

1 Minute SPED Updates

Division of Special Education

September 2008

The following is provided as quick reference information in a variety of targeted areas in special education (SPED).

ALTERNATE ASSESSMENT

- Refer to handout: "2008-2009 ALTERNATE ASSESSMENT UPDATE"
- Schools need to verify the ISIS PF18 screen has the updated information regarding alternate assessment
- Verify the diploma option in ISIS matches the IEP. Curriculum and assessment should be aligned therefore; students exempt from FCAT should be working towards a special diploma.
- Administration will take place from January 20, 2009 – February 18, 2009
- Science field test will be conducted with 204 students from October 15-24, 2008

CELLA

- CELLA will be administered in April to students with disabilities who are not exempt from FCAT
- OLPS-R, Modified – OLPS-R and Relative Language Dominance Assessments – B, C and D will be continue to be used for entry and exit until further notice
- CELLA will possibly be used as part of exit procedures; procedures will be forthcoming
- Two-day ESOL Compliance and Strategies workshop for special education teachers November 4 and February 6

COMPLIANCE

- Policies and Procedures for the Provision of Specially Designed instruction and Related Services for Exceptional Students will be extended for the 2008-2009 school year. This includes the amendments for 2007-2008.
- These procedures documents are posted on e-handbooks and on the ESE website.
- Review all IEPs to ensure the appropriate services are documented, the Matrix matches the IEP, and ISIS data reflects the current IEP and Matrix domain rating. FTE is October 13-17, 2008.
- It is recommended that schools generate weekly reports utilizing File Download Manager (FDM) that at minimum includes all SWD, exceptionality, IEP date, and Matrix domain rating.

E/BD: PROGRAMS FOR STUDENTS WITH EMOTIONAL/BEHAVIORAL DISABILITIES

- Robin J. Morrison, Supervisor for E/BD Programs is also supervising Visually Impaired Programs
- During the 2006-2007 school year, Rule 6A-6.03016, Florida Administrative Code (FAC), Exceptional Education Eligibility for Students with Emotional/Behavioral Disabilities, was revised and became effective as of July 1, 2007.
- The E/BD Criteria provides information to staff on the requirements needed for a student to become eligible for E/BD in Miami-Dade County Public Schools. The criterion is located in Chapter V of the Psychological Services Procedure Manual.
- The Weekly Briefing: Guidelines for Implementation of the Revised Rule for Exceptional Student Education Eligibility for Students with Emotional/Behavioral Disabilities (E/BD) will be sent to administrators within the weeks to come.

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- There are only two Bertha Abess Children Center Programs: Miami Park Elementary and Palmetto Elementary.
- Robert Renick Educational Center has an elementary program at Bunche Park Elementary and Ruth Owens Kruse Educational Center has an elementary program at Bel Aire Elementary.
- Effective immediately, the Safe Crisis Management Prone Bridge Restraint technique is no longer viewed as the safest and most effective way of restraining students with disabilities with physical restraint on their IEP and shall no longer be utilized as an approved M-DCPS physical restraint procedure. This technique was taught in Safe Crisis Management Initial Trainings and Safe Crisis Management Refresher Trainings.
- The Weekly Briefing: Special Education: Guidelines for the Use of Manual Physical Restraint in Special Education Programs will be sent to administrators within the weeks to come.
- Review SPED Suspension Report Monthly.
- Remember, all students with E/BD must have a FAB/BIP and behavioral, social, and/or emotional goals written on IEPs.
- BIPs must be incorporated into IEPs, implemented, and monitored.
- Professional Development::
 - Only two FAB Workshops
 - Only three SCM Workshops
 - Only one PBS Interventions and Classroom Management Workshop
 - To request a professional development, please ask your administrator to email the request to: Robin J. Morrison at rmorrison@dadeschools.net.

ESY

- Decisions are data driven and based on the FLDOE procedures delineated in the IEP team worksheet "Determination of Need for SWD" available at: <http://ese.dadeschools.net>.
- The first delivery model to consider is home packet.
- When school based services are necessary, consider 1-4 days per week as a starting point.
- Total services typically range between 2-3 hours per day.
- Consider 7/1/09 as a starting point for ESY duration dates.
- ESY IEPs to be completed and entered in ISIS by March 30, 2009.
- ESY Form 6313 Revisions are forthcoming.

