



**THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA**  
**PUPIL SUPPORT SERVICES**  
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Exceptional Student Education

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Student Services

Sherri Reynolds, Supervisor  
Health/Prevention Services

**MEMORANDUM**

**TO: Lori White, Superintendent  
School Board Members**

**FROM: Sonia Figaredo-Alberts, Executive Director  
Pupil Support Services**

**DATE: October 14, 2009**

**RE: ESE Special Programs & Procedures (SP & P)**

Please find attached, for your information and reference, an Executive Summary of the ESE Special Programs and Procedures (SP & P) document for the school years 2009-10 through 2011-2012.

The Executive Summary provides an overview of any major changes that have occurred since the last revision. The SP & P document was submitted to the Department of Education and was approved on September 8, 2009. Upon your review and approval, copies of the complete document will be produced and distributed district-wide.

Thank you for your ongoing support and commitment to quality programs for Sarasota's exceptional students.

Cc: John Zoretich  
Page Dettmann  
Steve Cantees  
Kathy Devlin  
Robyn Marinelli

## **Executive Summary**

### **Introduction**

The Special Programs and Procedures Document is submitted annually by each Florida School District to the Department of Education. Since the 1997-98 school year, the submission for all Florida school districts has been an addendum preprinted by the Department of Education assuring compliance with the IDEA (Individuals with Disabilities Education Act).

The document is still based on Federal and State Statute and State Board of Education regulations; however, approximately 80% of the document is still pre-printed by DOE and not subject to modifications by the district. New State Board of Education Rules are being developed in several ESE areas and they are in this year's submission of districts' SP&P documents.

Areas, typically permitting district input, include qualified evaluators for student assessment, curriculum, program philosophy and descriptions of program support services. Areas of district input are typically written broadly enough so that routine year to year program changes do not necessitate revisions of the district procedures document. Major changes in the document are summarized in the following areas:

### **General Section**

Indicates that the district will provide services to students with disabilities until the end of the school year in which the student turns 22 years of age.

### **Program Sections with Changes**

- Autism Spectrum Disorder-page 54  
Added language related to diagnosis
- Gifted-page 140  
Added language in the areas of eligibility under Plan B
- Homebound/Hospital Program –pages 70-72 (appendix A)  
Added language in the areas of eligibility and services
- Specific Learning Disabilities-page 83  
Rule change. Provides specific language relating to the process of Response to Intervention process of documentation and new language on eligibility criteria
- Speech and Language-page 87  
Added language related to eligibility and services
- Mentally Handicapped Program  
Added language to reflect changes on program name to Intellectually Disabled

### **Section E-Transfer of Exceptional Education Students – Pages 18**

### **Section G – General Education and Referral**

Reflects the addition of the School Wide Support Team (SWST) to replace (IAT) at a number of schools. The SWST has a greater emphasis on providing assistance and support to the student in the regular program during the process of Response to Intervention (RTI) pages 20-26

### **Part II Section C-Dismissal**

Language to reflect that a student must be dismissed from ESE if a parent revokes consent