

Rule 6A-6.03015 is hereby repealed.

6A-6.03015 Special Programs for Students who are Physically Impaired.

Specific Authority 229.053(1), 230.23(4)(m), 228.041(18), (19)
FS. Law Implemented 228.041(18), (19), 230.23(4)(m), 232.01,
236.081(1)(c) FS. History-New 7-1-77, Amended 8-16-82, 7-13-83,
Formerly 6A-6.3015, Amended 2-12-91, 7-13-93, Repealed 7-1-2007.

6A-6.03015 Special Programs for Students who are Physically Impaired.

(1) The term physically impaired as used in this rule includes students who are orthopedically impaired, students who are other health impaired, and students with traumatic brain injury.

(2) Students who are orthopedically impaired. Orthopedically impaired means a severe skeletal, muscular, or neuromuscular impairment which adversely affects a child's educational performance. The term includes impairments resulting from congenital anomaly, disease and other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

(a) Criteria for eligibility. A student is eligible for a special program for the physically impaired if the student has an orthopedic impairment which:

1. Significantly limits the student's ability to move about, sit or manipulate the materials required for learning; or

2. Affects ambulation, posture or body use necessary in school work.

(b) Procedures for student evaluation. The minimum evaluation for a student shall be:

1. A report of a medical examination within the previous twelve-month period, from a physician(s) qualified to assess the student's physical problems, giving a description of the impairment and any medical implications for instruction.

2. An educational evaluation which identifies educational and environmental adjustments needed; and

3. When determined by the administrator of exceptional student education or designee, a psychological evaluation, a speech and language screening, visual and hearing screening, or a social history.

(3) Students who are other health impaired. Other health impaired means having limited strength, vitality or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes that adversely affect a child's educational performance.

(a) Criteria for eligibility. A student is eligible for a special program for the physically impaired if the student has a health impairment which results in reduced efficiency in school work because of temporary or chronic lack of strength, vitality or alertness.

(b) Procedures for student evaluation. The procedures for student evaluation are the same as in paragraph (2)(b) of this rule.

(4) Students with traumatic brain injury. A traumatic brain injury is an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term includes open or closed head injuries resulting in impairments in one (1) or more areas as listed in subparagraph (4)(a)2., of this rule. The term does not include brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.

(a) Criteria for eligibility. A student is eligible for a special program for the physically impaired if the student:

1. Has acquired an external injury to the brain as documented by a medical report, and

2. Has significant difficulty requiring an adaptation to the school routine, school environment, or curriculum in one

(1) 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.

(b) Procedures for student evaluation under the category of traumatic brain injury. The minimum evaluation for a student shall include:

1. A medical examination report within the previous three (3) month period from a physician qualified to assess the student's injury verifying a diagnosis of brain injury with a medical description of the impairment;

2. A report of observations by more than one (1) person including the parent, guardian, or primary caregiver, in more than one (1) situation. The report shall document a deficit in one (1) or more of the areas listed in subparagraph (4)(a)2. of this rule which is evidenced through marked contrast of pre- and post-injury capabilities;

3. A report of screenings or evaluations in each of the following areas: cognitive and information processing strengths and deficits,

academic functioning, fine and gross motor skills, communication abilities, behavior and emotional status, and adaptive skills. The report shall be completed post-injury and no more than three (3) months prior to the eligibility staffing; and

4. A neuropsychological evaluation when requested by the administrator of exceptional student education or designee.

(5) Instructional program. A student who meets the criteria specified in this rule shall be served in any program or combination of programs for students with or without disabilities as determined by the student's strengths and goals recorded on the individual educational plan (IEP).

Specific Authority 229.053(1), 230.23(4)(m), 228.041(18), (19) FS. Law Implemented 228.041(18), (19), 230.23(4)(m), 232.01, 236.081(1)(c) FS. History-New 7-1-77, Amended 8-16-82, 7-13-83, Formerly 6A-6.3015, Amended 2-12-91, 7-13-93.