



Special Education

Handbook

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Rio Grande City Grulla Independent School District
Special Education

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Welcome to the Rio Grande City Grulla ISD Special Education Procedural Handbook. It is with delight that we introduce you to this resource. In simple terms, this document was written to give the reader easy access to special education procedures, guidelines and compliance with state and federal laws that are designed to assure that our children with disabilities receive a Free, Appropriate Public Education (FAPE). This handbook serves as the official source of directive for those who are responsible for educating our students.

This handbook is a resource for staff to understand the legal requirements and the way each aspect of special education should be implemented. While professional development will be offered, special education administrators and special education staff are available as resources. Employees are responsible for following the procedures outlined in this handbook.

The procedures contained in this book apply to children, aged birth through 22 who are identified as being eligible for special education. The chapters that pertain to Child Find, pre-referral interventions and the evaluation process apply to children who are struggling with development, learning or behavior. This manual is posted on our website as a resource to fulfill our obligations to educate children with disabilities.

We must all come in unison to achieve better outcomes for children who receive special education services. Thank you for all you do to ensure that children with disabilities have equitable access to a high quality education in RGCGISD.

*Every child deserves a **CHAMPION**—an adult who will never give up on them, who understands the power of **CONNECTION** and insists that they **BECOME** the best that they can possibly **BE**.*

-Rita F. Pierson

Sincerely,
RGCGISD Special Education Department

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I. CHILD FIND

What is Required?

The Child Find process requires Rio Grande City Grulla ISD (RGCGISD) to identify, locate, and evaluate all children with disabilities residing in its jurisdiction. This obligation includes all students who attend private schools, migrant or homeless students, students who are wards of the state, and students with suspected disabilities who are advancing in grade level.

It is important to note that Child Find is a screening process that identifies children who have a disability, or are suspected of having a disability and may need special education and/or related services. Children identified through the Child Find process must still be assessed to confirm eligibility.

What to Do?

RGCGISD must actively and systematically seek out all children with exceptional needs who reside within the school district by engaging in the following activities:

- ❑ Distributing written information to all schools in the area as well as to other agencies that are likely to encounter children with special needs
- ❑ Furnishing information on the internet

Specific information concerning Child Find is provided under the following topic areas:

- ❑ Pre-school Aged Students
- ❑ Private School Students
- ❑ Determining whether a child is eligible for services under IDEA as a result of identification through Child Find

PRESCHOOL STUDENTS

What is Required/What to Do?

RGCGISD must identify preschool children aged 3 to 5 with disabilities through:

- ❑ Child Find activities
- ❑ Direct referrals from parents, preschools, physicians, members of the community and kindergarten teachers
- ❑ Identification of children who are in transition from the Early Childhood Intervention (ECI) Program

PRIVATE SCHOOLS

What is Required?

If a student attends a private school located within the jurisdiction of RGCGISD, RGCGISD is considered the student's "District of Attendance." As such, RGCGISD is responsible for Child Find activities for that student regardless of where the student actually resides. Therefore, RGCGISD must conduct Child Find in all private schools, including religious, elementary and secondary schools that are located within RGCGISD's jurisdictional boundaries.

If a student resides within RGCGISD's jurisdictional boundaries but attends a private school outside of the school district, RGCGISD **is not** responsible to conduct Child Find. However, RGCGISD **is** responsible to assess (or otherwise respond) if and when there is an assessment request to determine whether the student is eligible for special education and/or related services and to develop an individualized education program (IEP) if the student desires a free appropriate public education (FAPE).

What to do?

In its execution of Child Find activities for private school students RGCGISD must:

- ❑ Maintain in its records, and provide to the State, the number of parentally placed private school students that were evaluated, determined to have disabilities and were provided services
- ❑ Ensure timely and meaningful consultation during the Child Find process by consulting with private school representatives and parents of parentally placed private school students with disabilities during the design and development of special education and/or related services for the students, including:
 - Equitable participation opportunity
 - Information as to how parents, teachers, and private school officials will be informed of the process and assurance of how the consultation process will operate throughout the school year to provide meaningful participation in special education and related services
- ❑ In the event of a disagreement over provision of services or the types of services for a private school student with a disability, RGCGISD will provide a private school official with a written explanation of the determination for non-qualification
- ❑ Obtain written, signed affirmation of timely and meaningful consultation from private school representatives of parents of parentally placed private school students with disabilities in the design and development of special education and/or related services
- ❑ Provide special education and/or related services to parentally placed private school students with disabilities

DETERMINATION OF ELIGIBILITY

If RGCGISD has knowledge derived from the following indicators that a student has a disability, or is suspected of having a disability and may need special education and related services, RGCGISD must offer to assess the student.

- ❑ Parent(s) expressed concerns in writing to RGCGISD administrative personnel, or to one of the student's teachers, that the student may be in need of special education and/or related services.
- ❑ Parent or school staff has requested an initial evaluation of the student.

II. GENERAL EDUCATION INTERVENTIONS

OVERVIEW OF PRE-REFERRAL REQUIREMENTS

What is Required?

According to the law, a student shall be referred for special educational instruction services only after the resources of the general education program have been considered and, where have been appropriately utilized.

RGCGISD emphasizes the necessity to develop, provide and measure interventions in order to ensure that a student has a positive school experience. The following sections further define the structures in place to support academic and behavioral success prior to considering a referral for special education services.

RESPONSE TO INTERVENTION

Response to Intervention (RTI) is a systematic, data-driven tiered approach to providing services and interventions to struggling learners, including students having language or speech difficulties. The process incorporates systems of intervention and supports that are provided to students in direct proportion to their individual needs.

This structure is designed for use when making instructional decisions for both students with and without disabilities, to create a well-integrated system of instruction and intervention guided by the production and review of student outcome data. It is designed to ensure that an eligibility decision for special education services is not based on a student's lack of scientific research-based instruction.

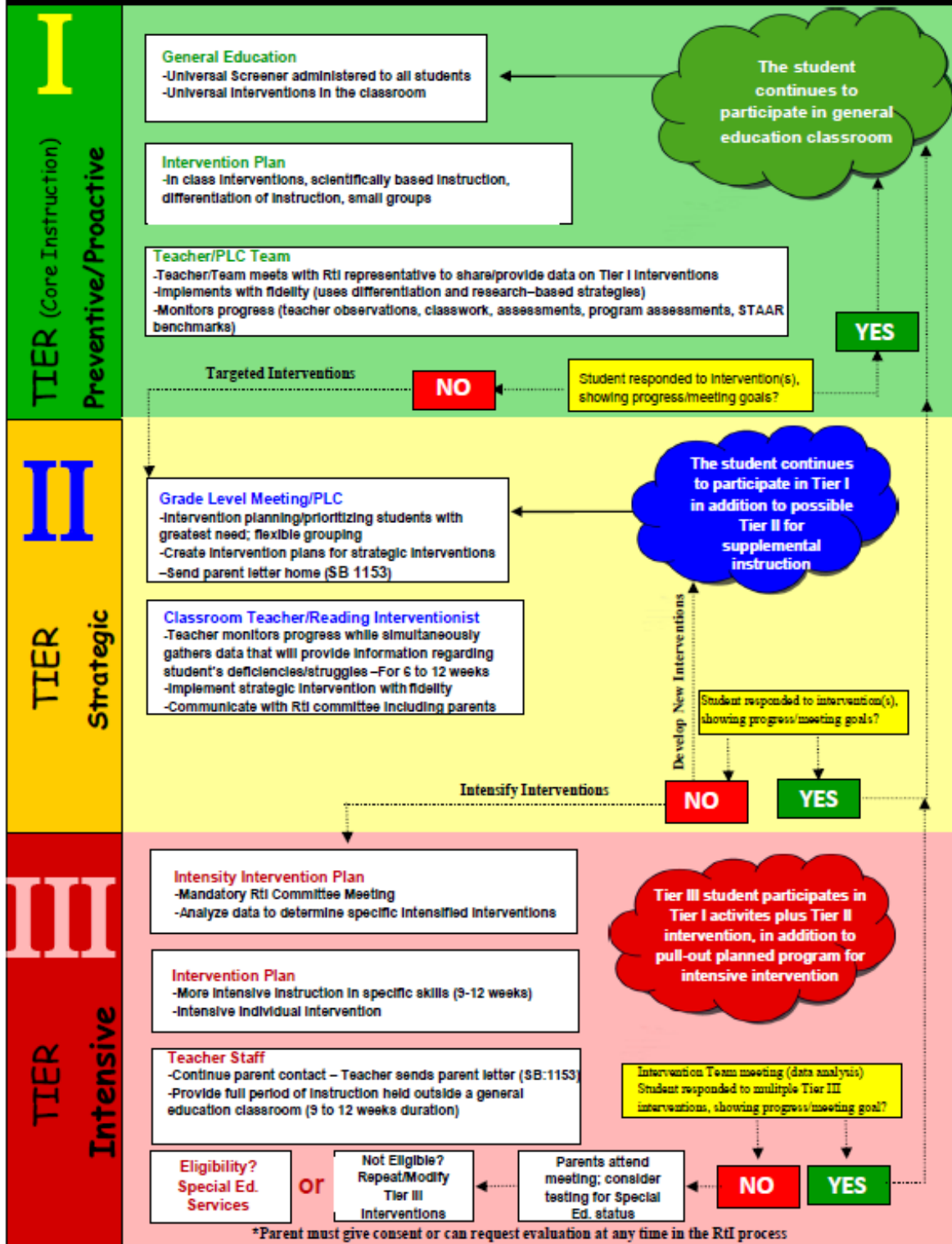
SECTION 504 REFERRAL

What is Required?

Section 504 of the Rehabilitation Act of 1973 protects disabled individuals against discrimination. It does so by mandating that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of any entity that is a recipient of Federal financial assistance.

Accommodations and related services provided through the Section 504 Rehabilitation Act Program (Section 504) ensure that a student with a physical or mental impairment that substantially limits one or more major life activity has equal access to education.

Río Grande City Grulla ISD District RtI Flowchart



What to do?

Section 504 accommodations and/or related services must be delineated in a Section 504 Plan formulated by the student's teacher(s), parents/guardians, and members of the Campus 504 Committee.

RGCGISD must establish and maintain services and accommodations for disabled students in order to ensure that these students have equal access to education. RGCGISD's 504 Committee is responsible for informing the parent/guardian of the time and date of the annual meeting in order to allow the parent/guardian with the opportunity to attend. During this meeting, the 504 Committee will determine if a student qualifies or continues to qualify for a Section 504 Plan. The following apply:

- ❑ School staff, generally the 504 committee, must submit a request for a Section 504 Plan, along with the necessary documentation.
- ❑ RGCGISD's 504 Committee must review the request.
 - *Note that a Section 504 Plan can only be written with approval from the 504 Committee*
- ❑ Each campus must have a designated Section 504 School Site Coordinator to assist the campus with referrals and oversee the implementation of Section 504 accommodations and services at the campus.

Further explanation on Section 504, School Site Coordinator responsibilities and referral process are available through Student Services Department and accessible through the RGCGISD webpage.

SPECIAL EDUCATION REFERAL

What is Required?

When a Student Success Team (SST) determines that a student has not made sufficient progress given the interventions and support identified and implemented by the SST, the team must conduct a thorough file review and rule out hearing, vision, and/or attendance as qualifying conditions. Only after doing so should the team consider a referral for an assessment under Section 504 or Special Education.

What to do?

RGCGISD must base this determination on progress monitoring and subsequent modification of interventions and supports implemented with ***fidelity*** for 8-12 weeks. ***Fidelity*** refers to implementation practices based on program requirements, including the length of time necessary to obtain sufficient data to determine effectiveness.

Immediate Referral. Typically, the RTI process is not appropriate for students described below because they require Immediate Referrals to special education.

- ❑ ***Students with Certain Disabilities.*** Students suspected of having apparent disabilities, such as hearing impairment, visual impairment, deaf-blindness, severe and recent traumatic brain injury, mental disability (moderate or severe), multiple disabilities, and some students with severe

autism, severe orthopedic impairments and/or significant health issues.

- ❑ ***Students with Mental Illness.*** For students suspected of exhibiting a significant mental illness, the Licensed Specialist in School Psychology (LSSP) should evaluate the student’s needs and, as appropriate, contact their Special Education Administrator for consultation and/or initiate a possible referral for a special education assessment.

Through the referral and assessment process, the RGCGISD District RTI Committee must determine whether a student is eligible to receive special education and/or related services and their educational needs. Some students may display learning or behavioral problems that could be addressed through a system of tiered interventions within the general education setting.

Through the procedures outlined below and in the following sections, RGCGISD must provide for the identification and assessment of the needs of an individual student, and the planning of an instructional program to meet his/her assessed needs.

Identification procedures include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. ***As discussed above, RGCGISD must refer students for special educational instruction and services only after considering and utilizing, when appropriate, the resources of the general education program.***

Individuals Who May Request an Assessment. A student may be referred for special education services at any time by the student’s parent, teacher, or other service provider. Staff of other public agencies may also request an assessment of students. Referrals pertain to students enrolled in RGCGISD, residing in RGCGISD boundaries, or attending a nonprofit private school in RGCGISD’s boundaries.

Written Referral by Parent or Other Individuals Outside of the School

- ❑ All referrals must be in writing, signed, dated, and include a brief reason for the referral
- ❑ If the request is received orally or if a parent does not submit a written request, the individual receiving the request must communicate with the parent to learn the basis for the referral, and document the information with the date the request was completed.
- ❑ An education specialist must offer to help the person put the request in writing. This includes assisting parents who may not understand the process or know how to request a referral. This may also include assisting with arranging an RTI Committee meeting to address parent concerns and develop interventions if appropriate.
- ❑ If the referral does not include the basis for concern, the individual receiving the referral must ask the referring source for this information, document the response, and attach it to the request.
- ❑ The principal/designee may ask parents to provide any relevant information about the student, including any reports, prior assessments, health records, school records from other schools, etc., to avoid duplication of information and to assist the RTI in making appropriate decisions.

Process for Referring Non-Attending Students

When the parent of a student who is not enrolled in an RGCGISD program believes that the student may have a disability, one of the following processes is used:

- ❑ ***ECI Children*** The Special Education Department receives referrals for children younger than school age.
- ❑ ***School-Aged Students***
- ❑ ***RGCGISD Residents*** RGCGISD resident parents of school-aged students should contact the Special Education Department to request an assessment at (956) 370-4587.
- ❑ ***Non-RGCGISD Residents*** Non-RGCGISD resident parents with children who attend a private school located within RGCGISD’s jurisdiction should contact the Special Education Department at (956)370-4587.

Campus RTI Committee Role To the extent possible, all referrals for a disability assessment for RGCGISD enrolled students must be made through the RTI Committee so that the team has an opportunity to review supporting documentation to ensure it provides an appropriate basis for initiating an assessment. If the student was not referred through the RTI Committee, the request must document why this process was not utilized.

Follow-Up Activities The individual receiving the referral must immediately provide it to his/her school principal, Special Education Department and appropriate related services for processing.

Criteria for Appropriate Assessment Referral RGCGISD must gather the following information to support an appropriate assessment referral:

- ❑ ***Documentation*** The RTI Committee must provide documentation showing that it addressed a student’s academic, language/speech, and/or behavioral issues, incorporating:
 - ***Interventions*** Scientifically research-based intervention(s) implemented with ***fidelity*** as evidenced by data sheets, computer-generated records, and/or other information. ***Fidelity*** refers to implementation practices based on program requirements, including the length of time necessary to obtain sufficient data to determine effectiveness.

Inappropriate Basis for Referral To ensure that a student does not inappropriately receive an assessment, RGCGISD must provide data-based documentation that the student’s lack of educational progress is ***not primarily due to the following***:

- ❑ ***Reading*** Lack of appropriate, explicit and systematic instruction in reading which includes the essential components of reading instruction: phonics, phonemic awareness, fluency, comprehension, and vocabulary
- ❑ ***Math*** Lack of appropriate instruction in math (e.g., if more than 50 percent of the class falls below benchmark on universal screening, lack of appropriate instruction might be suspected).
- ❑ ***English Language Acquisition*** If the student’s primary language is not English, the teacher or RTI Committee members must consult with the Campus Language

Proficiency Assessment Committee (LPAC) as needed, to assure that the proper form has been completed. This form provides information about the student’s proficiency in his/her primary language and helps the team to determine whether there is a learning disability or language difference.

The teacher and/or RTI Committee must employ a variety of intervention and support strategies within the general education classroom to accommodate the student’s language and to help resolve the targeted learning and behavior problems.

In referring *linguistically diverse* students for special education services, RGCGISD must take care to determine whether learning, language/speech, and/or behavior problems demonstrated by the students indicate a disability or, instead, manifest socio-linguistic differences.

It is especially important for the RTI Committee to determine whether accommodations and supports in the general education curriculum or in the manner in which the student receives instruction may assist them in overcoming their learning, language/speech, and/or behavioral problems.

- ❑ ***Environmental or Economic Disadvantage*** (e.g., if a majority of low income students in the class fall below benchmark on universal screening, environmental or economic barriers as a primary factor might be suspected)
- ❑ ***Temporary Physical Disabilities***
- ❑ ***Social Maladjustment***. Generally, students with emotional disabilities are viewed to have behavior of an “involuntary nature.” Students with social maladjustment are viewed as having behavior that is intentional in nature and are generally conceptualized as having a conduct problem.

A Federal District Court viewed social maladjustment as “a persistent pattern of violating societal norms...a perpetual struggle with authority, easily frustrated, impulsive and manipulative.” These students are viewed as being capable of behaving appropriately, but they intentionally choose to break rules and violate norms of acceptable behavior. Socially maladjusted students view rule breaking as normal and acceptable. They do not take responsibility for their actions and often blame others for their problems.

Determining Whether the Student Needs an Assessment

Options

- ❑ ***Review of Referral*** The RTI Committee must submit a Campus RTI Referral Form with all related documentation to the District RTI Committee for review and analysis of all the data described above to determine the most beneficial option for the student..
- ❑ ***Additional Interventions*** One option the RTI Committee must consider is that the student would benefit from additional interventions and progress monitoring.
 - *Note that additional interventions should be provided in lieu of or during the*

assessment process.

- ❑ ***Assessment Is Not Warranted*** If it is determined that an assessment is not warranted, RGCGISD must provide the parents a written explanation of the reason for the decision using the *Prior Written Notice* and *Notice of Procedural Safeguards* within **15 calendar days** of receipt of the referral.
- ❑ ***Assessment Is Warranted***
- ❑ ***Section 504 Referral*** Follow the procedures for requesting a 504 evaluation provided by the Student Services Department and accessible through the district webpage.

Note that this process is not intended to supersede parent-generated requests or delay a request for a special education evaluation as defined in Part I: Child Find.

III. PROCEDURES FOR DETERMINING ELIGIBILITY

OVERVIEW OF ELIGIBILITY

What is Required?

Upon receipt and acceptance of a referral to determine disability eligibility, RGCGISD must determine whether the student has a disability by conducting a disability assessment. Disability assessments include examinations, tests and/or observational strategies and are conducted by Multidisciplinary Teams (MDTs) that consist of:

- ❑ Licensed Specialist in School Psychology (LSSP)
- ❑ Educational Diagnostician
- ❑ Speech and Language Pathologists
- ❑ Occupational and/or Physical Therapists, as needed
- ❑ Special Education Teachers
- ❑ Special Education Counselor and/or Licensed Professional Counselor

When MDTs conduct disability assessments, they must provide evidence of the following:

- ❑ The assessment is comprehensive.
- ❑ Students evaluated for initial and three-year reviews have a hearing and vision screening unless parental permission is denied.
- ❑ Assessments are conducted by trained personnel in conformance with the instructions provided by the producer of the tests.
- ❑ Individually administered tests of intellect or emotional functioning are administered by the properly trained personnel.
- ❑ Assessments are administered in all areas related to the suspected disability by trained and knowledgeable personnel using sound instruments.
- ❑ Assessments for severe and low incidence disabilities are:
 - Administered by trained and knowledgeable personnel, using technically sound instruments.
 - Cover all areas related to the student's suspected disability.
- ❑ Attend to the need for specialized services, materials and equipment consistent with the guidelines for Deaf-Blind, Deaf and Hard of Hearing, Visually Impaired, and Severely Orthopedically Impaired.
- ❑ A variety of tools and strategies are used to gather functional, developmental and academic information to determine eligibility and the content of the IEP.
 - The tools and strategies directly assist in determining the educational needs of the student.

