

OMB NO. 1820-0030

Expires: 01/31/2026

**ANNUAL STATE APPLICATION UNDER PART B OF THE  
INDIVIDUALS WITH DISABILITIES EDUCATION ACT AS AMENDED IN 2004  
FOR FEDERAL FISCAL YEAR 2025**

CFDA No. 84.027A and 84.173A

ED FORM No. 9055

**UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION PROGRAMS**

Washington, DC 20202-2600

**Public Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a currently valid OMB control number. The valid OMB control number for this collection is 1820-0030. Public reporting burden for this collection of information is estimated to average 14 hours per responses, and an average of 25 additional hours for responses reporting data related to significant disproportionality in a given year, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit under 20 U.S.C. 1411 and 1419. If you have comments or concerns regarding the status of your individual submission of this form, please contact Jennifer Simpson at [Jennifer.Simpson@ed.gov](mailto:Jennifer.Simpson@ed.gov) or at the Office of Special Education and Rehabilitative Services US Department of Education, 400 Maryland Avenue SW, Washington, DC 20202.

Respondents are required to submit information for Sections I-IV of the Annual State Application in order to receive a grant under Section(s) 611 and/or 619 of the Individuals with Disabilities Education Act. Respondents are required to provide the data in Section V pursuant to IDEA section 618(a)(3), which provides the Secretary authority to collect annual data on any information that may be required by the Secretary and 34 CFR §300.647(b)(7), which requires States to report all risk ratio thresholds, minimum cell sizes, minimum n-sizes, standards for measuring reasonable progress if the State uses the "reasonable progress" flexibility in 34 CFR §300.647(d)(2), and the rationales for each, to the Department.

## Section I

### A. Submission Statement for Part B of IDEA

Please select 1 or 2 below. Check 3 if appropriate.

- ☒ 1. The State provides assurances that it has in effect policies and procedures to meet all eligibility requirements of Part B of the Act as found in PL 108-446, the Individuals with Disabilities Education Act and applicable regulations (IDEA). The State is able to meet all assurances found in Section II.A. of this Application.
- ☐ 2. The State cannot provide assurances for all eligibility requirements of Part B of the Act as found in PL 108-446. The State has determined that it is unable to make the assurances that are checked as 'No' in Section II.A. However, the State assures that throughout the period of this grant award the State will operate consistent with all requirements of IDEA in PL 108-446 and applicable regulations. The State will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2026. The State has included the date by which it expects to complete necessary changes associated with assurances marked 'No'. (Refer to Assurances found in Section II.A.)

Optional:

- ☐ 3. The State is submitting modifications to State policies and procedures previously submitted to the Department. These modifications are: (1) deemed necessary by the State, for example when the State revises applicable State law or regulations; (2) required by the Secretary because there is a new interpretation of the Act or regulations by a Federal court or the State's highest court; and/or (3) because of an official finding of noncompliance with Federal law or regulations.

### B. Conditional Approval for Current Grant Year

If the State received conditional approval for the current grant year, check the appropriate statement(s) below:

#### 1. Conditional Approval Related to Assurances in Section II.A.:

- ☐ a. Section II.A. provides documentation of completion of all issues identified in the FFY 2024 conditional approval letter.
- ☐ b. As noted in Section II.A., the State has not completed all issues identified in the FFY 2024 conditional approval letter.

#### 2. Conditional Approval Related to Other Issues:

- ☐ a. The State previously submitted documentation of completion of all issues identified in the FFY 2024 conditional approval letter.
- ☐ b. The State is attaching documentation of completion of all issues identified in the FFY 2024 conditional approval letter. *(Attach documentation showing completion of all issues.)*
- ☐ c. The State has not completed all issues identified in the FFY 2024 conditional approval letter. *(Attach documentation showing completion of any issues and a list of items not yet completed.)*

## Section II

### A. Assurances Related to Policies and Procedures

The State makes the following assurances that it has policies and procedures in place as required by Part B of the Individuals with Disabilities Education Act. (20 U.S.C. 1411-1419; 34 CFR §§300.100-300.174)

<b>Yes</b> <i>(Assurance is given Place a check as applicable.)</i>	<b>No</b> <i>(Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)</i>  <i>Enter date(s) as applicable</i>	<b>Assurances Related to Policies and Procedures</b>
<u>X</u>		1. A free appropriate public education is available to all children with disabilities residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled, in accordance with 20 U.S.C. 1412(a)(1); 34 CFR §§300.101-300.108.
<u>X</u>		2. The State has established a goal of providing a full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (20 U.S.C. 1412(a)(2); 34 CFR §§300.109-300.110)
<u>X</u>		3. All children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services in accordance with 20 U.S.C. 1412(a)(3); 34 CFR §300.111.
<u>X</u>		4. An individualized education program, or an individualized family service plan that meets the requirements of section 636(d), is developed, reviewed, and revised for each child with a disability in accordance with 34 CFR §§300.320 through 300.324, except as provided in §§300.300(b)(3) and 300.300(b)(4). (20 U.S.C. 1412(a)(4); 34 CFR §300.112)
<u>X</u>		5. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be

		achieved satisfactorily in accordance with 20 U.S.C. 1412(a)(5)(A)-(B); 34 CFR §§300.114-300.120.
<u>X</u>		6. Children with disabilities and their parents are afforded the procedural safeguards required by 34 CFR §§300.500 through 300.536 and in accordance with 20 U.S.C. 1412(a)(6); 34 CFR §300.121.
<u>X</u>		7. Children with disabilities are evaluated in accordance with 34 CFR §§300.300 through 300.311. (20 U.S.C. 1412(a)(7); 34 CFR §300.122)
<u>X</u>		8. Agencies in the State comply with 34 CFR §§300.610 through 300.626 (relating to the confidentiality of records and information). (20 U.S.C. 1412(a)(8); 34 CFR §300.123)
<u>X</u>		9. Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under this part, experience a smooth and effective transition to those preschool programs in a manner consistent with section 637(a)(9). By the third birthday of such a child, an individualized education program or, if consistent with 34 CFR §300.323(b) and section 636(d), an individualized family service plan, has been developed and is being implemented for the child. The local educational agency will participate in transition planning conferences arranged by the designated lead agency under section 635(a)(10). (20 U.S.C. 1412(a)(9); 34 CFR §300.124)
<u>X</u>		10. Agencies in the State, and the SEA if applicable, comply with the requirements of 34 CFR §§300.130 through 300.148 (relating to responsibilities for children in private schools), including that to the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by a local educational agency, provision is made for the participation of those children in the program assisted or carried out under this part by providing for such children special education and related services in accordance with the requirements found in 34 CFR §§300.130 through 300.148 unless the Secretary has arranged for services to those children under subsection (f) [By pass]. (20 U.S.C. 1412(a)(10); 34 CFR §§300.129-300.148)
<u>X</u>		11. The State educational agency is responsible for ensuring that the requirements of Part B are met including the requirements of 34 CFR §§300.113, 300.149, 300.150 through 300.153, and 300.175 and 300.176 and that the State monitors and enforces the requirements of Part B in accordance with 34 CFR §§300.600-300.602 and 300.606-300.608. (20 U.S.C. 1412(a)(11); 34 CFR §300.149)
<u>X</u>		12. The Chief Executive Officer of a State or designee of the officer shall ensure that an interagency agreement or other mechanism for interagency coordination is in effect between each public agency described in subparagraph (b) of 34 CFR §300.154 and the State educational agency, in order to ensure that all services described in paragraph (b)(1)(i) that are needed to ensure a free appropriate public education are provided, including the provision of such services during