FDLRS-SOUTH LIBRARY:

- Books related to IDEA, Gifted, Test Taking, All Exceptionalities, Parenting, Behavior, Being Different, Interpreting, Books in Spanish and Creole, Reference Books for Psychology, RTI, Support Books for the IEP Process, Support Books for the Reading Series, Test Kits, State Curriculum Support Materials, Children's Books, and Much More
- Everything is listed on-line and searchable through the intranet
- Books can be delivered to the north satellite office for easy pick up and return

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FTE PREPARATION

- A cumulative record folder is available for every student.
- The SPED student record folder is organized and includes the paperwork for initial placement (consent for evaluation, evaluation, eligibility, consent for placement, IEP, Matrix and a current IEP with the current matrix behind it).
- The current IEP was developed following the M-DCPS policies and procedures (minimum of 3 different M-DCPS staff participate in and sign the IEP) and the IEP services are appropriate for the student to access FAPE.
- The IEP and Matrix services match
- The Matrix domain rating and IEP Conference Date are accurate in the ISIS PF17 screen
- The IEP is fully and completely implemented.
- Students age 14 or older are invited to the IEP meeting and age 13 if the student will turn age 14 during the IEP year.

IEP

- The IEP schedule and ISIS schedule must match at all times.
- No changes are made to IEPs without a meeting.
- Utilize FM-4877 (proposal/refusal form) to document significant changes in services including:
 - Change in educational placement percentage category as a result of an IEP meeting.
 - Change in FAPE that includes adding, removing, or significantly changing the frequency of any supplementary or related services.
- Two benchmarks on Insert B/C are required and must include timelines which may be every 5 months, or as appropriate.
- SPED teachers must have a copy of the IEP in their class for all their students.
- General education teachers must have a copy of at least the goals and accommodations.
- Refer to handout: "IEP FACT SHEET"

INTELLECTUAL DISABILITIES (ID)

- ID is a new category and now includes EMH, TMH, and PMH
- Refer to handout, Draft FLDOE: "6A-6.03011 EXCEPTIONAL STUDENT EDUCATION ELIGIBILITY FOR STUDENTS WITH INTELLECTUAL DISABILITIES"

MANIFESTATION DETERMINATION

- Refer to handout: "SUSPENSION/EXPULSION OF STUDENTS WITH DISABILITIES MANIFESTATION DETERMINATION FORM" (FM-3918)
- IEP team must consider all relevant evaluation and diagnostic information to determine whether the behavior was a manifestation of the student's disability.
- A behavior intervention plan (BIP) must be developed, reviewed, or revised.

MCKAY SCHOLARSHIP PROGRAM

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- Four year olds who will be entering Kindergarten are eligible to apply for McKay and will get full funding based on their transition IEP.
- Students must be in public school at the time they file intent to participate in McKay. If students withdraw before filing intent they will ineligible.

MEDICAID REIMBURSEMENT PROGRAMS

- As a Medicaid provider, in order for M-DCPS to comply with FERPA (Family Educational Rights and Privacy Act), the following form must be provided to the parents/guardians of ALL students with disabilities who have an Individualized Educational Plan (IEP).
- FM-7032 E,S,H (Rev. 12-07) Medicaid Certified School Match Program Parental Consent Form
 - This form may be downloaded from the [dadeschools.net](http://forms.dadeschools.net) home page (Click on Directories – District Offices – Records Management) <http://forms.dadeschools.net/search.asp>
 - Forms Search – Search by Form Number – Input 7032.
 - This form MUST be shared with the parent/guardian during every ANNUAL Individualized Educational Plan (IEP), OR
 - This form MUST be shared with the parent/guardian during an Interim Review IEP, if change in frequency of related service (e.g., OT, PT, SLP) is determined.
 - ORIGINAL (with parent/guardian signatures) must be placed in student's cumulative record.
 - ONLY ONE copy needs to be made – Copy is for the parent/guardian.
 - DATA INPUT on the PF8 Parent Information ISIS Screen must follow.
 - Data Input should indicate “Y” for Yes or “N” for No, as documented by parent/guardian on the form.
 - If parent/guardian refuses to sign – please indicate on upper right-hand corner of form “Parent refused to sign” and date.
 - If parent/guardian is not present to sign – please indicate on upper right-hand corner of form “Parent was not present to sign” and date.
 - ORIGINAL must be placed in student's cumulative record.
 - COPY of form should be sent to parent/guardian.
 - Do not complete DATA INPUT on the PF8 Parent Information ISIS Screen.
 - This office will collaborate with the Office of Instructional Technology (OIT) to request update of the PF8 Screen which will allow for “D” indicator that reflects the above: (1) Parent refused to sign and (2) Parent was not present to sign.

