



ESE Policies and Procedures – All That and a Bag of Chips!

Dispute Resolution and Monitoring

Technical Assistance

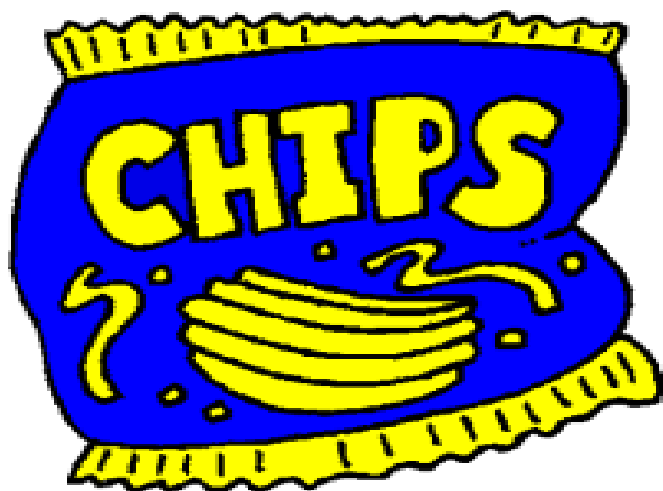


Your Dispute Resolution and Monitoring DReaM Team



Participants Will Be Able To:

- Utilize and share district ESE policies and procedures with district staff and stakeholders
- Understand the relationship between compliant policies and procedures and ESE programmatic quality
- Utilize the compliance manual for training and support of district staff
- Utilize the corrective action plans generated from desktop monitoring for compliance



What is an SP&P??

**What do these letters
stand for??**



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Exceptional Student Education Policies and Procedures (SP&P)

Three Year Cycle

- Section 1003.57(1)(b)4., Florida Statutes (F.S.), requires that district school boards submit to the Department of Education proposed procedures for the provision of special instruction and services for exceptional students **once every three years**.



Why is this important?

Approval of the SP&P for Funding

- Approval of this document by DOE is required by Rule 6A-6.03411, Florida Administrative Code (F.A.C.), as a prerequisite for district's use of weighted cost factors under the Florida Education Finance Program (FEFP).
- This document also serves as the basis for the identification, evaluation, eligibility determination, and placement of students to receive exceptional education services, and is a component of the district's application for funds available under the Individuals with Disabilities Education Act (IDEA).

Plan your work for today

and every day,

and then work your plan.

Margaret Thatcher

Where is the current 2016-17 SP&P Housed on the Bureau Website?



- [Public Access](#)
 - Date Dependent
 - Approved - superintendent signature and BEESS approval letter sent

Do you use this site to inform others?



Questions for District Personnel to Ponder...

1. Where are copies of the district's SP&P housed?
2. Who completes the revisions of the SP&P each year?
How does the district obtain input from others?
3. How does the district share new information and new revisions to our SP&P each year with district personnel? With parents? With advocates and other stakeholders?
4. Do district personnel who need to know current policies and procedures in order to implement them know how to access the district's SP&P?



Action Plan Template Policies and Procedures (SP&Ps)

Problem / Identified
Goal / Expected



People Responsible	Resources	Potential Barriers	Measure of Success	Impact on Students
	<i>What do you need to complete this step? (People, money, tools, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	<i>What will success look like for this goal? How do we document or measure success?</i>	<i>What is the impact on students, families, teachers and staff when the goal is met?</i>

Working backwards, identify what needs to be done to achieve the expected outcome. Write each of those items in the Action Steps
Team Members:
Notes:

It's Time!

- The last time all sections were open for districts to review and given the opportunity for revision was during the 2014-2017 cycle which was held during the 2014-15 school year.

- What this means ...

Development of the SP&P

- Each school year, as new legislation is signed and State Board of Education rules are revised, it is our obligation to keep districts up-to-date on the changes.

Districts are then able to revise their SP&Ps as needed, based on these changes.

New Place for SP&P This Year!

- The SP&P is housed on the **NEW** bureau's General Supervision Website (GSW). The GSW can be accessed at: <http://beessgsw.org/>.
- A Login Name and a Password is required to enter this site.
- ESE directors may assign access to district members to assist with editing.



GENERAL SUPERVISION

The Bureau of Exceptional Education and Student Services (BEES) general supervision system ensures that Florida school districts comply with federal and state requirements related to exceptional student education programs, meet requirements related to the State Performance Plan and the BEES Strategic Plan, and make progress toward indicator targets.