- ❑ Technically sound instruments are used to assess:
 - The relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

Disability Requirements MDTs evaluate students for one or more of the following eligible disabilities:

- ❑ Deaf or Hard of Hearing
- ❑ Deaf-Blind
- ❑ Speech or Language Impairment
- ❑ Visual Impairment
- ❑ Orthopedic Impairment
- ❑ Other Health Impairment (OHI)
- ❑ Autism
- ❑ Intellectual Disability
- ❑ Emotional Disturbance
- ❑ Specific Learning Disability
- ❑ Multiple Disabilities
- ❑ Traumatic Brain Injury

IDEA defines these disabilities as follows:

- ❑ Deaf or Hard of Hearing
 - Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.
 - Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.
- ❑ Deaf or Hard of Hearing and Visual impairment (Deaf-blind)
 - Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
- ❑ Speech or language impairment
 - Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.
- ❑ Visual impairment
 - Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.
- ❑ Orthopedic Impairment

- Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
- Other Health Impairment (OHI):
 - Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:
 - Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome.
 - Adversely affects a child's educational performance.
- Autism
 - Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
 - Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.
 - A child who manifests the characteristics of autism after age three could be identified as having autism if he/she satisfies the above criteria.
- Intellectually Disabled
 - Intellectually disabled means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.
- Emotional Disturbance
 - Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
 - An inability to learn that cannot be explained by intellectual, sensory, or health factors.
 - An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - Inappropriate types of behavior or feelings under normal circumstances.
 - A general pervasive mood of unhappiness or depression.

- A tendency to develop physical symptoms or fears associated with personal or school problems.
- Emotional disturbance includes schizophrenia. ***The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under the criteria listed above.***
- Specific Learning Disability
 - Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as:
 - Perceptual disabilities
 - Brain injury
 - Minimal brain dysfunction
 - Dyslexia
 - Developmental aphasia
 - Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectually disabled, of emotional disturbance, or of environmental, cultural, or economic disadvantage.
- Multiple Disabilities
 - Multiple disabilities mean concomitant impairments (such as intellectually disabled-blindness or intellectually disabled-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities do not include deaf-blindness.
- Traumatic Brain Injury
 - Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.
 - Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as:
 - Cognition
 - Language
 - Memory
 - Attention
 - Reasoning
 - Abstract thinking
 - Judgement
 - Sensory, perceptual, and motor abilities
 - Psychosocial behavior
 - Physical functions

- Information processing
- Speech
- Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Severe disabilities and non-severe disabilities Students meeting eligibility under some of the above federal classifications are considered to be severely disabled as follows:

- "Severely disabled" means individuals with exceptional needs who require intensive instruction and training in programs serving pupils with the following profound disabilities:
 - Autism
 - Blindness
 - Deafness
 - Severe orthopedic impairments
 - Serious emotional disturbances
 - Severe intellectual disability

What to Do?

If the MDT determines that a student has a disability, the student's ARD Committee must meet and determine if the student is in need of special education and/or related services. The IEP team includes qualified special education professionals and the student's parent(s).

Please note that a student may demonstrate a disability, but may ***not*** necessarily be eligible for special education and/or related services. ***A student's IEP team will determine his/her eligibility based on the requirement that the student's disability negatively/adversely affects his/her educational performance.***

Parents are full participants in the planning and development of services for their child(ren). As such, parental rights related to their child's disability eligibility are as follows:

- To make a direct referral to RGCGISD for disability assessment for their child
- To receive and approve the proposed Assessment Plan (AP)
- To question the assessment
- To request an independent assessment
- To receive a copy of the assessment report
- To give or revoke parental consent for service at any time
- To be informed of all the service options available
- To be informed of and utilize due process procedures to resolve a dispute

TIMELINES

What is Required?

Disability regulations outline certain timelines that RGCGISD must meet when conducting a student's eligibility assessment. This ensures that a student's disability related needs are addressed within a timely manner.

What to Do?

RGCGISD must follow the following timelines related to disability eligibility:

- ❑ For school-age children, the eligibility assessment must be conducted within **45 school days** of RGCGISD's receipt of written parental consent for specified assessment activities.
 - If this timeline occurs at the end of the school year, allowance is made for the evaluation to be completed when the next school year begins.
 - For school holidays that exceed five days, the 45-day timeline is extended by an equal number of days.
 - Extension of assessment timelines requires parental agreement in writing.
- ❑ For infants and toddlers, the eligibility assessment must be conducted within **45 school days** of the date of referral.

DEVELOPING A SPECIAL EDUCATION ASSESSMENT PLAN

What is Required?

Before a student can be assessed for eligibility for special education or reassessed while receiving special education and/or related services, RGCGISD must develop an Assessment Plan and provide it to the parents for their approval.

RGCGISD must develop the Special Education Assessment Plan in cooperation with the student's teacher(s), general and special education, and other appropriate staff, depending upon the student's disability or suspected area of disability, such as:

- ❑ LSSP
- ❑ Related services personnel
- ❑ The school nurse
- ❑ Educational Diagnostician

What to do?

Persons developing a Special Education Assessment Plan should use information from:

- ❑ The written request for a special education assessment
- ❑ The parent, including the Student Information Questionnaire
- ❑ School records, including teacher interviews and observations, student work samples, and

other knowledge gathered through a process that reviews the student's achievement

- ❑ The RTI Committee recommendations, including accommodations and modifications
- ❑ Recent evaluations, including any Independent Educational Evaluations (IEE) provided by the parent
- ❑ Existing evaluation information provided by the parents, current classroom based assessments, and observations by teachers and related services providers

The special education Assessment Plan must describe:

- ❑ The reason(s) for the assessment
- ❑ The assessment areas that will be assessed
- ❑ The types of assessments that will be included
- ❑ The types of staff who will conduct the assessments
- ❑ The student's primary language and language proficiency status (LEP) for English Learners (ELs)
- ❑ Alternative means that will be used to assess language impairment or specific learning disabilities when standard tests are considered invalid
- ❑ Any additional data needed to determine eligibility, present levels of performance, the child's need for special education and related services, and any modifications needed to enable the child to meet the goals and to participate in the general curriculum
- ❑ Assessment information that the parent requests to be considered, including private assessments
- ❑ Information related to enabling the student to be involved in and progress in the general curriculum
- ❑ Information about the student's communication status and language function, as appropriate
- ❑ Information about the student's motor abilities, as appropriate
- ❑ Information about the student's career and vocational abilities and interests, as appropriate
- ❑ Information about the student's health and developmental information, as appropriate
- ❑ Information about the student's vision, including low vision, as appropriate
- ❑ Information about the student's hearing status, as appropriate
- ❑ Information about the student's social and emotional status
- ❑ Information about the student's general intelligence and ability
- ❑ Information about self-help, as appropriate
- ❑ Information about the student's academic performance, as appropriate

In addition, an Assessment Plan must contain documentation of parent consent and the date on which consent was obtained.

RGCGISD must develop a Special Education Assessment Plan and provide it to a student's parents:

- ❑ Within **15 days** from the date of receipt of a written request for an initial special education assessment
- ❑ Within **15 days** from the date of receipt of a written request for an assessment of a student

currently receiving special education and/or related services

- ❑ Prior to conducting a reassessment of a student receiving special education and related services
- ❑ When a change in a student's eligibility for special education or related services is being considered

Parents must be notified that:

- ❑ Upon completion of the assessment, an IEP team meeting shall be scheduled to determine if the student is an individual with exceptional needs
- ❑ They have a right to obtain, at public expense, an independent educational assessment, if they disagree with the assessment conducted by RGCGISD or the right to obtain an assessment at any time at their own expense

The Assessment Plan must provide for:

- ❑ Assessing the student in all areas of suspected disability
- ❑ Selecting and administering tests and other assessment materials that are not racially, culturally, or linguistically discriminatory
- ❑ Administering tests and other assessment materials in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally and functionally unless it is not feasible to provide or administer
- ❑ Selecting and administering tests and other assessment materials to assess an English Learner (EL) that measure the extent to which the student has a disability and needs special education, rather than measuring the student's English language skills
- ❑ Selecting tests and other assessment materials that assess specific areas of educational need and are not designed to provide a single intelligence quotient
- ❑ Using a variety of assessment tools and strategies to gather relevant functional and developmental information about the student
- ❑ Using information provided by the parent/guardian
- ❑ Obtaining information about how the student is involved and progressing in the general curriculum
- ❑ Ensuring vision and hearing screenings have been conducted within the past year, or securing written documentation that the parents do not feel these assessments are necessary

INITIAL ASSESSMENT

What is Required?

Once consent for assessment has been received, the Multidisciplinary Team must conduct the assessment, as defined above, to answer the following three questions:

- ❑ Does the student meet the eligibility criteria as an individual with a disability?
- ❑ Does the severity of the disability have an adverse effect on the student's educational performance?
- ❑ Does the student require special education supports and services to achieve a free appropriate

public education?

In addition, the MDT must create an Assessment report outlining required information.

Note that RGCGISD must assess all English Learners (EL) in the student's primary language, unless it is not feasible to do so, by evaluators who are qualified specialists and proficient in the student's primary language. The assessment report must address the validity and reliability of the assessments in light of the student's language background and interpreted in a language that is accessible to the student's parents.

FULL INDIVIDUAL EVALUATION (FIE)

What is Required?

Once a student has been identified by an IEP team as having a disability and needing special education services, it is required that the student be reassessed, unless the parent and RGCGISD agree that it is unnecessary, at the following times:

- ❑ Every three years
- ❑ At any time, at the request of the parent(s) or RGCGISD staff with the exception that it shall not occur more frequently than once a year unless the parent and RGCGISD agree
- ❑ When RGCGISD determines that the educational or related service needs (including improved academic achievement and functional performance) warrant an evaluation
- ❑ To determine continued eligibility prior to transitioning from a preschool program to kindergarten, or to first grade

Generally, the purpose of a reassessment is to address one or more of the following concerns:

- ❑ That the student may no longer have a disability
- ❑ That the student may have an additional or different disability
- ❑ That the student is not adequately progressing in achieving the goals and objectives set forth in his/her IEP
- ❑ That the student's current special education and/or related services may no longer be appropriate
- ❑ That the student may no longer need special education and/or related services

Three-year evaluations must include review and consideration of all required information:

- ❑ A review of existing data
 - If the review of existing evaluation data on the student indicates that there is no need to conduct additional evaluations, RGCGISD must notify the parent of:
 - The determination and the reasons for it
 - The right of the parents to request an assessment to determine whether the student continues to be a student with a disability and to determine the student's educational needs
 - Based on the review of existing evaluation data on the student, RGCGISD conducts the additional assessments required to produce the information needed

to complete the reevaluation.

- RGCGISD uses the required members of the IEP team and other qualified professionals as appropriate, to review existing evaluation data, and on the basis of that review, and input from the student's parents:
 - Identify what additional data, if any, are needed to determine whether the student continues to have a disability, and the student's educational needs.
- A review of information provided by the parent
- A review of teacher and related service provider information
- A review of current classroom based, local, or State assessments and classroom based observations
- A hearing and vision screening of the student unless parental permission is denied

ASSESSMENT REPORT

What is Required?

RGCGISD personnel must document the information gathered during the assessment process within an Assessment Report. This is in accordance with the following regulation:

- Assessment results in a written report or reports that include the findings of each assessment.

What to Do?

The Assessment Report must include:

- Results of tests administered in the student's primary language by qualified personnel
- If a test was administered through an interpreter:
 - The written report includes a statement regarding the validity of the assessment
- A description of the extent to which testing varied from standard conditions
- Information related to enabling the student to be involved in and progress in the general education curriculum or, for preschool students, to participate in appropriate activities
- A determination of whether the student needs special education and/or related services
- Information on relevant behavior noted during observation of the student in the appropriate setting
- Educationally relevant health, developmental and medical findings, if any
- A determination of the effects of environmental, cultural, or economic disadvantage, where appropriate
- A description of the need for specialized services, materials, and equipment for students with low incidence disabilities
- Consideration of independent evaluations
- The basis for making the determination of eligibility for students with specific learning disabilities

Following completion of a student's Assessment Report RGCGISD must provide a copy to

PARENT REFUSAL TO ALLOW EVALUATION

What is Required?

The administrator or designated staff member is responsible for ensuring that all assessments are conducted, reports completed, and an IEP meeting is held within the **60-day** timeline.

What to do?

If the parent/guardian does not return a signed special education Assessment Plan within a reasonable amount of time (**5 days**), the administrator/ designee must do the following:

- ❑ Contact the parents to determine if they received the plan and intend to sign and return it.
 - *Note: Document any contacts made with the parents regarding signing the plan. If necessary, send the parents another copy of the plan and document the date on the web-based IEP system (ESPED).*
- ❑ Provide the parents with information to answer any questions they may have.
- ❑ If appropriate, revise the plan to accommodate concerns the parents may have
- ❑ If the parents refuse to sign the Assessment Plan, place a copy in the student's cumulative folder, document on the web-based IEP system (ESPED), and notify the personnel identified on the plan of the parent's decision.

If a parent refuses to allow a reassessment and attempts to obtain parental consent have been documented, the assessment may be conducted without a signed Assessment Plan.

RGCGISD must ensure that the Special Education Administrator is fully informed of attempts to obtain consent, and provide guidance as to whether or not to pursue an evaluation without consent.

IV. ADDITIONAL ASSESSMENTS

BEHAVIOR ASSESSMENTS

What is Required?

RGCGISD is required to conduct behavior-based assessments of students with special needs when **one** of the following has occurred and/or been observed from a student:

- ❑ The behavior is self-injurious, assaultive, or causing property damage leading to suspension or expulsion
- ❑ The behavior is so pervasive/maladaptive as to require systematic and frequent application of behavioral interventions
- ❑ The serious behavior problem interferes with the individual's opportunity for placement in the least restrictive environment
- ❑ A behavioral emergency has occurred that required the use of restricted, emergency techniques in order to protect the safety of the student or others
- ❑ An assessment has been conducted and a report written that identified the need for a Functional Behavioral Assessment (FBA)

What to do?

If an IEP team agrees that a behavior-based assessment is warranted for a student with special needs, it is required to complete one of the following, both of which require a signed assessment plan:

- ❑ Functional Behavioral Assessment (FBA): An FBA is initiated when the behavior of a student with an IEP has been determined to be a Manifestation of his/her disability
- ❑ Functional Behavioral Assessment: an FBA is initiated when an on-going serious behavior of a student with an IEP occurs or new behaviors are being demonstrated

In addition, RGCGISD must complete the following reports, which relate to the student's behaviors:

- ❑ Behavioral Intervention Plan (BIP)

FUNCTIONAL BEHAVIORAL ASSESSMENT

What is Required/What to do?

When determining if a student qualifies for an FBA When determining whether a student qualifies for an FBA, the student's IEP team must determine whether the behavioral and/or instructional approaches to correcting the student's behavior, as specified in the student's IEP, have been effective.

If the IEP team determines that the behavioral and/or instructional approaches have been ineffective, it must perform an FBA to assess the student's behavior. FBA assessments must be supervised by a Behavior Specialist, who then also becomes part of this student's IEP team.

When completing an FBA FBAs must include:

- ❑ Sources of Data include the following:
- ❑ Direct Observations
- ❑ Functional Assessment Interview Tool (Teacher Form)
- ❑ Questions About Behavioral Function (Teacher Form)
- ❑ Functional Behavioral Assessment Teacher Interview Form
- ❑ Observations and teacher feedback of the student's targeted inappropriate behavior including a description of the frequency, duration, and intensity of the behavior
- ❑ Observations and teacher feedback of the events immediately preceding each instance of the student's targeted inappropriate behavior
- ❑ Observations, teacher feedback, and analysis of the consequences that follow the student's display of the targeted inappropriate behavior to determine how they affect the student
- ❑ An ecological analysis of the setting in which the behavior occurs most frequently
- ❑ A review of the history of the targeted inappropriate behavior including the effectiveness of previously used behavioral interventions
- ❑ Student's Medical Records: A review of student records for health and medical factors, which may influence the student's behaviors
- ❑ A review of school records to gather information about the student:
- ❑ Student's Discipline Referral
- ❑ Student's Attendance Records
- ❑ Student's Grades
- ❑ Functional Behavioral Assessment Parent Interview Form: A parent interview to gather information about the student's behavior and any factors that may be contributing to behavior problems.
- ❑ Functional Behavioral Assessment Student Interview Form

When completing an FBA Report Following completion of a student's FBA, RGCGISD must create a report outlining the results of the assessment. FBA reports must include descriptions of:

- ❑ Sources of Data: Evaluation and diagnostic reports
- ❑ Student's placement and eligibility/reason for referral
- ❑ **PowerSchool Records:**
 - Discipline records
 - Current grades / Progress toward IEP goals/graduation
 - Attendance records
- ❑ **Parent Feedback**

- Family Changes
- Medical Conditions and Medications
- Positive behaviors reported by parents
- Problem behaviors reported by parents
- ❑ **Teacher Feedback:**
 - Positive behaviors reported by school
 - Problem behaviors reported by school
 - The nature and severity of the targeted behaviors using objective and measurable terms
 - The targeted behavior(s):
 - Baseline data
 - Preceding events (Antecedent/Triggers)
 - Behavior
 - Consequences
- ❑ Summary of Data: A functional analysis of the behavior(s) across all appropriate settings in which it occurs.
- ❑ Recommendations for consideration by the IEP team, which may include a proposed Behavioral Intervention Plan (BIP)

Development of Behavioral IEP: Following completion of a student’s FBA, RGCGISD IEP teams must develop a Behavioral IEP for the student to meet the student’s specific disability needs.

What to Do?

The IEP document must include the following:

- ❑ **Present Levels of Performance:** A statement of the student's present levels of performance including how the disability affects the student's involvement and progress in the general curriculum.
- ❑ **Follow PLAAFP Organizer Format:**
 - State the student’s strengths including conditions that the student uses in order to be successful in these areas.
 - State the priority critical educational needs to be addressed in the annual goals written for the student.
 - State the effects of the disability on the student.
- ❑ Components of Behavior PLAAFP
- ❑ Initial Evaluations: Included the data gathered during the FBA
- ❑ Annuals/Re-evaluations: Look at previous FBA and Sources of Data
- ❑ Review FAIT form checklist: positive behaviors and negative behaviors
- ❑ Classroom Behavior Observation Forms
- ❑ Parent Interview/Sociological Information
- ❑ Student Interview (Self-report) & Reinforcement Inventory

- ❑ Develop PLAAFP: Use the PLAAFP Target Behavior Checklist (Strengths/Weaknesses) to determine specific behaviors that will be addressed in the BIP.
- ❑ **Measurable Annual Goals:** Measurable annual goals, including academic and functional goals, related to the student's needs, resulting from the student's disability, that will enable the student to be involved in and progress in the general education curriculum and that meet each of the student's other educational needs that result from the student's disability.
 - **Behavior IEP Goal will include:** Time Frame, Condition (while, when, given), Behavior/Objective (student will...) and Criteria (accuracy or number of trials)
- ❑ **Progress:** A description of how the student's progress toward meeting the annual goals described above will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through concurrent issuance of report cards) will be provided.
 - Progress reporting should have a description on how the student is progressing on their specific behavior goal.
 - Progress Reports are completed every 6 weeks.

BEHAVIORAL INTERVENTION PLAN

What is Required?

Behavioral Intervention Plans (BIPs) are documents that utilize the recommendations from FBAs to outline plans of actions to correct a student's behavior. IEP teams must develop BIPs following completion of the student's FBA. IEP teams are responsible for:

- ❑ Creating BIPs
- ❑ Assessing the effectiveness of BIPs on responsible intervals, such as every 6 weeks
- ❑ Progress monitoring every 6 weeks

What to do?

