading easier. People with dyslexia, blindness, cerebral palsy, and other reading barriers can customize their experience to suit their learning style and find virtually any book they need for school, work, or the joy of reading.

- Visit www.bookshare.org
- Click on “log in” and sign in using your credentials (if you need assistance, contact your Teacher of the Visually Impaired).
- Textbooks and literature selections related to classes may be found on this site.

Learning Ally

Provides an extensive library of human read audiobooks that includes textbooks, literature and popular fiction.

- Visit www.learningally.org or download the Learning Ally App for your smartphone or tablet.
- Enter username and password provided to you (if you need assistance, contact your ESE teacher)
- You may search for literature books to read at leisure by searching for book by title or genre.
- Click the “add to bookshelf” button next to the book to add to your bookshelf.
- Selected audiobooks are accessed via the “Learning Ally Audiobook App”

Microsoft Accessibility Tools, Windows 10

- Immersive Reader
 - Immersive Reader is a free tool, built into Word, OneNote, Outlook, Office Lens, Microsoft Teams, Forms, and Flipgrid, and the Edge browser, that implement proven techniques to improve reading and writing for people regardless of their age or ability.
 - To learn more about Immersive Reader, watch this video tutorial.
- Dictate (Speech to Text)
 - For students who require alternatives to writing, dictate is a free tool that may help.
 - Dictate lets you “type” with your voice and is built into Office apps like Microsoft “Word”.
 - Learn more about Dictate: [Video tutorial](#)

FREE Google Chrome Extensions

- Read & Write for Google Chrome
 - Word prediction, dictionary, picture dictionary, text to speech, screenshot reader, speech maker, screen mask, translator, highlighters, voice note, and more.
- Read Aloud
 - Text to speech with options for voices
- VoiceIn Voice Typing
 - Speech to text allows user to dictate text
- OpenDyslexic
 - Override all fonts on a webpage with opendyslexic font
- SMMRY
 - Launches from chrome bookmarks bar-highlight any article and click on smmry bookmark and a simplified version will appear.

Accessibility for Students with Visual Impairments

Bookshare

Bookshare makes reading easier. People with dyslexia, blindness, cerebral palsy, and other reading barriers can customize their experience to suit their learning style and find virtually any book they need for school, work, or the joy of reading.

- Visit www.bookshare.org
- Click on “log in” and sign in using your credentials (if you need assistance, contact your Teacher of the Visually Impaired).
- Textbooks and literature selections related to classes may be found on this site.

Learning Ally

Provides an extensive library of human read audiobooks that includes textbooks, literature and popular fiction.

- Visit www.learningally.org or download the [Learning Ally App](#) for your smartphone or tablet.
- Enter username and password provided to you (if you need assistance, contact your Teacher of the Visually Impaired)
- You may search for literature books to read at leisure by searching for book by title or genre.
- Click the “add to bookshelf” button next to the book to add to your bookshelf.
- Selected audiobooks are accessed via the “Learning Ally Audiobook App”

Note: Students with disabilities who have a Visual Impairment and follow general education standards are to complete the same learning activities as outlined in the Distance Learning Plan. Students with Disabilities who have a Visual Impairment and follow access point standards are to complete the same learning activities as outlined in the Distance Learning Plan.

i-Ready

Students with Disabilities who follow general education standards and access points standards who are regularly assigned i-ready will continue to use i-Ready while at home.

Epic.com

Free account for educators and parents. This site has nonfiction and fiction books, videos, and quizzes.

Storyline Online

Books are read aloud in a video format. www.storylineonline.net

Braille Students:

Parents will receive hard copies of braille materials addressed FREE MATTER FOR THE BLIND. Once assignments are completed, they will return them in the provided addressed stamped (FREE MATTER FOR THE BLIND) envelope. Instructions for the assignments will be provided in both print and braille.

Microsoft Accessibility tools, Windows 10

Windows 10 offers the Ease of Access center, with many built-in features to support people with disabilities. You can find the main accessibility related settings on the Ease of Access menu under Settings. You can also launch accessibility features like Narrator or Magnifier in the Ease of Access settings.

To quickly open the Ease of Access pane, press the Windows logo key + U. Or type “Ease of Access” in the Search box.

Use Narrator

- Narrator is a screen-reading app built into Windows 10, and Office 365 apps are optimized for Narrator. To get started, go to Get started with Narrator.

Use high contrast color

- If you want more color contrast to see text and items on your screen better and make it easier on your eyes, you can turn on the high contrast mode. For further instructions, refer to Use high contrast in Windows

Magnify the screen content

- Magnify parts of your screen content with the Magnifier tool. You can set Magnifier for full screen or for a Lens pane.
- To quickly start Magnifier, press the Windows logo key + the plus key (+).
- To zoom in, press the Windows logo key + plus key(+). To zoom out, press the Windows logo key + the minus key (-).
- When the focus is on Magnifier, you can change its settings on the Magnifier toolbar. Press Tab or Shift + Tab to move on the Magnifier toolbar. To select an option or options list, press Spacebar. To exit an option or options list, press Esc.
- To exit Magnifier and close the tool, press the Windows logo key + Esc.
- For more information, go to Use Magnifier to see items on the screen.

Change text size

- You can change the size of text on the screen without adjusting your screen’s resolution.
- In any view, press the Windows logo key to go to the Search box.
- In the search box, type: "Make text larger." Press Enter to open the Customize your display page.
- On the Change the size of text, apps, and other items slider, move the indicator tab in the right-hand direction.
- You can also adjust the size of text in menu bars, titles and so on. To go to those controls, from the Customize your display page, select the Advanced display settings link, then choose Advanced sizing of text and other items.

Change the size of the mouse pointer

- You can change the mouse pointer size and color to make it easier to use your mouse.
- In any view, press the Windows logo key.
- In the search box, type "mouse."
- Click the Additional mouse options link.
- In the Mouse Properties dialog box, choose the tab for the setting you want to change, then select options from that pane.

Accessibility for Students with Hearing Impairments

Closed Captioning

- Closed captioning is highly recommended for use of all students. Captions are available in most online programs by clicking on the “cc” button. A video demonstrating how to turn on the closed captioning feature can be found here.
<https://www.youtube.com/watch?v=1gWpmuHAjsU>

i-Ready

- Students with disabilities who follow a standard and access points curriculum should continue to use i-Ready if regularly assigned. It is strongly advised that if a student has access to hearing assistive technology that it is utilized while accessing i-Ready or any other program that is accessed through auditory means.

Accessibility for Students with ASL Services

Students with Limited Auditory Access or ASL users

- If a student has limited auditory access or American Sign Language is listed as their primary mode of communication on their communication plan, the teacher, with approval from school administration and district specialist, may provide alternative assignments to I-Ready. This will be determined on a case-by-case basis.

Interpreter Services

- Students with interpreter services on their IEP will be provided with instructions on how to access a HCSB interpreter via Skype or Microsoft Teams so that they can gain adequate access to any online learning material. These times will need to be scheduled on an individual basis.
- Additional Resources such as ASL stories or other online platforms for teaching Expanded Skills Curriculum will be provided individually to students, based upon their IEP goals and services, by their Teacher of the Deaf and Hard of Hearing.

Note: Students with disabilities who are Deaf or have a hearing impairment and follow general education standards must complete the same learning activities as outlined in the Distance Learning Plan, unless otherwise approved by school administration. Students with disabilities who are Deaf or have a hearing impairment and follow access points standards must complete the same learning activities as outlined in the Distance Learning Plan.

Additional Roles and Responsibilities within Exceptional Student Education

Documentation

- Services: Develop lesson plans that include specially designed instruction. Monitor student progress on IEP goals.
- Accommodations: Some students may be able to verbalize to their ESE Inclusion teacher how they are using digital tools to meet their needs. Teachers should document how accommodations are being used to complete assignments. Student using audio from textbook, highlighter functions, and speech to text software to complete assignments.
- Monitoring: ESE teacher and gen ed teachers need to communicate regarding student performance and attendance. ESE teachers and gen ed teachers share the responsibilities of meeting students' needs and monitoring their performance. All communication with students and families should be documented and shared with administration.

- Document everything you do during the day. Logging into system, checking student progress, making phone calls

IEP Meetings

- Staffing/Compliance Specialists contact parents to schedule and facilitate IEP meetings and eligibility staffings via telephone, Microsoft Team, Skype, Canvas or permission to proceed.
- Assist staff with developing goals, accommodations and modifications to help meet student needs virtually.
- Review and conduct an internal audit to assure compliance is being met with Federal and State guidelines for students with disabilities.
- Determine eligibility for ESE Services

ESY Services

- To be determined

Timelines and Evaluations

- Individualized Education Programs (IEP's)
- Initial Eligibility Determinations
- Evaluations
- Reevaluations
- Child Find
- Part C to Part B IDEA
- Initial eligibility/Individual Family Service Plan (IFSP)
- [March 21, 2020 OSEP and OCR Guidance- Supplemental Fact Sheet](#)

BEESS Webinar

- Webinar on Providing Accommodations Virtually The Florida Diagnostic and Learning Resources System Administration is happy to conduct “Providing Accommodations in a Virtual Environment,” a two-hour webinar for educators on March 26, 2019, at 1:30 p.m. EST. For registration information and additional details, see the attached document. For questions, contact Shannon McCosker at mccoskers@nefec.org or Mary Ann Ahearn at ahearnm@nefec.org.
- Link for Registration: <https://impact.fdlrs.org/x/events/view/?id=345&pw=5ff0bde5>



Guidance on
RETURNING TO SCHOOL
Following COVID -19
Public Health Emergency

Message from the

On March 13, 2020, as information about COVID-19 began to intensify, the Florida Department of Education ordered all schools closed for an extended Spring Break. At the time, the potential impact of COVID-19 on public health was only just emerging. Our school district followed all requirements from state leaders and recommendations from the Florida Department of Health and the Centers for Disease Control and Prevention (CDC).