[Forgot your password?](#)

This system is funded by BEES, Florida Department of Education. It is maintained by the Personnel Development Support Project at the Florida Center for Interactive Media at Florida State University.

All Sections Must be Read

- Many sections have text which has been created for the district.
- The district representative is selecting “I have read and understand the above information” box to submit sections that have no other radial buttons or textboxes.

I have read and understand the above information

Example of a "Read and Understand" Section

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

Submit

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

I have read and understand the above information

◀ Overview

1 of 1

Overview ▶

“Read and Understand” Sections

- Part I, Section:
 - A.1: Legal Requirements for General Policies and Procedures
 - A.3: Requirements Related to Documenting and Reporting Incidents of Restraint and Seclusion
 - B.2: Parental Input and Meetings
 - B.4: Department of Juvenile Justice Facilities
 - B.6: Limited English Proficiency (LEP) Students
 - B.7: Child Find
 - B.8: Confidentiality of Student Records
 - B.9: Coordinated Early Intervening Services (CEIS)
 - B.10: National Instructional Materials Access Center (NIMAC)

“Read and Understand” Sections (cont.)

- Part I, Section: (cont.)
 - C.2: Parental Revocation of Consent for Special Education and Related Services
 - C.3: Transfer of Parental Rights at Age of Majority
 - D: Surrogate Parents
 - E: Individual Educational Plans and Educational Plans for Transferring Exceptional Students
 - F: Access to a Student’s Public Benefits or Insurance
- Part II, Section:
 - A: Instructional Program
 - G: Individualized Family Support Plan for Students with Disabilities Ages Birth through Five Years

“Read and Understand” Sections (cont.)

- Part III, Section:
 - None.
- Part IV, Section:
 - A: Provision of Equitable Services to Parentally-Placed Private School Students with Disabilities
 - B: John M. McKay Scholarships for Students with Disabilities Program
 - C: Gardiner Scholarship Program
- Part V, Section:
 - None.



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Changes in the SP&P from Last Year's Submission

- Each school year, as new legislation is signed and State Board of Education rules are revised, it is our obligation to keep districts up-to-date on the changes, by updating the SP&P.

Sections with Text Changes

- Part I, Section:
 - E: Individual Educational Plans and Educational Plans for Transferring Exceptional Students (rule revision)
- Part II, Section:
 - B.7: Exceptional Student Education Eligibility for Students who are Homebound or Hospitalized (rule revision)
 - B.15: Exceptional Student Education Eligibility for Students who are Visually Impaired (rule revision)
- Part IV, Section:
 - C: Gardiner Scholarship Program (statute revision)

- All text boxes will be prefilled from last year's SP&P except for the following sections.
- These cleared sections require the district to provide the required information before submission.

Cleared Sections

- Part I, Section A.6: District Plan Related to Reducing the Use of Restraint
- Part I, Section A.7: District Plan Related to Reducing the Use of Seclusion
- Part II, Section C: IEP – Provide the anticipated or scheduled date of your district’s triennial BPIE assessment.

Cleared Sections (cont.)

- Part I, Section A.6: District Plan Related to Reducing the Use of Restraint
- Part I, Section A.7: District Plan Related to Reducing the Use of Seclusion
- Part II, Section C: IEP – Provide the anticipated or scheduled date of your district’s triennial BPIE assessment.

Cleared Sections (cont.)

- Part V, Appendix C – Provide data for Gifted students and the current plan to increase the participation of underrepresented students in the gifted program.
- Part V, Appendix F – Please review this section and upload your District's current BPIE Indicator Rating Tally Sheet and BPIE Indicators Plan.

Part V. Appendix F: BPIE Information

The district's completed BPIE Indicator Rating Tally Sheet is attached.

District's BPIE Indicator Rating Tally Sheet

[File Upload](#) 

The district's plan to address the prioritized BPIE Indicators is attached.