		the pendency of any dispute under §300.154(a)(3). Such agreement or mechanism shall meet the requirements found in 20 U.S.C. 1412(a)(12)(A)-(C); 34 CFR §300.154.
<u>X</u>		13. The State educational agency will not make a final determination that a local educational agency is not eligible for assistance under this part without first affording that agency reasonable notice and an opportunity for a hearing. (20 U.S.C. 1412(a)(13); 34 CFR §300.155)
<u>X</u>		14. The State educational agency has established and maintains qualifications to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities as noted in 20 U.S.C. 1412(a)(14)(A)-(E), as amended by the Every Student Succeeds Act; 34 CFR §300.156.
<u>X</u>		15. The State has established goals for the performance of children with disabilities in the State that meet the requirements found in 20 U.S.C. 1412(a)(15)(A)-(C), as amended by the Every Student Succeeds Act; 34 CFR §300.157.
<u>X</u>		16. All children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs as noted in 20 U.S.C. 1412(a)(16)(A)-(E); as amended by the Every Student Succeeds Act; 34 CFR §300.160.
<u>X</u>		17. Funds paid to a State under this part will be expended in accordance with all the provisions of Part B including 20 U.S.C. 1412(a)(17)(A)-(C); 34 CFR §300.162.
<u>X</u>		18. The State will not reduce the amount of State financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year, unless a waiver is granted, in accordance with 20 U.S.C. 1412(a)(18)(A)-(D); 34 CFR §§300.163 through 300.164.
<u>X</u>		19. Prior to the adoption of any policies and procedures needed to comply with this section (including any amendments to such policies and procedures), the State ensures that there are public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities. (20 U.S.C. 1412(a)(19); 34 CFR §300.165)
<u>X</u>		20. In complying with 34 CFR §§300.162 and 300.163, a State may not use funds paid to it under this part to satisfy State-law mandated funding obligations to local educational agencies, including funding based on student attendance or enrollment, or inflation. (20 U.S.C. 1412(a)(20); 34 CFR §300.166)
<u>X</u>		21. The State has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education

		and related services for children with disabilities in the State as found in 20 U.S.C. 1412(a)(21)(A)-(D); 34 CFR §§300.167-300.169.
<u>X</u>		22. The State educational agency examines data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities in accordance with 20 U.S.C. 1412(a)(22)(A)-(B); 34 CFR §300.170.
<u>X</u>		23a. The State adopts the National Instructional Materials Accessibility Standard for the purposes of providing instructional materials to blind persons or other persons with print disabilities, in a timely manner after the publication of the National Instructional Materials Accessibility Standard in the Federal Register in accordance with 20 U.S.C. 1412(a)(23)(A) and (D); 34 CFR §300.172.
		23b. <i>(Note: Check either "23b.1" or "23b.2" whichever applies.</i>
<u>X</u>		<p>23b.1 The State educational agency coordinates with the National Instructional Materials Access Center and not later than 12/03/06 the SEA as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials enters into a written contract with the publisher of the print instructional materials to:</p> <ul style="list-style-type: none"> <li>• require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Access Center, electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard; or</li> <li>• purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats. (20 U.S.C. 1412(a)(23)(C); 34 CFR §300.172)</li> </ul>
		23b.2 The State educational agency has chosen not to coordinate with the National Instructional Materials Access Center but assures that it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner. (20 U.S.C. 1412(a)(23)(B); 34 CFR §300.172)
<u>X</u>		24. The State has in effect, consistent with the purposes of the IDEA and with section 618(d) of the Act, policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in 34 CFR §300.8. (20 U.S.C 1412(a)(24); 34 CFR §300.173)
<u>X</u>		25. The State educational agency shall prohibit State and local educational agency personnel from requiring a child to obtain a prescription for a substance covered by the Controlled Substances Act (21 U.S.C. 812(c)) as a condition of attending school, receiving an evaluation under 34 CFR §§300.300 through 300.311, or receiving services under the IDEA as described in 20 U.S.C. 1412(a)(25)(A)-(B); 34 CFR §300.174.

## B. Other Assurances

The State also makes the following assurances:

Yes	Other Assurances
<input checked="" type="checkbox"/>	1. The State shall distribute any funds the State does not reserve under 20 U.S.C. 1411(e) to local educational agencies (including public charter schools that operate as local educational agencies) in the State that have established their eligibility under section 613 for use in accordance with this part as provided for in 20 U.S.C. 1411(f)(1)-(3); 34 CFR §300.705.
<input checked="" type="checkbox"/>	2. The State shall provide data to the Secretary on any information that may be required by the Secretary. (20 U.S.C. 1418(a)(3); 34 CFR §§300.640-300.645.)
<input checked="" type="checkbox"/>	3. The State, local educational agencies, and educational service agencies shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds. (34 CFR §76.702)
<input checked="" type="checkbox"/>	4. As applicable, the assurance in OMB Standard Form 424B (Assurances for Non-Construction Programs), relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders and regulations.

## C. Certifications

The State is providing the following certifications:

Yes	Certifications
<input checked="" type="checkbox"/>	<p>1. The State certifies that ED Form 80-0013, <i>Certification Regarding Lobbying</i>, is on file with the Secretary of Education.</p> <p>With respect to the <i>Certification Regarding Lobbying</i>, the State recertifies that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; that the State shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and that the State Agency shall require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all sub awards at all tiers.</p>
<input checked="" type="checkbox"/>	2. The State certifies that the arrangements to establish responsibility for services pursuant to 20 U.S.C. 1412(a)(12)(A)-(C); 34 CFR §300.154 (or 20 U.S.C. 1412(a)(12)(A)); 34 CFR §300.154(a) are current. This certification must be received prior to the expenditure of any funds reserved by the State under 20 U.S.C. 1411(e)(1); 34 CFR §300.171.

#### D. Statement

I certify that the State of Florida can make the assurances checked as 'yes' in Section II.A. and II.B. and the certifications required in Section II.C. of this application. These provisions meet the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) as found in PL 108-446 and the implementing regulations. The State will operate its IDEA Part B program in accordance with all of the required assurances and certifications.

If any assurances have been checked 'no', I certify that the State will operate throughout the period of this grant award consistent with the requirements of the IDEA, as found in PL 108-446 and any applicable regulations, and will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2026. (34 CFR § 76.104)

I, the undersigned authorized official of the

Florida Department of Education,

*(Name of State and official name of State agency)*

am designated by the Governor of this State to submit this application for FFY 2025 funds under Part B of the IDEA.

Printed/Typed Name of Authorized Representative of the State:
Manny Diaz Jr.
Title of Authorized Representative of the State:
Commissioner
Signature:
Date:



## Section III

### Description of Use of Funds Under Part B of the Individuals with Disabilities Education Act—20 U.S.C. 1411(e)(5); 34 CFR § 300.171

States must provide the Description of Use of Funds by completing and submitting the Excel Interactive Spreadsheet with the FFY 2025 Application.