The school closure was then extended and on April 18, 2020, Governor DeSantis ordered all schools closed for the remainder of the academic year. We determined that sanitizing schools, establishing meal delivery, distributing student devices, transitioning to online instruction and paying all staff throughout the Stay-at-Home Order were the most important objectives to ensure we cared for our students, families, our staff and the community during this frightening time.

Now, as our state begins to re-open and the Governor has lifted the Stay at Home Order, it is essential that we begin the process of returning staff to work. Similar to the state's approach, our process will be done in phases. Please understand, this plan is subject to change based on the evolving impact of COVID-19. The safety of our staff and students remains the priority and at each of the three stages of our plan we will closely monitor information from our local Department of Health and heed the recommendations from the CDC.

We are taking this thoughtful and measured approach so we can ensure a smooth transition back to work and school. As always, please communicate with your administrator if you have an individual situation that needs to be addressed.

Stay safe and thank you.

John Stratton

John Stratton, Superintendent of Schools

Return to Work - School Task Force Members

Name	Title
John Stratton	Superintendent of Schools
Susan Duval	Hernando County School Board, Board Chair
Heather Martin	Assistant Superintendent of Business Services
Gina Michalicka	Assistant Superintendent of Teaching & Learning
Karen Jordan	Public Information Officer
Sean Arnold	Executive Director of Support Operations
Lisa Becker	Executive Director of Business Services
Lisa Cropley	Executive Director of Student Support Programs
Cathy Dofka	Director of Exceptional Student Education
Jill Kolasa	Director of Student Services
Ray Pinder	Director of Human Resources
Ralph Leath	Director of Transportation
Lori Drenth	Director of Food & Nutrition
Argely Cespedes	Manager of Environmental Services
Lara Silva	Elementary Lead Principal, CES
Carmine Rufa	Middle School Lead Principal, FCMS
Leechele Booker	High School Lead Principal, HHS
Patty Martin	Principal, MES
Rosemarie Maiorini	Principal, CK8
Dana Pearce	Principal, SHS
Ed LaRose	Principal, DSPMS
Zana Brooks	Principal, Hernando eSchool
Sophia Watson	Supervisor of Adult & Technical Education
Joe Amato	Supervisor of TIS
Michelle Barash	Supervisor of Elementary Curriculum

John Morris	Supervisor of Secondary Curriculum
Linda Peirce	Supervisor of Assessment & Accountability
Beth Lastra	Supervisor of College and Career Programs
Sonsee Sanders	Coordinator of Evaluation, Research & Data Analysis
Vince La Borante	President, HCTA
Cheryl Fuerst	HCSD RN for Medically Fragile Students
Susan Jackson	Title 1 Facilitator, HCTA Representative
Lisa Masserio	Teacher, HCTA Representative
Ms. Clara Lavender	Parent, MES & DSPMS
Kristien Polecritti	DO, Family Physician

Stage 3: August 3rd and Beyond

(from Return to Work Plan)

Normal operational hours resume

Employees:

- With the exception of those on approved extended leave, all employees are expected to have returned to work
- Employees who have self-reported or have a confirmed fever of 100.4 degrees or greater, or have COVID-19 symptoms will be sent home. Regular sick leave policies apply. Clearance by a medical health provider may be required before an employee can return to work.

Visitors:

- Campuses and department locations will open to the public.
 - Visitors and volunteers should be limited to essential admittance only.
- Use of Facilities requests will be reviewed on a case-by-case basis.

Staff travel:

- **Work related** – Out-of-county travel will be limited and will require the approval of the site administrator and the Superintendent or his designee.
- **Personal travel** - Employees are discouraged from nonessential travel. For employees who have traveled internationally, gone on a cruise, or traveled to a high-risk region with widespread community transmission, as identified by CDC, within the last 14 days must:
 - Notify their immediate supervisor of such travel. The immediate supervisor will contact the Director of Student Services for guidance.
 - Employee will be required to self-monitor symptoms and provide information to site administrator as directed.
 - Employees may be required to self-isolate for a period of time upon returning from travel. Employees will be charged leave time for their absence.

Plan A - Safe Return to School

Parents will have the opportunity to return their student(s) to face-to-face instruction August 10th (Option 1) OR if they are not comfortable sending their student(s) back to the brick and mortar setting they can enroll in Hernando e-School (Option 2).

Plan A, Option 1

Students return to school with additional safety & cleaning protocols in place.

Transportation

The Transportation Department is committed to developing operations that are safe, efficient, and timely. The Transportation Department is focused on the following areas as we return to school in the fall:

- Ensuring an efficient transportation model
- Implementing enhanced cleaning procedures

Efficient Transportation Model

It remains a key priority of the Transportation Department to develop systems and processes that maximize the bus fleet, allocate resources responsibly, and support adequate instruction time by meeting on-time arrival schedules.

Applying social distancing guidelines to student transportation results in an enormous financial impact to the District. Current social distancing guidelines would reduce bus capacity from 77 to 13 passengers. A 77-passenger bus has 210 square feet for student transportation making current social distancing guidelines impossible to meet physically and financially. In the following model, however, careful consideration and effort has been made to maintain student safety, route efficiency, and financial prudence.

Transportation Model

- **Stops:**
 - Stop locations will be reviewed to limit the number of assigned students.
 - Encourage social distancing while waiting for bus arrival.
 - Encourage parental assistance at community stops at Recreation Centers (ex: Sterling Hills, Avalon, and Trillium).
- **Run Creation:** (Run: A collection of stops that service a school)
 - Create runs with a run load no greater than 50 students whenever feasible.
 - Create runs in close proximity to the school in case double runs are required.
 - Whenever feasible, two students will occupy one seat (down from three - currently allowed). Siblings will be encouraged to sit together.
 - Students are encouraged to wear a face covering provided by their parents while riding the bus.
 - Whenever possible, assign no more than two wheelchair students per lift bus.
 - Driver, attendant, and nurses will be included in the total ridership.
 - Identify students requiring adult supervision to maximize attendant use.
- **Route Creation:** (Route: A collection of runs assigned to a route)
 - Create routes to service three schools when possible.
 - Create routes using the PM school times to reduce late bus concerns.
 - Create routes with adequate slack time for recommended bus cleaning.

- **Bus Operator Responsibility:**
 - Notify dispatch if their run has more than 50 riders.
 - Keep an accurate seating chart.
 - Clean their bus at the completion of each AM/PM shift.
 - Use hand sanitizer prior to starting each run.
 - Encourage students to use hand sanitizer when entering and exiting the bus.
- **Transportation Items:**
 - Space Available Applications will be considered on an individual basis following the ten day count and completion of overload adjustments.
 - Staff Courtesy Transportation will be considered on an individual basis following the ten day count and completion of overload adjustments.
 - Encourage open windows to facilitate ventilation (except on lift buses). Air conditioners will be operational while students are on the bus.

Enhanced Cleaning Procedures

- **Bus Operators will disinfect high touch points at completion of each run:**
 - Entry/exit way grab rails
 - Student seat tops
 - Wheelchair lift handles, lift controls, lift handles, and wheelchair hookup
- **Bus Operators will disinfect high touch points at the completion of each shift:**
 - Entry/exit way grab rails
 - Student seats tops
 - Seatbelt buckles
 - Window latches
 - Wheelchair lift handles, lift controls, lift handles, and wheelchair hookup
- **Bus Operators will disinfect the driver compartment at the completion of each shift:**
 - Steering wheel
 - Control panel
 - Gear shift
 - Air brake handle
 - Radio
- **Sick Bus Cleaning Procedures:**
 - Bus removed from service until bus has been deep cleaned and disinfected
 - Use disinfecting machine to sanitize bus
 - Director or designee approval for bus to return to service
- **Safety Enhancements:**
 - Increased cleaning procedures
 - Hand sanitizer installed near entrance door and near wheelchair lift
 - Face covering for all drivers will be encouraged

Cafeteria and Meal Services

Food and Nutrition Services will work with each school site to develop plans for serving line/serving areas that are site specific to ensure quick, efficient service of students at both breakfast and lunch. Consideration will be given to increasing serving lines at all schools and utilization of serving carts.

- **Food Preparation:**

- School site Manager and Assistant Manager are nationally certified safe food handlers. Hourly staff receive 6 hours required training each year which includes safety and sanitation training.
- Face Coverings are required to be worn by Food and Nutrition Services (FNS) staff while preparing and serving food.
- Social distancing, as required, will be met to the best of our ability.
- Gloves are required to be worn by FNS staff while preparing and serving food.
- All food service staff will follow district guidelines for reporting to work (temperature taking, exposure mitigation).
- All food will be pre-wrapped/packaged prior to service to students, limiting exposure to contamination during service and transport

- **Meal Options:**

- Menus will provide limited choices for students and will focus on local, fresh, and quality food.
- Meal components may be pre-packaged together for ease of service and easier transport to assigned dining areas. Age-appropriate signage will indicate what is in the meal unit. All condiments and utensils will be included in the meal unit as well.
- All students will have the opportunity to receive the maximum components of the National School Lunch Program and School Breakfast Program.
- Meals will continue to be at no cost to students.
- A la carte will be offered at all levels, but offerings will be limited and rotated.

- **Meal Service:**

- District Food and Nutrition staff will work with school Food and Nutrition staff and site administrators to offer options to increase the number of serving lines (using meal carts) and/or to provide spacing of the lines to minimize the number of students in line for both breakfast and lunch. All lines will offer the same menu options.
- All serving lines will minimize touchpoints for students. Food and Nutrition staff will be using tally/tick sheets to count meals. Pin pads will only be used for a la carte items. Pin pads will be sanitized by the cashier after each use.
- Food and Nutrition staff at the school site will work with district Food and Nutrition staff and school staff to ensure students with allergies or special needs related to meal service are identified and receive appropriate meals

- **Daily Post Service**

- Food and Nutrition school site staff will clean and sanitize all serving areas and/or serving carts.
- Food and Nutrition school site staff will clean and sanitize all tables in the inside dining area after breakfast and lunch.
- Food and Nutrition school staff will sanitize tables between classes.