When creating a BIP A BIP must include the following:

- ❑ Target behavior
- ❑ Classroom environment
- ❑ Plans on how to change situations that cause the student's inappropriate behavior
- ❑ Classroom strategies/positive behavior supports
- ❑ Plans for teaching the student alternative behaviors to replace his/her inappropriate behavior
- ❑ Plans for teaching the student adaptive behaviors to improve the negative conditions that lead to inappropriate behavior
- ❑ Plans for changing the consequences for inappropriate behaviors and acceptable behaviors so

that the student becomes aware that acceptable behaviors produce better results

- ❑ Reward system/reinforcers
- ❑ Social skills training
- ❑ Consequences/response plan
- ❑ Consequences should be determined based upon the functioning level of the student and the severity of the behavior exhibited.
- ❑ Review BIP annually or when new behaviors are being demonstrated
- ❑ Reevaluations must occur on scheduled intervals

When creating BIPs, IEP teams must be aware that certain behavioral interventions are prohibited. Prohibited behavioral interventions include those that:

- ❑ Cause physical pain to the student
- ❑ Involve the release of noxious or otherwise unpleasant substances in proximity to the student's face
- ❑ Involve the denial of adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities
- ❑ Subject the student to verbal abuse, ridicule or humiliation, or excessive emotional trauma
- ❑ Subject the student to restrictive intervention, including prone containment or locked seclusion that precludes adequate supervision of the individual
- ❑ Deprive the student of one or more of his or her senses

When evaluating the effectiveness of a BIP When evaluating whether the implementation of a BIP has successfully modified a student's behavior, IEP teams must consider:

- ❑ Baseline measures of the frequency, duration, and intensity of the student's targeted inappropriate behavior, taken during the FBA
 - Look at the reports (previous FBA and Sources of Data)
- ❑ Documentation of program implementation as specified in the BIP
 - Review FAIT form checklist: positive behaviors and negative behaviors
 - Classroom Behavior Observation Forms
 - Discipline Reports
- ❑ Interim measures of the frequency, duration, and intensity of the student's targeted inappropriate behavior

If, while evaluating the effectiveness of a BIP, the IEP team determines that changes are required, it must conduct additional FBAs and propose changes to the student's BIP as appropriate.

RESTRAINT REPORTING GUIDELINES

What is Required?

The restraint of a student receiving special education services must be reported according to state mandates. Parents must be verbally notified on the date of the restraint and must be provided with written notification of the restraint within **1 school day** of the incident.

What to Do?

On the day of the restraint, the campus special education teacher maintains responsibility for:

- Notifying the campus administrator who will verbally notify the parent
- Completing the documentation and notification on Use of Restraint form
- Distributing copies of the completed restraint form to:
 1. PEIMS clerk
 2. Special Education Office
 3. Parent

If a student is restrained on a school bus, the person conducting the restraint shall report the restraint immediately to the Director of Transportation. The Director of Transportation shall provide the parent with the required verbal notification and forward the written restraint information to the campus principal on the day of the restraint. If a restraint is used during an after school bus route, the Director of Transportation will verbally inform the parent of the restraint that day and notify the campus principal as soon as possible the next school day.

In the event that the campus principal is unavailable, the contact for reporting restraint would be the Special Education Department.

INDEPENDENT EDUCATION EVALUATION

What is Required?

The procedural safeguards of the Individuals with Disability Education Act (IDEA) provide that under certain conditions, a parent may have the right to obtain an independent educational evaluation (IEE), at public expense.

RGCGISD adheres to procedures that are in accordance with federal and state laws:

- ❑ A parent may have the right to obtain, at public expense, an independent educational evaluation (IEE) if the parent disagrees with an assessment obtained by RGCGISD and requests an IEE. A parent is entitled to only **ONE** IEE at public expense for each evaluation completed by the school district with which the parent disagrees.
- ❑ When a student requests an IEE, RGCGISD must, **without unnecessary delay**, either file a

request for due process hearing to show that it's assessment is appropriate or ensure that an independent educational evaluation is provided at public expense.

- ❑ If the parent requests an IEE at RGCGISD's expense, RGCGISD must ask for the parent's reason why he or she objects to the public evaluation, however, the parent is not required to provide an explanation. RGCGISD must not cause unreasonable delay in either providing the IEE at public expense or filing a due process complaint to show that its assessment is appropriate.

What to Do?

Once the parent communicates his or her desire for an (IEE) at public expense, RGCGISD must complete the following steps:

- ❑ Notify Special Education Director
- ❑ Immediately forward all requests for an IEE to the Special Education Department
- ❑ Determine whether the parent's request meets the following threshold requirements for an IEE at public expense:
 - RGCGISD conducted an evaluation
 - Parent expresses disagreement with RGCGISD's evaluation, either at the ARD Committee meeting or in writing
- ❑ Parent has not already received an IEE at public expense, relating to the evaluation
- ❑ If parent fails to meet any of the threshold requirements listed above, RGCGISD must deny the request, state the reasons for the denial in a prior written notice letter, and provide the parents with a copy of the RGCGISD Notice of Procedural Safeguards.
- ❑ If parent meets the threshold requirements, RGCGISD must:
 - Provide the parents with a copy of the RGCGISD Notice of Procedural Safeguards and Parents' Rights
 - Contact the parents to review the request, review RGCGISD's evaluation, identify those areas of disagreement and establish the areas in need of assessment
 - RGCGISD must provide a copy of RGCGISD's IEE Guidelines to parents.
 - RGCGISD must assist the parent in obtaining an IEE that meets RGCGISD's criteria by providing a list of qualified examiners to parent; note that the parent is not required to select from that list.
- ❑ If the parent obtains an Independent Educational Evaluation, the results of the evaluation will be **considered** by RGCGISD with respect to the provision of free appropriate public education to the student.

OCCUPATIONAL THERAPY/PHYSICAL THERAPY

What is Required?

RGCGISD is required to provide Occupational and/or Physical Therapy (OT/PT) assessments to

students who it suspects may require OT and/or PT in order to benefit from his/her education program.

What to do?

When determining if a student requires an OT/PT assessment When determining whether a student needs an OT/PT assessment, the student's IEP team must determine if the student has physical impairments that negatively impact his/her ability to succeed in his/her educational setting. If so, the student's IEP team must complete an OT/PT assessment for the student.

When creating an OT/PT assessment When creating an OT/PT assessment, the ARD Committee and other appropriate personnel, must include:

- **OT Assessment:**
 - An evaluation of student's fine and gross motor skills
 - An evaluation of student's visual motor integration
 - An evaluation of student's visual perception/processing
 - An evaluation of student's sensory integration
- **PT Assessment:**
 - An evaluation of student's strength, coordination, balance, and symmetry
 - An evaluation of student's physical activities such as sitting, standing, running, etc.
 - An evaluation of student's birth history and developmental milestones

When determining if a student NO LONGER requires OT/PT services It is possible that a student receiving OT/PT services no longer requires such services in order to benefit from his/her educational program. Students no longer need OT/PT services if they meet one or more of the following conditions:

- The student is functional within his/her educational environment and has accomplished his/her IEP goals.
- RGCGISD personnel are able to assist the student in areas of concern previously addressed by OT/PT.
- Student performance remains unchanged despite multiple efforts by the occupational and/or physical therapist to assist the student.
- Physical impairments are not interfering with student's ability to function adequately within his/her school environment.
- Reassessment indicates that the student no longer requires the previous level of service.
- The student has learned appropriate strategies to compensate for his/her physical impairments.
- RGCGISD can effectively implement strategies to improve the student's functioning within the educational environment and does not require the training and expertise of an occupational or physical therapist.

If a student meets any of the above criteria, the IEP team should note this information within the

student's IEP and ensure that the OT/PT services provided to the student are stopped within a timely

ASSISTIVE TECHNOLOGY

What is Required?

RGCGISD is required to provide Assistive Technology (AT) assessments to students who it suspects may require assistive technology services and/or devices in order to benefit from his/her educational program.

The ARD Committee is responsible for deciding whether a student requires an AT assessment and must consider whether assistive technology and services are needed for each student.

What to do?

When determining if a student requires an AT assessment The student's ARD Committee must consider whether the student needs assistive technology in order to benefit from his/her education program. In making this decision, the IEP team must consider the individual student's assistive technology needs in relation to his or her education program.

When conducting an AT assessment AT assessments must include the following:

- ❑ An observation of how the student completes everyday educational tasks, such as reading and writing. Observations must be completed in the normal learning environment in which the student receives instruction.
- ❑ An opportunity for the student to practice using various assistive technologies to see how they increase his/her ability to learn.

PSYCHOLOGICAL EVALUATION

What is Required?

In accordance with the Individuals with Disabilities Education Act (IDEA), RGCGISD will provide mental health services to disabled students who require them in order to benefit from his/her education program.

District LSSPs will conduct socio-emotional assessments (i.e., school-based psychological evaluations) and assessments for psychological services and implement psychological services. District Special Education counselors may conduct evaluations for counseling as a related service and implement counseling services if the psychological is not recommending counseling at that given time. District behavior strategists will conduct Functional Behavior assessments and determine the need for a Behavior Intervention Plan. The district's Crisis Counselor will conduct crisis screenings and provide crisis intervention services.

What to do?

When deciding if a student requires Mental Health Services

In order for a student to receive Mental Health Services, the student's IEP team must determine if:

- ❑ The student requires mental health services in order to benefit from his/her educational programs
- ❑ The student has emotional or behavioral characteristics that:
 - Impede his/her education
 - Are of significant rate and intensity
 - Are not attributable to “social maladjustment”
 - Are not solely caused by temporary adjustment problems
- ❑ The student's functioning is at a level sufficient for the student to benefit from mental health services
- ❑ The school has previously provided counseling and guidance services to address the problems, and/or the ARD Committee has determined the services to be inappropriate

COUNSELING ASSESSMENT BY THE SPECIAL EDUCATION COUNSELOR

The referral for counseling services evaluation is initiated by the ARD Committee.

If a student is receiving special education services and a psychological evaluation has been completed, an additional evaluation for counseling may be necessary to examine difficulties as they arise.

If eligible for services, an IEP is developed to specify the goals/objectives, projected begin and end date, frequency, duration, and location of the services.

Related services provided are in addition to and help supplement other education professionals; services must be educationally relevant in an academic school setting and should ask specific questions:

- Does the student need counseling to be successful accessing the curriculum and whether related services are needed in order to participate as appropriate in the general education classroom?
- Is the student progressing in school? (emotional and behavioral problems did not appear to have a negative impact on educational performance as evidence by grades)
- Does the student have competencies to make counseling beneficial?
- Do the teachers and staff agree that removing the student from class (LRE) will do more good than harm?

What is Required?

When determining if a student qualifies for a counseling plan/IEP:

When determining whether a student qualifies for a counseling plan/IEP, the student's IEP team must meet to discuss and determine whether the student's behavior and emotional issues are impeding his/her academic success and then request an assessment for counseling as a related service.

The special education counselor will consult, observe and begin the evaluation within the time frame given by the ARD committee.

What to do?

- The student requires counseling services in order to benefit from his/her educational programs
- The student has emotional or behavioral characteristics that:
 - Impede his/her education
 - Are of significant rate and intensity
 - Are not attributable to "social maladjustment"
 - Are not solely caused by temporary adjustment problems
- The student's functioning is at a level sufficient for the student to benefit from mental health services
- The school has previously provided counseling and guidance services to address the problems, and/or the ARD Committee has determined the services to be inappropriate

Assessments and Tools used to determine counseling eligibility:

- Behavior Evaluation Scales 4th Edition, School Version Long (BES-4: L)
- Early Childhood Behavior Intervention Scale
- Teacher Questionnaire for Counseling Form
- Functional Assessment Interview Tool: Staff Form (FAIT)
- Special Education Counseling/Behavior RTI Form
- Classroom Observation(s)
- School records (Power school (attendance, grades, incident reports/log entries))
- Student Interview
- Parent/Guardian Contact

When an ARD Committee determines the need for counseling or psychological services to support the student's special education program, a specially designed counseling or psychological services program is included as part of the student's IEP. The supports and services provided are documented on IEPs and indicated as part of the progress reporting system to parents and adult students. The goals for services:

- focus on school-related issues
- are behavior and/or learning based
- are minimally intrusive
- are necessary in order to make educational and/or behavioral progress and access the student's IEP

Referring

When counseling as a related service has been proven ineffective for a student with disabilities to benefit from his/her special education program or the student's social-emotional/ behavior data indicates a need for more intensive counseling services (increase in frequency and/or duration), a referral to Psychological Services provided by LSSP, counseling services provided by RGCGISD Crisis Intervention Team or community based counseling services will be made.

The following are behaviors that have persisted for a long period of time and to a marked degree in frequency, duration, or intensity with the implementation of interventions:

- Marked isolation and social impairment;
- Self-injurious behavior;
- Significant aggression toward people and/or animals;
- Pattern of repeated negativistic and defiant behavior;
- Significant negative impact on school performance by home and living environments;
- One or more psychiatric hospitalizations;
- Marked or major depression;
- Frequency and duration of counseling (6 months to 1 year) have been insufficient for student needs

Present Levels of Academic and Functional Performance(PLAAFP):

Present Levels of Academic and Functional Performance(PLAAFP) is a description of how the student is functioning and performing in the school setting. It entails strengths and weaknesses in both academic, functional performance (Grades, Attendance, Incidents) and is used to identify, create or modify the student's IEP goal/objective of the current IEP to measure performance. The PLAAFP is developed for every annual ARD to address the development of IEP goals and objectives to allow the student to be successful.

- Progress reports explaining the student's progress toward the annual IEP goals will be provided to parents, teachers, and relevant school personnel on a regular basis.
- Any changes in the amount of services listed in the IEP must be made at an ARD meeting.
- Counselors should be present at an ARD meeting when the need for the services is discussed or when the progress of the services is reviewed. Service providers may submit their findings in writing if the IEP Committee agrees to excuse them from the meeting.
- While a formal evaluation can be performed, it is not required to dismiss a student from counseling or psychological services as a related service however data for dismissal should be reviewed.
- Dismissal from counseling or psychological services should be based on data from a variety of sources, including teacher observations, parent input, mastery of IEP goals and objectives, performance on statewide assessments, disciplinary referrals, and any other relevant data.

- The decision to dismiss from a related service is determined by the ARD Committee and supporting documentation is included in the student's IEP document.

COUNSELING SERVICES

Counseling as a Related Service may be provided to students with disabilities who have chronic severe behavioral, emotional, or social difficulties and additional school supports are required to help the student achieve annual goals.

Referral for counseling as a related service Does NOT replace or is in lieu of the Regular Education School Counselor. The services provided are in addition to help supplement other educational professionals. They must be relevant in the academic school setting.

*The ARD committee should consider a number of factors before adding counseling as a related service. Emphasis should be placed on data:

- Use of positive behavioral interventions and supports, to address that behavior
- Refer to general education/grade level counselor
- Review/develop classroom accommodations, strategies, and behavior interventions
- Tutoring Must follow specific procedures
- Classroom Behavior Goals
- RTI Staffing Address documentation of intervention's success
- Request FBA/BIP Implement BIP interventions for 3 to 6 weeks

***(for students ages 3-5 the LEA must take into consideration the child's developmental stage and their social/emotional functioning)

Counseling services, according to IDEA, means services provided by qualified mental health professionals. In RGCISD, these services may be provided by qualified social workers, Licensed Specialists in School Psychology (LSSPs), professional school counselors, and/or other qualified personnel such as interns supervised by licensed or certified professionals. Counseling as a related service assists students in accessing and benefiting from specialized instruction provided by Special Education Counselors to address individual needs.

Counseling is a complex helping process in which a trusting and confidential working relationship is established.

Counselors interact with students individually or in small groups. The focus is on problem-solving, decision-making, self-confidence, and discovering personal meaning related to learning and development. Counseling can be direct (group/individual), indirect (consult), or a combination.

The goal of counseling as a Related Service is to assist students, support school staff, and collaborate with parents/family to help resolve problems related to learning and student behavior in the school environment.

V. INDIVIDUALIZED PROGRAMS

OVERVIEW OF IEP

What is Required?

The Individualized Education Plan (IEP) is a written document that RGCGISD must develop for each student who receives special education and/or related services. The purpose of an IEP is to outline a plan for utilizing special education and/or related services to meet a student's specific disability related needs.

What to Do?

The IEP document must include the following nine essential elements:

- ❑ **Present Levels of Performance:** A statement of the student's present levels of performance including how the disability affects the student's involvement and progress in the general curriculum.
- ❑ **Measurable Annual Goals:** Measurable annual goals, including academic and functional goals, related to the student's needs, resulting from the student's disability, that will enable the student to be involved in and progress in the general education curriculum and that meet each of the student's other educational needs that result from the student's disability.
- ❑ **Progress:** A description of how the student's progress toward meeting the annual goals described above will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through concurrent issuance of report cards) will be provided.
- ❑ **Special Education and/or Related Services:** A statement of the special education and/or related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to advance appropriately.
- ❑ **Participation in General Education:** An explanation of the extent, if any, to which the student will not participate with general education students in the general education classroom and in extracurricular and nonacademic activities.
- ❑ **State Testing:** A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on State and district wide assessments. If the IEP team determines that the student shall take an alternate assessment on a particular State or district wide assessment of student achievement, the IEP must include a statement why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student.

- ❑ **Timing of Services and Modifications:** The projected date for the beginning of the services and accommodations identified in the IEP, along with the anticipated frequency, location, and duration of the services and accommodations.
- ❑ **Transition and Post-Secondary Goals:** Beginning no later than the first IEP to be in effect when the student is 14, and updated annually thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education employment, and where appropriate, independent living skills and the transition services (including courses of study) needed to assist the student in reaching those goals
- ❑ **Age of Majority:** Beginning at least one year before the student reaches the age of 18, a statement that the student has been informed of the IDEA rights that will transfer to him or her upon turning 18.

TIMELINES

What is Required?

RGCGISD must meet several timeline requirements for developing and maintaining IEPs; these include:

- ❑ **Development and Implementation:**
 - An IEP is developed and implemented for each student **at least once each year**, in accordance with federal and state statutes
 - An IEP is developed and implemented for each student, within **45 days** of obtaining written parental consent of the Assessment Plan
 - The IEP must be completed within **45 days** of parent consent for assessment, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five schooldays, unless a written request for extension is on file.
 - The IEP is developed and implemented for each student (including students placed by RGCGISD in a private school or facility), **as soon as possible** after the IEP meeting.
- ❑ **IEP Meetings:**
 - An IEP meeting is held within **30 days** of receipt of a written request from a parent--not counting days between the student's regular school sessions, terms, or days of school vacation in excess of 5 school days, or days in June, July and August.

IEP TEAM COMPOSITION

What is Required?

IEPs are created via a team effort conducted by an ARD Committee. ARD Committees include the following members:

- ❑ **Non-RGCGISD Personnel:**

- Parents of the student
- Other individuals with knowledge or expertise regarding the student, including representatives of the student's private school, as appropriate, including:
 - Other individuals who have knowledge or special expertise regarding the student
 - The student, when appropriate or when considering post- secondary transition
 - Representatives of any other agency that is likely to be responsible for providing or paying for transition services
- **RGCGISD Personnel:**
 - At least one general education teacher of a student with a disability
 - The general education teacher participates in development of the IEP and helps decide:
 - The appropriate behavioral interventions and supports, and other strategies for the student
 - Supplementary aids and services
 - Program modifications
 - Supports for school personnel
 - Program modifications and/or accommodations for the classroom
 - At least one special education teacher/specialist
 - A representative who is qualified to provide or supervise specially designed instruction for students with disabilities, and who is knowledgeable about the general curriculum and the resources
 - The behavioral specialist whenever the team reviews the functional analysis assessment (FBA) and, if necessary, develops a behavioral intervention plan (BIP)
 - An individual who can interpret the instructional implications of the evaluations
 - For a student suspected of having a specific learning disability, at least one member who is qualified to conduct individual diagnostic examinations of students, such as a LSSP, speech-language pathologist, educational diagnostician, teacher for the visually impaired.
 - School Administrators
 - IEP Case Manager (Folder Teacher)
 - Additional RGCGISD personnel, as deemed necessary by the ARD Committee

Note that all required IEP team members must attend the IEP meeting for the meeting's entire duration.

What to Do?

The following are key duties of the ARD Committee:

- Review assessment results
- Determine eligibility

- ❑ Determine the content of the IEP
- ❑ Consider eligibility for special transportation
- ❑ Make program placement recommendations
- ❑ In making the determination of eligibility, draw upon a variety of sources of information, such as:
 - Assessments
 - Teacher recommendations
 - Parent input
- ❑ Document and consider information obtained from all of the aforementioned sources
- ❑ Ensure that all assessments are completed before the development of the initial IEP or three-year re-evaluation

Exclusions from ARD Committee Meetings:

The following requirements govern the excusal of required ARD Committee members from committee meetings:

- ❑ **Attendance Not Required** A member of the IEP team is excused from attending an IEP meeting, in whole or in part, if the parent and RGCGISD agree that the attendance is not necessary.
- ❑ **Modification to/Discussion of Existing IEP** A member of the ARD Committee is excused from attending a meeting, in whole or in part, when the meeting involves a modification to discussion of the member’s area of the curriculum or related services and all of the following conditions are met:
 - The parent and RGCGISD consent to the excusal after conferring with the member
 - The member submits in writing to the parent and the ARD Committee, information for the development of the IEP prior to the meeting
 - The parent's agreement to the excusal is in writing

Note that parental approval of ARD Committee member excusal must be received in writing using the proper Excusal Approval form.