Describe how the amount retained by the State educational agency under 20 U.S.C. 1411(e)(1) will be used to meet the following activities under Part B. (20 U.S.C. 1411(e)(1)-(3), (6) and (7).) The Department annually identifies for States the maximum amounts that a State may retain under Section 1411(e)(1) and (2).<sup>1</sup> The dollar amounts **listed in the Excel Interactive Spreadsheet** by the State for administration and for other State activities should add up to less or equal to the dollar amount provided to the State by the Department for each of these activities.

**Enter whole dollar amounts (do not enter cents) in appropriate cells on the State's Excel Interactive Worksheet. The Excel Interactive Spreadsheet must be submitted as part of the State's application.**

Describe the process used to get input from LEAs regarding the distribution of amounts among activities described in the Excel Interactive Spreadsheet to meet State priorities. (20 U.S.C. 1411(e)(5)(B); 34 CFR § 300.704)

The Florida Department of Education, Bureau of Exceptional Education and Student Services (BEESS) utilizes various methods to obtain input from local educational agencies (LEAs) regarding the distribution of funds for the activities described. BEESS posts relevant items for public comment in the Florida Administrative Register (<https://www.flrules.org/>) and on the Florida Department of Education's website (<https://www.fldoe.org/>).

Additionally, BEESS releases weekly communication that informs LEAs of relevant updates to rules and legislation, upcoming meetings, professional learning opportunities and services offered by discretionary grant projects. BEESS also collects information from LEAs via email through a dedicated email address. LEAs also have the option to call BEESS and speak with a liaison or specialist for additional information and support. BEESS hosts several in-person contact meetings for LEAs throughout the year, where relevant information is presented, and LEAs have the opportunity to provide feedback and input. BEESS staff participate in various meetings throughout the state to provide updates and receive feedback from LEAs. Lastly, the State Advisory Panel for the Education of Exceptional Students provides meaningful input to BEESS on these matters.

<sup>1</sup>Each State may reserve for each fiscal year not more than the maximum amount the State was eligible to reserve for State administration under this section for fiscal year 2004 or \$800,000 (adjusted in accordance with 20 U.S.C. 1411(e)(1)(B)), whichever is greater; and each outlying area may reserve for each fiscal year not more than 5 percent of the amount the outlying area receives under 20 U.S.C. 1411(b)(1) for the fiscal year or \$35,000, whichever is greater.

For each fiscal year beginning with fiscal year 2005, the Secretary shall cumulatively adjust: 1) the maximum amount the State was eligible to reserve for State administration under this part for fiscal year 2004; and 2) \$800,000, by the rate of inflation as measured by the percentage increase, if any, from the preceding fiscal year in the Consumer Price Index For All Urban Consumers, published by the Bureau of Labor Statistics of the Department of Labor.

REGULAR AWARD AMOUNT Est.	\$785,596,408
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TOTAL AWARD AMOUNT	\$785,596,408
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**ADMINISTRATION**

Maximum Available for Administration.	Sec. III	\$16,993,477
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How much do you want to set aside for Administration in dollars?	\$16,993,477
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**You must distribute, in whole dollars, the amount you want to set aside for Administration among the following activities:**

For the purpose of administering IDEA Part B including Preschool Grants under 20 U.S.C. 1419, a High Cost Fund, and the coordination of activities under Part B with, and providing technical assistance to, other programs that provide services to children with disabilities. (Note: These funds may be used for Administering but not Financing a High Cost Fund)

a.

For the administration of Part C of IDEA, if the SEA is the Lead Agency for the State under Part C.

b.

You may set aside a portion of your Administration funds resulting from inflation for the following 4 Other State-Level Activities. Additional funds for these purposes may also be set aside under Other State-Level Activities. Based on the amount that you propose to set aside for Administration, the maximum amount of Administration funds that you may use for these 4 activities is:

**\$7,052,385**

For support and direct services, including technical assistance, personnel preparation, and professional development and training.

c.

To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities.

d.

To assist local educational agencies in meeting personnel shortages.

e.

To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities.

f.

Subtotal, Administration funds used for Other State-Level Activities	\$1,996,510
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If you receive a Preschool Grant under 20 U.S.C. 1419, you may use Administration funds, along with other funds, to develop and implement a State policy jointly with the lead agency under Part C and the SEA to provide early intervention services (which must include an educational component that promotes school readiness and incorporates preliteracy, language, and numeracy skills) in accordance with Part C to children with disabilities who are eligible for services under the Preschool Grant program and who previously received services under Part C until such children enter, or are eligible under State law to enter, kindergarten, or elementary school as appropriate.

g.

The total of details for your Administration set-aside is	\$16,993,477
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## OTHER STATE-LEVEL ACTIVITIES

If you propose to set aside more than \$850,000 for Administration and you DO wish to use funds for a High Cost Fund, the maximum amount that you may use for Other State-Level Activities is:

\$92,151,083

Of the amount you set aside for Other State-Level Activities at least 10% must be used for the High Cost Fund.

If you propose to set aside more than \$850,000 for Administration and you DO NOT wish to use funds for a High Cost Fund, the maximum amount that you may use for Other State-Level Activities is:

\$82,461,674

If you propose to set aside \$850,000 or less for Administration and you DO wish to use funds for a High Cost Fund, the maximum amount that you may use for Other State-Level Activities is:

\$96,758,637

Of the amount you set aside for Other State-Level Activities at least 10% must be used for the High Cost Fund.

If you propose to set aside \$850,000 or less for Administration and you DO NOT wish to use funds for a High Cost Fund, the maximum amount that you may use for Other State-Level Activities is:

\$87,543,529

Do you wish to use funds for a High Cost Fund? (Yes or No)

No

Based on the amount that you intend to set aside for Administration, the size of your total award, and your decision

**NOT TO** use set aside funds to support a High Cost Fund, the maximum that you may use for Other State-Level Activities is:

\$82,461,674

How much do you want to set aside for Other State-Level Activities?

\$55,310,626

You must distribute the amount you want to set aside for Other State-Level Activities the following activities. You can distribute amounts in any order you wish. The total balance remaining to be distributed at any time appears in red.

### Required Activities:

For monitoring, enforcement, and complaint investigation. (You must use at least \$1 for this purpose)

h. \$250,000

To establish and implement the mediation process required by 20 U.S.C. 1415(e), including providing for the cost of mediators and support personnel. (You must use at least \$1 for this purpose)

i. \$195,000

### Optional Authorized Activities:

For support and direct services, including technical assistance, personnel preparation, and professional development and training

j. \$3,277,639

To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities.

k. \$3,848,579

To assist local educational agencies in meeting personnel shortages.

l. \$488,250

To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities.

m. \$27,733,789

To support paperwork reduction activities, including expanding the use of technology in the IEP process.	n.	<input type="text" value="\$905,131"/>
To improve the use of technology in the classroom by children with disabilities to enhance learning.	o.	<input type="text" value="\$548,568"/>
To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities.	p.	<input type="text" value="\$644,643"/>
Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities.	q.	<input type="text" value="\$1,391,003"/>
Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in correctional facilities, children enrolled in State-operated or State-supported schools, and children with disabilities in charter schools.	r.	<input type="text"/>
To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, in accordance with Sections 1111(b) and 1201 of the Elementary and Secondary Education Act of 1965.	s.	<input type="text" value="\$12,735,876"/>
To provide technical assistance to schools and LEAs, and direct services, including direct student services described in section 1003A(c)(3) of the ESEA to children with disabilities, to schools or LEAs implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of the ESEA on the basis of consistent underperformance of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement based on the challenging academic standards described in section 1111(b)(1) of the ESEA.	t.	<input type="text" value="\$3,292,148"/>

The total of details for your Other State-Level Activities set-aside is \$55,310,626

You are almost done.