Environmental Service Technician (EST) Cleaning and Disinfection Protocols

- **Classrooms**
 - All desks and chairs should be disinfected at least once daily.
 - Common touch points: door knobs/handles, light switches, countertops etc. should be cleaned frequently throughout the day.
- **Restrooms/locker rooms**
 - Fixtures and touch points should be disinfected four times each day.
 - Complete general cleaning/disinfection should be done at least once a day.
- **Common areas (cafeteria, computer labs, clinic, restrooms, library, stairwells, gym, etc.)**
 - These areas should be disinfected once daily, or between groups if possible, with the exception of the clinic which will need to be disinfected multiple times a day.
 - Common touch points: door knobs/handles, light switches, chairs, counter tops, hand rails etc. should be cleaned frequently throughout the day.
- **Clinic Daily Cleaning Procedures:** In addition to the daily cleaning protocols by the EST, clinic staff will disinfect the following surfaces after each use:
 - chairs
 - cots
 - countertops
 - student kiosk keyboard
 - equipment such as nebulizers, blood pressure cuffs, pulse oximeters, etc.
- **Outdoor areas**
 - Outdoor areas such as playgrounds require routine cleaning but do not require disinfection.
 - Do not spray disinfectant on outdoor playground equipment as it is not proven to reduce the risk of COVID-19.
 - High touch surfaces made of plastic or metal, such as grab bars and railings, should be cleaned routinely.
 - Cleaning and disinfecting wood surfaces is not recommended.
- **Laundry for clothing, towels, linens and other items**
 - Launder items according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely.
 - Wear disposable gloves when handling dirty laundry from a person who is sick.
 - Clean and disinfect clothes hampers according to guidance above for surfaces.
- **For electronics, such as tablets, touch screens, keyboards, remote controls:**
 - Consider placing wipeable covers on electronics when feasible.
 - Follow manufacturer's instructions for cleaning and disinfecting. If no guidance, use alcohol based wipes or sprays containing at least 70% alcohol. Dry thoroughly.
- **Routine Cleaning**
 - All areas occupied by staff need to be disinfected multiple times throughout the day, depending on the number of occupants.
- **Office Areas**
 - Disinfectant, microfiber cloths, and proper personal protective equipment can be provided to each individual to disinfect their area during their day.
 - ESTs will pick up used cloths and replace them with clean ones daily.

School Buildings

Cloth Face Coverings

- Teach and reinforce use of cloth face coverings. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible, and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.
 - Note: Cloth face coverings should not be placed on:
 - Children younger than 2 years old
 - Anyone who has trouble breathing or is unconscious
 - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.
- Students will need to provide their own face covering that meets Hernando County School District dress code, found in Appendix C of the Student Code of Conduct:

"Any apparel that is determined inappropriate, disruptive to the educational environment, or offensive to good taste by principal or designee of the school such as; jewelry, tattoos, or markings must be covered, accessories or manner of grooming, which by virtue of color arrangement, trade mark, or other attributes that denotes membership in a gang, advocates drugs, tobacco products, alcohol, violence, sexual innuendo, profanity, or has caused disruption is prohibited. This includes bandanas that are not to be worn, displayed or carried onto campus."

Student Screening

- Hernando County School District (HCSD) staff will not be conducting temperature screenings upon entering the bus or school.
- Parents are requested to take their child's temperature daily prior to sending them to school. If their child has a temperature of 100 degrees or higher they must be kept home until fever free for 24 hours without fever reducing medicine.
- Parents should follow the information in the HCSD Student Progression Plan regarding keeping their children home when they exhibit the following symptoms:
 - Vomiting or diarrhea within the past 24 hours
 - Fever within the past 24 hours
 - Sore or red throat
 - Persistent coughing or sneezing
 - Red, watery eyes
 - Rash
 - Earache or drainage from the ear
 - Excessive runny nose especially with greenish-yellow discharge

Clinic Visit Procedures

- Each school is responsible for identifying an isolation area with signage for students who are identified to show signs and symptoms of illness. The isolation room should be clearly marked with the signage “Isolation Room”.
- Students who have been identified as ill should be placed in the identified isolation room for sick children until picked up by parents.
- Determine purpose of visit (sick, well, scheduled medication, diabetes check, etc).
- If a student is determined to meet criteria identified in the Hernando County School District Student Progression Plan as sick, then parent contact will be made to pick up the student.
- If parent/guardian or identified emergency contacts are unable to pick up the student, then the student should remain in the identified isolation area and parent/guardian can identify an alternate person (over 18 years old) to pick up the student with written documentation, photo id, and administrative approval. This documentation can be emailed and/or faxed.
- If a parent refuses to pick up a student identified as sick, the school health professional must notify the Principal or designee.

Medically Fragile and PreK Rooms

- Staff are recommended to wear face shields and gloves when preparing meals in compliance with Food and Nutrition guidelines.
- Staff are recommended to wear masks or face shields continuously during high risk procedures, bodily fluid/function exposures and any other close contact:
 - Eating
 - Changing diapers
 - Toileting
 - Tube Feeding
- Staff are recommended to wear masks or face shields continuously during tracheal suctioning. This is to be done in an area different from the immediate classroom that is sanitized after each use.
- All hard surfaces are to be cleaned and sanitized in the area of tracheal suctioning.
- Restroom areas such as toilets and sinks are to be cleaned after each use.
- Student and classroom equipment such as lifts, Rifton chairs, slings, swings, nap mats, etc are to be cleaned and sanitized after every use.
- Students that need a change of clothing because of soiled clothes will call the parent to ask if they want to bring a change of clothing before clothes from school are put on the student.

Front Office

- Waiting areas will be adapted to indicate social distancing spacing for visitors.
- Reminder posters will be placed in key locations to remind people to practice social distancing, ensure proper hygiene procedures, and to advise that the facility is regularly disinfected.

Restrooms

- Restrooms will be regularly disinfected according to the EST cleaning protocols. Each restroom will display signage advising that it is regularly disinfected.

Hallways

- Site administrators will determine the distance and flow pattern through hallways and mark flooring and walls appropriately.

Lockers

- Abandon the use of student lockers in hallways or stagger locker assignments to avoid gathering and close contact with others.

Classroom

Modified Layouts

- Seating will be separated to the extent feasible to provide for social distancing.
- Turn desks to face in the same direction or have students sit on only one side of tables, spaced apart.
- Teachers may need to remove personal items from the classroom in order to maximize space for student seating.

Shared Objects

- Remove or discourage sharing of items that are difficult to clean or disinfect.
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.

Media Center

- Each site administrator will develop a plan in conjunction with their Media Specialist to establish protocols for the use and cleaning of the Media Center.

Computer Labs

- Extend diagnostic testing windows when possible to reduce the number of students in labs at one time.
- Computer labs will be cleaned after each use by the ESTs following the cleaning protocols.

Band

- Each site administrator will develop a plan in conjunction with their Band Director to establish protocols for the use and cleaning of instruments.

Gymnasium & Locker Rooms

- Locker rooms will be cleaned following the EST cleaning protocols.
- A protocol for the use of the gymnasium and locker rooms will be established by each site administrator in conjunction with the Physical Education Department.
- Each site administrator will ensure that proper hand sanitizing areas are available to students while using the gymnasium and locker rooms.

Pick-Up & Drop Off Areas

- Each site administrator will develop a plan for pick-up and drop-off locations that allows for a reduced number of students gathering in any one location to the extent feasible.

Recess/Playground

- The Florida Department of Education (FS 1003.455) requires students to have at least 20 consecutive minutes of supervised, safe, and unstructured free play per day (100 minutes per week).
- Each site administrator will develop a plan for recess that allows for a reduced number of students in any one location at the same time, to the extent feasible.

Gatherings, Visitors, and Field Trips

- Limit any nonessential visitors and volunteers. This includes parents coming to eat lunch with their child. Visitors who must come into the building should be encouraged to do so by appointment. Use the Visitor Screening form found in Appendix C and ensure all employees know this is a requirement for all visitors. This record does not have to be retained, so a laminated copy can be used with a dry erase marker rather than making hard copies. These questions need to be asked before the visitor enters any building. All visitors should be signed in through the use of the Raptor system for tracking and safety purposes. Limit the activities involving external groups or organizations as much as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).
- Pursue virtual group events, gatherings, or meetings, if possible. If events are held, promote social distancing between people and limit group size to the extent possible.
- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, to the extent possible. The Florida Department of Education suggests that when on campus, consider moving large staff meetings and student assemblies to more open spaces or utilize virtual tools. The first priority should always be facilitating in-person needs, so additional meetings with smaller groups may be needed.
- Pursue options to convene sporting events and participation in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities. Follow all Florida High School Athletic Association guidelines for sporting events.

Student Travel

- **Personal travel** - students are discouraged from nonessential travel. Students who have traveled internationally, gone on a cruise, or traveled to a high-risk region with widespread community transmission as identified by CDC within the last 14 days must:
 - Notify their Principal of such travel who will contact the Director of Student Services for guidance.
 - Self-monitor symptoms and provide information to Principal as directed. Student may be required to self-isolate for a period of time upon returning from travel.
 - Schools will continue to follow the attendance policy in the HCSD Student Progression Plan.