WRITTEN NOTICE FOR ARD COMMITTEE MEETING

What is Required?

ARD Committees are required to notify parents of ARD meetings as follows:

- ❑ Notify parents of an ARD Committee meeting. Ensure that:
 - The notice is early enough (**at least 5 days before the meeting is scheduled to occur**) to ensure they have an opportunity to attend.
 - ARD Committee meetings are scheduled at a mutually agreed upon time and place.
 - The notice includes an indication of the purpose, time and location of the meeting and the individuals who will attend.

- The notice is provided in writing.
- For all English Learners (ELs), notices of IEP meetings are in parent’s primary language

PREPARATION FOR ARD COMMITTEE MEETING

What is Required?

The following are key tasks that RCGGISD must complete when preparing for an ARD Committee Meeting:

Interaction with Parents:

- ❑ **Parental Notice** Ensure that the parents were notified of the IEP meeting in writing.
- ❑ **Parental Attendance by Phone** If neither parent can attend the IEP meeting, use other means to ensure parent participation including individual or conference phone calls.
- ❑ **Parental Refusal to Attend** If you are unable to convince the parents they should attend the IEP meeting, record attempts to arrange for a mutually agreed on time and place.
- ❑ **Parental Understanding** Ensure that the parent understands the proceedings at the IEP meeting.
- ❑ **IEP Copies**
 - Give the parent a copy of the IEP at no cost.
 - Provide parents with a revised copy of the IEP, upon request, with amendments after a change is made to the IEP.
 - For all English Learners (ELs), translate the copy of the IEP for parents upon request.

IEP Review/Revision:

- ❑ **Review:**
 - Periodically review but, **not less than annually**, the student’s IEP.
 - Review progress toward previous annual goals and progress in the general curriculum when developing new goals.
 - Hold an ARD Committee meeting to review previous information, records, reports and evaluations and make final recommendations for placement **before the expiration of a 30-day interim placement.**
- ❑ **Revision:**
 - During the annual review of the IEP, revise the IEP as appropriate due to:
 - Any lack of progress toward the annual goals and in the general curriculum.
 - Results of any reevaluation.
 - Information about the student provided to or by the parents.
 - Student's anticipated needs.

- In making the aforementioned changes to an IEP after the annual IEP, the parent(s) and RGCGISD may agree not to convene an ARD Committee meeting for the purposes of making such changes, and instead develop a written document to amend or modify the current IEP.

Key IEP Considerations:

During ARD Committee meetings, committee members must consider the following:

- Strengths of the student
- Parent concerns for enhancing the education of the student
- Results of the initial evaluation, most recent evaluation, and results of statewide assessment of the student
- Academic, developmental, and functional needs of the student

Additional IEP Considerations:

- For a student whose behavior impedes his or her learning or that of others, the ARD Committee must consider providing positive behavior interventions and strategies and/or supports to address the behavior.
- For English Learners (ELs), the IEP team must consider the language needs of the student as such needs relate to the student's IEP and whether the IEP includes linguistically appropriate goals, objectives, programs and services.

STRUCTURING THE ARD COMMITTEE MEETING

What is Required?

RGCGISD must structure ARD Committee meetings in such a way as to ensure that parents are engaged as full participants in the process. In addition, RGCGISD must structure meetings to cover all key topics related to meeting student needs.

What to Do?

RGCGISD must organize ARD Committee meetings as follows:

- **Opening**
 - Introduction of committee participants and their roles
 - When an interpreter is used, clarify the roles and turn-taking procedures that are to be used.
 - Agreement on ground rules for the meeting, such as:
 - No interruptions.
 - Respect others in both verbal and body language.
 - Respect confidentiality.
 - Listen with an open mind.
 - As needed, agree to take a break of up to 10 minutes in length.

- Place cell phones in vibrate mode.
- Adhere to the time limit established by the ARD Committee.
- **Statement of Purpose for the Meeting and Summary of the Meeting Process**
 - Provide parents with an overview of the purpose of the meeting.
 - Provide parents with an overview of the ARD Committee meeting process.
- **Review of Procedural Safeguards, Rights and Responsibilities**
 - Provide parents a copy of *A Parent's Guide to Special Education Services*, which includes the *Notice of Procedural Safeguards*.
 - Ask parents if they understand the explanation of their rights that you have provided to them.
 - If they do not understand, summarize their rights again until they clearly understand them.
- **Information to be Considered**
 - Parent/family report
 - Student strengths
 - Concerns
 - Parent/student expectations
 - Student's interests
 - Progress reports and assessment results
 - Behavior considerations
 - Other
- **Identification of Student Needs**
 - Accommodations/modifications
 - Related services
 - Annual goals/benchmarks
 - Placement
 - Other
- **Meeting Conclusion**
 - Review/summary of recommendations
 - Discuss any open questions/concerns.
 - Finalize recommendations by consensus/parental consent.
 - Discuss any follow-up actions
 - Ensure that individual RGCGISD team members are clear about specific follow-up actions and timelines for which they are responsible, including completion of RGCGISD forms.
 - Distribute IEP copies
 - Close:
 - Thank parents for attending and participating in the ARD Committee meeting.

- Encourage parents to contact school or other RGCGISD staff if they have questions or concerns at any time.
 - Provide parents with names and telephone numbers of school or other RGCGISD personnel to contact if they have questions or concerns.
 - Parents whose primary language is not English must be provided with

specific information on how their questions and concerns will be addressed in their primary language or other mode of communication (e.g., a bilingual contact person).
- Discuss the arrangements for translation of the IEP.
- Document the distribution of copies of the IEP to all staff who will be implementing it.
- When parents do not agree with any part or all of the IEP, inform the parents of their rights, and assist them in requesting an informal conference, a mediation only hearing, or a due process hearing. Also, inform appropriate RGCGISD personnel of the disagreement.

Additional Best Practices RGCGISD should also follow certain best practices in order to ensure that ARD Committee meetings run smoothly. They are as follows:

- Ensure that the concerns of parents and the information they provide regarding the student are considered in developing and reviewing the student’s IEP. This may be achieved by asking questions throughout the meeting, such as, “Tell us about your child,” and “From your perspective, what can we do to help?”
- Throughout the meeting, invite parent comments and questions, and check for parent understanding.
- Whenever possible, use language comprehensible to the general public and limit the use of educational jargon.
- Ensure that parent information and independent educational evaluations (IEEs) are received, considered, and documented within the IEP.
- Specify a time in the future when the parent will receive a response if a concern or question cannot be addressed at the meeting.
- Take every opportunity to make parents feel part of the team.

CONTENT OF THE IEP

What is Required?

IEPs for all students enrolled within RGCGISD special education and related services must be entered and maintained on the web-based IEP system (ESPED). The following sections list the information that must be included within each student’s IEP.

GENERAL STUDENT INFORMATION

What is Required?

The following general student information must be included within each student's IEP:

- ❑ Demographics such as student name, date of birth, gender, primary language, grade, ethnicity, English Learner status
- ❑ Contact information for the student's emergency contact(s)
- ❑ Description of the student's disability/disabilities
- ❑ Present Levels of Academic Achievement & Functional Performance
- ❑ Parental concerns
- ❑ For Emergent Learner (EL) students, parent's preferred language and whether or not an interpreter is needed

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT & FUNCTIONAL PERFORMANCE

What is Required?

Present levels indicate the student's present levels of performance including strengths and weaknesses. This information serves as a foundation for the development of the goals and benchmarks in the IEP and:

- ❑ Must include the results of the most recent evaluation or reevaluation
- ❑ Must include the information most relevant to the student's present levels of performance

Within the IEP, ARD Committees must list the assessments conducted and any other sources of information used to describe the student's present levels, which may include:

- ❑ Formal or informal methods
- ❑ Norm- or criterion-referenced tests
- ❑ Classroom observations
- ❑ Student work samples
- ❑ Teacher-made tests or other achievement tests
- ❑ Recent evaluations
- ❑ Behavior observations/Discipline referrals
- ❑ Performance data from regular education teachers
- ❑ Parent input
- ❑ Teacher consult
- ❑ Data collection (PowerSchool: grades, attendance, incident summary, log entries)
- ❑ Campus and/or district benchmark results
- ❑ PLAAFP organizer
- ❑ A statement of the student's academic achievement (core curriculum) and functional

- performance (self-help, social-emotional, organizational skills, and/or daily living). Functional performance must be stated even if the student is functioning with age appropriate skills.
- ❑ A description of the requirements and expectations in the general education curriculum
 - ❑ A description of the ways in which the student’s disability(ies) will affect the student’s involvement and progress in the general education curriculum
 - Include statements that address each major area of the curriculum that are impacted by the student’s disability
 - ❑ Beginning no later than the first IEP to be in effect when the student is 14, must include results of age appropriate transition assessments related to training/education, employment, and (where appropriate) independent living skills
 - Transitional assessments may be formal and/or informal and may include observations, anecdotal information, on-the-job training, classroom performance examples, tests, work samples, paid work experiences or student work programs

If a student has related services, related service staff will:

- ❑ Collaborate with the teacher of record to develop present levels related to any area(s) of concern.

Note that if the student is an Emergent Learner, the ARD Committee must identify the student’s primary and/or dominant language and which language the student prefers to use at school when determining Present Levels. Each student’s language dominance must be considered in goals. The ARD Committee must specify the student’s English Language Development proficiency level and other information including, but not limited to, expressive and receptive language skills.

CONSIDERATION OF SPECIAL FACTORS

ASSISTIVE TECHNOLOGY

What is Required?

The ARD Committee must consider, for each student, whether Assistive Technology (AT) services are needed in order for the student to benefit from his/her educational program. When doing so, ARD Committees must:

- ❑ Discuss if the student requires assistive technology, using information previously discussed by the Assistive Technology team
- ❑ Focus on specific present levels of performance
- ❑ Consider any assessment information presented
- ❑ In addressing the student’s need for assistive technology begin with no/low tech (i.e. graphic organizers, color coding, picture boards) to mid-level technology (calculator, books on tape) to higher-level technology (word processor, computers).

- ❑ If equipment is recommended, use descriptive terms, not brand names (i.e. typewriter not “Canon 250”).
- ❑ Be sure that the need for assistive technology is documented in the student’s present levels of performance, and that goals and objectives incorporate the assistive technology selected.

*Note that Assistive Technology excludes surgically implanted medical devices or replacement of such devices. Also, note that Assistive Technology is **not** educational technology. AT provides access to the curriculum while Educational technology (hardware and software) functions as a supplement to the curriculum that reinforces concepts taught and is one of the many instructional tools available to a teacher. The need for educational technology should **not** be specified in the IEP.*

As part of Free Appropriate Public Education (FAPE), RGCGISD must provide AT devices and/or services to a disabled student at no charge to the family of the students. This is only the case if the student's IEP indicates that the student requires the AT in order to benefit from his/her educational program.

Home Use. IDEA regulations require that if the IEP team determines that a student requires a particular assistive technology device for home use in order to achieve the goals and objectives on the IEP, RGCGISD must provide the equipment for the student to use at home. The IEP team must base its decision for home use on the educational and instructional activities that the student needs to complete outside of the school setting.

Section 504. Students with disabilities who do not require special education or do not meet the eligibility requirements of IDEA are entitled to assistive technology devices and services if a Section 504 team determines that assistive technology devices and services are a reasonable accommodation under Section 504 of the Rehabilitation Act.

LOW INCIDENCE DISABILITY

What is Required?

Low Incidence (LI) disabilities include the following:

- ❑ Deaf or Hard of Hearing
- ❑ Vision Impairments
- ❑ Orthopedic Impairment
- ❑ Intellectual Disability
- ❑ Traumatic Brain Injury
- ❑ Any combination of the above

RGCGISD must provide the following specialized services for students with low-incidence disabilities:

- ❑ Specially designed instruction related to the unique needs of students with low-incidence

disabilities

- ❑ Specialized services related to the unique needs of students with low-incidence disabilities provided by qualified individuals such as interpreters, note-takers, readers, transcribers, and other individuals who provide specialized materials and equipment

Services must be provided by appropriately credentialed teachers.

What to do?

The following checklist indicates the legal requirements that ARD Committees must consider for students with low-incidence disabilities:

- ❑ For a student with a disability such as deafness or blindness, the IEP includes specialized services, equipment and materials consistent with state guidelines,
- ❑ The ARD Committee discusses required elements for a student who is blind or has a visual impairment
- ❑ The ARD Committee:
 - Determines the appropriate medium/media for the student in accordance with state guidelines
 - Considers the provision of instruction in Braille and the use of Braille, unless the team determines after evaluation that Braille instruction or use is not appropriate for the student
- ❑ For a student who is deaf or hard of hearing, the ARD Committee considers:
 - Language and communication needs
 - Opportunities for direct communications with peers and professional personnel in the student's language and communication mode
 - Academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode

COMMUNICATION NEEDS

What is Required?

ARD Committees must consider:

- ❑ Student's communication needs
- ❑ The following for deaf or hard of hearing students:
 - Student's language and communication needs
 - Student's opportunities for direct communications with peers and professional personnel in the student's language and communication mode
 - Student's academic level
 - Student's full range of needs, including opportunities for direct instruction in the student's language and communication mode

- ❑ If the student is an Emergent Learner (EL), the ARD Committee must indicate the student’s overall present levels of performance in communication, including primary language. The ARD Committee must include information about the student’s levels of functioning in both primary language and English, including listening, speaking, reading and writing.

In addition, the ARD Committee must specifically discuss:

- ❑ Student’s primary language and language mode. This may include the use of spoken language with or without visual cues, or the use of sign language, or a combination of both
- ❑ Availability of a sufficient number of age, cognitive, and language peers of similar abilities
- ❑ Appropriate, direct, and ongoing language access to education specialists and other specialists who are proficient in the student’s primary language mode and primary language
- ❑ Services necessary to ensure communication-accessible academic instruction, school services, and extracurricular activities
- ❑ Functioning of hearing aids, and how to ensure that those worn in school are working properly
- ❑ Proper functioning of external components of surgically implanted medical devices

Note that RGCGISD is not responsible for the postsurgical maintenance, programming, or replacement of any medical device that has been surgically implanted, or of an external component of the surgically implanted medical device.

SUPPORTS FOR INSTRUCTION

What is Required?

RGCGISD is required to provide supplementary aids, services, and accommodations to a student’s educational program if the student requires them to benefit from his/her education.

Supplements may include, but are not limited to those in the following areas:

- ❑ Presentation
 - Braille
 - Directions given in a variety of ways
 - Highlighted text
 - Large print
 - Modified curriculum
 - Oral tests
 - Reduced paper/pencil tasks
 - Repeated review/drill
 - Short-answer tests
 - Shortened assignments
 - Sign language

- Taped lectures
- Taped texts
- ❑ Setting/Response
 - Increased verbal/response time
 - Preferential seating
 - Sign language
- ❑ Timing/Scheduling
 - Extended time for completing assignments
 - Extended time for completing tests
 - Frequent breaks
- ❑ Use of Aids or Tools
 - Assignment notebooks
 - Calculator
 - Low vision aids
 - Study sheets
- ❑ Additional Support/Assistance
 - Individualized instruction
 - Note-taking assistance
 - Peer buddy
 - Peer tutor
 - Reader services

TRANSITION

What is Required?

Transition services include appropriate, measurable goals that are based on age-appropriate transition assessments. Any area addressed must be based on the student's needs, taking into account the student's strengths, preferences, and interests.

RGCGISD must provide transition services to students with disabilities as follows:

- ❑ Before transfer from Pre-School to Kindergarten
- ❑ Before transfer from Elementary to Middle School
- ❑ Before transfer from Middle School to High School
- ❑ Non-public school (NPS) to general education
- ❑ On or before age 14
- ❑ On or before age 17
- ❑ On or before age 18
- ❑ Transfer of Rights at Age of Majority
- ❑ Before exiting school due to graduation, completion of course of study, or age out

PRE-SCHOOL TO KINDERGARTEN

What is Required?

The ARD Committee must address the transition process from preschool to elementary school for students ages 3 through 5. It must also describe a process for monitoring the continued success of the disabled student who continues to be eligible for special education.

What to do?

With parental permission, the student's Case Manager (Folder Teacher) should:

- ❑ Review the student's assessment information
- ❑ ARD Committee reviews updated information is shared and goals and objectives are developed with consideration of kindergarten placement options.

For a student who is exiting special education after preschool, the ARD Committee must note the student's present levels of performance and learning style. The ARD Committee must also provide this information to the student's assigned general education teacher upon the student's enrollment in kindergarten or first grade.

ELEMENTARY TO MIDDLE SCHOOL

What is Required?

During the 5th Grade annual ARD meeting, the student's teacher and parent must begin planning for the student's transition to middle school.

What to do?

With parental permission, the student's Case Manager (Folder Teacher) must:

- ❑ Review the student's assessment information to obtain current levels of performance.
- ❑ ARD Committee reviews updated information. Goals and objectives are developed with consideration of Middle School service delivery models.
 - The ARD Committee must consider Middle School service delivery options at this time and identify the appropriate service(s).

The ARD Committee must address each student's individual needs.

MIDDLE SCHOOL TO HIGH SCHOOL

What is Required?

During the 8th grade Annual ARD meeting, the student's teacher and parent must begin planning for

the student's transition to High School.

What to do?

With parental permission, the student's Case Manager (Folder Teacher) must:

- ❑ Review the student's assessment information to obtain current levels of performance.
- ❑ ARD Committee reviews goals and objectives are developed with consideration of High School service delivery models.
 - The ARD Committee must consider High School services at this time.

The ARD committee team must outline and address each student's individual needs.

NON-PUBLIC SCHOOL TO PUBLIC EDUCATION

What is Required/What to do?

When disabled students transfer into the general education classroom from nonpublic, nonsectarian school to the general education classroom in the public school, the ARD Committee must document the following within the student's IEP:

- ❑ A description of activities provided to integrate the student into the regular education program.
- ❑ A description of the activities provided to support the transition of students from the special education program into the general education program.

POST-SECONDARY EDUCATION

FOR STUDENTS AGED 14

What is Required?

Transition planning for students with disabilities age 14 and above are designed to provide exploratory activities including developing a sense of self-awareness and self-determination. Activities involve identifying interests, strengths, and preferences by using vocational interest inventories (formal or informal), transition-planning profiles, and interviews (Student and/or Parent) to begin the process of student-centered transition planning, including;

- Postsecondary education
- Vocational education
- Integrated employment (including supported employment)
- Continuing and adult education
- Adult services [e.g. Texas Workforce Solutions (Department of Assistive and

- Rehabilitative Services); Texas Tropical Behavioral Health
- Independent living and/or
- Community participation

FOR STUDENTS AGED 17 AND ABOVE

What is Required?

When a student turns 17, his/her IEP courses of study must include a focus on improving academic and functional achievement from school to post-school activities.

RGCGISD must determine a student's appropriate course of study, selection of an appropriate transition pathway (Endorsement), and documentation of student progress.

A student's transition activities include academic and or vocational instruction, related services, community and/or extracurricular experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.

What to do?

Specifically, the student's IEP must:

- ❑ Describe needed transition services that focus on improving academic and functional achievement of the student to facilitate his/her movement (Transition) from school to post school.
- ❑ Contain measurable postsecondary goals based on age appropriate transition assessments related to training or education, employment, and where appropriate, independent living skills.
- ❑ Be reviewed **annually**.
- ❑ Contain transition services that are based on the individual student's needs, taking into account the student's preferences and interests.
- ❑ Include a statement of the needed transition services in all required areas including
 - Instruction (Academic and Vocational)
 - Related services
 - Community experiences/Extracurricular activities
 - Development of employment and other post school objectives and, when appropriate:
 - Acquisition of daily living skills
 - Functional vocational evaluation
- ❑ Include a statement of the needed transition services and interagency responsibilities.

In addition, the student's ARD Committee must:

- ❑ Identify alternative strategies to meet the transition objectives when an agency other than the

RGCGISD fails to provide the transition services in the IEP.