District's BPIE Indicators Plan

[File Upload](#) 

The relationship between compliant policies and procedures and ESE program quality

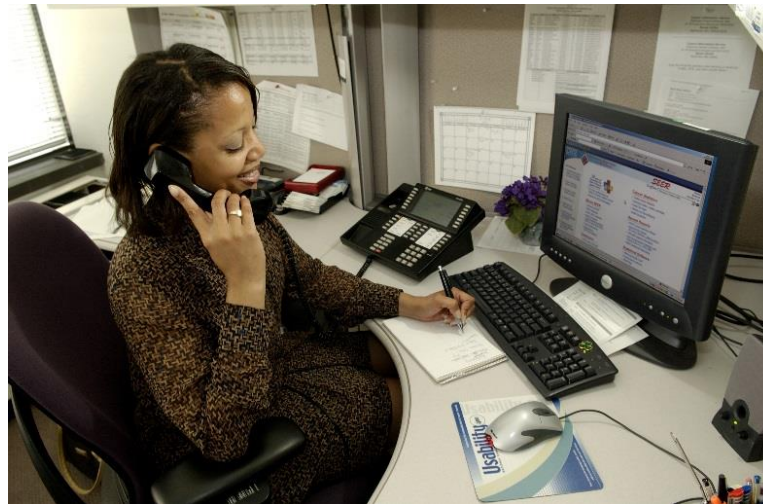
- Creation of the foundation
 - SP&P is approved
- Review how schools and personnel are following the SP&P
 - Dissemination
 - Training
- Utilization of the compliance protocols
 - Review staff implementation of the SP&P
 - Ongoing – not just during the State’s desktop monitoring
- Ensuring programmatic quality

Responsibilities of District Staff

- Know how to access the SP&P
- Access the district's SP&P frequently
- Share information with
 - Parents and other stakeholders, including advocates
 - Teachers, IEP team members and other district personnel
- Know the terminology
- Provide input and information as applicable

Additional Bureau Assistance

- What else can we do to assist you in your SP&P development??





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Desktop Monitoring

What Does This Mean for Bureau's Compliance Desktop Monitoring (formerly known as Self-Assessment) of Districts?



Monitoring

- The bureau is required to examine and evaluate procedures, records, and programs of exceptional student education; provide information and assistance to school districts; and assist the districts in operating effectively and efficiently (section 1008.32, F.S.).



Monitoring

- In accordance with IDEA, the bureau is responsible for ensuring that the requirements of IDEA are carried out and that each educational program for children with disabilities administered in the state meets the educational requirements of the state (section 300.600(b)(1) and (2) of Title 34, Code of Federal Regulations).

Why is this important?



Ensure that Information Included in District SP&Ps is Being Implemented

- During the Desktop Monitoring process, the bureau selects district schools and chooses individual student records to obtain documentation for monitoring.
- The bureau then validates through “agreement or disagreement” with district self-assessment on these specific student records, based on required indicators and each standard within the selected indicators.

If a District is Found to Have Non-Compliance

Student-Specific Corrections for Non-Compliance

- If a non-compliant standard can be corrected for an affected student, the district will be required to document the actions taken to do so.

Corrective Action Plans (CAP)

- If a non-compliant standard cannot be corrected for a particular student, the district will be required to address the specific non-compliant standard through various methods to potentially include training, district memos or other methods to ensure that applicable district personnel are compliant regarding these indicator standards in the future.
- The district will also be required to provide five student records created after CAP actions have been implemented which demonstrate 100% compliance for that standard.

Resources to Address Non-Compliance

- Dispute Resolution and Monitoring Contacts
<http://www.fldoe.org/academics/exceptional-student-edu/staff/dispute-resolution-monitor.shtml>
- Bureau eligibility-specific specialists
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/>
- Discretionary Project Resources and Staff
<http://www.fldoe.org/core/fileparse.php/7567/urlt/projectslisting.pdf>

Compliance Protocols Utilization

- Protocols may be referenced in the memorandum.
- Protocols may be utilized during district training to assist with understanding compliance.
- Protocols may be used after training to determine participants' understanding of compliance.
- Protocols may be used by discretionary projects during trainings to link to compliance.
- Review the protocols which will be used to demonstrate 100% compliance after the CAP has been completed.

Utilizing Desktop Monitoring CAPs

- Excellent time to provide training to specific schools or specific staff members.
- Memorandums provide greater awareness to the location of the SP&P and the section which had noncompliance.
- Specific training can be provided to your district by discretionary projects by indicating to them the protocol standards that were noncompliant.



