



POLICY 5.725

- 5-A** I recommend that the Board approve development of the new Policy 5.725, entitled "Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students."

[Contact: Russell Feldman, PX 48626]

Development

CONSENT ITEM

- This new Policy will incorporate by reference the 2004-2005 through 2006-2007 edition of the "Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students" into Policy 5.725 upon adoption.
- The link for online access to this incorporated document is being stated within the Policy.
- This document had previously been approved by the School Board at a Board meeting on June 29, 2005, this document is currently posted on the ESE Department website at [www.palmbeach.k12.fl.us/ESE/PDF Files/pb_spp.pdf](http://www.palmbeach.k12.fl.us/ESE/PDF%20Files/pb_spp.pdf), although portions of pages 110 and 110a (see attached, Appendix), were recently added and were not previously Board-approved. In October 2006, DOE required, because of a new rule of the State Board of Education, an amendment as to these two pages regarding speech and language services.
- State Board Rule 6A-6.03411 specifies the contents that the plan must contain. This plan is necessary for a school district to be eligible to receive state and federal funding for specially designed instruction and related services for exceptional students.

1 POLICY 5.725

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3 POLICIES AND PROCEDURES FOR THE PROVISION OF SPECIALLY DESIGNED
4 INSTRUCTION AND RELATED SERVICES FOR EXCEPTIONAL STUDENTS
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- 6 1. Pursuant to Fla. Stat. § 1003.57(1)(d) and State Board of Education Rule 6A-
7 6.03411, the School Board of Palm Beach County is required, once every three
8 years, to submit to the Department of Education its proposed procedures for the
9 provision of special instruction and related services for exceptional students.
- 10 2. The procedures document for the Palm Beach County School District, entitled
11 "Policies and Procedures for the Provision of Specially Designed Instruction and
12 Related Services for Exceptional Students" with effective dates of 2004-2005
13 through 2006-2007, as revised October 5, 2006, is incorporated by reference into
14 this Board Policy. Copies of this Procedures document are available in the
15 District's ESE Department and is online on the District's ESE Department's
16 website at [www.palmbeach.k12.fl.us/ESE/PDF Files/pb_spp.pdf](http://www.palmbeach.k12.fl.us/ESE/PDF%20Files/pb_spp.pdf).

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18 STATUTORY AUTHORITY: Fla. Stat. §§ 1001.41(2); 1001.42(23)

19 LAWS IMPLEMENTED: Fla. Stat. §§ 1001.42(4)(l); 1003.57(1)(d); 1003.438;
20 1008.25; SBER 6A-6.03411

21 HISTORY: New: ___ / ___ /2007
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Legal Signoff:

The Legal Department has reviewed proposed Policy 5.725 and finds it legally sufficient for development by the Board.

Attorney

Date

APPENDIX

PART III. PROCEDURES FOR SPECIFIC PROGRAMS

C. PROGRAMS FOR STUDENTS WHO ARE IDENTIFIED AS SPEECH AND LANGUAGE IMPAIRED

- b. the error pattern is characteristic of disordered rather than delayed acquisition; or,
 - c. articulation is rated as moderately or severely impaired on an articulation severity rating scale.
3. Fluency. A fluency disorder is present when:
 - a. fluency is rated as mildly, moderately, or severely impaired on a fluency severity rating scale; and,
 - b. there are supportive data presented by a primary caregiver, a teacher-educator, or the student when appropriate, in addition to a speech-language pathologist, that a disorder exists.
4. Voice. A voice disorder is present when:
 - a. voice is rated as moderately or severely impaired on a voice severity rating scale; and,
 - b. there are supportive data presented by a primary caregiver, a teacher-educator, or the student when appropriate, in addition to a speech-language pathologist, that a disorder exists.
5. Additional Eligibility Criteria:
 - a. ~~Children below age three who meet other program eligibility as stated in Rule 6A-6.03031 and FAC, Rule 6A-6.0303, FAC, may receive speech/language services.~~
 - b. ~~Students identified as autistic, developmentally delayed, traumatic brain injury, or deaf/hard of hearing, who have a documented delay or absence of communication skills as defined on a speech or language evaluation, can be determined eligible for speech/language services by the IEP team.~~
5. Additional Eligibility Criteria: (*New Language 06/07*)

A student currently identified as a student with a disability and receiving special education services may be eligible for speech/language services as a related service.

Upon review of a recent comprehensive speech/language evaluation, conducted by a speech/language pathologist (SLP), the individual educational plan (IEP) team, to include the SLP, must address the following issues before determining a student's need for speech/language services:

- a) The communication problems the student is experiencing in the educational environment
Whether the student's communication problems are a result of other factors, such as
limited English proficiency, a need for an alternative/augmentative communication
device, or other physiological, psychological, or medical factors
- b) Whether the student's IEP goals address the communication deficits
- c) Whether the strategies being used within the classroom to address these goals have
shown to be effective, and
- d) Whether speech/language services are necessary for the student to benefit from special
education.

Activities conducted prior to referral

Parent conferences, observation, general education interventions, review of records, and sensory screenings required prior to referral for exceptional student education, must be conducted in accordance with the procedures described in Part II in the General Procedures in Section C, pages 11 - 12 of this document, including the allowance for exceptions to this requirement under the specified circumstances.

Student evaluation

1. Minimum student evaluations as required in Rule 6A-6.03012(4)(a)-(c), FAC, are:
 - a. Speech-language pathologists shall be responsible for implementing and conducting diagnostic assessments of language, articulation, fluency, or voice disorders.
 - b. A case history shall be included as part of the assessment data when determined appropriate by the speech-language pathologist.