- ❑ Provide the parent or adult if age 18 or older graduation supplement from high school with a regular high school diploma.
- ❑ Provide the student whose services were terminated due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for FAPE, with a summary of academic achievement and functional performance, which includes recommendations on how to assist the student in meeting their postsecondary goals.

Postsecondary goals. Postsecondary goals are required for students who are 16 or will turn 16 when the IEP is in effect. These goals are designed to assist the student in moving toward the desired postsecondary outcomes.

- ❑ At least one goal must be related to training/education and employment (one goal can be developed for both).
- ❑ The IEP must indicate which goals are written to support postsecondary transition outcomes in training/education (CATE), employment or independent living skills.
- ❑ Postsecondary goals for independent living skills are optional and written when appropriate for the student.
- ❑ Postsecondary goals may be considered earlier if deemed appropriate by the ARD Committee.

FOR STUDENTS EXITING SCHOOL

What is Required?

Summary of Performance. The Summary of Performance (SOP) is designed to provide a student with a summary of his/her academic achievement and functional performance. It is a separate document from the IEP that condenses and organizes the key information that should follow the student to post-school activities.

A student must have a completed SOP. SOP's must include recommendations on how to assist the student in meeting their post-secondary goals.

What to do?

Procedures for Completing the Summary of Performance ARD Committees must adhere to the following procedures when completing a student's SOP.

Transition Counselor and Case Manager will complete:

- ❑ **Student's Post-Secondary Goals:** Copy the post-secondary goals from the IEP
- ❑ **Summary of Performance:** This section includes three areas: Academic, Cognitive, and Functional performance
 - Indicate the student's present level of performance identified in the most recent IEP.

and list the accommodations, or assistive technology that were essential in assisting the student in achieving progress.

- ❑ ***Recommendations to Assist the Student in Meeting Post-Secondary Goals:***
 - Identify the recommendations a student may need to assist in meeting the postsecondary goals. Check all that apply.
 - Identify all agency linkages known to be working with the student or those that could be a resource. Identify the contact person and telephone number if known

STATEWIDE ASSESSMENTS

What is Required? /What to do?

Student’s IEPs must contain the following information in relation to Statewide and District-wide Achievement Tests:

- ❑ A statement on participation in District or Statewide achievement tests without accommodations or with such accommodations
- ❑ An explanation of why it is not appropriate for the student to participate in general education District or Statewide achievement tests, if the IEP team makes that decision
- ❑ A statement of how that student will be tested if statewide or District tests are not used

The admission, review, and dismissal (ARD) committee makes educational decisions for a student with a disability, including decisions related to state assessments and decisions related to a student that is scheduled to receive a high school diploma, and has satisfied or will satisfy all other state and local requirements for high school graduation.

- Students will take STAAR with or without allowable accommodations.
- Review the participation requirements for STAAR Alternate 2 for students with significant cognitive disabilities who access the grade-level Texas Essential Knowledge and Skills (TEKS) curriculum through prerequisite skills.

Statewide testing includes STAAR, STAAR Spanish, and STAAR Alternate 2. In addition, online embedded supports (i.e., content and language supports, oral administration via text-to-speech, and spelling assistance) are available on STAAR for eligible students.

MEASURABLE GOALS

What is Required?

IEP teams must consider all areas in which a student has educational needs that require a measurable annual goal and transition services (i.e., *academic/cognitive; motor, behavior, communication, social, self-help and transition*).

Measurable goals include academic and functional goals designed to meet the student's needs that result from his/her disability to enable him/her to be involved in and make progress in the general education and Career and Technical Education curriculum.

The IEP must show a direct relationship between the present levels of performance, the goals and objectives, and the specific educational services to be provided.

What to do?

General Requirement ARD Committee members must:

- ❑ Develop a measurable annual goal for each student's identified area of need.
- ❑ Develop goals that address student needs and that are skill-based and provide access to the core curriculum as appropriate; not areas in which the student has yet to be exposed to material.
- ❑ Develop goals that:
 - Are measurable
 - Indicate the student's needs
 - Enable the student to be involved in and progress in the general education curriculum
 - Describe what the student can reasonably be expected to accomplish within a twelve-month period
 - Are linguistically appropriate
 - Address vocational or pre-vocational needs
 - Enable a preschool child to participate in appropriate activities
- ❑ Support goals with appropriate baseline data that reflects where the student is presently functioning relative to the desired outcome/goal
- ❑ Use data that includes objective measures such as pre and post testing, scores on standardized tests or other measurable, objective data
- ❑ For students taking an alternative assessment, develop a minimum of two benchmarks/objectives for each goal that:
 - Addresses what the student will do
 - Describes the conditions
 - Describes the evaluation standards
 - Are sequenced toward the annual goal
- ❑ Identify the person(s) responsible for the implementation of the goal

Standards-based Goals Standards are the basic framework of the general curriculum and the criteria used to define accountability. In order to ensure that students have the opportunity to access the general curriculum and to participate meaningfully in the statewide assessment process, essential content standards must be used to develop IEP goals and objectives/benchmarks to coordinate instruction, learning and assessment. Standards provide a common language and help bridge the gap between special education and general education.

Designing standards-based IEPs facilitates support for students in achieving the standards, assists students in performing their best on standards-based district and statewide assessments and helps ensure that students are promoted.

Types of standards include:

- ❑ **Content Standards:** Describe what students are expected to know and be able to do in each subject area and grade level.
- ❑ **Essential Standards:** Identify specific content critical to the student’s program through the curriculum.
- ❑ **Alternate Standards:** These standards are a subset of the TX standards appropriate for students with the most significant cognitive disabilities who take alternate assessments.

Personnel Responsible for Implementing the Goal. Identify the personnel (i.e., special educator, general educator, parent, speech/language pathologist, student, adapted physical educator, related service provider, and/or other) responsible for implementing goals and objectives.

PROGRESS REPORTS

What is Required?

Progress Reports inform parents about the extent to which their children are progressing toward achievement of the academic and functional annual goals. Although a standard format for progress reports is not mandated by IDEA 2004, it is required that RCGGISD send progress reports to and/or review progress reports with parents/guardians at least as often as report cards are issued (every 6 weeks).

What to do?

Federal regulations for the implementation of IDEA 2004, state that an IEP shall include:

- ❑ A description of how the child’s progress toward meeting the annual goal(s) will be measured.
- ❑ When periodic reports on student progress will be provided.
- ❑ Well-developed goals in a student’s IEP to identify:
 - The skill that a student is working toward
 - The anticipated growth in one year’s time
 - How growth will be measured and with what tool?

The IEP must also state how often progress will be reported to the child’s parent(s)/guardian(s). This reporting frequency should not be any less than that used for the student’s typical peers.

Progress reports must be issued by a student’s special education teacher(s); however, parents must also receive progress reports from related service providers if their child’s IEP contains related services (e.g. OT, PT, and Speech) goals.

For example, if a student receives speech services and has instructional support for math, parents

should receive a progress report from the speech and language therapist in addition to the one from the special education teacher. Progress needs to be reported on *all* goals in the IEP.

RELATED SERVICES

What is Required?

Related services are supportive services that a disabled student requires in order to benefit from special education. Such students require services to allow them to meet their special education goals.

Related services include, but are not limited to, the following:

- ❑ Speech and language pathology
- ❑ Audiological services
- ❑ Orientation and mobility services
- ❑ Instruction in the home
- ❑ Adapted physical education
- ❑ Physical and occupational therapy
- ❑ Vision services
- ❑ Counseling and guidance services
- ❑ Transition counseling
- ❑ Parent training (Parental Involvement)
- ❑ Health and nursing
- ❑ Vocational education and career development
- ❑ Recreation services
- ❑ Specialized services for low incidence disabilities
- ❑ Interpreting services
- ❑ Transportation

What to do?

Related services are provided by professionals who meet Texas state requirements in their area of expertise. A student's ARD Committee must decide which related services to include within his/her IEP. The ARD Committee must make this decision based on an analysis of the student's individual needs and whether related services can assist in meeting those needs.

After determining that a student will benefit from a related service, the ARD Committee must create goals related to the related service that the student needs. The IEP must provide details of the following:

- ❑ The type of related service the student requires
- ❑ Frequency, duration, and location of where services will be provided

Counseling as a Related Service Information and Guidelines

- ❑ Counseling focuses on school-related services to make educational progress.

- ❑ Counseling is a complex helping process in which a trusting and confidential working relationship is established.
- ❑ Counselors interact with students individually or in small groups.
- ❑ The focus is on problem-solving, decision-making, and discovering personal meaning related to learning and development.

*Related Service Counseling is provided as an additional support to help supplement services provided by other education professionals. It is not to replace or is in lieu of the school campus counselor.

Interventions Needed Prior to Requesting Counseling as a Related Service:

- ❑ Refer to general education/grade level counselor
- ❑ Use behavioral interventions and supports to address behavior
- ❑ Review/develop classroom accommodations, strategies, and behavior interventions
- ❑ Tutoring
- ❑ Classroom Behavior Goals
- ❑ RTI
- ❑ Staffing
- ❑ Request FBA/BIP
- ❑ Implement BIP interventions for 3 to 6 weeks (if no improvement re-staff)

Good candidates who might benefit from counseling as a related service:

- ❑ Willingness to participate in counseling
- ❑ Supportive family (e.g., willingness to work/support staff on proposed and goals and objectives to support the implementation of their child’s IEP (Individual Education Plan)
- ❑ Has the ability to learn alternative problem-solving skills/techniques
- ❑ Has adequate cognitive ability
- ❑ Has adequate language skills
- ❑ Has the ability for self-awareness and self-reflection

What does “required to assist a child with a disability to benefit from special education” mean?

This phrase is the key in determining whether a district is responsible for providing a related service to a student with a disability. A district does not have to provide a service to a student with a disability just because they will benefit from the service, or even if she requires the service. The service is only “related” if it is necessary to help students benefit from educational instruction.¹⁰ For example, just because a student qualifies for Special Education does not mean they automatically qualify for speech, assistive technology, transportation or counseling.

PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT

What is Required?

The ARD Committee must discuss the placement that is the least restrictive environment (LRE) for the disabled student. In this context, placement refers to facilities, personnel, location or equipment necessary to provide all of the services identified in the IEP.

LRE Basic Principles These principles apply to all students receiving special education support:

- ❑ **Standards for Removal from General Education** The removal from general education occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily (i.e., student is not receiving educational benefit).
 - “General educational environment” encompasses general education classrooms and other settings in schools such as lunchrooms and playgrounds in which students without disabilities participate.
- ❑ **Begin Consideration with General Education Class** The IEP team must always begin consideration of placement in a general education class, along with the provision of special education/related services and the use of supplementary aids and services
 - These may include the provision of differentiated instruction, assistive technology, and provision of specialized services either in or briefly outside of the general education class
- ❑ **Attendance in School Student Would Attend if Not Disabled** Unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that he/she would attend if nondisabled. If the student must be placed in another school to receive FAPE, the placement must be as close as possible to his/her home
- ❑ **Integration** To the maximum extent appropriate, students with disabilities, including students in public (including charters) and private institutions or other care facilities, must be educated with nondisabled students.
- ❑ **Potential Harmful Effects** When considering LRE, the ARD Committee must consider any potential harmful effect of a placement on the student or on the quality of services that he/she needs and what strategies may be used to counter these effects.
- ❑ **Need for Modifications** A student with a disability may not be removed from education in age-appropriate general education classrooms solely because the general education curriculum needs to be modified.
- ❑ **Impermissible Factors** In all cases, the LRE decision must be individually determined on the basis of each student’s abilities, needs, and IEP, and not solely on factors such as category of disability, severity of disability, availability of special education and related services, configuration of the service delivery system, availability of space, transportation routes, or administrative convenience. For example, a student with a primary disability of Emotional Disturbance (ED) must not be assumed to require and automatically placed in an “ED program.”
- ❑ **Residential Care** If placement in a public or private residential program is necessary to provide special education and related services, the program, including non-medical care and room and board, must be at no cost to the parents.

- ❑ ***Timing of Decision*** The LRE decision is based on the student’s unique needs and made only after all goals, modifications, and accommodations have been developed in the IEP.
- ❑ ***Discussion Questions*** For the location of instruction/services, ARD Committee members must consider the following:
 - Where would the student attend school if he or she did not have a disability?
 - What accommodations and modifications have been used to support the student in the general education class?
 - After a review of the modifications and accommodations designed in the IEP, what additional strategies and supports have been identified to facilitate the student's success in the general education setting?
 - If the student is not currently receiving instruction and/or services in a general education setting, what strategies could be used to do so?
 - Based on IEP goals and objectives or benchmarks, what instructional setting(s) would support the achievement of these goals and objectives or benchmarks?

What to do?

The following checklist summarizes RGCGISD’s legal obligations related to placing students within LREs:

- ❑ Steps taken include placement of classes, to ensure that the student with a disability participates in academic, nonacademic and extracurricular services and activities to promote maximum interaction with the general education school population
- ❑ Students with disabilities are educated with students who are not disabled
- ❑ Placement in special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily
- ❑ A full continuum of services and placements are available if needed for each individual with disabilities.
- ❑ The ARD Committee considers:
 - Regular education programs
 - General education classroom with inclusive setting
 - General education classroom with designated instruction and services or related services
 - General education classroom with some services in special classes and centers that enroll students with similar and more intensive educational needs
 - Instruction in settings other than classrooms
 - Itinerant instruction in classrooms, special education classroom and settings other than classrooms
 - Telecommunication and instruction in the home and other institutions
 - Nonpublic, nonsectarian school services
 - State special schools

EXTENDED SCHOOL YEAR (ESY)*

What is Required?

Extended School Year (ESY) services is an individualized instructional program for eligible students with disabilities that is provided beyond the regular school year. A child is eligible for ESY services when the child has exhibited, or may be expected to exhibit severe or substantial regression in critical skill area(s) that cannot be recouped within a reasonable period of time (6-8 weeks). ESY services must be considered and addressed at the student's annual ARD meeting. The need for ESY must be discussed on an individual basis by the child's ARD Committee from formal and/or informal evaluations provided by the Local Education Agency (LEA) or the parents. In considering students with disabilities for ESY services, RGCGISD does not limit ESY services to particular categories of disabilities or unilaterally limit the type, amount, or duration of ESY services. The LEA establishes a general timeframe for ESY services each year. However, the ARD Committee determines the ESY services timeframe to meet the individual needs of the student. RGCGISD must ensure that ESY services are available as necessary to provide a free and appropriate public education (FAPE) for all special education students.

ESY FEDERAL AND STATE GUIDELINES

1. The need for ESY must be determined on an individual student basis by the admission, review, and dismissal (ARD) committee.
2. The need for ESY must be documented by formal and/or informal evaluations provided by the district or the parents. The documentation shall demonstrate that in one or more critical areas addressed in the current IEP goals and/or objectives, the student has exhibited, or reasonably may be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable period of time. Severe or substantial regression means that the student has been, or will be, unable to maintain one or more acquired critical skills in the absence of ESY.
3. A skill is critical when the loss of that skill results, or is reasonably expected to result, in any of the following occurrences during the first eight weeks of the next school year:
 - Placement in a more restrictive instructional arrangement;
 - Significant loss of acquired skills necessary for the student to appropriately progress in the general curriculum;
 - Significant loss of self-sufficiency in self-help skill areas as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special education or related services;
 - Loss of access to community-based independent living skills instruction or an independent living environment provided by non-educational sources as a result of regression in skills; or

- Loss of access to on-the-job training or productive employment as a result of regression in skill.

SPECIAL EDUCATION TEACHER RESPONSIBILITIES IN ESY

- ❑ Teachers will be required to provide formal ESY documentation on all students being recommended for ESY at the annual ARD or by **April 1st**. Students should not be recommended for ESY until the documentation is completed. The documentation must show the following:
 - The critical skills addressed in the current IEP in which the student has exhibited or may reasonably be expected to exhibit severe or substantial regression that cannot be recouped within a reasonable period of time (not to exceed eight weeks).
 - The anticipated result of loss of skills if ESY is not provided.
- ❑ Teachers must contact the Special Education Department (956-370-4587) to discuss potential ESY candidates.
- ❑ Teachers must closely monitor and document student progress following five (5) consecutive absences or holidays such as Thanksgiving Break, Christmas Break, Spring Break, and Summer Break. If critical skills are lost that cannot be recouped within a reasonable period of time (not to exceed eight weeks), the student will be eligible for ESY. **Each case must be considered individually.**
- ❑ Teachers must complete the **Supporting ESY Documentation Form (Form 1)** for students who have shown evidence of need for ESY. All items on the form must be completed.
- ❑ Teachers should not recommend a related service for ESY but rather should coordinate with the related service provider regarding services for ESY. The related service provider must document the need for ESY on the **Supporting ESY Documentation Form (Form 1)**.
- ❑ Teachers must complete the **Supporting ESY Documentation Form (Form 1)** by **April 1st**.
- ❑ Teachers must ensure that **ARDs to recommend ESY must be completed by the first day of April**. Following the ESY ARD, the ESY folder must be completed. All requested information must be sent to the District Special Services Department no later than the first week of May.

Students should not be recommended for ESY before documentation is completed.

What to Do?

The student's ARD Committee will need to consider a variety of factors to determine whether the student requires ESY in order to receive a free appropriate public education (FAPE). The following is a non-exhaustive list of factors that RGCGISD must consider:

RGCGISD will consider a variety of factors to determine whether the student requires ESY and will implement the following process to provide Extended School Year services (ESY) to its students:

- ❑ The need for ESY must be documented on the Supporting ESY Documentation Form (Form 1) for Regression. The documentation shall demonstrate that in one or more critical areas addressed in the current individualized education program (IEP) objectives,

the student has exhibited, or reasonably may be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable period of time.

- ❑ If a student demonstrates the need for ESY, the ARD Committee must decide on the appropriate IEP goals and objectives the student will work on during the determined ESY services. The determination of IEP goals and objectives for ESY must be done in an ARD meeting.
- ❑ Goals for students recommended for ESY should come from their current IEP. These goals should be identified as those being critical to a student’s academic, behavioral, or functional development. This may include skills that may have been mastered during the school year, but without ESY participation during the summer the student would suffer regression in that particular area.

For Students ELIGIBLE for ESY Only: By **April 1st**, send a copy of the **(1) Supporting ESY Documentation Form (Form 1)**, **(2) the ESY IEP page (ESPED)**, and **(3) the Student Information Form (Form 3)** to the District Special Education office. Also send the ESY Recommendation Form with a list of the students being recommended.

For Students INELIGIBLE for ESY Only: By **April 1st**, send a copy of the ESY Non-Recommendation Form (Form 4) with the word “none” written on it to the District Special Education office. **Do not send individual information on ineligible students.**

ESY ARD COMMITTEE MEETING

As part of the ARD meeting held to consider ESY, the following components must be discussed and documented:

1. ESY Supplement
If the student meets the requirements and there is valid need for ESY services, an ARD meeting must be held where the ESY ARD supplement must be completed in its entirety and included in the IEP.
2. ESY IEP Goals and Objectives
If the student meets the ESY recommendation requirements, the ARD Committee needs to identify those goals in which the student has shown either regression (which has been noted on the IEP) or a critical skill on the student’s IEP. ***The ARD Committee minutes must specify the time and duration for ESY instructional and/or related services.***

ESY IS NOT

NOTE: ESY is NOT

- ❑ automatic year after year
- ❑ the same as summer school services

- ❑ for recreational reasons, or to teach new skills or behaviors
- ❑ to supplant or limit the responsibility of other public agencies to continue to provide care and treatment services even when those services are similar to, or the same as, the services addressed in the student’s IEP
- ❑ for all students with disabilities
- ❑ a one size fits all program
- ❑ a substitute for daycare, camp or babysitting for the family

TRANSITION SERVICES

Transition services and support prepare students for employment and independent living. Transition planning is a coordinated set of activities that promote movement from school to post-school environments. It is a result oriented outcome process targeting the student’s post-secondary goals. Federal law requires that a student of any age must be invited to the ARD meeting, if the purpose of the meeting is to discuss transition services.

If this is the case, remember to indicate on the notice of ARD that one of the purposes of the meeting will be to discuss transition services. Also remember to indicate on the ARD notice that the student is being invited to the meeting.

GRADUATION AND ALTERNATIVES

What is Required?

Defining appropriate graduation requirements for students who receive Special Education presents a unique challenge. This is because students with learning disabilities may experience a wide array of disabilities including cognitive, auditory or visual processing, emotional, physical, medical or many other learning or perceptual challenges.