If you are using money for a High Cost Fund. You must report how much you will use for each of the following two activities. You reported that you would use

**\$0**

To establish and make disbursements from the high cost fund to local educational agencies in accordance with 20 U.S.C. 1411(e)(3) during the first and succeeding fiscal years of the high cost fund.	u.	<input type="text"/>
To support innovative and effective ways of cost sharing by the State, by an LEA, or among a consortium of LEAs, as determined by the State in coordination with representatives from LEAs, subject to 20 U.S.C. 1411(e)(3)(B)(ii) (Amount may not be more than 5% of the amount reserved for the LEA Risk Pool.)	v.	<input type="text"/>

Establishment of High Cost Fund (20 U.S.C. 1411(e)(3)(B)(i) - A State shall not use any of the funds the State reserves pursuant to 20 U.S.C. 1411(e)(3)(A)(i), but may use the funds the State reserves under 20 U.S.C. 1411(e)(1), to establish and support the high cost fund.

Subtotal, High Cost Fund \$0

## Section IV

### State Administration

Section 608(a) of the IDEA requires each State that receives funds under this title to:

- (1) ensure that any State rules, regulations, and policies relating to this title conform to the purposes of this title;
- (2) identify in writing to local educational agencies located in the State and the Secretary any such rule, regulation, or policy as a State-imposed requirement that is not required by this title and Federal regulations; and
- (3) minimize the number of rules, regulations, and policies to which the local educational agencies and schools located in the State are subject under this title.

States must attach to this application a list identifying any rule, regulation, or policy that is State-imposed (not required by IDEA or Federal regulations). If there are no such State-imposed rules, regulations, or policies, please so indicate. In addition, the State is required to inform local educational agencies in writing of such State-imposed rules, regulations or policies. (20 U.S.C. 1407(a); 34 CFR § 300.199)

## Section V

### A. Maintenance of State Financial Support

Pursuant to the authority established in IDEA section 618(a)(3), each applicant for funds under section 611 must provide the following State fiscal data with a certification of its accuracy by the State budget office or an authorized representative thereof. Amounts should be shown in whole dollars and are for the State fiscal year (SFY). States may meet the maintenance of State financial support (MFS) requirement in IDEA section 612(a)(18) and 34 CFR § 300.163 on either a total or per capita basis. In order to complete Section V.A. of the Application, States must provide in whole dollars the total amount of State financial support made available for special education and related services for children with disabilities during SFYs 2023 and 2024. However, if a State met the MFS requirement on a per capita basis, it **must** complete the first chart and then may also complete the second chart by providing, in whole dollars, the amount of State financial support made available for special education and related services per child with a disability during SFYs 2023 and 2024.

#### Total Amount of State Financial Support Made Available for Special Education and Related Services for Children with Disabilities

<b>SFY 2023</b>	\$1,510,425,609.16
<b>SFY 2024</b>	\$1,933,277,373.37

#### Per capita amount of State Financial Support Made Available for Special Education and Related Services for Children with Disabilities

<b>SFY 2023</b>	\$3,493.19
<b>SFY 2024</b>	\$4,371.24

Suzanne Pridgeon

State Budget Officer or Authorized Representative (Printed Name)

\_\_\_\_\_  
Signature of State Budget Officer or Authorized Representative

\_\_\_\_\_  
Date

## B. Significant Disproportionality

In accordance with 34 CFR § 300.647(b)(7), each State must report all risk ratio thresholds, minimum cell sizes, minimum n-sizes, standards for measuring reasonable progress if the State uses the “reasonable progress” flexibility in 34 CFR § 300.647(d)(2), and the rationales for each, to the Department. Under § 300.647(b)(7), rationales for minimum cell sizes that exceed 10 and minimum n-sizes that exceed 30 must include a detailed explanation of why the numbers chosen are reasonable and how they ensure that the State is appropriately analyzing and identifying LEAs with significant disproportionality based on race and ethnicity, in the identification, placement, or discipline of children with disabilities. Additionally, pursuant to the authority established in IDEA section 618(a)(3), each applicant must also provide the number of years of data it uses in making annual determinations of significant disproportionality. Each applicant must provide this information by completing and submitting the Significant Disproportionality Reporting Form.

All States completed and submitted the **Significant Disproportionality Reporting** Form with their FFY 2020 IDEA Part B application. After the initial submission of the Form, a State will only be required to submit the Form with any future annual IDEA Part B State applications if the State modifies its risk ratio thresholds, minimum cell sizes, minimum n-sizes, standards for measuring reasonable progress, and rationales for each, or the number of years of data used in making annual determinations of significant disproportionality.

If your State has revised its Significant Disproportionality procedures or has any questions regarding Section V.B. of the grant application, please contact your OSEP State Lead before the Application due date.

## **Appendix A: Florida Statutes Pertaining to Exceptional Student Education**

### **Chapter 1000, K-20 General Provisions**

1000.03	<a href="#"><u>Function, mission, and goals of the Florida Early Learning-20 education system</u></a>
1000.05	<a href="#"><u>Discrimination against students and employees in the Florida K-20 public education system prohibited; equality of access required</u></a>
1000.21	<a href="#"><u>Systemwide definitions</u></a>
1000.36	<a href="#"><u>Interstate Compact on Educational Opportunity for Military Children</u></a>

### **Chapter 1001, K-20 Governance**

1001.02	<a href="#"><u>General powers of State Board of Education</u></a>
1001.11	<a href="#"><u>Commissioner of Education; other duties</u></a>
1001.42	<a href="#"><u>Powers and duties of district school board</u></a>
1001.451	<a href="#"><u>Regional consortium service organizations</u></a>
1001.49	<a href="#"><u>General powers of district school superintendent</u></a>
1001.51	<a href="#"><u>Duties and responsibilities of district school superintendent</u></a>
1001.52	<a href="#"><u>Reproduction and destruction of district school records</u></a>

### **Chapter 1002, Student and Parental Rights and Educational Choices**

1002.01	<a href="#"><u>Definitions</u></a>
1002.20	<a href="#"><u>K-12 student and parent rights</u></a>
1002.21	<a href="#"><u>Postsecondary student and parent rights</u></a>
1002.22	<a href="#"><u>Education records and reports of K-12 students; rights of parents and students; notification; penalty</u></a>
1002.222	<a href="#"><u>Limitations on collection of information and disclosure of confidential and exempt student records</u></a>
1002.23	<a href="#"><u>Family and School Partnership for Student Achievement Act</u></a>
1002.3105	<a href="#"><u>Academically Challenging Curriculum to Enhance Learning (ACCEL) options</u></a>
1002.33	<a href="#"><u>Charter schools</u></a>