Social-Emotional Well-Being of Students

Staff

- It is highly recommended that Youth and Mental Health First Aid Training be offered to staff/schools on a continuing basis per state mandate. This state mandated training teaches participants to recognize the signs of anxiety, grief and trauma in students.
- Teacher and administrator training will be offered through the summer and a schedule will be provided for the school year. Registration can be completed in Frontline.
- Staff will be required to complete their annual two hour Kognitio suicide prevention training.

Students

- The link below is a “teachable moment document” that allows teaching/counseling staff to provide an opportunity for students to debrief how school closure, quarantine, and distance learning may have affected them. Each school can utilize this form and determine implementation:
 - <https://drive.google.com/file/d/1gKBN2ND2ihP4EP1UQmicbJnQJWGH7i2f/view?usp=sharing>
- The “You Are Not Alone” curriculum can be used as a resource for grades 6-12. Each social worker has access to this program that provides Tier 1, 2 and 3 interventions to support mental health and social emotional learning.
- To support students’ well-being, daily mindfulness activities should be a part of every morning routine. Mind Yeti for K-3 provides four-minute video lessons that can be watched daily in the classroom to help students prepare for the day.
 - Below is a link to Mind Yeti and many other resources to utilize in the classroom:
<https://drive.google.com/file/d/1xLN0ltmIluvumdIp9OhRh4C6I47xQe7B/view?usp=sharing>
 - Calm Classroom is available for grades K-12 and provides four-minute daily lessons on mindfulness. This resource is available through Student Services.
- The five hour, state mandated mental health implementation should occur during the 1st semester. The topics that are required align with Edgenuity Purpose Prep and provide support to students in social emotional learning.

Academics

- Utilizing baseline data for Reading and Math to determine instructional gaps and plan accordingly for interventions utilizing the MTSS process.
- Curriculum maps will be updated to allow opportunities for spiral review of 2019-2020 last quarter standards. Teachers will utilize the curriculum maps to guide instruction.

Plan A, Option 2 - Enroll in Hernando e-School

Parents may elect to enroll their student in Hernando eSchool instead of returning to a school campus. When choosing this option, parents will be informed of the commitment via the Family Orientation prior to registration. If parents choose this option, they will register at ehernando.weebly.com as a full time eSchool student based on Hernando eSchool eligibility requirements. **The deadline for registration is July 21, 2020.**

Prior to choosing this option, parents need to be aware of the following:

- Students must remain a Hernando eSchool student through the entire semester in order to receive a grade. If they choose to leave eSchool to re-enroll in their zoned school prior to completing the semester course, they will not get a transfer grade and must start the semester over.
- Devices (computers, tablets, etc.) will not be provided.
- Schools/teachers will not be providing paper packets.
- Refer to the chart below to understand the difference between 4th quarter of the 2019-2020 school year of remote learning and requirements Hernando eSchool:

Remote Learning March - May 2020	Hernando eSchool August 10, 2020
Learning during a crisis	Established and planned
Structure is teacher-led	Self-motivation required
Online access optional/provided	Online access required and provided by family
Device provided by district if needed	Device provided by family
Multiple online platforms (i.e. Google Classroom, SeeSaw, Canvas)	Single On-line Platform (Canvas or Pearson)
Grading leniency provided	Traditional grading practices followed
Hernando County Teachers	Hernando County Teachers

Families will visit Hernando eSchool's Family Orientation Information Module to determine if they want to enroll in eSchool. To complete the module, families will visit <https://hcsb.instructure.com/login/canvas>:

- Universal username: family
- Password: family123

Staff Capacity

Currently eSchool can absorb 3,200 total course enrollments above current enrollment without changing the staffing model. If course enrollment exceeds 6,400, eSchool will need additional staff to meet enrollment needs and/or temporarily transfer teachers from zoned schools. Based on enrollment numbers, teachers may be asked to temporarily teach for Hernando eSchool on either a part-time or a full-time basis. Certification and zoned schools impacted will be a top consideration if movement is necessary. If applicable, a Memorandum of Understanding (MOU) will be created between the school board and the Hernando County Teachers Association (HCTA) for this purpose.

Plan B - Schools Remain Closed

This will only be implemented if Governor DeSantis does not allow schools to reopen in August.

Plan B consists of students not returning to school and utilizing a digital learning platform for instruction.

Grades PreK - 5

- For PreK-5th grade, schools will defer to Plan C contained in this document beginning on page 17 for teacher and student expectations for digital learning utilizing Canvas.
- Teachers will be trained in the instructional platform they will be using with their students.

Grades 6-12

- For grades 6-12 this instructional learning platform will emulate Hernando eSchool. An instructure instance will be purchased for grades 6-12 utilizing Canvas. The content will be pre-loaded from eSchool courses when possible.
- Courses that are not currently created will be developed at the District level with coaches and committees.
- Some Math, Science, and Electives courses may require the use of FLVS.
- Teachers will be trained in the instructional platform they will be using for facilitating instruction.
- The Technology and Information Services Department will be responsible for loading files to attach teachers to their courses and to enroll students in their courses.

Staff Considerations

- It is possible that instructional and non-instructional positions may be affected if schools are not able to reopen in August.
- For grades 6-12, an average teacher caseload for eSchool is 170 - 200 students compared to an average of 125 -150 in a brick and mortar setting.
- For grades PreK- grade 5, an average teacher caseload typically mirrors that in a brick and mortar setting.

Plan C - State Mandated Mid-Year School Closure

In the event of future outbreaks of COVID-19 that force schools to close during the school year, Hernando County School District will implement a Distance Learning Plan for instruction utilizing the CANVAS platform. Distance Learning occurs only when all students are physically prohibited to be on a school campus. The Distance Learning Plan excludes those enrolled in Hernando e-School.

Distance Learning Expectations

Virtual instruction will encompass three overarching responsibilities: Synchronous Virtual Instruction, Purposeful Communication, and Active Progress Monitoring.

There will be *Instructional* and *Independent Study Days* for students and teachers.

- *Instructional Days* will be 3 days a week where teachers follow their daily schedule to instruct the students through live lessons. *Instructional Days* will be Mondays, Tuesdays, and Thursdays.
- *Independent Study Days* will be two days a week and allow for students to complete assignments and projects while teachers can plan for instruction, reach out to families to offer support and guidance, participate in professional development, and attend faculty or department meetings. *Independent Study Days* will be on Wednesdays and Fridays.

Synchronous Virtual Instruction

This component allows the opportunity for the instructor to interact, virtually, with their students in a live setting through Zoom, SeeSaw, Nearpod, Microsoft Teams, etc. These live sessions should be recorded and housed within the platform for future student use outside of the live event time frame. This includes, but is not limited to, the following activities:

- Live Open Office Hours - Provides students the opportunity to “drop in” for support. Teachers will designate specific office hours to students and parents that are aligned with the scheduled *Independent Study Days* and will communicate this information on their Canvas class page.
- Pre-Designed Live Instructional Lessons - A predetermined standards-based lesson aligned with the District's curriculum map where the instructor provides content delivery on a specific topic or concept during scheduled *Instructional Days*.
 - Administrators will have discretion on the number of electronic devices per household based on extenuating circumstances and availability.
 - Administrators and teachers at feeder schools may need to collaborate and be flexible to support families with several students and limited devices.
- Collaborative Projects - Students and/or their instructors work together on a collaborative project in a virtual setting.

Purposeful Student Communication

This component allows for the instructor to engage students through active and purposeful communication during the course/subject area. This includes, but is not limited to, the following activities:

- Canvas - An active platform for students to engage and collaborate with the instructor in a real-time, text-based environment (ex: Flipgrid, SeeSaw, Nearpod, Google Classroom, etc.).
- Chat, Messaging, and Email - Methods by which an instructor can interact with a student in a private or semi-private experience to engage the learner in meaningful dialogue and increase course/subject participation. The expectation is that students have a variety of ways to communicate with teachers.
- Phone Calls as Needed or Requested - Using Google Voice or the classroom phone. STAFF WILL NOT USE PERSONAL CELL PHONE NUMBERS.

Active Progress Monitoring

In the absence of traditional seat time, ensuring students are completing their assignments is critical to student progress and academic success. Teachers will need to refer to their content area progress monitoring measures and reporting features to ensure that each student is making progress on assigned tasks. Teachers should make use of scheduled MTSS times to support students. Teachers will report to administrative teams about students who are not making weekly adequate progress.

Student Attendance

4th 9 weeks of the 2019-2020 school year:	2020-2021 School Year:
<p>The following criteria are examples of a student counting as present in class during remote learning for the 4th 9 weeks of the 2019-2020 school year:</p> <ul style="list-style-type: none"> ● Logging into an online platform at least 1x during the week ● Submitting an assignment ● Sending an email or a virtual message ● Engaging in a phone call with a teacher or other school employee ● Participating in an online forum or web thread conversation ● For students working on paper packets, please verify with the student or caregiver weekly through email, phone, Class Dojo, or Remind, etc. that the student is engaged and working <p>If a student doesn't complete work or log in for the week and makes no attempt to contact the teacher via email, phone, or online instruction</p>	<p>The following is the criteria for a student counting as present in class during remote learning for the 2020-2021 school year:</p> <ul style="list-style-type: none"> ● Attending live lessons on <i>instructional days</i> for all subjects/classes ● Attending assigned live lessons on <i>independent study</i> days for Tier 2 & Tier 3 instruction ● Submitting daily assignment(s) by due dates <p>At the elementary level, teachers will record attendance for each subject daily. Students will be marked present when they attend all or the majority of the day.</p> <p>At the secondary level, teachers will record attendance for each class period daily.</p> <p>Students will be marked absent when these requirements are not met.</p>

then the student will be marked absent for all 5 days of that week.	
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Teacher Daily Schedules

Recommended Teacher Schedule for Independent Study Days on Wednesdays and Fridays