SECONDARY GRADUATION PLAN

- ❑ A graduation plan is necessary for all students beginning at least in the 8th grade and must be signed by both parents and student
- ❑ The school counselor develops the graduation plan according to the student's academic needs and career interests. The school counselor places it in their active folder.
- ❑ The graduation plan must be revised as classes are dropped or added.
- ❑ STAAR assessment must be taken into account.
- ❑ Waived or substituted classes must be documented and approved by the ARD Committee.
- ❑ A copy of the graduation plan is placed in the student folder and reviewed at each annual ARD meeting.

- ❑ A Graduation Supplement form is completed and signed at the graduation ARD his/her graduation year.

GRADUATION ARDS

- ❑ Prior to the graduation of a student who receives special education services, the law calls for the student's ARD committee to identify the method of graduation.
- ❑ This is typically referred to as a graduation ARD.
- ❑ The graduation ARD will typically be convened at Annual ARD or as necessary prior to the student's anticipated graduation date.
- ❑ In instances where students are graduating because they are aging out, or have completed all of the curricular and credit requirements as all other students (without substitutions), graduation constitutes a change in placement and terminates a student's eligibility for special education services. Under this circumstance, the notice of ARD meeting for the graduation ARD must include the following statement: *Graduation constitutes a change in placement and terminates the student's eligibility for special education services.*

SUMMARY OF PRESENT LEVELS OF ACADEMIC ACHIEVEMENT FUNCTIONAL PERFORMANCE

- ❑ IDEA 2004 requires that prior to graduation, student's receiving a regular diploma must receive a summary of Present Levels of academic achievement and functional performance that includes recommendations for meeting post-secondary goals.
- ❑ The Summary of Present Levels of Academic Achievement and Functional Performance can be completed at the student's designated graduation ARD. A copy of this form should be provided to the adult student and/or parent who may have obtained guardianship of the student.
- ❑ A copy of the Summary of Present Levels of Academic Achievement and Functional Performance must be included as part of the student's graduation ARD.

AMENDING IEP DOCUMENT

What is Required?

Following review and finalization of a student's IEP, changes in circumstances may lead to amendments to the student's IEP. IEP Amendments:

- ❑ Occur after the annual IEP has been developed
- ❑ Do **not** change the due date of when the next annual IEP is due
- ❑ May only be done without an ARD Committee when the parent agrees to do so
 - Parental agreement to amend an IEP without an ARD Committee must be obtained in writing.

What to do?

When amending an IEP, the ARD Committee must:

- ❑ Contact the student's parent(s) to discuss the proposed change
- ❑ Inform the parent that the proposed change needs to occur through an ARD process, but can happen with or without a meeting.
 - If the parent requests further discussion through a meeting process, RGCGISD must call and hold an IEP meeting.
 - If the parent and RGCGISD agree that the change(s) can occur without a meeting:
 - The parent(s) and RGCGISD discuss the IEP change(s).
 - RGCGISD notes the areas to be changed on the IEP.
 - RGCGISD prints the areas changed.
 - Parent(s) and appropriate RGCGISD personnel sign that they agree of the changes.
- ❑ Ensure that the original IEP is finalized before amending it.
- ❑ Send copies of the following to the student's parent(s):
 - Agreement to Amend the IEP
 - Amended IEP
 - Prior Written Notice informing the parent of the proposed changes to the IEP
 - Parent Consent/Objection form
- ❑ When parental permission is received, RGCGISD must:
 - Inform the entire ARD committee of the amendments/changes made to the IEP.
 - Implement the Amended IEP.

SIGNIFICANT CHANGE ARD COMMITTEE MEETINGS

What is Required?

Examples of situations in which an IEP requires significant change include:

- ❑ Changes to the student's educational placement
- ❑ Changes in student's disability eligibility
- ❑ Significant changes in student behavior that warrants serious disciplinary action
- ❑ Student goals/objectives
- ❑ Student Extended School Year (ESY) designation
- ❑ Student instructional setting

What to do?

In such instances, RGCGISD must hold an ARD Committee meeting to discuss the proposed changes

TRANSFER STUDENT WITH IEP

What is Required?

It is possible for students who require special education and related services to transfer into

RGCGISD. RGCGISD must follow certain guidelines when handling the IEPs for students who transfer from other districts or other states.

TRANSFER WITHIN TEXAS

What is Required?

The following guidelines govern how to handle IEPs for students who transfer into RGCGISD from another school district:

- ❑ A student transferring into RGCGISD from another district must *immediately* be placed in an RGCGISD program that is in conformity with the student's IEP for a period not to exceed **30 days** before a new IEP is developed in consultation with the parent.
- ❑ Student must register through student services if new to the district.
- ❑ Home campus must contact an educational diagnostician to notify of new student.
- ❑ Special Education personnel will contact the previous district to obtain records or will review existing records to verify eligibility and appropriate placement.

VI. INFORMED CONSENT

OVERVIEW

What is Required?

Certain actions with respect to a student with a disability require parental consent, as described below. Consent means that:

- ❑ The parent has been fully informed of all information relevant to the activity for which consent is sought, in the parent’s native language or other mode of communication.
- ❑ The parent understands and agrees in writing to the carrying out of the activity for which consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom.
- ❑ The parent understands that the granting of consent is voluntary and may be revoked at any time.

EDUCATIONAL RIGHT HOLDER (DEFINITION OF PARENT)

What is Required?

A parent is required to provide Informed Consent related to the delivery of a student’s special education services. Since a student’s biological parent may not always be available to provide consent, RGCGISD’s definition of a “parent” includes the following persons:

- ❑ Biological or adoptive parent
- ❑ Foster parent, unless state law, state regulations, or contractual obligations prevent the foster parent from acting as a parent
- ❑ Guardian (but not including the state if the student is a ward of the state)
- ❑ Individual acting in the place of the student’s natural or adoptive parent (including a grandparent, stepparent or other relative) with whom the student lives, or an individual who is legally responsible for the student's welfare
- ❑ Surrogate parent who is authorized to act as the student’s parent and to make educational decisions for the student

INITIAL EVALUATION CONSENT

What is Required?

RGCGISD must obtain parental consent before:

- ❑ Conducting an initial evaluation
 - If the parent refuses to consent or does not respond to RGCGISD’s request for consent for an initial evaluation, RGCGISD may, but is not required to, request mediation or request a due process hearing to override the parent’s refusal

- ❑ Initial provision of special education and related services are provided to a student with a disability.

Note that parental consent to an initial evaluation does not constitute consent to the initial placement.

RE-EVALUATION CONSENT

What is Required?

RGCGISD must obtain parental consent before:

- ❑ Conducting a reevaluation
 - If the parent refuses to consent for a re-evaluation, RGCGISD may, but is not required to, request mediation or request a due process hearing to override the parent’s refusal.
 - If the parent does not respond to RGCGISD’s request for consent, RGCGISD may complete a reevaluation without the parent’s permission.

CONSENT FOR SERVICES

What is Required?

RGCGISD must obtain parental consent before:

- ❑ Initial provision of special education and related services to a student with a disability
- ❑ If the parent refuses to consent or does not respond to RGCGISD’s request for consent to provide special education and related services to the student for the first time, RGCGISD cannot use mediation or due process to override the parent’s lack of consent.
 - If the parent does not provide consent for the initial provision of special education and related services, RGCGISD is **not** required to develop an IEP and will not be in violation of the obligation to make a free appropriate public education available to the student.

TRANSFER OF EDUCATION RIGHTS TO STUDENT

What is Required?

At 18 years of age, parental rights transfer to the student unless the student has been conserved under state law. Beginning no later than the student’s 17th birthday, the parents must be informed about this transfer of rights. The IEP must include a statement that the parent has been informed of his/her rights under IDEA, if any, that will transfer to the student.

What to do?

RGCGISD must:

- ❑ Inform the Parents:
 - Inform parents of the transfer of education rights no later than the student’s 17th

- birthday. This must occur in writing.
- Include within the student's IEP a statement that the parent has been informed and the date, time, and manner in which they were informed.
 - Inform the Student:
 - Inform the student of the rights that will transfer to him/her upon reaching the age of 18.
 - Include within the student's IEP a statement that the student has been informed and the date, time, and manner in which they he/she was informed.

CONSENT EXCEPTIONS

What is Required?

RGCGISD is **not** required to obtain parental consent before:

- Reviewing existing data as part of an evaluation or a reevaluation
- A reevaluation of a student if RGCGISD personnel can demonstrate that they have taken reasonable measures to obtain parental consent, and the student's parent has failed to respond.
- Administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all students.

VII. MANIFESTATION DETERMINATION REVIEW

OVERVIEW

What is Required?

A special education student can be disciplined in the same manner as a regular education student; however, there are some very important steps that must be taken in order to comply with state and federal guidelines. Failure to follow the law will result in limiting the administrators' ability to discipline a Special Education student. This handbook will only attempt to guide you through the procedures that must be taken to discipline a Special Education student who has violated the Student Code of Conduct. You should address any specific questions to your diagnostician.

The following terms and abbreviations are commonly used when dealing with Special Education discipline situations:

Change of placement:

Whenever a removal is for more than 10 school days; or the child is subjected to a series of removals that constitute a pattern because they accumulate to more than 10 school days in a school year. Factors to consider include: length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another.

- FBA/BIP: Behavior Intervention Plan - completed by the Behavior Specialist
- MDR: Manifestation Determination Review - completed by the Diagnostician

What to do?

DISCIPLINE ARD

The purpose of a Discipline ARD is to review and/or request a Functional Behavior Assessment (FBA). A Behavior Intervention Plan (BIP) is updated/reviewed. A manifestation determination will be conducted (if the school is considering a change of placement) to address the delivery of service.

- A discipline ARD will be conducted when the student has 6-8 days of ISS and/or OSS not to exceed 10 days.
- Must invite all related service personnel (if applicable)
- ARD packet: fill out as much as possible, leave items that need to be addressed by committee blank.
- Goals and objectives must be documented along with progress.
- Input from student's teachers should be gathered prior to ARD.
- Draft copy of FBA and BIP (if applicable).
- Copies of Referrals and Actions taken.

- Completed discipline reports from PEIMS office and teachers
- Coordinate with related service personnel if this ARD may result in a possible change of placement or services.

What is the purpose of this ARD?

At this ARD a full ARD packet must be completed. The committee must conduct a FBA; develop a BIP, or review the existing BIP, and conduct a Manifestation Determination Review (MDR). Discipline referrals that generated this meeting must be included as attachments to the ARD.

At this ARD, the committee is required to review the student's IEP to make sure of the following:

1. Is the student's IEP and placement appropriate?
2. Have all services been provided as specified in the IEP?
3. Are all assessments current?

If the answer is no to any of those questions, the student cannot be placed in DAEP.

Additionally, the committee must determine if the disability impaired the student's ability to understand the impact and the consequences of the behavior subject to disciplinary action and whether the student's disability impaired the ability of the student to control the behavior subject to disciplinary action.

The only exceptions to the above questions are if the violation involved the use or possession of drugs or weapons.

Whenever a Special Education student is removed for more than 10 school days the school is required to provide services to the extent necessary, to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.

MANIFESTATION ARD

- A Manifestation ARD occurs if the student has violated the student code of conduct
- District procedure is that a Diagnostician must be present at a Manifestation ARD
- Must invite all related service personnel, if applicable
- Must fill out Manifestation Determination Form
- Discretionary placement (must be cleared by campus administrator)

VIII. PROCEDURAL SAFEGUARDS

NOTICE OF PARENTAL RIGHTS AND PROCEDURAL SAFEGUARDS

What is Required?

Parents, legal guardians, and surrogate parents of students with disabilities are entitled to receive a copy of the “Special Education Rights of Parents and Children,” which is also known as the “Notice of Procedural Safeguards” and the “Written Notice of Procedural Safeguards.” Divorced parents who share educational rights of their child(ren) are each entitled to an individual copy of the Notice of Procedural Safeguards.

Students who have reached the age of eighteen are also entitled to receive this document, which provides an overview of their educational rights under the Individuals with Disabilities Education Act (IDEA).

The Notice of Procedural Safeguards must be provided to parents:

- ❑ When parents ask for a copy
- ❑ The first time their child is referred for a special education assessment
- ❑ Each time they are given an assessment plan to evaluate their child
- ❑ Upon receipt of the first state or due process complaint in a school year
- ❑ When the decision is made to make a removal that constitutes a change of placement
- ❑ At least annually (e.g. at the annual IEP)

What to do?

At the start of each ARD Committee meeting, the ARD chairperson should ask parents if they have received a copy of the Notice of Procedural Safeguards previously. Copies must be available to parents in case they need another copy.

IEP teams must also:

- ❑ Ensure that the Notice of Procedural Safeguards is provided in the parents’ native language or other mode of communication (unless it is clearly not feasible to do so)
- ❑ Ask parents if they have any questions or concerns about their due process rights
- ❑ Offer a brief summary of their rights, such as:

As the parent of a child who may receive special education, you have certain rights that are guaranteed by federal law: The Individuals with Disabilities Education Act (IDEA). These rights are listed in the “Notice of Procedural Safeguards” and include your right to participate in meetings dealing with the identification, evaluation, and educational placement of your child and the

provision of a free appropriate public education to your child. The “Notice of Procedural Safeguards” also offers information about how families and schools can resolve disputes through mediation, alternative dispute resolution, and due process.

- ❑ Offer to schedule a time to thoroughly go over questions or the information listed in the Notice of Procedural Safeguards
- ❑ Ask parents to provide signatures on the top page of the Notice of Procedural Safeguards to indicate that they have received it. Have parents date their signature then photocopy the top page and place it in the student’s cumulative file and/or IEP file
 - Note that signatures are required each and every time Procedural Rights are presented to parents.

COMMUNICATION LOGS

What is Required?

In order to ensure that good faith effort has been made to gain parent participation in an ARD Meeting or gain consent, it is RCGISD’s best practice for IEP teams to maintain a communication log of all attempts to contact parents and the outcome of these attempts.

IX. RECORDS AND CONFIDENTIALITY

DEFINITION OF EDUCATION RECORD

What is Required? /What to do?

Education records are records that are directly related to a student and maintained by RGCGISD. Education records may include:

- The name of the student, the student's parent or other family member(s)
- The address of the student
- A personal identifier such as the student's state identification number, student ID number, or court file number
- A list of personal characteristics or other information that would make it possible to identify the student with a reasonable certainty
- Any item of information directly related to an identifiable student, other than directory information, which is maintained by RGCGISD or required to be maintained by an employee in the performance of duties whether recorded by handwriting, print, tapes, film, and computer or by other means

Examples of student folder/records include but are not limited to:

- Special Education Student Folder
- Test Protocols
- Related Service Providers' Logs

If educational records contain information about more than one student, parents can have access only to that portion of the record pertaining to his/her child.

ACCESS TO RECORDS

What is Required?

The following persons or agencies have mandatory access to student records:

- Birth parents, adoptive parents, legal guardians (unless the school has been advised that the individual does not have authority under applicable State law governing matters such as guardianship, separation, and divorce)
- Students aged 18 or older
- Parent/Guardian of a student over 18 if the student is a dependent adult
- School officials and employees for legitimate educational purposes
- School attendance and review board members
- Other public schools in Texas where the student has enrolled or intends to enroll

(parent/student notification required)

- ❑ Private schools or out-of-state schools of anticipated or new enrollment (parent/student notification required)
- ❑ Federal, State, and county officials for program audit and compliance purposes
- ❑ Agencies specified by law (for example, an agency investigating child abuse)
- ❑ Those authorized by court order to have educational rights for the student (notification to parent/eligible student is required to release information)

For each disabled student, RGCGISD must maintain a current listing of names and positions of employees who have routine access to confidential records.

The following persons or agencies **may** have access to student records:

- ❑ Appropriate persons in an emergency
- ❑ Agencies or organizations in connection with an emergency
- ❑ Accrediting associations
- ❑ Organizations conducting studies on behalf of RGCGISD
- ❑ Persons or agencies authorized by the parent, guardian or the student (if over 18 and educational rights have transferred to the student)
- ❑ Member of a hearing panel (an Assistant Superintendent or Board of Education may, with written consent of the parent, convene a hearing panel to assist in a parent's appeal of a local school administrator's decision regarding the content of the student's records)

Any individual or agency authorized to have access to a student's records must maintain the confidentiality of the records and is prohibited from releasing any of the information without the written consent of the parent/guardian or the student if the right of consent has transferred to the student.

What to do?

If an individual or agency not included in the above lists requests access to a student's record, access can only be granted by the school principal who is the authorized custodian of the records. Permission must be given in writing and documented on the access log.

Parental Access. In order to assist a parent/guardian in making informed decisions, parents/guardians have the right to examine educational records pertaining to their child. RGCGISD must document and maintain a parent's written request to review records at each school.

The parent/guardian has the right to:

- ❑ Inspect and review all educational records of their child and to receive copies, as requested, within **five** business days after the request is made by the parent

- ❑ Request an explanation and interpretation of their child’s records
- ❑ Request (orally or in writing) copies of their child’s records and receive the requested records within **five** days of the date that the request was made
- ❑ Have a representative inspect their child’s records
- ❑ Request qualified certified personnel to interpret the records in the primary language of the parent or request assistance in securing an interpreter
- ❑ If an educational record includes information on more than one student, parents/guardians have the right to inspect and review only the information relating to their child.
- ❑ The school must make available to a parent/guardian, upon request, a listing of the types and locations of educational records.
- ❑ The school may charge a fee for copying educational records, but the charges must not exceed the actual cost of reproducing such records. However, if the fee would prohibit a parent/guardian from exercising the right to inspect and review records, the records must be reproduced at no cost to the parent. A fee may not be charged for the search or retrieval of the requested records.

Record of Access. A student’s IEP case manager must keep a record of parties obtaining access to education records collected, maintained, or used under IDEA, including:

- ❑ The name of the party
- ❑ The date access was given
- ❑ The purpose for which the party is authorized to use the records

RGCGISD must maintain a *Record of Access* Form in the front left side of each Student Folder.

Records Requests. Within **five** business days from a parent’s written or oral request for records, the student’s case manager or a designated staff member must take the following actions:

- ❑ If the request is oral, document the request and the date of the request in writing
- ❑ Determine the due date for providing the records
- ❑ Notify appropriate staff that a request has been received, including the due date for submission
- ❑ Copy the contents of the student’s special education student folder/record and the cumulative record file

Subpoenas for special education records should be forwarded to the Director of Special Services. This includes subpoenas from law enforcement agencies or requests due to a court order. Any request made from an outside agency should be forwarded to the special education office.

AMENDMENT OF RECORDS

What is Required?

A parent who believes that the information in his/her child's records is inaccurate, misleading, or violates the student's privacy or other rights, may request that the school administrator amend the information. IEP teams that receive such request should contact their appropriate Special Services Director for assistance.

RELEASE OF CONFIDENTIAL INFORMATION

The Family Educational Rights and Privacy Act (FERPA) and school district policy require that all student records shall be developed, maintained, utilized, and disseminated in such a manner as to protect the privacy rights of students.

Discussion between any school personnel concerning any student should occur only between school personnel who have a direct interest in the education of the student. Such discussions are frequently necessary and advisable, but must occur in a private place with no other personnel in attendance. Personnel shall refrain from such confidential discussions in the teachers' lounge, office, hallways, cafeteria, and so forth.

Some things to remember about confidentiality:

- Any documentation should be kept objective and professional. Caution should be exercised when information is provided through texts or e-mails.
- Follow procedure for special education folders. RGCGISD. requires that signatures are mandatory for everyone reviewing a student's special education folder. Filed legal paperwork will determine custodial parent/legal guardian.

DOCUMENTATION

Documentation of all phone calls, written correspondence, e-mails, etc., should be maintained. Time, date and mode of communication should be noted.

What is Required? /What to do?

Transmittal of Records. To facilitate the transition for a transfer student:

- ❑ The case manager must ensure that the designated individual takes reasonable steps to promptly obtain the student's records, including the assessment report, IEP and supporting documents, and any other records relating to the provision of special education or related

services to the student from the student's previous school district.

- Whenever RGCGISD receives such a request from a student's new school district, staff must send the records or a copy within **five** business days.

Note that district-to-district record transfer does not have to be in writing.

Written Consent to Release Records. Written consent must specify the records to be released, identify the party or class of parties to whom records may be released, state the purpose(s) of the disclosure, and be signed and dated by the parent of eligible student.

Information may be shared with other persons within the educational institution obtaining access, as long as such persons have a legitimate interest in the information.