T16-2

The student was invited to the IEP team meeting.
(34 CFR §300.321(b)(1))

Activity	
Timeline	There are no

Date Documentation Received:
Date Documentation Reviewed:
Date Correction Demonstrated:
Status:
Results:
Comments:

Age-appropriate transition assessment, transition
annual IEP goals related to the student's transition
are to be discussed and evidence that, if
or student who has reached the age of

Results	
----------------	--

T16-16

The IEP includes appropriate measurable postsecondary
services, including courses of study, that will reasonably
meet the student's needs. There also must be evidence that the
appropriate, a representative of any participating agency
majority.
(34 CFR §§300.320(b)-(c) and 300.321(b); Rule

Activity	
-----------------	--

Date Documentation Received:
Date Documentation Reviewed:
Date Correction Demonstrated:
Status:
Results:
Comments:

activity
TIME

“Everything is
important- success
is in the details.”

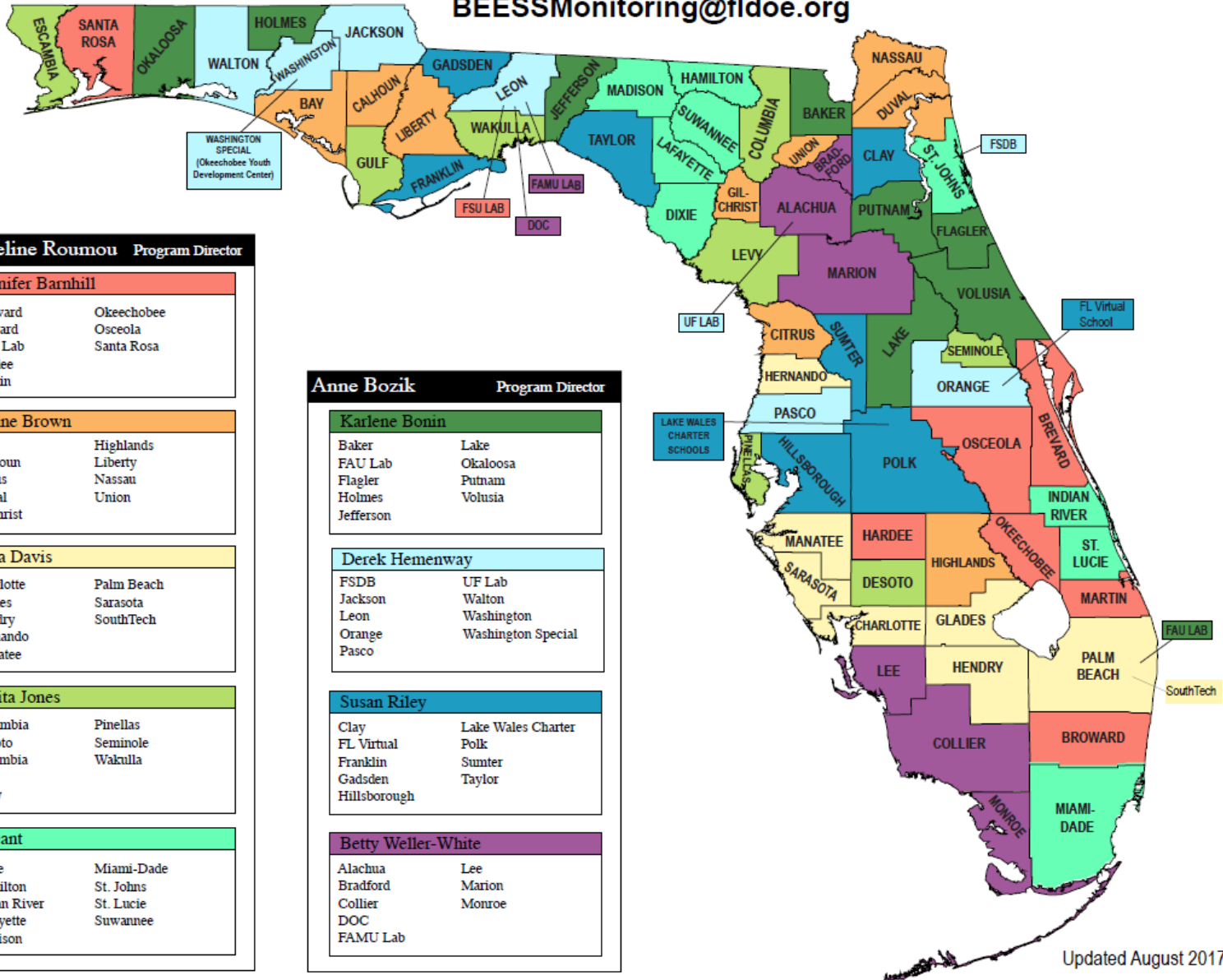
Steve Jobs

Questions?





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Levy	
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