1002.36	<a href="#">Florida School for the Deaf and the Blind</a>
1002.38	<a href="#">Opportunity Scholarship Program</a>
1002.391	<a href="#">Auditory-oral education programs; Bridge to Speech Program</a>
1002.394	<a href="#">The Family Empowerment Scholarship Program</a>
1002.395	<a href="#">Florida Tax Credit Scholarship Program</a>
1002.42	<a href="#">Private schools</a>
1002.451	<a href="#">District innovation school of technology program</a>
1002.51	<a href="#">Definitions</a> (Voluntary Prekindergarten Education Program)
1002.53	<a href="#">Voluntary Prekindergarten Education Program; eligibility and enrollment</a>
1002.66	<a href="#">Specialized instructional services for children with disabilities</a>
1002.81	<a href="#">Definitions</a> (Student and Parental Rights and Educational Choices)
1002.82	<a href="#">Department of Education; powers and duties</a>
1002.83	<a href="#">Early learning coalitions</a>
1002.84	<a href="#">Early learning coalitions; school readiness powers and duties</a>
1002.85	<a href="#">Early learning coalition plans</a>
1002.86	<a href="#">School readiness program; education component</a>
1002.87	<a href="#">School readiness program; eligibility and enrollment</a>
1002.88	<a href="#">School readiness program provider standards; eligibility to deliver the school readiness program</a>
1002.89	<a href="#">School readiness program; funding</a>
1002.895	<a href="#">Market rate schedule</a>
1002.91	<a href="#">Investigations of fraud or overpayment; penalties</a>
1002.92	<a href="#">Child care and early childhood resource and referral</a>
1002.93	<a href="#">School readiness program transportation services</a>
1002.95	<a href="#">Teacher Education and Compensation Helps (TEACH) Scholarship Program</a>
1002.96	<a href="#">Early Head Start collaboration grants</a>

1002.97 [Records of children in the school readiness program](#)

Chapter 1003, Public K-12 Education

1003.01 [Definitions](#)

1003.02 [District school board operation and control of public K-12 education within the school district](#)

1003.03 [Maximum class size](#)

1003.04 [Student conduct and parental involvement](#)

1003.05 [Assistance to transitioning students from military families](#)

1003.21 [School attendance](#)

1003.22 [School-entry health examinations; immunization against communicable diseases; exemptions; duties of Department of Health](#)

1003.23 [Attendance records and reports](#)

1003.24 [Parents responsible for attendance of children; attendance policy](#)

1003.25 [Procedures for maintenance and transfer of student records](#)

1003.26 [Enforcement of school attendance](#)

1003.27 [Court procedure and penalties](#)

1003.28 [Continuation of truancy remedial activities upon transfer of student; retention of legal jurisdiction](#)

1003.29 [Notice to schools of court action](#)

1003.31 [Students subject to control of school](#)

1003.32 [Authority of teacher; responsibility for control of students; district school board and principal duties](#)

1003.33 [Report cards; end-of-the-year status](#)

1003.41 [State academic standards](#)

1003.4156 [General requirements for middle grades promotion](#)

1003.42 [Required instruction](#)

1003.4203 [Digital materials, CAPE Digital Tool certificates, and technical assistance](#)

1003.4205	<a href="#"><u>Disability history and awareness instruction</u></a>
1003.4282	<a href="#"><u>Requirements for a standard high school diploma</u></a>
1003.4285	<a href="#"><u>Standard high school diploma designations</u></a>
1003.433	<a href="#"><u>Learning opportunities for out-of-state and out-of-country transfer students and students needing additional instruction to meet high school graduation requirements</u></a>
1003.435	<a href="#"><u>High school equivalency diploma program</u></a>
1003.436	<a href="#"><u>Definition of “credit”</u></a>
1003.437	<a href="#"><u>Middle and high school grading system</u></a>
1003.49	<a href="#"><u>Graduation and promotion requirements for publicly operated schools</u></a>
1003.499	<a href="#"><u>Florida Approved Courses and Tests (FACT) Initiative</u></a>
1003.51	<a href="#"><u>Other public educational services</u></a>
1003.52	<a href="#"><u>Educational services in Department of Juvenile Justice programs</u></a>
1003.53	<a href="#"><u>Dropout prevention and academic intervention</u></a>
1003.54	<a href="#"><u>Teenage parent programs</u></a>
1003.55	<a href="#"><u>Instructional programs for blind or visually impaired students and deaf or hard-of-hearing students</u></a>
1003.56	<a href="#"><u>English language instruction for limited English proficient students</u></a>
1003.57	<a href="#"><u>Exceptional students instruction</u></a>
1003.571	<a href="#"><u>Instruction for exceptional students who have a disability</u></a>
1003.5715	<a href="#"><u>Parental consent; individual education plan</u></a>
1003.5716	<a href="#"><u>Transition to postsecondary education and career opportunities</u></a>
1003.572	<a href="#"><u>Collaboration of public and private instructional personnel</u></a>
1003.573	<a href="#"><u>Seclusion and restraint of students with disabilities in public schools</u></a>
1003.575	<a href="#"><u>Assistive technology devices; findings; interagency agreements</u></a>
1003.576	<a href="#"><u>Individual education plans for exceptional students</u></a>
1003.58	<a href="#"><u>Students in residential care facilities</u></a>

1003.621 [Academically high-performing school districts](#)

Chapter 1004, Public Postsecondary Education

1004.0961 [Credit for online courses](#)

1004.44 [Louis de la Parte Florida Mental Health Institute](#)

1004.444 [Florida Center for Cybersecurity](#)

1004.55 [Regional autism centers; public record exemptions](#)

1004.91 [Requirements for career education program basic skills](#)

Chapter 1006, Support for Learning

1006.03 [Diagnostic and learning resource centers](#)

1006.04 [Educational multiagency services for students with severe emotional disturbance](#)

1006.061 [Child abuse, abandonment, and neglect policy](#)

1006.062 [Administration of medication and provision of medical services by district school board personnel](#)

1006.0625 [Administration of psychotropic medication; prohibition; conditions](#)

1006.07 [District school board duties relating to student discipline and school safety](#)

1006.08 [District school superintendent duties relating to student discipline and school safety](#)

1006.09 [Duties of school principal relating to student discipline and school safety](#)

1006.10 [Authority of school bus drivers and district school boards relating to student discipline and student safety on school buses](#)

1006.13 [Policy of zero tolerance for crime and victimization](#)

1006.15 [Student standards for participation in interscholastic and intrascholastic extracurricular student activities; regulation](#)

1006.165 [Well-being of students participating in extracurricular activities; training](#)

1006.21 [Duties of district school superintendent and district school board regarding transportation](#)

1006.22 [Safety and health of students being transported](#)

- 1006.28 [Duties of district school board, district school superintendent; and school principal regarding K-12 instructional materials](#)
- 1006.283 [District school board instructional materials review process](#)
- 1006.38 [Duties, responsibilities, and requirements of instructional materials publishers and manufacturers](#)

#### Chapter 1007, Articulation and Access

- 1007.02 [Students with disabilities; definition](#)
- 1007.2615 [American Sign Language; findings; foreign-language credits authorized; teacher licensing](#)
- 1007.2616 [Computer science and technology instruction](#)
- 1007.263 [Florida College System institutions; admissions of students](#)
- 1007.264 [Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules and regulations](#)
- 1007.265 [Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules and regulations](#)
- 1007.27 [Articulated acceleration mechanisms](#)
- 1007.273 [Early college program](#)