Activity/Task	Time Spent
Planning standards-based lessons or Professional Development one day a week when scheduled or faculty/department meetings one day a week when scheduled	2 hours a day
MTSS Small Groups and/or MTSS documentation	1 hour a day
Grading/Evaluating Student Progress	2 hours a day

Communication Time (parents, students, colleagues, meetings, etc.) *Log will need to be kept.	2 hours a day
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Teacher Schedule for Instructional Days on Mondays, Tuesdays, and Thursdays

Activity/Task	Time Spent
Planning Content	1 hour a day
A minimum of 30 minutes Live Instructional Blocks following Master Schedule For secondary schools, the minimum of 30 minutes varies depending on the number of class periods.	3 - 3.5 hours a day
MTSS Small Groups Before or After the Live Instructional Blocks	As Needed
Grading/Evaluating Student Progress	As Needed

Daily Class Schedules

Sample <i>Instructional Day</i> Elementary Classroom Teacher Schedule *Teachers would follow the Master Schedule for the school.	Time *This chart displays minimal time of 30 minutes per teaching block.
ELA	9:00 - 9:30 (30 minutes)
Math	10:00 - 10:30 (30 minutes)
Science	11:00 - 11:30 (30 minutes)
Social Studies	12:00 - 12:30 (30 minutes)
Lunch	12:30 - 1:00 (30 minutes)
MTSS for ELA	1:00 - 1:30 (30 minutes)
MTSS for Math	2:00 - 2:30 (30 minutes)
Specials/Teacher's Planning Period	2:30 - 3:00 (30 minutes)
PE	3:00 - 3:30 (30 minutes)

Sample <i>Instructional Day</i> Elementary Specials Teacher Schedule *Teachers would follow the Master Schedule for the school.	Time *This chart displays minimal time of 30 minutes per teaching block.
1st Block	9:00 - 9:30 (30 minutes)
2nd Block	10:00 - 10:30 (30 minutes)
3rd Block	11:00 - 11:30 (30 minutes)
4th Block	12:00 - 12:30 (30 minutes)

Lunch	12:30 - 1:00 (30 minutes)
5th Block	1:00 - 1:30 (30 minutes)
6th Block	2:00 - 2:30 (30 minutes)
Planning Period	2:30 - 3:00 (30 minutes)
MTSS Block	3:00 - 3:30 (30 minutes)

Sample <i>Instructional Day</i> Secondary Schedule - 7 period day Teacher Schedule * 6 period day will have live instructional lessons for 35 minutes *8 period day will have live instructional lessons for 25 minutes	Time *Teacher's planning period embedded in one of the seven periods. *This chart displays minimal time of 30 minutes per class period.
1st Period	9:00 - 9:30 (30 minutes)
2nd Period	10:00 - 10:30 (30 minutes)
3rd Period	11:00 - 11:30 (30 minutes)
4th Period	12:00 - 12:30 (30 minutes)
Lunch	12:30 - 1:00 (30 minutes)

5th Period	1:00 - 1:30 (30 minutes)
6th Period	2:00 - 2:30 (30 minutes)
7th Period	3:00 - 3:30 (30 minutes)

Expectations

Teacher Expectations 4th 9 weeks of 2019-2020 School Year	Teacher Expectations 2020-2021 School Year
<ul style="list-style-type: none"> ● Show Grace and Compassion ● Track and Report Attendance ● Track and Report All Communications on Communication Log ● Provide needed support for students and parents on usage of Canvas ● Report any concerns about work completion to Administration ● 1 -2 live or recorded lessons per week ● Record 1 grade per week, per subject in Chalk 	<ul style="list-style-type: none"> ● Show Grace and Compassion ● Track and Report Attendance ● Track and Report All Communications on Communication Log ● Provide needed support for students and parents on usage of Canvas ● Follow the Communication Chain of Command regarding student concerns ● Live Standards-based Lessons on <i>instructional days</i> aligned with the District's curriculum map ● Maintain the minimum of 3 grades per weighted category as stated in the <i>Student</i>

<ul style="list-style-type: none"> • Assignments should be accepted at any time during distance learning. 	<p><i>Progression Plan & School Procedures Handbook</i></p> <ul style="list-style-type: none"> • Late assignments will be accepted following the Making Up Work Policy in the <i>Student Progression Plan & School Procedures Handbook</i> • MTSS between lessons on <i>instructional days</i> and on <i>independent study days</i> as needed • Follow proper Digital Etiquette during live/recorded lessons to include: <ul style="list-style-type: none"> - Being prepared - Being presentable - Being punctual - Being positive and engaging - Being patient - Being professional
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Student Expectations 4th 9 weeks of 2019-2020 School Year	Student Expectations 2020-2021 School Year
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- Complete weekly assignments via online or work packets
- Communicate with teacher(s)

- Complete daily assignments via online by assigned due dates.
- Attend scheduled live lessons on *instructional* and *independent study* days with teacher(s) for:
 - Instructional Lessons
 - MTSS
 - Reteach/Reassess
- Communicate with teacher(s) for Academic Support, -Technology Support, Days you will be absent to arrange times for makeup work
- Monitor methods of communication daily such as grades, emails, and updates.
- Follow proper Digital Etiquette during live instructional lessons/MTSS include but not limited to:
 - Being prepared
 - Being dressed appropriately
 - Being located in an appropriate learning environment
 - Being on time
 - Being respectful of the teacher and others
 - Being present & engaged

Communication

Steps	Chain of Command Timeline *Recommendation is that subsequent steps happen within a 24 hour period
Step #1	Teacher contact parents via email, Class Dojo, Remind, etc
Step #2	Teacher contact parents via a personal phone call speaking with parents - multiple attempts should be made and documented on communication log
Step #3	Teacher emails guidance and/or Student Support Team with concerns after step #1 & #2
Step #4	Guidance and/or Student Support Team contact parents via a personal phone call speaking with parents - multiple attempts should be made and documented on communication log
Step #5	Guidance and/or Teacher contacts administration with continued concerns
Step #6	Administration will take steps necessary to encourage students to follow the student expectations. This may include various steps such as meetings with teachers, parent conferences, etc.

Additional Staff Responsibilities

Role	Virtual Responsibilities *Assigned schools Administration may request to be part of a school-based team during the time of school closings.
Inclusion Teachers	<p>Inclusion teachers are expected to follow and attend their daily schedules. They should be assisting and teaching during all live lessons and providing accommodations. They should be teaching small MTSS groups. They should be logging into the Canvas classes for the students they support in those particular classes and reaching out to their students via Zoom and/or phone using Google Voice to see what support is needed. They should be monitoring their students progress towards goals and complete documentation.</p>
Speech-Language Pathologists	<p>Scheduling/providing virtual Speech-Language therapy services to students with disabilities, writing evaluation reports, participating in virtual IEP meetings, participating in virtual eligibility meetings, and if appropriate, conducting evaluations through virtual meetings. Complete accompanying documentation (Caseload & Services).</p>
Occupational Therapists	<p>Scheduling/providing virtual Occupational therapy services to students with disabilities, writing evaluation reports; participating in virtual IEP meetings, participating in virtual eligibility meetings, and if appropriate, conducting evaluations through virtual meetings. Complete accompanying documentation (Caseload & Services).</p>
Physical Therapists	<p>Scheduling/providing virtual physical therapy services to students with disabilities, writing evaluation reports; participating in virtual IEP meetings, participating in virtual eligibility meetings, and if appropriate, conducting evaluations through virtual meetings. Complete accompanying documentation (Caseload & Services).</p>
Deaf and Hard of Hearing Teachers	<p>Scheduling/providing Deaf and/or Hard of Hearing services to students with disabilities, writing communication plans; participating in virtual IEP meetings, participating in virtual eligibility meetings. Complete accompanying documentation (Caseload & Services).</p>

Teachers of the Visually Impaired	Scheduling/providing virtual Vision services to students with disabilities, writing evaluation reports, participating in virtual IEP and virtual eligibility meetings, and if appropriate, conducting evaluations through virtual meetings. Complete accompanying documentation (Caseload & Services).
Compliance/Staffing Specialists	Contacting parents to schedule and conduct IEP meetings via telephone, Zoom, Canvas, Microsoft Team or permission to proceed. Assist staff with developing goals and accommodations to help meet the students needs virtually. Reviewing and conducting an internal audit to assure compliance is being met with state guidelines for students with disabilities.
School Psychologists	School Psychologists will be completing evaluations that have been initiated, writing reports, utilizing TEAMS to implement testing; participating in IEP and 504 meetings virtually; participating in MTSS meetings and implementing any needed academic/behavioral/mental health interventions. School Psychologists will be available to assist any other department where help is needed.
School Counselors	Providing counseling over the phone or virtually for students who normally receive support. Contacting students who are not completing work and connect families to community resources for additional wrap around services. Researching cumulative folders to find additional phone numbers to reach students. Counselors will hold virtual parent conferences to support families of students who are not attending classes. Counselors will continue to schedule virtual 504 meetings and document MTSS as needed.
Substance Abuse Educators	Substance Abuse Educators will continue to provide prevention, intervention and follow up to students that have been referred for substance abuse. They can continue to receive referrals and interventions will be conducted either by telephone or virtually through Microsoft TEAMS.
Behavior Analysts/Specialists	Supporting teachers virtually with scheduling and providing behavior support for students with disabilities. Conducting check in sessions with students and families. Supporting teachers and parents behaviorally. Updating and developing FBA's and behavior plans. Complete accompanying documentation (Caseload & Services).