NOTE: Please address all questions/concerns to Ms. Terry Reyes-Gavilan, Supervisor, Management Ops.-Medicaid Reimbursement Programs, at 305-995-7482 or 305-995-2798, or email at TReyes-Gavilan@dadeschools.net.

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- Does not use “weekly” as the frequency for OT/PT, the “exact minutes per week” must be stated.

PROGRAMS FOR LEARNING DISABILITIES AND INCLUSIONARY PRACTICES

- Ms. Janet Marrero, Instructional Supervisor: jmarrero@dadeschools.net
- Ms. Deidre Marshall, FIN Facilitator: dmarshall3@dadeschools.net
- For reporting models of inclusion, refer to Briefing #832 dated 09/21/06 to all Principals: “Reporting Inclusion in ISIS screens and FTE for SWD”
- A consultation/collaboration log (FM #6705) must be completed for SWD serviced through a consultative or support facilitation model of inclusion (Briefing coming soon!)
- Contact Ms. Marrero for questions/concerns related to Houghton Mifflin materials and/or curriculum for students with disabilities receiving the standard grade-level curriculum

PRIVATE SCHOOL RE-EVALUATIONS

- The Florida State Board of Education Rule #6A-6.03311(3) (a)-(h) requires the District to notify the parents of children participating in the McKay Scholarship that their child is eligible for a reevaluation and that their consent is required prior to a reevaluation.
- Parents of children participating in the McKay Scholarship may contact their child’s Miami-Dade County Public Schools (M-DCPS) home school regarding a reevaluation meeting.
- A weekly briefing is forthcoming. For more information please contact Ms. Viviana Arias, Instructional Supervisor, Private School Obligations at 305-995-1242.

SECTION 504:

- Online Introductory Tutorial by the Bureau of Exceptional Education and Student Services at: <http://sss.usf.edu/504tutorial>

TRANSITION SERVICES

- For all transition IEPs, beginning for the IEP in which the student turns age 14:
 - Invite the student on the notice of IEP meeting form
 - Check the box for, “Consider school to post-school transition services” on the notice of IEP meeting form
- Age 14 and older, the IEP contains a statement of the transition service needs that focuses on the student’s course of study and is incorporated into applicable components of the IEP.
- Insert C, age 16 or younger if appropriate, includes goals that lead the student towards their outcome statement on page 3, Section VII of the IEP. Transition goals do not require a PEN since they are derived from the outcome statement.
- The IEP team must consider the need for instruction in the area of self-determination for all students age 14 and older. If a need is determined, this must be addressed in the transition components, through goals, benchmarks, or through services on the IEP. If there is no need for instruction in this area, the IEP must document that it was considered (conference notes).
 - M-DCPS Modified Annual Self-Determination Checklist is available for use with Special Diploma students.

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- Invite Project Victory (PV) teachers to IEP meetings if the student is being considered for PV or is in PV. No separate PEN is needed when writing the IEP for participation in PV since employability is part of the outcome statement. Include goals in the corresponding domain areas.
- Just a friendly reminder to ensure completion of the Summary of Performance SOP. This is a mandate of IDEA.

TRANSPORTATION

- Any *new* request for an alternate stop or request to *change* a previously established alternate stop must now go through a formal review process to be approved.
- Our only legal obligation is to provide transportation to a student's residence. There is no law, rule, or regulation that requires anything else.
- The Miami-Dade County School Board has elected to allow us to provide courtesy transportation to addresses other than a student's residence if and when certain criteria are met. Rule 6Gx13 – 3E.1.10 of the Miami Dade County School Board states:
- Refer to handout: "TRANSPORTATION TO ALTERNATE BUS STOPS"