X. ADMISSION, REVIEW AND DISMISSAL PROCESS

What is Required?

Parents, teachers, and administrators can request an ARD Committee meeting at any time. Texas Education Code 89.1045 (b) reads: “A parent may request an ARD committee meeting at any mutually agreeable time to address specific concerns about his or her child’s special education services. The school district must respond to the parent’s request either by holding the requested meeting or by requesting assistance through the Texas Education Agency’s mediation process. The district should inform the parents of the functions of ARD Committees and the circumstances or types of problems for which requesting an ARD Committee meeting would be appropriate.”

What to Do?

ARD Committee meetings must be held for the following reasons:

- ❑ **Initial Placement:** An ARD Committee meeting must be held within **30 calendar days** of the date of the Full Individual Initial Evaluation. The evaluation personnel will schedule the ARD meeting with the parent, campus administrator, and other required members of the ARD Committee.
- ❑ **Temporary Placement or Transfer:** The Placement ARD following the Temporary ARD must be held within **30 school days** of the temporary meeting.
- ❑ **Annual Review:** The Annual Review (ARD) meeting must be held each year prior to the anniversary date.
- ❑ **Discipline:** If a student is removed from his/her placement for 10 or more cumulative school days due to disciplinary action, a Manifestation Determination meeting is required. An ARD Committee must meet to review and/or develop a Functional Behavior Assessment (FBA) and develop and/or review a Behavior Intervention Plan (BIP). Each campus will monitor the days of removal from services.
- ❑ **Attendance:** If a student is not in compliance with attendance policies, the campus compulsory attendance procedures should be followed. The case manager should request an ARD if absences are interfering with the student’s ability to obtain educational benefit from the educational program determined by the ARD Committee.

GUIDELINES FOR ANNUAL REVIEW

In order to meet federal and state guidelines, Annual ARDs must be held within one calendar year of the last Annual ARD.

ARD meetings must ensure enough time to conduct a meaningful meeting. Case managers, should work closely with administrators, evaluation staff and related service personnel when scheduling meetings.

ARD MEETINGS

ANNUAL ARD

An Admission, Review and Dismissal (ARD) Committee meeting determines the special education supports and services for a student. An Annual ARD occurs once a year to review the student's progress in the present placement.

ITEMS TO BE REVIEWED

- Existence of a disability, special education and related service needs
- Present levels of academic and functional performance
- Student progress
- Annual goals and objectives
- Schedule of services
- Related services when applicable
- Transition when applicable
- Supplemental forms when applicable: (Personal care, transportation, autism, etc.)
- Documentation of assigned Special Instructional Support (SIS)/duties
- Prior written notice
- Extended Year Service (ESY)
- Least Restrictive Environment (LRE)
- Inclusion services through EASY SPED Tracker

ARD MEMBERS REQUIRED

- The parent(s)/guardian
- Student (when appropriate)
- At least one general education teacher if the child is, or may be, participating in the regular education environment
- Vocational Teacher (when applicable)
- At least one Special Education teacher, or if appropriate, Special Education provider
- Representative knowledgeable about the availability of resources within the local district
- An individual who can interpret the instructional implications of evaluations (when applicable)
- Other individuals who have knowledge or special expertise regarding the student, including related services personnel may be involved at the parent's or school's request

- LPAC member (when applicable)

STEPS TO FOLLOW WHEN PREPARING AN ARD

- Schedule ARD with administrator.
- Confirm the date with the diagnostician/assessment staff member(s) for those students approaching 3-year re-evaluation.
- Send notice of ARD and Procedural Safeguards in English or Spanish (5 school days' written notice is required) to parent or guardian.
- Document on the ARD invitation notice all contacts made with parents to ensure attendance to meeting.
- Invite all related service personnel, when applicable (O.T., P.T., Speech, Transition, etc.) and request IEP goals and objectives and progress report be updated.
- Invite representative of receiving school when student will be changing campuses for any reason, including natural progression for following school year when applicable.
- Update progress report when applicable.
- Draft goals and objectives for all subjects in which the student will be receiving instruction in a Special Education setting when applicable.
- Complete the appropriate ARD forms (e.g. long form, short form).
- Draft as much as possible, leaving items that are committee decisions blank.
- Input from student's teachers should be gathered prior to ARD including notice to general education teacher of ARD meeting.
- Complete Summary Form (including address, phone number(s) and Medicaid number).

SUPPLEMENTAL FORMS

- Extended Year Service (ESY) ***NOTE: Documentation for regression must be complete.***
- Autism
- Visual Impairment (VI)
- Auditory Impairment (AI)
- Medicaid Supplement
- Special Education Transportation
- Personal Care Supplement
- Four Year Plan
- Graduation Supplement
- Summary of Performance (12th grade students)

UPDATE ARD MEETING

In an Update ARD:

- Address concerns for behavior, failure, attendance, etc.
- Address a change of schedule, change of placement, and prepare a long ARD packet.
- Must invite all related service personnel, if applicable.
- Document progress of IEP goals/objectives and teacher input.
- When applicable include assessments presented at ARD (e.g. FBA, BIP and Counseling Assessment).
- Review grades and attendance records.

BRIEF ARD (Ask your diagnostician, if applicable)

Campus personnel should consult with diagnostician to determine if a Brief ARD is appropriate.

Brief ARD can be held to discuss behavior, and/or grades. A Brief ARD is used only when there will be **NO** change of placement, disability and/or coding. A Brief ARD can occur when a schedule change (i.e. elective to elective) requires no change of placement.

TEMPORARY PLACEMENT/TRANSFER ARD

Occurs only when a student is new to the district, therefore,

- call diagnostician.
- complete Temporary Placement ARD form.
- Temporary Placement ARDs must follow with a Full ARD within **30 school days** from the date of the Temporary Placement ARD or enrollment.
- before holding a Temporary Placement ARD, you must have documentation that the student was previously in the Special Education program. Documentation could either be in the form of a telephone call to the previous school district or a review of ARD/IEP/FIE paperwork.

TEMPORARY PLACEMENT ARD CHECKLIST

- Student must be enrolled with a school I. D. number.
- Notice of ARD meeting should be given to parent.
- Provide a copy of Procedural Safeguards.
- **DO NOT** use Revision ARD Form (use Temporary Placement Form)
- Emphasize to the parent that the placement is temporary (30 school days) pending receipt of previous records, and/or collection of new assessment data.
- Have parent sign Notice of Release Confidential Information Form.
- Develop IEPs (if not provided by previous school district).

- Copies of Official Records provided by parent (if any) and/or Transfer Student Information must be attached to temporary placement ARD.

END OF YEAR (EOY) AND STUDENT SUCCESS INITIATIVE (SSI)

Guidance regarding what to do after a first administration failure:

- An ARD Committee meeting must be held before the student is administered STAAR for the second time. The ARD Committee must determine:
 1. How the student will participate in an accelerated instruction program and
 2. Whether the student will be promoted or retained based upon the ARD committee determination that the student has made sufficient progress in the measurable academic goals in the student's IEP

If promoted, retesting is not required.

Guidance regarding what to do after a second administration failure:

- If the student retests in a subsequent administration of STAAR and does not meet the passing standard, then the ARD Committee must document in the IEP:
 1. Additional accelerated instruction
 2. Whether the student will retest (if applicable)
 3. Whether the student will be promoted or retained

The student's IEP can be modified in an ARD Committee meeting or through an agreement to amend the IEP. These decisions must follow the general rules governing ARD Committee decision-making.

GRADUATION ARD (High Schools Only)

Annual/Graduation ARD- The ARD Committee only *recommends* graduation; it *does not guarantee* it.

- Must invite all related service personnel, if applicable.
- Transition specialist must be in attendance.
- Counselor should be invited.
- Agencies from the community should be invited when applicable.
- ARD packet should be filled out as much as possible, leaving ARD decision items blank.
- Goals and objectives should be reviewed and updated with progress.
- New goals (if applicable) are valid for one year from date of ARD or until graduation date
- Input from student's teachers should be gathered prior to ARD.
- Counselor must conduct a credit check and provide state assessment results.
- Complete Summary of Performance (SOP).
- Complete Graduation Supplement Form.
- Updated and complete 4-year plan.

DISCIPLINE ARD

The purpose of a Discipline ARD is to review and/or request a Functional Behavior Assessment (FBA). A Behavior Intervention Plan (BIP) is updated/reviewed. A manifestation determination will be conducted (if the school is considering a change of placement) to address the delivery of service.

- A Discipline ARD will be conducted when the student has 6-8 days of ISS and/or OSS not to exceed 10 days (ISS/OSS).
- Must invite all related service personnel (if applicable).
- The ARD packet-filled out as much as possible, leave items that need to be addressed by committee blank.
- Goals and objectives must be documented along with progress.
- Input from student's teachers should be gathered prior to ARD.
- Draft copy of FBA and BIP (if applicable).
- Review copies of referrals and actions taken.
- Complete discipline reports from PEIMS office and teachers.
- Coordinate with related service personnel if this ARD may result in a possible change of placement or services.

CONDUCTING AN ARD

What to Do?

Admission, Review, and Dismissal (ARD) Committee Meeting Agenda

School Administrator in attendance at any ARD meeting is considered to be the “Chairperson” and is responsible for conducting the meeting and making sure all required areas are discussed.

- 1. Introductions** -- Participants in the ARD meeting introduce themselves and describe their role at the meeting for the record.
- 2. Purpose of ARD/IEP Meeting** -- ARD meetings are held for a variety of reasons including but not limited to the following:
 - Initial placement
 - Annual review
 - Transfer of student
 - Discipline (Manifestation Determination)
 - Schedule changes
 - Evaluation results
 - Parent request
- 3. Interpreter (if needed) / Procedural Safeguards** -- An Interpreter (if needed) shall be provided by the school district.
- 4. Review Evaluation Data and Other Information** -- All current evaluation data shall be reviewed and discussed during this portion of the meeting.

5. **Review Eligibility** -- The student must meet one of the 13 recognized disabilities and have an educational need in order for the student to be considered eligible to receive special education services.
6. **Review Present Levels of Academic Achievement and Functional Performance** -- Present levels of academic achievement and functional performance (PLAAFP) shall be discussed at this time. The PLAAFPs are the basis for the development of the student's individualized education plan.
7. **Transition Planning** -- Beginning not later than the first IEP to be in effect when the student turns 14, or younger if determined appropriate by the ARD Committee, transition services must be addressed and reviewed annually.
8. **Graduation** -- Parents should ask the school district for the graduation policy and work with the ARD Committee team to determine the requirements necessary for graduation.
9. **Language/Communication/Behavior** -- During this portion of the meeting, the ARD Committee reviews bilingual status, communication needs, and behavior concerns. If severe behavior concerns are noted, ARD Committee may ask for a Functional Behavior Assessment to be conducted. The FBA will determine the function of the behavior. If there is a need for the development of a Behavior Intervention Plan, consent must be obtained for any evaluation to be performed.
10. **Individual Education Programs or Annual Goals** -- The ARD Committee develops goals and objectives known as IEPs for all students receiving special education services. IEPs are developed for both the current and upcoming school year.
11. **Modifications/Accommodations** -- A modification is defined as any type of change to the TEKS curriculum being taught. An accommodation is defined as any way the current TEKS curriculum will be taught, made accessible, or assessed.
12. **State and District Assessments** -- The ARD Committee shall determine which state and district assessments the student will participate in for the current school year.
13. **Accelerated Instruction and Intensive Programs of Instruction** -- The ARD Committee shall offer an intensive program of instruction to a student who does not perform satisfactorily on a state assessment. Accelerated instruction must be provided each time a student fails a state assessment.
14. **Determine Services to be Provided** -- The ARD Committee shall determine what services each student will receive.

Factors to consider include:

 - Assessment data and recommendations
 - Present levels of performance
 - IEPs, progress reports, teacher information and parent information
15. **Consider Least Restrictive Environment (LRE) Placement** -- The ARD committee will discuss the services that have been tried, considered, and provided previously and whether they were successful. The ARD committee must consider the LRE for a student, and placement must be determined based upon student needs.

16. Effects of Removal from the General Education Classroom -- If a student is being removed from the general education classroom for any time during the day, the ARD Committee must state what effect, if any, it will have on the student.

17. ARD Committee Members Sign in Agreement or Disagreement -- In this final portion of the meeting, the chairperson summarizes all information presented, and signatures of committee members in agreement are obtained. When mutual agreement is not reached, a written statement of the basis for the disagreement must be included in the IEP. Meeting will reconvene not to exceed 10 school days, unless the parent and school mutually agree otherwise.

TIMELINE FOR INVITATION

Place a copy of the invitation (page 1 only) in the mailbox for all of the required staff members of the ARD Committee. If invitations are sent in email, use the student's first name and initial of the last name, only. Email invitation dates to the Behavior Specialists, SI, PT, OT, and any other related service provider. If calling by phone, document the date and time of the person who accepted the information by phone.

The Notice of Parent Conference/Contact will be filed in the student folder. Documentation of invitations to schedule the ARD Committee meeting will be recorded on the Notice of ARD. Note any conversations with the parent/guardian/adult student and number of attempts made by phone to reach the parent/guardian.

In order to ensure that the parent/guardian/adult student receives the notice, the district requires a second invitation be sent if the response page of the first invitation is **not** returned. **The two invitations may NOT be on the same day.** There are no exceptions to this requirement.

On occasion, an ARD Committee meeting may be necessary which may give the parent an option of waiving their five-day waiting period. On these occasions, call the parent and ask them if they would waive that right. If a parent/guardian agrees verbally, a signed invitation is still necessary for the student's file.

ARD INVITATION

The invitation must be filled out completely. Be specific on the invitation.

The Notice of the ARD Committee meeting **must** include the following:

- the purpose of the meeting,
- the date and time of the meeting,
- the location of the meeting,
- the proposed action(s) and/or changes,

- ❑ the reasons for the action(s)/changes, and
- ❑ district representatives who are invited to attend the meeting

The Notice of the ARD Committee meeting must be provided in the language or mode of communication that the parent/guardian/adult student has listed on the Home Language Survey. If you are unsure, send the notice and procedural safeguards (if necessary) in both languages. Documentation must include either a copy of the invitation written in the native language or the signature of the interpreter on the notice.

The parent/guardian/adult student **must** receive the notice at least five school days or seven calendar days in advance of the meeting. They may choose to waive the five-day notice and that decision must be documented.

Parent must give written consent before inviting outside agencies to the ARD meetings.

PROCEDURAL SAFEGUARDS

The school is required to give the parent the Procedural Safeguards annually.

ARD MEETING

WHAT TO BRING TO ARD

- Procedural Safeguards (English or Spanish)
- Student Folder
- Invitation
- IEP Draft
- District Assessment information and State and Local Assessment scores or any other assessment including Benchmarks Results
- Copy of Current Grades, Attendance and Discipline Referrals (when applicable)
- Copy of Medicaid Supplement
- Updated Progress Reports
- Schedule of Services
- Easy Sped Tracker Data

WHAT TO DO AFTER THE ARD

- **Archive the ARD.**
- Make copies of the accommodations/modification pages and document that all regular education teachers have received copies of these pages (Yellow Folders).
- If a BIP was written, make copies for all personnel who work directly with the student (i.e. teachers, administrators, counselors, etc.) (Yellow Folders).

- Make sure original copy of ARD gets to Special Education Office for posting and filing (within 5 school days).
- Give new information to test administrator and counselor.
- Give copy of ARD to Parent.
- File a copy of the ARD in Teacher Folder.
- Follow through on ARD recommendations.

The Case Manager (Folder Teacher) in charge of the student's folder must:

- Complete the Transmittal Form with student information
- Complete and check the whole ARD packet (Must match Special Education PEIMS Data) in a timely manner
- Make two copies of the ARD packet (parent copy and teacher folder copy)
- Hand deliver, mail or send a copy of the ARD packet to the parents in a timely manner.
- Keeps a copy of the transmittal form for his/her records.

FOR HIGH SCHOOLS ONLY:

- Turn in the original ARD packet and transmittal form to the ARD Administrator for review.
- ARD Administrator checks the whole ARD packet and assures completion before sending it to the Special Education Office in a timely manner.
- Keep a copy of the transmittal form for his/her records.

XI. SHARS

What is SHARS?

Medicaid services provided by Texas school districts to Medicaid-eligible students are known as School Health and Related Services (SHARS). SHARS allows Texas school districts to get Medicaid reimbursement for certain health-related services documented in a student's Individualized Education Program (IEP).

SHARS is overseen through a cooperative effort between the Texas Education Agency and Texas Health and Human Services Commission (THHSC).

What are the requirements?

SHARS reimbursement is provided for students who meet all the following criteria:

- Are 20 years old or younger
- Medicaid eligible
- Meet eligibility requirement for special education as described in the Individuals with Disabilities Education Act
- Have IEPs that prescribe the needed services

Billable Services:

- Assessments
- Audiology
- Counseling by LPCs
- Nursing services
- Medical services
- Occupational therapy
- Personal care services
- Physical therapy
- Psychological services
- Special transportation
- Speech therapy

SHARS must be submitted on a monthly basis.

XII. RANDOM MOMENT TIME STUDY (RMTS) PROCEDURES

RMTS – A federally accepted statistically valid random sampling technique that determines what portion of the selected group of participant’s workload is spent performing Medicaid reimbursable activities.

The participant must answer the following questions for every sampled moment:

1. Were you providing personal Care Services? Yes or No

If Yes: Was the Services defined on the student’s IEP? Yes or No

2. Who was with you?

No One / Alone	Staffing (no students/ family present)
Student, Special Ed. (Age 0-2), (Age 3-20), (Age >20)	Staffing (student and family present)
Student, Special Ed. Life skills (Age 0-2), (Age 3-20), (Age >20)	On the phone with parent
Student, Not Special Ed.	District Staff- administrator, school nurse,
Student Multiple	District Staff related service provider
A student’s family member	SHARS Service Provider
Community Contact	Non SHARS Service Provider
Staff Meeting	District Teacher
	Other Please Specify below

3. What were you doing?

Typically, a 2-4 sentence description that provides sufficient information.

The activity description should be a detailed response, as to what the participant was doing.

Keep in mind that the person coding the moment has no idea of the participant’s job description, tasks performed or why they are performed.

It is up to the participant to provide the information needed for independent coders to code the response accurately.

If the participant was not working the moment should indicate whether the participant was on paid/unpaid time off. (spring break, winter break)

4. Why were you performing this activity? Why must match the What # 3

*To provide a direct medical service as defined on a student's IEP

*To provide a direct medical service not defined on a student's IEP

*To provide an educational service as defined on a student's IEP

*To provide an educational service not defined on a student's IEP

*To determine a student's eligibility for school health related service

*To determine a student's eligibility for other services

*To improve health services for the district's students

*To provide or obtain information to or from a student's family regarding school health related services.

APPENDICES

GLOSSARY OF TERMS

Rio Grande City Grulla ISD Definitions of Terms

All rules in the Code of Federal Regulations, Texas Education Code, and Title 19 Texas Administration code with pertain to Special Education are included in the Agency Publication, State Board of Education Rules for Special Education services, published by the Texas Education Agency. Some terms which are used in the SBOE Rules, Policies, Procedures, and Operating Guidelines for Special Education are explained below.

Accommodations - Changes in curriculum or instructions that do not substantially modify the requirements of the class or alter the content standards or benchmarks. Accommodations are determined by the ARD Committee and are documented in the student IEP.

Adapted Physical Education (AEP) - A diversified program of developmental activities, games, sports, and rhythms suited to the interests, capabilities and needs of children with disabilities who may not successfully engage in a regular physical education program.

Admission, Review, and Dismissal (ARD) Committee - The Admission, Review, and Dismissal (ARD) Committee is composed of a student's parent(s) and school personnel who are involved with that student. The ARD Committee determines a student's eligibility to receive Special Education services and plans the educational program for that student. (34 Code of Federal Regulations (CFR) 300.343; 19 Texas Administrative Code (TAC) 89.221.

Age of Majority/Transfer of Rights - When a student with a disability reaches the age of 18, all rights accorded to a parent transfer to the student. The parent and student must be informed of the transfer of rights at least one year prior to the student's 18th birthday.

Assistive Technology Device - Any item, piece of equipment, or product that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. Assistive technology needs are determined by the ARD Committee.

Assistive Technology Service - Any service that directly assists an eligible individual in the selection, acquisition, or use of an assistive technology device. Assistive technology are devices and services which help to improve functionality and accessibility for a student with special needs in the following areas: studying, learning, vision, hearing, communication, computer access, mobility and positioning, self-help and daily living skills, and in recreation and leisure.