Media Specialists	Provide digital media support to students and teachers. In addition, Media Specialists may be requested to fill open positions based on certification during distance learning.
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Paraprofessionals	Support teachers in conducting check-in sessions to stay connected with the families and students; Other duties as assigned. Complete accompanying documentation (Caseload & Services).
District and School-based Coaches / ESE Coaches, Instructional Specialists and Interventionists	Supporting teachers who need assistance modifying lessons for students. Support teachers in the creation and delivery of video lessons. Support delivery of lessons and grading of assignments for vacant positions.
Deans/Teacher on Assignment/ Elementary Assistants	Contacting students who are not responding to teacher contact for home learning assignments. Researching cumulative folders to find additional phone numbers to reach students. Monitoring students in the drive by lunch line, specifically looking for students who have not submitted work to encourage student participation in home learning. In addition, they may be requested to fill open positions based on certification during distance learning.
School Security	Monitoring students in the drive by lunch line, specifically looking for students who have not submitted work to encourage student participation in home learning.
Itinerant Teachers	Itinerant Teachers should follow the same protocols as outlined by the schedule for General Education instructors.
Hospital Homebound/Home Instruction Teachers	Contact parents to schedule and provide virtual instruction to students on Hospital Homebound and Home Instruction and complete accompanying documentation (Caseload & Services). Providing applicable accommodations/modifications and compile online resources for students. Services will be delivered via telephone, Skype, Canvas, or Microsoft Team. Participate in virtual staffings as applicable.

VE Teachers	Contact parents to schedule/provide daily virtual ESE services to students with disabilities and complete accompanying documentation (Caseload & Services). Providing applicable accommodations and compiling online resources for students. Downloading and reviewing the current alpha list to ensure IEP compliance. IEP meetings will be delivered via telephone, Skype, Canvas, Microsoft Team or permission to proceed. Participating in virtual staffings as applicable.
Social Workers	Scheduling/providing virtual individualized counseling, conduct check-in sessions with students and families, create and assign SEL assignments and coping strategies; assist with contacting students/families who are not completing work;; continue to complete mental health documentation, participate in 504 and IEP meetings when needed, implement continued MTSS interventions and monitor and document social worker referrals. Social workers will provide assistance to other departments in the district when needed.
Nurses	Conducting clinic audits, performing health checks of staff per the CDC. Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission. Entering vision screening data conducted by the screening team from previous school years. Updating the Substitute Nurse Binders. Contacting parents and arranging for medications that are stored in the clinic to be returned to families.
Employment Specialist/Job Coaches	Supporting students in creating Explore Works or My Career Shines accounts and completing interest inventories and career exploration activities. Contacting students to work on career goals, resume writing, job readiness, interview skills, and soft skills. Complete accompanying documentation (Caseload & Services).

Additional Staff Responsibilities - Continued

Role	Virtual Responsibilities *Assigned schools Administration may request to be part of a school-based team during the time of school closings.
Interpreter	Scheduling/providing interpreting services to students with disabilities on caseload. Contacting students to provide access to auditory information on computer programs or videos when closed captioning is not available or appropriate. Complete accompanying documentation (Caseload & Services).
eSchool Lab Managers	Continue to check-in with your students to ensure that they are progressing in their on-line instruction.
Assessment Teachers	Assist in monitoring third party platforms such as iReady, Achieve 3000, Math Nation, etc. for instructional usage. Provide data to the Principal as needed. Assessment teachers may also be included in the Student Support Team helping to reach out to families who need additional support. In addition, Assessment Teachers may be requested to fill open positions based on certification during distance learning.
Principal	Stay in communication with the District, State and Health Department. Communicate updates with all stakeholders. Routine checks of Canvas accounts for accountability. Support teachers in communications with families. Support staff and students/families with distance learning. Stay informed and communicate with staff to support them in regards to their health and welfare. Conduct required classroom walk-throughs digitally through the teacher live lessons.
Assistant Principal	Routine checks of Canvas accounts for accountability. Communicate with teachers and families regarding participation with distance learning. Routine checks of students' grades on Skyward. Conduct required classroom walk-throughs digitally through the teacher live lessons. Daily communication with the Principal.

Title I Facilitators	Continue work on Comprehensive Needs Assessments for Title I schools; work with the Federal Programs leadership to develop the 2020-2021 Title I grant application; continue to support administration of Title I schools; provide additional assistance as needed to teachers and staff of Title I Schools. Provide resources and support for teachers in Title I schools for equitable access.
Parent Academy	Assist guidance counselors and school staff in supporting families and connecting them with community resources; assist teachers in connecting with families of students who are not completing work and/or are struggling. Assist the SFIT team in supporting homeless students; assist with the food and nutrition plan as needed.
Students and Families in Transition staff	Contact all of our existing families to get updates on their living situations; share information about local resources; and assist with any program needs. Connect students with laptops, internet, food, toiletries, healthcare, etc. Ensure our Unaccompanied Youth have access to cell phones, laptops, food and shelter; provide them with Medical Consent forms, birth certificate waivers, Florida ID waivers, financial aid assistance letters, etc. Ensure we are meeting all McKinney-Vento requirements and continue to manage and complete any Title IX, AH CY and Displaced student grant paperwork.
ESOL Lead Coach	Coordinate with ESOL lead teachers and assist in the delivery of services and accommodations for ELL students. Assist ELL families to support their students' online learning. Provide virtual training for teachers of ELL students and monitor ELL student progress. Provide support to ELL Lead Teachers, ELL Paraprofessionals, district and site leadership regarding networking to support ELLs, using technology/online resources to support ELLs, ELLevation implementation, WIDA. Coordinate access and distribution of Imagine Learning / Rosetta Stone licenses.

Federal Programs district-based staff	Complete Comprehensive Needs Assessments for Title I Schools; complete the Title I, Part A application for 2020-21; support Title I principals and Title I Facilitators; manage the grant funds and coordinate with FDOE on Title I, Part A; Title I, Part D; Title III, and Title IV, as well as the Schools of Hope and TSSSA grants. Support and monitor the Title I funded school- and district-based staff. Complete program evaluations and assist the district leadership and principals with data as needed. Assist SFIT and Parent Academy staff in their coordination and deployment of resources for families. Monitor the School Improvement guidance from the FDOE.
Site-Based and Traveling ELL Lead Teachers	<u>Site-Based ELTs:</u> Provide online instruction/assessment of learning via Canvas/Teams/Zoom for courses which they are teacher of record (DLA-R. ELD, Intensive Reading, etc.) <u>All ELTs:</u> Support ELLs and parents with virtual learning via Teams/Google Voice calls (in Spanish when possible and appropriate). Support newcomer/Level 1 ELLs access to Imagine Learning & Rosetta Stone language learning online. Continue to perform ELL compliance tasks via virtual meetings/phone calls/email/ELlevation/Performance Matters. Extension of service ELL committee meetings (4th year LYs and beyond). LF monitoring student progress during distance learning.
ESOL Paraprofessionals	Support ELLs and parents with virtual learning via Teams/Google Voice calls (in Spanish when possible and appropriate). Support newcomer/Level 1 ELLs access to Imagine Learning & Rosetta Stone language learning online.
Professional Development Staff	Provide PD in virtual instruction. Provide first point of contact ongoing support for MS Teams. Assist TIS with instructional support for device roll out and instructional tech support. Continue with support for new teachers. Continue support for PEC and certification needs. Support teachers in the creation and delivery of video lessons. Assist in the coordination and deployment of resources for teachers. Continue all federal and state provider and monitoring requirements.
Center for Success and Independence Staff	CSI staff will work remotely to offer instructional support to students in the Youth Opportunity Investments DJJ program. This program has limited access virtually. Students can still work on the district purchased program of Edgenuity for Science and GED practice. Packets will be provided to the counselors via teachers, and we have created a drop off and feedback process to give feedback to the students on their work weekly.

Incarcerated Youth Staff	There are 4 teachers that provide educational services to students at the jail. They work 6 hours a week. Students at the jail do not have access to computers or telephone and are unable to receive virtual instruction. They will be provided packets and teachers will provide feedback on completed packets.
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Small Group Instruction for Career and Technical and Career Certificate Courses

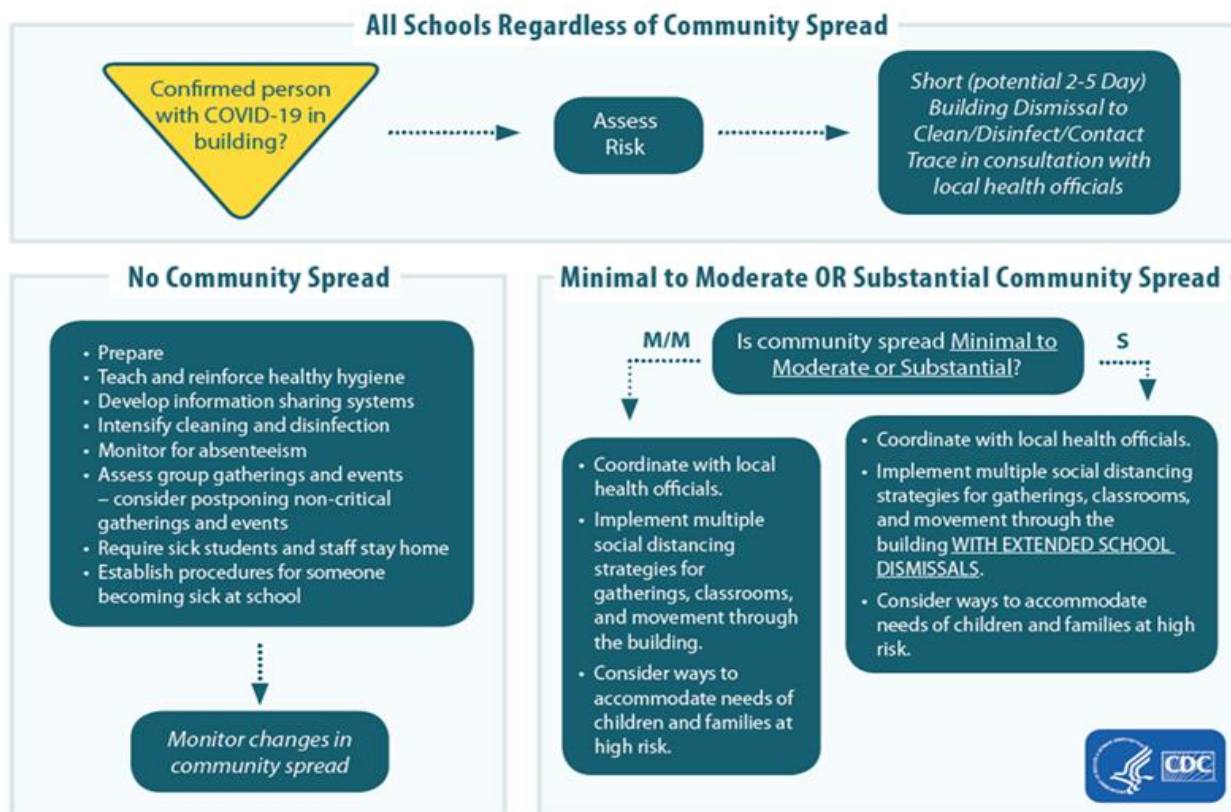
To maintain the integrity of Career and Technical courses at the Secondary level, and Career Certificate courses at the Postsecondary level, the district will allow for small groups to meet on campus for the purpose of skill assessment, testing or specific hands on instruction that cannot be offered remotely. Teachers and students will only be permitted in classrooms if the following conditions are met:

