

# Q & A ESE & IEPs

Exceptional Student  
Education & Individual  
Education Plans



# Q & A

- x Eligibility Basics
- x Key Components of IEPs
- x Student Supports
- x Graduation
- x Deferral of Diploma





# Eligibility Basics



*“If a child cannot learn in the way we teach...we must teach in the way the child can learn.”*

*- Ivar Lovaas,  
world-renowned autism expert*



# Who is Eligible?

## Identified Disability w/ Educational Impact

A child aged 3-22 has been identified to have a disability AND the disability has a direct impact on the student's academic success that requires specialized instruction.

### *IEP Team Decision*

- X Autism Spectrum Disorder
- X Deaf or Hard-of-Hearing
- X Developmentally Delayed
- X Emotional/Behavioral Disability
- X Intellectual Disability
- X Language Impairment
- X Other Health Impairment
- X Orthopedic Impairment
- X Specific Learning Disability
- X Speech Impairment
- X Traumatic Brain Injury
- X Visual Impairment



**Key Components  
of Individual  
Education Plans  
(IEPs)**



## *IEPs Include*

- X Student Information – demographics
- X Special Considerations – specific areas that affect eligibility
- X Graduation – standard diploma for all
- X Domains – areas of support that will be addressed in the goals
- X General Factors and Assessment Data – health concerns and results of psychoeducational evaluations
- X Present Level of Performance/Strengths – academic and/or behavioral strengths and areas for growth

## *IEPs Include*

- X Transition – post-secondary education, employment, career, and independent functioning
- X Academic or Behavioral Goals – specific and measurable
- X Assessment – FSA or FSAA
- X Assessment Accommodations – allowed and mirrored in the classroom
- X Special Education Services – therapies or other related services
- X Classroom Accommodations – may provide more support than assessment accommodations
- X Least Restrictive Environment – time spent with nondisabled peers





**Student Supports –  
Accommodations**

# *Presentation Accommodations*

- x Listen to audio recordings instead of reading text
- x Have another student share class notes Be given an outline of a lesson
- x Use visual presentations of verbal material, such as word webs and visual organizers
- x Be given a written list of instructions



# *Response Accommodations*

- x Give responses in a form (oral or written) that's easier
- x Dictate answers to a scribe
- x Capture responses on an audio recorder
- x Use an electronic spell-checker
- x Use a word processor to type notes or give responses in class
- x Use a calculator or table of "math facts"





# *Setting Accommodations*

- x Work or take a test in a different setting, such as a quiet room with few distractions
- x Sit where he learns best
- x Use special lighting or acoustics
- x Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)



# *Timing and Scheduling Accommodations*

- x Take more time to complete a task, test or project
- x Have extra time to process oral information and directions
- x Take frequent breaks, such as after completing a task
- x Take a test in several timed sessions or over several days
- x Take sections of a test in a different order
- x Take a test at a specific time of day



A white rectangular sticky note is affixed to a light-colored wooden surface. The note has a small, clear adhesive strip at the top center. The word "Graduation" is printed in a bold, blue, sans-serif font in the center of the note. The bottom-left corner of the note is curled up, and the entire note is slightly wrinkled.

**Graduation**



# *Graduation Requirements*

All students, including ESE, have the same graduation options

- x 24 Credit Option
- x 18 Credit Option
- x Merit
- x Scholar
  
- x [FLDOE Graduation Requirements](#)



# *Graduation Requirements*

Two options are available only to students with disabilities. Both require the 24 credits

- x Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- x Students who choose the academic and employment option must earn at least .5 credit via paid employment.



**Deferral of Diploma**



*Who  
Can  
Defer?*

IEP requires special education, transition planning, transition services or related services to age 22

**A  
N  
D**

Student enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, collegiate high school, “scholar” courses, or structured work study/ internship.

# *Deferral Notes*

- x State must be notified of intention to defer prior to May 15<sup>th</sup> of the year graduation requirements are met.
- x The diploma date will reflect when all graduation requirements are met.
- x Student may request their diploma at any time up to reaching the age of 22.



# Questions?

Contact Linda Diaz

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