#### Chapter 1008, Assessment and Accountability

- 1008.212 [Students with disabilities; extraordinary exemption](#)
- 1008.22 [Student assessment program for public schools](#)
- 1008.24 [Test administration and security; public records exemption](#)
- 1008.25 [Public school student progression; student support; coordinated screening and progress monitoring; reporting requirements](#)
- 1008.30 [Assessing college-level communication and computation skills for public postsecondary education](#)
- 1008.34 [School grading system; school report cards; district grade](#)
- 1008.3415 [School grade or school improvement rating for exceptional student education centers](#)
- 1008.44 [CAPE Industry Certification Funding List](#)

## Chapter 1009, Educational Scholarships, Fees, and Financial Assistance

- 1009.41 [State financial aid; students with a disability](#)
- 1009.62 [Grants for teachers for special training in exceptional student education](#)
- 1009.74 [The Theodore R. and Vivian M. Johnson Scholarship Program](#)
- 1009.893 [Benacquisto Scholarship Program](#)

## Chapter 1010, Financial Matters

- 1010.20 [Cost accounting and reporting for school districts](#)
- 1010.215 [Educational funding accountability](#)
- 1010.305 [Audit of student enrollment](#)

## Chapter 1011, Planning and Budgeting

- 1011.61 [Definitions](#)
- 1011.62 [Funds for operation of schools](#)
- 1011.622 [Adjustments for students without a Florida student identification number](#)
- 1011.68 [Funds for student transportation](#)
- 1011.685 [Class size reduction; operating categorical fund](#)
- 1011.70 [Medicaid certified school funding maximization](#)
- 1011.75 [Gifted education exemplary program grants](#)
- 1011.84 [Procedure for determining state financial support and annual apportionment of state funds to each Florida College System institution district](#)

## Chapter 1012, Personnel

- 1012.01 [Definitions](#)
- 1012.07 [Identification of critical teacher shortage areas](#)
- 1012.22 [Public school personnel; powers and duties of the district school board](#)
- 1012.27 [Public school personnel; powers and duties of district school superintendent](#)
- 1012.34 [Personnel evaluation procedures and criteria](#)
- 1012.37 [Education paraprofessionals](#)

1012.42	<a href="#"><u>Teacher teaching out-of-field</u></a>
1012.44	<a href="#"><u>Qualifications for certain persons providing speech-language services</u></a>
1012.55	<a href="#"><u>Positions for which certificates required</u></a>
1012.56	<a href="#"><u>Educator certification requirements</u></a>
1012.565	<a href="#"><u>Educator certification for blind and visually impaired students</u></a>
1012.582	<a href="#"><u>Continuing education and inservice training for teaching students with developmental and emotional or behavioral disabilities</u></a>
1012.584	<a href="#"><u>Continuing education and inservice training for youth mental health awareness and assistance</u></a>
1012.585	<a href="#"><u>Process for renewal of professional certificates</u></a>
1012.586	<a href="#"><u>Additions or changes to certificates; duplicate certificates; reading endorsement pathways</u></a>
1012.98	<a href="#"><u>School Community Professional Development Act</u></a>

#### Chapter 39, Proceedings Relating to Children

39.0016	<a href="#"><u>Education of abused, neglected, and abandoned children; agency agreements; children having or suspected of having a disability</u></a>
39.201	<a href="#"><u>Required reports of child abuse, abandonment, or neglect, sexual abuse of a child, and juvenile sexual abuse; required reports of death; reports involving a child who has exhibited inappropriate sexual behavior</u></a>

#### Chapter 381, Public Health: General Provisions

381.0056	<a href="#"><u>School health services program</u></a>
381.88	<a href="#"><u>Emergency allergy treatment</u></a>
381.885	<a href="#"><u>Epinephrine auto-injectors; emergency administration</u></a>

#### Chapter 383, Maternal and Infant Health Care

383.402	<a href="#"><u>Child abuse death review; State Child Abuse Death Review Committee; local child abuse death review committees</u></a>
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#### Chapter 394, Mental Health

394.4599	<a href="#"><u>Notice</u></a>
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Chapter 402, Health and Human Services: Miscellaneous Provisions

- 402.22        [Education program for students who reside in residential care facilities operated by the Department of Children and Families or the Agency for Persons with Disabilities](#)

Chapter 409, Social and Economic Assistance

- 409.1754      [Commercial sexual exploitation of children; screening and assessment; training; multidisciplinary staffings; service plans](#)
- 409.9071      [Medicaid provider agreements for school districts certifying state match](#)
- 409.908       [Reimbursement of Medicaid providers](#)

Chapter 411, Handicap or High-Risk Condition Prevention and Early Childhood Assistance

- 411.201       [Florida Prevention, Early Assistance, and Early Childhood Act; short title](#)
- 411.202       [Definitions](#)
- 411.203       [Continuum of comprehensive services](#)
- 411.22        [Legislative intent](#) (Prevention and Early Assistance)
- 411.223       [Uniform standards](#) (Prevention and Early Assistance)
- 411.224       [Family support planning process](#) (Prevention and Early Assistance)
- 411.24        [Short title](#) (Childhood Pregnancy Prevention Public Education Program)
- 411.241       [Legislative intent](#) (Childhood Pregnancy Prevention Public Education Program)

Chapter 413, Vocational Rehabilitation

- 413.08        [Rights and responsibilities of an individual with a disability; use of a service animal; prohibited discrimination in public employment, public accommodations, and housing accommodations; penalties](#)

Chapter 468, Miscellaneous Professions and Occupations

- 468.1105      [Legislative intent](#) (Speech-Language Pathology and Audiology)
- 468.201       [Short title; purpose](#) (Occupational Therapy)

Chapter 486, Physical Therapy Practice

- 486.015       [Legislative intent](#)



Chapter 743, Disability of Nonage Minors Removed

743.047      [Removal of disabilities of minors; executing agreements for motor vehicle insurance](#)

743.067      [Certified unaccompanied homeless youths](#)

Chapter 775, Definitions; General Penalties; Registration of Criminals

775.0862      [Sexual offenses against students by authority figures; reclassification](#)

Chapter 984, Children and Families in Need of Services

984.071      [Resources and information](#)

984.12      [Case staffing; services and treatment to a family in need of services](#)

984.151      [Truancy petition; prosecution; disposition](#)

Chapter 985, Juvenile Justice; Interstate Compact on Juveniles

985.622      [Multiagency plan for career and professional education \(CAPE\)](#)