- Current CDC guidelines regarding the number of participants allowed to gather must be adhered to.
- Both students and District personnel will complete the Visitor Screening questions and student temperatures will be taken prior to entry on campus. District personnel should take their temperature prior to arrival on campus. Anyone with a temperature over 100.4 will not be permitted on campus.
- Student areas will be clearly marked, maintaining proper social distancing.
- Sanitization of the student areas will happen, before and after each class session following the guidelines located within this document.
- Students and District Personnel will need to adhere to the CDC guidelines for the wearing of masks and gloves.

Contingency Plan for Confirmed Case

If a confirmed case has entered a school, regardless of community transmission, Hernando County School District may implement a short-term closure based on guidance from the Hernando County Department of Health. Additionally, if there is a confirmed case, Hernando County School District will work with local health officials to determine the next steps to mitigate the outbreak, ie. communication, cleaning disinfecting protocols, etc.

School Decision Tree



- Display Covid Safety Posters, provided by District, in common areas.
- In an effort to limit visitors to the building it is encouraged to develop a system for scheduling appointments. Use the Visitor Screening form found in Appendix C and ensure all employees know this is a requirement for all visitors. This record does not have to be retained, so a laminated copy can be used with a dry erase marker rather than making hard copies. These questions need to be asked before the visitor enters any building. All visitors should be signed in through the use of the Raptor system for tracking and safety purposes.
- Ensure that ESTs are properly cleaning high traffic and high touch surfaces several times throughout the day. Encourage all employees to wipe down or disinfect their own personal work space throughout the day.
- Make sure all employees have the proper cleaning supplies needed to disinfect common touch points after use.
- Make sure proper cleaning is occurring in common areas and with shared equipment by multiple employees (ie. kitchens, copy machines).
- Deny any Use of Facilities requests.
- Monitor PPE supply inventory. If you are getting low on masks or gloves, submit the work order as soon as possible. Do not wait until the box is empty to notify Warehouse. These items can be difficult to get and advanced notice is needed.
- If an employee is experiencing COVID-19 symptoms at work, send the employee home and contact Jill Kolasa. Utilize the isolation room, if an employee is not able to leave campus immediately. Based on the situation, Jill will provide guidance on when the employee is able to return to work. Make sure to clean and disinfect all areas the employee accessed.
- If an employee reports that they have COVID-19 symptoms, have been diagnosed with COVID-19, or have been in close contact with someone who has been diagnosed with COVID-19, contact Jill Kolasa immediately. Jill will work with the Health Department to determine the necessary action.
- Review the Return to School Plan and make necessary adjustments to campus, master schedule, EST schedules, duty schedules, etc, in accordance with the plan's recommendations of increased sanitation during student contact times.
- Prepare for all staff and students to return in August with informational staff meetings and professional development.
- Confirm the school has an adequate supply of soap, disinfection, hand sanitizer, paper towels, tissues, etc. in preparation for students' return in August.
- Consider purchasing PPE supplies for staff members doing AM and/or PM Car Duty.

August and beyond:

- Display posters in key areas of school: restrooms, offices, cafeteria, school buses, clinics, hallways, isolation room, etc.
- Create traffic flow patterns - taped lines on the floor to mark walking directions throughout the offices and campus to maintain social distancing. Develop a plan to train teachers and students to follow the traffic flow.
- Principals will develop a plan for overcrowded student areas: student drop off, bus loops, cafeteria, recess, gymnasium, etc.

- Avoid any non-essential interactions/gatherings (after-school clubs, pep-rallies, assemblies...etc).
- Conduct campus walk-throughs prior to students returning to the school to verify the guidelines for returning to school are in place.
- Conduct campus walk-throughs to ensure classroom arrangements are utilizing available space between desks.
- Conduct staff training on Return to School Plan during pre-school week.
- Advise all teachers and students not to visit another classroom outside of their grade level/team when feasible.
- Review proper hygiene measures with staff.
- Encourage employees to disinfect their own personal workspace (teacher desk, phone, etc) throughout the day. Include this process in your substitute plans for absences.
- Develop a plan for staff to review proper hygiene measures with students as well as safety protocols at each site. This will need to be done with all students the first day of school.
- If an employee is experiencing COVID-19 symptoms at work, send the employee home and contact Jill Kolasa. Utilize the isolation room, if an employee is not able to leave campus immediately. Based on the situation, Jill will provide guidance on when the employee is able to return to work. Make sure to clean and disinfect all areas the employee accessed.
- If an employee reports that they have COVID-19 symptoms, have been diagnosed with COVID-19, or have been in close contact with someone who has been diagnosed with COVID-19, contact Jill Kolasa immediately. Jill will work with the Health Department to determine the necessary action.
- Enforce proper procedures for non-essential travel with employees.
- Monitor student and employee absenteeism closely, as absenteeism may be an early warning sign of larger health concerns. Follow the district's student attendance policy for students and have a plan in place to follow up on excessively absent employees.
- Communicate with stakeholders regarding limitation of essential visitors and volunteers.
- Provide frequent and consistent communication to all stakeholders via social media sites and phone calls.

Appendix B

Device Distribution Procedures

Device Preparation

- Each site administrator will work with their tech specialist to develop a plan for compiling and preparing devices for deployment.
- Each device and correlating accessory should be properly inventoried and distributed utilizing the HCSD Equipment Checkout & Guidelines for Students Form (below). A copy of the guidelines should be provided to the parent/student and the original form with signatures should be collected. The forms should be kept in a secure location and made available to the Tech Specialist.
- Each school site will develop a plan for communication with families regarding device requests and distribution timelines.
- Administrators will have discretion on the number of electronic devices per household based on extenuating circumstances and availability.
- Administrators and teachers at feeder schools may need to collaborate and be flexible to support families with several students and limited devices.



**HERNANDO COUNTY SCHOOL DISTRICT
EQUIPMENT CHECKOUT & GUIDELINES FOR STUDENTS**

Form #
REV. 3/

Student Name	Student ID #	Location / Cost Center	Date
Barcode ID Number	Serial Number	Equipment Type	

Accessories: ☐ Power Cord ☐ Case

☐ Other _____

Please read each statement:

- I understand that this equipment remains the sole property of the Hernando County School District.
- This equipment is to be used for educational purposes only.
- If this device connects to the Internet outside of school, it is understood that the Internet will not be filtered and Internet supervision is the sole responsibility of the student and parent/guardian. Regardless of whether you are at home, a hotel, a restaurant, or anywhere with Internet access, you should not browse to sites that would be blocked at school.
- Do not allow family members or others to use the device.
- Do not install any personally owned software onto the device. Do not store any files on the device which could constitute a copyright or licensing violation, or could be deemed illegal or of an inappropriate nature.
- I am financially responsible for all repair costs associated with any damage resulting from negligent use and/or damage that occurs to this equipment when in my possession. If the cost to repair exceeds the replacement cost or depreciated value, I am responsible for the replacement cost or depreciated value, whichever is less.
- I am financially responsible for the replacement cost or depreciated value, whichever is less, for loss/theft of the equipment that occurs off Hernando County School Board property. I will not be financially responsible if reasonable precaution is used to prevent loss/theft and a police report is provided to substantiate such reasonable precaution.
- I understand that I may elect to purchase private loss/damage/theft insurance to provide for additional coverage as a precaution on my own and at my sole cost/expense. If I elect to do so, I am responsible for verifying whether my personal insurance (e.g., automobile, homeowner, renter, etc.) provides coverage for the equipment and if so, under what circumstances and subject to what deductibles.
- I am responsible if I permit unauthorized users to use this equipment.
- Student information is protected by law, and I am responsible for keeping all such information housed on this equipment confidential at all times and agree to save all data and work externally and securely.
- Inappropriate or unlawful use of this equipment, after due process, may result in disciplinary action.

By signing below, I understand and accept the above responsibilities with regard to this equipment being issued by the Hernando County School District.

_____ Parent Signature	_____ Date
_____ Student Signature	_____ Date

Collection Procedures, etc.

When we receive a loaner laptop back from a student, we must indicate its return with all of the associated equipment such as power supplies. Two acceptable ways of reporting and notating the return would be:

1. Locate the Agreement signed when it was borrowed and indicate on the form it was returned and indicate if the power supply was returned and any damage to the device; or,
2. You can use the shared master spreadsheet that your data entry people have access to, and notate the same information in the relevant columns for your site.