## **Appendix B: Florida State Board of Education Rules Pertaining to Exceptional Student Education**

### **Chapter 6A-1, Finance and Administration**

6A-1.001	<a href="#"><u>District Financial Records</u></a>
6A-1.014	<a href="#"><u>Expenditure of Funds in Programs and Schools Where Generated</u></a>
6A-1.0141	<a href="#"><u>Categorical Program Funds</u></a>
6A-1.0451	<a href="#"><u>Florida Education Finance Program Student Membership Surveys</u></a>
6A-1.0452	<a href="#"><u>Distribution of Florida Education Finance Program Funds</u></a>
6A-1.0453	<a href="#"><u>Educational Program Audits</u></a>
6A-1.0502	<a href="#"><u>Non-certificated Instructional Personnel</u></a>
6A-1.0503	<a href="#"><u>Definition of Qualified Instructional Personnel</u></a>
6A-1.09401	<a href="#"><u>Student Performance Standards</u></a>
6A-1.09412	<a href="#"><u>Course Requirements - Grades K-12 Basic and Adult Secondary Programs</u></a>
6A-1.094120	<a href="#"><u>Youth Mental Health Awareness Training and Reporting</u></a>
6A-1.094124	<a href="#"><u>Required Instruction Planning and Reporting</u></a>
6A-1.09414	<a href="#"><u>Course Requirements - Grades PK-12 Exceptional Student Education</u></a>
6A-1.09422	<a href="#"><u>Coordinated Screening and Progress Monitoring System and Statewide, Standardized Assessment Program Requirements</u></a>
6A-1.094221	<a href="#"><u>Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause Promotion</u></a>
6A-1.094222	<a href="#"><u>Standards for Mid-Year Promotion of Retained Third Graders</u></a>
6A-1.0943	<a href="#"><u>Statewide Assessment for Students with Disabilities</u></a>
6A-1.09430	<a href="#"><u>Statewide, Standardized Alternate Assessment Program Requirements</u></a>
6A-1.09441	<a href="#"><u>Requirements for Programs and Courses Which are Funded Through the Florida Education Finance Program and for Which the Student May Earn Credit Toward High School Graduation</u></a>
6A-1.09515	<a href="#"><u>Excused Absences for Treatment of Autism Spectrum Disorder</u></a>
6A-1.0955	<a href="#"><u>Education Records</u></a>

6A-1.0957	<a href="#"><u>Internet Safety Policy</u></a>
6A-1.0985	<a href="#"><u>Entry Into Kindergarten and First Grade by Out-of-State Transfer Students</u></a>
6A-1.099	<a href="#"><u>Cooperative Projects and Activities</u></a>
6A-1.09941	<a href="#"><u>State Uniform Transfer of Students in Middle Grades and High School</u></a>
6A-1.0995	<a href="#"><u>Form of High School Diplomas and Certificates of Completion</u></a>
6A-1.09963	<a href="#"><u>High School Graduation Requirements for Students with Disabilities</u></a>
6A-1.099828	<a href="#"><u>School Accountability for Exceptional Student Education (ESE) Center Schools</u></a>

#### Chapter 6A-3, Transportation

6A-3.001	<a href="#"><u>Basic Principles for Transportation of Students</u></a>
6A-3.0121	<a href="#"><u>Responsibility of School District and Parents or Guardians for Students Who Are Transported at Public Expense</u></a>
6A-3.0171	<a href="#"><u>Responsibilities of School Districts for Student Transportation</u></a>

#### Chapter 6A-4, Certification

6A-4.0010	<a href="#"><u>Youth Suicide Awareness and Prevention</u></a>
6A-4.002	<a href="#"><u>General Provisions</u></a>
6A-4.004	<a href="#"><u>Florida Educator's Certificates with Academic, Administrative, Degreed Career and Technical, and Specialty Class Coverages</u></a>
6A-4.0051	<a href="#"><u>Renewal and Reinstatement of a Professional Certificate</u></a>
6A-4.0141	<a href="#"><u>Specialization Requirements for Certification in the Area of Preschool Education (Birth Through Age Four) - Academic Class</u></a>
6A-4.0142	<a href="#"><u>Specialization Requirements for Certification in the Area of Prekindergarten/Primary Education (Age Three Through Grade Three) - Academic Class</u></a>
6A-4.0172	<a href="#"><u>Specialization Requirements for Certification in the Area of Deaf or Hard of Hearing (Grades K-12) - Academic Class</u></a>
6A-4.0176	<a href="#"><u>Specialization Requirements for Certification in the Area of Speech-Language Impaired (Grades K-12) - Academic Class</u></a>
6A-4.01761	<a href="#"><u>Specialization Requirements for Certification in the Area of Speech-Language Impaired/Associate - Academic Class</u></a>

6A-4.0178	<a href="#"><u>Specialization Requirements for Certification in the Area of Visually Impaired (Grades K-12) - Academic Class</u></a>
6A-4.01791	<a href="#"><u>Specialization Requirements for the Gifted Endorsements</u></a>
6A-4.01792	<a href="#"><u>Specialization Requirements for the Prekindergarten Disabilities Endorsement - Academic Class</u></a>
6A-4.01793	<a href="#"><u>Specialization Requirements for Endorsement in Severe or Profound Disabilities - Academic Class</u></a>
6A-4.01794	<a href="#"><u>Specialization Requirements for the Orientation and Mobility Endorsement - Academic Class</u></a>
6A-4.01795	<a href="#"><u>Specialization Requirements for Certification in Exceptional Student Education (Grades K-12) - Academic Class</u></a>
6A-4.01796	<a href="#"><u>Specialization Requirements for Endorsement in Autism - Academic Class</u></a>
6A-4.0181	<a href="#"><u>Specialization Requirements for Certification in School Counseling (Grades PK-12) - Specialty Class</u></a>
6A-4.0191	<a href="#"><u>Specialization Requirements for Certification in Health (Grades K-12) - Academic Class</u></a>
6A-4.02431	<a href="#"><u>Specialization Requirements for the American Sign Language Endorsement - Academic Class</u></a>
6A-4.0283	<a href="#"><u>Specialization Requirements for Certification in Physical Education (Grades K-12) - Academic Class</u></a>
6A-4.0292	<a href="#"><u>Specialization Requirements for the Reading Endorsement</u></a>
6A-4.0311	<a href="#"><u>Specialization Requirements for Certification in School Psychology (Grades PK-12) - Specialty Class</u></a>
6A-4.035	<a href="#"><u>Specialization Requirements for Certification in School Social Work (Grades PK-12) - Specialty Class</u></a>

#### Chapter 6A-6, Special Programs for Exceptional Students

6A-6.0212	<a href="#"><u>Performance-Based Exit Option Model and State of Florida High School Performance-Based Diploma</u></a>
6A-6.024	<a href="#"><u>School Entry Health Examination</u></a>
6A-6.0251	<a href="#"><u>Use of Epinephrine Auto-Injectors</u></a>