Please remember, when the students/parents borrowed the devices, they signed an Agreement stating the following:

I am financially responsible for all repair costs associated with any damage resulting from negligent use and/or damage that occurs to this equipment when in my possession. If the cost to repair exceeds the replacement cost or depreciated value, I am responsible for the replacement cost or depreciated value, whichever is less.

Therefore, it is vital that all missing power supplies and/or damage to the devices is notated properly on the form or spreadsheet. If you use the original forms, once finished they are to be scanned to TIS.

If the student is a HS Senior, please be sure to make the necessary changes to any Notice of Obligation that exist in TERMS/Skyward. If the device is fully functional with no damage and all peripherals are returned (power supply), then they owe nothing. If there is missing equipment or damage they will be responsible for the cost of that damage or the replacement equipment.

Once you have the device and power supply in your possession, please place the devices in a designated secure area for decontamination. This area should be secure (lockable) and the devices will need to remain there for a period of time to decontaminate. Once the acceptable period of time passes, the Techs will begin the process of reformatting and re-imagining the devices and placing them back into the appropriate locations in your sites.

PLEASE FOLLOW SAFE HANDLING PROCEDURES AS THE RETURNED LAPTOPS MAY BE CONTAMINATED BY COVID-19.

Appendix C

Visitor Screening

When possible, limit visitors and conduct business electronically. Visitors who must come into the building should do so by appointment only. When making the appointment, visitors should be informed that they need to bring their face covering with them and put it on prior to entering the building.

Prior to entering the building, visitors who require access should be asked the following questions:

1. Have you been diagnosed with COVID-19? ☐ Yes or ☐ No
2. Are you currently experiencing or have experienced any of the following symptoms within the past 48 hours?
 - Fever ☐ Yes or ☐ No
 - A combination of these symptoms with or without a fever: Persistent cough, shortness of breath or difficulty breathing, chills or repeated shaking with chill, unusual muscle pain, headache, sore throat, or new loss of taste or smell ☐ Yes or ☐ No
3. Have you had known close contact with a person who has a confirmed or suspected case of COVID-19 within the last 14 days?
☐ Yes or ☐ No
4. Have you traveled out of the state within the past 14 days?
☐ Yes or ☐ No
5. Have you traveled internationally, gone on a cruise, or traveled to a high-risk region with widespread community transmission within the past 14 days?
☐ Yes or ☐ No

If the visitor answers 'Yes' to any of the questions, they will not be permitted to access the building.

For questions 1 and 2, if answered 'Yes' the visitor will not be permitted access until they supply documentation that they have been cleared by a healthcare provider and it has been at least 14 days from the time symptoms first occurred.

For questions 3, 4, and 5, if answered 'Yes' the visitor will not be permitted access until at least 14 days has passed.



Virtual Learning Option for Pre-K and FSAA Students

ESE students will be offered a virtual learning option through the Hernando County ESE Department for Pre-K and FSAA/Access Points students as there are no available courses through Hernando e-school.

Pre-K

- Students will be assigned a teacher through Hernando County ESE Department.
- Students will attend Live Lessons daily. (Minimum 30 minutes Live instructional blocks)
- Students will complete daily assignments via online by assigned due dates.
- Students will complete Footsteps2Brilliance activities daily.
- Students will be assigned Daily Lessons through Unique Learning Systems Online Platform.

FSAA/Access Points K-12

- Students will be assigned a teacher through Hernando County ESE Department.
- Students will attend Live Lessons daily. (Minimum 30 minutes Live instructional blocks)
- Students will be assigned Daily Lessons through Unique Learning Systems Online Platform.
- Students will complete daily assignments via online by assigned due dates.
- If student is unable to complete lessons through Online Platform, Paper packet of lessons will be provided.
- For students in grades 3-8, they will complete iReady lessons (45 minutes weekly).
- For those students who have a Teachtown license, students will complete Teachtown daily. (30 minutes per day).

Pre-K Daily Assignments

Students	Teachers
Complete activities provided by the teacher.	<p>Teacher directed instruction through Zoom/Microsoft Teams.</p> <p>Teachers will assign instructional material digitally. This can include but is not limited to:</p> <ul style="list-style-type: none"> • Footsteps2Brilliance • Boom Cards: www.boomlearning.com • Epic Books: Epic.com • Math: Happynumbers.com • Vooks.com • Teachyourmonstertoread.com • Clever.com • App.seesaw.me • Unique Learning Systems: N2y.com • www.abcya.com • Reading: www.commonlit.org • Math: https://www.khanacademy.org/ • Nearpod: nearpod.com • Flipgrid: flipgrid.com • Freckle: www.freckle.com

Pre-Kindergarten Setting

Students	Teachers
<p>Footsteps 2 Brilliance</p> <ul style="list-style-type: none"> • Login 15-20 minutes for Reading • Login 15-20 minutes for Math <p>Unique Learning Systems</p> <ul style="list-style-type: none"> • Log into https://n2y.com • Click on the horizontal lines at top right. • Select Sign In. • Select Student • Enter the username and password provided by your child's teacher via email or phone. • Select Log In. • Once logged in folders with assignments will appear: Complete the activities selected by your child's teacher. 	<p>Footsteps 2 Brilliance</p> <ul style="list-style-type: none"> • Ensure parents have login information. • Monitor daily usage and student performance. <p>Unique Learning Systems</p> <ul style="list-style-type: none"> • Log into https://n2y.com • Create student learning profiles • Communicate student username and password via email or phone. • Assign activities to your students. • Communicate assignments to families and students through your class TEAMS site or other virtual options used by your school. • Monitor daily student usage. • Provide feedback and support to families and students.

<p>Daily Calendar</p> <ul style="list-style-type: none"> • With parent support, complete the daily calendar activity. 	<p>Daily Calendar</p> <ul style="list-style-type: none"> • Ensure parents have a copy of the daily calendar activity and provide recommendations for increasing rigor or modifying the activity as appropriate for each student. <p>Teacher Directed Pre-K Assignments</p> <ul style="list-style-type: none"> • Assign daily videos for students to view that support learning activities (e.g. teacher created videos, Jack Hartmann, Steve Spangler, Sesame Street, etc.). • Assign additional enrichment or remediation activities in reading and/or math (e.g. word families, sight words, etc.) • Assign creative arts activities that extend learning activities on the daily calendar.
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Access Points K-12 Daily Assignments

Students	Teachers
Complete activities provided by the teacher.	<p>Teacher directed instruction through Zoom/Microsoft Teams.</p> <p>Teachers will assign instructional material digitally. This can include but is not limited to:</p> <ul style="list-style-type: none"> • Boom Cards: www.boomlearning.com • Epic Books: Epic.com • Math: Happynumbers.com • Vooks.com • Teachyourmonstertoread.com • Clever.com • App.seesaw.me • Access points resources: Accesstofls.weebly.com • Unique Learning Systems: N2y.com • Teachtown: www.teachtown.com • www.abcy.com • Reading: www.commonlit.org • Math: https://www.khanacademy.org/

	<ul style="list-style-type: none"> • Nearpod: nearpod.com • iXL: ixl.com • ST Math: www.stmath.com • iReady: www.iready.com • Zearn: www.zearn.org • Flipgrid: flipgrid.com • Freckle: www.freckle.com • NewsELA: newsela.com
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Access Points K-12 Setting

Students	Teachers
Unique Learning Systems <ul style="list-style-type: none"> • Log into https://n2y.com • Click on the horizontal lines at top right. • Select Sign In. • Select Student • Enter the username and password provided by your child's teacher via email or phone. • Select Log In. • Once logged in folders with assignments will appear: Complete the activities selected by your child's teacher. Daily Calendar <ul style="list-style-type: none"> • With parent support, complete the daily calendar activity. Teachtown www.teachtown.com <ul style="list-style-type: none"> • It is recommended that students use the program 30 minutes a day. (Either 15 minutes 2 times per day or 10 minutes 3 times per day). • Students will work on lessons related to the following learning domains: Cognitive Skills, Social Emotional Learning, Language Development, Language Arts, and Mathematics. 	Unique Learning Systems <ul style="list-style-type: none"> • Log into https://n2y.com • Create student learning profiles • Communicate student username and password via email or phone. • Assign activities to your students. • Communicate assignments to families and students through your class TEAMS site or other virtual options used by your school. • Monitor daily student usage. • Provide feedback and support to families and students. Daily Calendar <ul style="list-style-type: none"> • Ensure parents have a copy of the daily calendar activity and provide recommendations for increasing rigor or modifying the activity as appropriate for each student. Teachtown <ul style="list-style-type: none"> • The teacher will provide guidance to parents/guardians on usage of Teachtown. • Teachers will provide guidance on students completing either Computer Selected Lessons or IEP selected lessons during their sessions. • Teachers will monitor usage of Teachtown.

	<ul style="list-style-type: none"> Teachers will monitor student progress and print progress report weekly. <p>Teacher Directed Assignments</p> <ul style="list-style-type: none"> Assign additional enrichment or remediation activities in reading and/or math (e.g. word families, sight words, etc.)
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Daily Class Schedules Pre-K

Sample Instructional Day Pre-K Classroom Teacher Schedule	Time
Daily Calendar	8:30-9:15
Storytime	9:30-10:15
Morning Meeting	10:30-11:15
Lunch	11:15-11:45
Computer Based Learning Activities	12:00-12:45
Music and Movement	1:00-1:45
Outside Play	2:00-2:45
Teacher Planning	3:00-3:40

Daily Class Schedules Access Points K-12

Sample Instructional Day Elementary Classroom Teacher Schedule	Time
ELA	8:30-10:00
Math	10:15-11:15
Science	11:30-12:00
Social Studies	12:15-12:45
Lunch	12:45-1:15
MTSS ELA	1:30-2:00
MTSS Math	2:15-2:45
PE	2:45-3:15
Teacher Planning	3:15-3:55