6A-6.0252	<a href="#"><u>Use of Prescribed Pancreatic Enzyme Supplements</u></a>
6A-6.0253	<a href="#"><u>Diabetes Management</u></a>
6A-6.03011	<a href="#"><u>Exceptional Student Education Eligibility for Students with Intellectual Disabilities</u></a>
6A-6.03012	<a href="#"><u>Exceptional Student Education Eligibility for Students with Speech Impairments and Qualifications and Responsibilities for the Speech-Language Pathologists Providing Speech Services</u></a>
6A-6.030121	<a href="#"><u>Exceptional Student Education Eligibility for Students with Language Impairments and Qualifications and Responsibilities for the Speech-Language Pathologists Providing Language Services</u></a>
6A-6.03013	<a href="#"><u>Exceptional Student Education Eligibility and Assessments for Students Who Are Deaf or Hard of Hearing</u></a>
6A-6.03014	<a href="#"><u>Exceptional Student Education Eligibility and Assessments for Students with Visual Impairments</u></a>
6A-6.030151	<a href="#"><u>Exceptional Student Education Eligibility for Students with Orthopedic Impairment</u></a>
6A-6.030152	<a href="#"><u>Exceptional Student Education Eligibility for Students with Other Health Impairment</u></a>
6A-6.030153	<a href="#"><u>Exceptional Student Education Eligibility for Students with Traumatic Brain Injury</u></a>
6A-6.03016	<a href="#"><u>Exceptional Student Education Eligibility for Students with Emotional/Behavioral Disabilities</u></a>
6A-6.03018	<a href="#"><u>Exceptional Education Eligibility for Students with Specific Learning Disabilities</u></a>
6A-6.03019	<a href="#"><u>Special Instructional Programs for Students who are Gifted</u></a>
6A-6.030191	<a href="#"><u>Development of Educational Plans for Exceptional Students Who Are Gifted</u></a>
6A-6.03020	<a href="#"><u>Exceptional Student Education Eligibility for Students Who Are Homebound or Hospitalized</u></a>
6A-6.03022	<a href="#"><u>Exceptional Student Education Eligibility for Students with Dual Sensory Impairments</u></a>
6A-6.03023	<a href="#"><u>Exceptional Student Education Eligibility for Students with Autism Spectrum Disorder</u></a>

6A-6.03024	<a href="#"><u>Provision of Occupational or Physical Therapy to Exceptional Students as a Related Service</u></a>
6A-6.03026	<a href="#"><u>Eligibility Criteria for Prekindergarten Children with Disabilities</u></a>
6A-6.03027	<a href="#"><u>Special Programs for Children Three Through Nine Years Old who are Developmentally Delayed</u></a>
6A-6.03028	<a href="#"><u>Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities</u></a>
6A-6.030281	<a href="#"><u>Provision of Equitable Services to Parentally-Placed Private School Students with Disabilities</u></a>
6A-6.03029	<a href="#"><u>Development of Individualized Family Support Plans for Children with Disabilities Ages Birth Through Five Years</u></a>
6A-6.03030	<a href="#"><u>Exceptional Student Education Eligibility for Infants or Toddlers Birth Through Two Years Old who have Established Conditions</u></a>
6A-6.03031	<a href="#"><u>Exceptional Student Education Eligibility for Infants and Toddlers Birth Through Two Years Old who are Developmentally Delayed</u></a>
6A-6.03032	<a href="#"><u>Procedural Safeguards for Children with Disabilities Ages Birth Through Two Years</u></a>
6A-6.0311	<a href="#"><u>Eligible Special Programs for Exceptional Students</u></a>
6A-6.0331	<a href="#"><u>General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services</u></a>
6A-6.03311	<a href="#"><u>Procedural Safeguards and Due Process Procedures for Parents and Students with Disabilities</u></a>
6A-6.03312	<a href="#"><u>Discipline Procedures for Students with Disabilities</u></a>
6A-6.03313	<a href="#"><u>Procedural Safeguards for Exceptional Students Who Are Gifted</u></a>
6A-6.0333	<a href="#"><u>Surrogate Parents</u></a>
6A-6.0334	<a href="#"><u>Individual Educational Plans (IEPs) and Educational Plans (EPs) for Transferring Exceptional Students</u></a>
6A-6.03411	<a href="#"><u>Definitions, ESE Policies and Procedures, and ESE Administrators</u></a>
6A-6.0361	<a href="#"><u>Contractual Arrangements With Nonpublic Schools and Residential Facilities</u></a>

6A-6.052	<a href="#"><u>Dropout Prevention Programs</u></a>
6A-6.0521	<a href="#"><u>Dropout Prevention and Academic Intervention Programs</u></a>
6A-6.0525	<a href="#"><u>Teenage Parent Programs</u></a>
6A-6.05281	<a href="#"><u>Educational Programs for Students in Department of Juvenile Justice Detention, Prevention, Residential, or Day Treatment Programs</u></a>
6A-6.053	<a href="#"><u>District Comprehensive Evidence-Based Reading Plan</u></a>
6A-6.0533	<a href="#"><u>Determining Substantial Math Deficiency</u></a>
6A-6.0571	<a href="#"><u>Career and Technical Education and Adult General Education Standards and Industry-Driven Benchmarks</u></a>
6A-6.09091	<a href="#"><u>Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners</u></a>
6A-6.0952	<a href="#"><u>Family Empowerment Scholarship Program</u></a>

#### Chapter 6A-7, Special Programs II

6A-7.0335	<a href="#"><u>Regional Centers for Implementing Services to Individuals with Autism, Pervasive Developmental Disorders, Autistic-like Disabilities, Dual Sensory Impairments, or Sensory Impairment with Other Disabling Conditions</u></a>
6A-7.099	<a href="#"><u>Challenge Grant Program for the Gifted</u></a>

#### Chapter 6A-10, Miscellaneous

6A-10.0401	<a href="#"><u>Gold Standard Career Pathways Articulation Agreements</u></a>
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#### Chapter 6A-19, Educational Equity

6A-19.001	<a href="#"><u>Scope, Coverage and Definitions</u></a>
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#### Chapter 6A-20, Student Financial Assistance

6A-20.025	<a href="#"><u>Grants for Teachers for Special Training in Exceptional Student Education</u></a>
6A-20.111	<a href="#"><u>Criteria for Documentation of Disability</u></a>

#### Chapter 6D-3, Enrollment Requirements: Identification and Assignments of Students (Florida School for the Deaf and the Blind)

6D-3.002	<a href="#"><u>Admission and Enrollment Requirements</u></a>
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Chapter 64D-3, Control of Communicable Diseases and Conditions which May Significantly Affect Public Health

- 64D-3.046      [Immunization Requirements: Public and Nonpublic Schools, Grades Preschool, Kindergarten Through 12, and Adult Education Classes](#)

Chapter 64F-6, School Health Services Program

- 64F-6.001      [Definitions](#)
- 64F-6.002      [School Health Services Plan](#)
- 64F-6.003      [Screening](#)
- 64F-6.004      [Meeting Emergency Health Needs](#)



## **NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES**

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

**ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

Please respond to the following requests for information:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

It is essential that all students are provided with an equal opportunity to achieve their highest academic, personal and life goals. Florida continues to focus on the academic performance of all students through the implementation of system-level strategies and by measuring and tracking key performance metrics.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Florida continues to increase student achievement with the ultimate goal of ensuring all students, regardless of disability status, graduate with their cohort. The 23-24 graduation rate for Florida's students with disabilities was 86.8 percent, which has significantly increased in recent years. Florida's discretionary projects are funded in a variety of areas to increase student achievement and accessibility to services.

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

Florida will continue to utilize a data-driven approach, utilizing existing support and services while increasing and improving statewide resources and training. Additionally, Florida will continue to increase collaboration with local educational agencies by providing ongoing technical assistance and opportunities for collaboration.

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

Florida will continue to make progress to increase student achievement over the course of the one-year grant cycle. Progress monitoring data three times per year will inform outcomes during the academic year. Other milestones to monitor progress, such as the indicators of post-school outcomes and parental involvement, will be considered during Florida's data collection processes in this one-year grant cycle.

**Notes:**

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

**Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.