Change of Placement (COP) - Changing the services or amount of time in regular education or Special Education.

Change of Schedule (COS) - A change in the class schedule which does not result in a change of placement.

Code of Federal Regulations - The Code of Federal Regulations (CFR) cited in the handbook contains the rules of the federal government. All agencies and facilities receiving funds under a federal law covered in this document must follow these rules. This includes all local school districts accredited by the Agency.

Consent - The parent's or adult student's written permission is required before the school tests a child for Special Education for the first time. Written consent is also needed, in most instances, before the school can release confidential information from a child's education records. The actions for which permission is being requested must be fully explained by the school. Consent is voluntary and may be revoked at any time. However, if consent is revoked after the child is first placed in Special Education, the child's current placement will not change unless: (a) parent of adult student and the school agree otherwise (following ARD Committee procedures) or (b) a due process hearing resolves the dispute (CFR 300.504 (b), 300.571, 300.500). More information can be found in the procedural safeguards.

Continuum of Service -The range of supports and services that must be provided by a school district that allow students with disabilities to be provided a free appropriate public education.

District Policy - Each local school district is responsible for establishing policies, procedures, and operational guidelines for all programs and activities within the system.

Due Process Hearing - A procedure guaranteed by federal law, for resolving disputes regarding special education services. A due process hearing is a formal legal procedure used to solve disagreements concerning the education of students receiving Special Education services. An impartial hearing officer conducts the hearing and makes decisions about the issues at hand.

Extended School Year Services (ESYS) - Extended School Year services are individualized instructional programs for eligible students receiving Special Education services that are offered beyond the regular school year when significant regression is expected to occur and student needs service to maintain current skills.

Free Appropriate Public Education (FAPE) - Federal law mandates that students have the right to a free appropriate public education, including Special Education and related services. The public school provides these services at the preschool, elementary, and secondary levels at no cost to the parents. Children with visual and hearing impairments may receive services from birth. The programs and services must meet Texas Education Agency standards and must follow the goals and objectives stated in the student's individualized education program (IEP). (34 CFR300.1, 300.4: Texas Education Code (TEC) Section 21.503 (a))

Full and Individual Evaluation Report (FIE) - This is a summary report generated by the diagnostician who compiles all evaluation findings after evaluations are complete.

Functional Behavior Assessment (FBA) - An FBA is an assessment that attempts to identify a particular negative behavior that is happening. The goal is to identify the behavior's purpose (function). It should include identification of when the behavior occurs, what triggers it, and the consequences it produces.

Graduation - the completion of all required parts of an education program. A student receiving Special Education services may graduate under individualized education programs or graduate by completing the same program required of general education students.

Individuals with Disabilities Education Act (IDEA) - Federal law that grants entitlement for Special Education services to children with disabilities.

Individualized Education Program (IEP) - The annually written record of an eligible individual's Special Education and related services. The IEP describes the unique educational needs of the student and the manner in which those educational needs will be met. The Individual Educational Plan (IEP) is developed by the ARD Committee. The IEP includes education goals and objectives; it documents the services a student needs, how these services will be provided, and how progress will be measured.

Individualized Family Service Plan (IFSP) - A written plan for providing early intervention services to an eligible individual and to the individual's family.

Least Restrictive Environment (LRE) - A federal mandate insuring that a student has the right to an education in a setting with other students who are not in Special Education to the maximum extent appropriate.

Mediation - A parent may not always agree with the education program developed by the ARD Committee. Sometimes disagreements may be resolved through an impartial third party – a mediator. During mediation, parents voluntarily meet with a school representative and the mediator to review the student's education program and work out solutions that are satisfactory to both.

Modification - Changes in curriculum or instruction that substantially change the requirements of the class or substantially alter the content standards or benchmarks.

Notice - The school must let the parent or adult student know in writing about actions or proposed actions as specified in the Procedural Safeguards. Whenever possible, notices will be written in the native language. If this is not possible, the school must use other means to ensure the information in the notice is understood, such as through an interpreter. (34 CFR 300.504 (a), 300.505)

Parent - "Parent" as used in this handbook means a natural or adoptive parent or guardian, surrogate parent, someone acting in place of a parent (i.e. grandmother or step-parent with whom the child lives), or someone who is legally responsible for the child. The term parent in this handbook also applies to an adult student receiving Special Education services. (34 CFR 300.514)

Preschool Programs for Children with Disabilities (PPCD) - Preschool children ages 3 through 5 may receive services if there is a developmental or educational need. Services are based on the individual needs of the student.

Procedural Safeguards - Procedural Safeguards include parent and student rights under federal and state law, and the procedures used to resolve disagreements. A copy of this document is sent to parents with each official notice and is available at all ARD Committee meetings.

Related Services - Services that are required to assist an individual with disabilities to benefit from Special Education, including but not limited to the following: transportation, OT, PT, medical care.

School Health and Related Services (SHARS) - Medicaid services provided by Texas school districts to Medicaid-eligible students are known as School Health and Related Services (SHARS). SHARS allows Texas school districts to get Medicaid reimbursement for certain health-related services documented in a student's Individualized Education Program (IEP).

Special Education - Special Education is instruction and related services provided to student who have the following disabilities according to state and federal criteria: autism, deaf blind, auditory impairments, intellectual disability, multiple disabilities, physical disability, emotional disturbance, learning disability, speech impairment, traumatic brain injury, or visual impairment.

Specific Learning Disability (SLD) - A disability in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. This includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, and developmental aphasia. The term does not apply to individuals who have learning problems that are the result of physical or mental disabilities, behavior disorder, or environmental, cultural, or economic disadvantage.

Speech-language Pathologist (SLP) - Trained professional who analyzes speech and language comprehension and production to determine communication competencies and provides intervention strategies and services related to speech and language development as well as disorders of language, voice, articulation, and fluency.

Work Program - Program available at the high schools that helps prepare students with disabilities (who are not college bound) for a career after high school. The program helps students choose meaningful careers and gives them the opportunity to receive work experience and job coaching and training. The program is recommended by the ARD Committee. For more information, contact your child's Special Education teacher or guidance counselor.

Surrogate Parent - A surrogate parent represents the student as a parent would in all matters of identification, evaluation, educational placement, and provision of a free, appropriate public education. A surrogate parent is required when a minor student's parents are unknown or cannot be found, or when the state is the managing conservator of the student. The school district decides when a surrogate parent is needed and assigns one to the student. (34 CFR 300.514).

Texas Education Agency - The Texas Education Agency, the state department of education, is responsible for the public education of all students in the state. The Agency works with local schools to see that all public education laws, rules, and regulations are followed. Compliance specialists from the Agency may monitor all Special Education programs.

Texas Education Code (TEC) - The Texas Education Code (TEC) is a publication that contains all laws passed by Texas legislature concerning education.

Title 19 Texas Administrative Code (19TAC) - The Texas Administrative Code (19TAC) contains all rules for all state agencies in Texas. Title 19 Texas Administrative Code (19 TAC) includes all rules concerning education. These rules are passed by the State Board of Education.

Transition Services - A coordinated set of activities that promote movement from school to post school education, vocational training, integrated employment (including supported employment), continuing and adult education, adult service, independent living or community participation. Transition goals are determined by the ARD Committee beginning at age 14 and are based on student and family vision, preferences, and interests.

Vocational Rehabilitation (VR) - Federal program that provides transition supports for eligible students who receive special education services in high school. Referral to Vocational Rehabilitation is determined by the IEP team during the student's junior year in high school. For more information, contact your child's special education teacher or guidance counselor.

COMMON ACRONYMS USED IN SPECIAL EDUCATION

ADA	American with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AE	Age Equivalent
AEIS	Academic Excellence Indicator System
AEP	Alternative Education Program
AI	Auditory Impairment
APE	Adaptive Physical Education
ARD	Admission, Review and Dismissal Committee
ASL	American Sign Language
AT	Assistive Technology
ATD	Assistive Technology Device
AU	Autism
AYP	Adequate Yearly Progress
BIP	Behavior Intervention Plan
CA	Chronological Age
CAPD	Central Auditory Processing Deficit
CCT	Center for Career Technology
CLD	Culturally and Linguistically Diverse
CPS	Child Protective Services
CTE	Career Technical Education
DAEP	District Alternative Education Placement
DAR	Texas Department of Assistive and Rehabilitative Services

DB	Deaf/Blind
DNQ	Did Not Qualify
ECED	Early Childhood Education for the Disabled
ECI	Early Childhood Intervention
ED	Emotionally Disturbed
ESL	English as a Second Learner
ESY	Extended Service Year
FAPE	Free and Appropriate Public Education
FBA	Functional Behavioral Assessment
FERPA	Family Educational Rights and Privacy Act
FIE	Full Individual Evaluation
GE	Grade Equivalent
ID	Intellectual Disability
IDEA	Individuals with Disabilities Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Plan
ITP	Individualized Transition Plan
JJAEP	Juvenile Justice Alternative Education Placement
LD	Learning Disabled
LDAA	Locally Developed Alternative Assessment
LEA	Local Education Agency
LEP	Limited English Proficient
LPAC	Language Proficiency Assessment Committee
LRE	Least Restrictive Environment
MA	Mental Age

MDR	Manifestation Determination Review
MD	Multiple Disabilities
NCEC	Non-Categorical Early Childhood
OCR	Office of Civil Rights
O & M	Orientation and Mobility
OI	Orthopedic Impairment
OHI	Other Health Impaired
OJT	On the Job Training
OSEP	Office of Special Education Programs
OSERS	Office of Special Education Rehabilitation Services
OT	Occupational Therapy
PBMAS	Performance Based Monitoring Analysis System
PDD	Pervasive Developmental Delay
PDAS	Professional Development and Appraisal System
PLAAFP	Present Level of Academic Achievement and Functional Performance
PPCD	Preschool Program for Children with Disabilities
PT	Physical Therapy
REED	Review of Existing Evaluation Data
RDSPD	Regional Day School Program for the Deaf
RTI	Response to Intervention
RPI	Relative Proficiency Index
SBOE	State Board of Education
SDAA	State Developed Alternative Assessment
SEIMS	Special Education Information Management System
SHARS	School Health and Related Services

SI	Speech Impairment
SLP	Speech Language Pathologist
SOP	Summary of Performance
STAAR	State of Texas Assessments of Academic Readiness
STAAR-ALT 2	State of Texas Assessments of Academic Readiness Alternate
STAAR EOC	State of Texas Assessments of Academic Readiness End of Course
TBI	Traumatic Brain Injury
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
TSBVI	Texas School for the Blind and Visually Impaired
TSD	Texas School for the Deaf
VAC	Vocational Adjustment Class
VEC	Vocational Educational Class
VI	Visual Impairment

TRANSLATED COMMONLY USED SPECIAL EDUCATION TERMS

ENGLISH

SPANISH

Ability test	Prueba de habilidad
Above average	Arriba del promedio; superior al término; medio
Abstract reasoning	Razonamiento abstracto
Achievement test	Prueba de aprovechamiento
Adaptive behavior	Conducta adaptativa
Adaptive physical education	Educación física adaptativa
Age equivalent	Equivalente de edad
Age equivalent scores	Puntuaciones de edad
Age norms	Normas de edad
Annual goals	Metas anuales
Annual review	Revisión anual
Aptitude test	Prueba de aptitud
Articulation	Articulación
Assessment	Evaluación
Assistive Technology	Tecnológica de asistencia
Asthma	Asma
Attention Span	Periodo de atención
Attitude	Actitud
Audiogram	Audiograma

Audiologist	Audiología
Audiometer	Audiómetro
Auditory discrimination	Discriminación auditiva
Auditory memory	Memoria auditiva
Auditory recall	Evocación auditiva
Auditory sequential memory	Memoria de secuencia auditiva
Autism	Autismo
Autistic	Autístico
Average	Medio; promedio; típico; ordinario
Avoidance behavior	Conducta de evitación
Avoidance response	Respuesta de evitación
Basal	Básico
Battery (tests)	Batería de exámenes pruebas
Behavior	Comportamiento
Behavior disorder	Desórdenes ó trastornos de conducta
Behavior Intervention Plan (BIP)	Plan de comportamiento intervención
Behavior model	Modelo de comportamiento
Behavior modification	Modificación de comportamiento
Behavior problems	Problemas del comportamiento
Below average	Debajo del promedio; bajo la norma
Bilingual	Bilingüe

Blind	Ciego
Body Awareness	Conocimiento del cuerpo
Brain	Cerebro
Brain damage	Daño cerebral
Campus	Plantel
Capacity	Capacidad
Ceiling	Punto máximo
Central nervous system	Sistema nervioso central
Central tendency	Tendencia central
Cephalic	Cefálico
Cerebral palsy	Parálisis cerebral
Chromosome	Cromosoma
Chronological age	Edad cronológica
Classical conditioning	Condicionamiento clásico
Cleft lip	labio leporino
Cleft palate	Paladar hendido
Clinical teaching	Enseñanza clínica
Closure	Cierre
Cognition	Conocimiento ó cognición
Cognitive development	Desarrollo cognoscitivo
Communication disorders	Desórdenes de la comunicación

Composition	Composición escrita
Computer class	Clase de computación
Conceptual	Conceptual
Conceptual disorders	Desórdenes ó trastornos conceptuales
Conditioning	Condicionamiento
Conduct disorder	Desorden de conducta
Conductive hearing loss	Sordera conductiva
Confidential	Confidencial
Congenital	Congénito
Consent	Consentimiento
Consent agreement	Acuerdo de consentimiento
Consulting teacher	Maestra de consulta
Contingency contracting	Contrato de contingencia
Converted score	Puntaje convertido
Counselor	Consejero (a)
Criteria	Criterio
Criterion referenced test	Prueba en referencia a los criterios establecidos
Cultural differences	Diferencias culturales
Culture fair test	Prueba que toma en cuenta la cultura
Culture free test	Prueba libre de influencia cultural
Deaf	Sordo

Decode	Descifrar
Deficit	Deficiencia
Delayed reaction	Reacción demorada
Delivery systems	Sistema de distribución
Developmental disabilities	Discapacidades del desarrollo
Deviation	Desviación
Diagnosis	Diagnóstico
Diagnostic test	Prueba diagnóstica
Differentiation	Diferenciación
Directionality	Direccionalidad
Discrimination	Discriminación
Distractibility	Destructibilidad
Due Process	Procedimiento debido
Dyslexia	Dislexia
Echolalia	Ecolalia
Educational Diagnostician	Diagnosticador educativo
Emotional	Emocional
Emotionally disturbed	Perturbación emocional
Emotional problems	Problemas emocionales
Environment	Ambiente; medio
Epilepsy	Epilepsia

Equilibrium	Equilibrio
Error of measurement	Error de medición
Evaluation	Evaluación
Exceptional child	Niños excepcionales
Expressive language skills	Habilidad de lenguaje expresivo
Extinction	Extinción
Eye-hand coordination	Coordinación viso manual
Familial	Familiar
Figure-ground disturbance	Dificultades con la figura y el fondo
Fine motor	Motriz fino
Fluency	Facilidad verbal
Genetic	Genético
Goals	Metas
Grade equivalent	Equivalente del grado escolar
Grade norms	Normas de grado
Gross-motor test	Prueba de motor “grosso”
Group test	Prueba para grupo
Handicapped	Desventajado (a); incapacitado (a)
Hard of hearing	Dificultades de audición
Health Class	Clase de Salud
Hearing impaired	Impedimento auditivo

Hemophilia	Hemofilia
Impulsivity	Impulsividad
Incidence	Incidencia
Individualized Education Plan (IEP)	Plan Individualizado de Educación
Individual test	Prueba individual
Informal test	Prueba informal
Integration	Integración
Intellectual Disability	Descapcidad intelectual
Intelligence	Inteligencia
Intelligence Quotient (IQ)	Coefficiente intelectual
Intelligence test	Prueba de inteligencia
Interpreter	Intérprete
Intonation	Entonación
Inventory	Inventario
I.Q.	Cociente intelectual
I.Q. Test	Prueba de inteligencia
Items	Artículos
Itinerant teachers	Maestros itinerante
Jaundice	Ictericia
Language disorder	Trastorno de lenguaje
Language pathologist	Patóloga del lenguaje

Language proficiency	Proficiencia de lenguaje
Laterality	Lateralidad
Learning disability	Impedimento de aprendizaje
Least restrictive educational environment/LRE	El ambiente escolar menos restringido
Listening comprehension	Comprensión al escuchar, Comprensión auditiva
Long term goals	Metas a largo plazo
Long term memory	Memoria a largo plazo
Mainstreaming	Integración
Mandate	Mando ó mandato
Mathematics	Matemática
Mastery	Maestría
Measurement	Medición
Medication	Medicamento
Memory	Memoria
Mental age	Edad mental
Mental deficiency	Deficiencia mental
Mode	Moda
Motor development	Desarrollo motriz
Muscular dystrophy	Distrofia muscular
Myopia	Miopía
Native language	Lengua materna

Neurological exam	Examen neurológico
Neurologist	Neurólogo
Nondiscriminatory testing	Examinar sin discriminación
Nonverbal tests	Exámenes no verbales
Norm reference test	Prueba en referencia a las normas
Normal curve	Curva hipotética de normalidad
Norms	Normas
Notification	Notificación
Numerical ability	Habilidad numérica
Objectives	Objetivos
Objective test	Prueba objetiva
Occupational therapy	Terapia ocupacional
One-to one instruction	Instrucción de persona a persona
Ophthalmological	Oftalmológico
Ophthalmologist	Oftalmólogo
Optometrist	Optometrista
Oral Language	Lenguaje oral
Orthopedically impaired	Impedimento ortopédico
Other health impaired	Otros impedidos de la salud
Otologist	Otólogo
Paralysis	Parálisis

Paraprofessional	Para-profesional
Patterning	Modelar; moldear
Percent; percentage	Por ciento; porcentaje
Percentile	Percentil
Perception	Percepción
Perceptual disorder	Desorden perceptual
Perceptual motor development	Desarrollo perceptivo-motriz
Performance	Rendimiento
Performance test	Examen de rendimiento
Perseveration	Perserveracion
Personality test	Prueba de personalidad
Pharynx	Faringe
Phonation	Fonación
Physical development	Desarrollo físico
Physical Education	Educación física
Physical handicap	Impedimento físico
Physical therapy	Terapia física
Placement	Colocación
Positive reinforcement	Reforzamiento positivo
Precision teaching	Enseñanza precisa
Present level of functioning	Nivel presente de funcionamiento

Present levels of educational performance	Niveles presentes de rendimiento escolar
Primary language	Lengua primaria
Prior notice	Notificación previa
Procedural safeguards	Protecciones de procedimiento
Protocol	Protocolo
Pubic law 94-142 Education for All Handicapped Children Act	Ley Publica 94-142, El acto para la Educación de todos los niños deshabilitados
Punishment	Castigo
Random Sample	Muestra al azar
Range	Rango; dispersión
Rapport	Simpatía, afinidad
Raw score	Puntuación bruta
Readiness test	Prueba de disposición
Reading	Lectura
Reading comprehension	Comprensión al leer
Reading level	Nivel de lectura
Recommendations	Recomendaciones
Receptive language	Lenguaje receptivo
Receptive vocabulary	Vocabulario receptivo
Referral; refer	Remisión (Referimeinto); referir
Reinforcement	Reforzamiento

Reliability	Confiabilidad
Remediation	Remediación
Resource room	Salón de recursos
Resource specialist	Especialista de recursos
Response	Respuesta
Results of testing	Resultados de la evaluación
Sample	Muestra
Schedule	Horario
Schizophrenia	Esquizofrenia
School Appraisal Team	Comité escolar de evaluación
School phobia	Fobia escolar
School District	Distrito escolar
School files	Archivos escolares
School Psychologist	Psicólogo escolar
School Social Work Service	Servicio de trabajo social escolar
Science	Ciencias Naturales
Score	Puntuaciones; puntajes
Self-acceptance	Aceptación propia
Self-concept	Concepto de si mismo
Self-direction	Autodirección
Self-discipline	Disciplina personal

Self-esteem	Autoestima
Sensorimotor	Sensomotriz
Sensory	Sensorial
Sensory-neural hearing loss	Pérdida auditiva sensorial
Sensory perception	Sensopercepción
Sequence	Secuencia
Seriously emotionally disturbed	Emocionalmente deshabilitado
Services for the Auditorially Impaired Students	Servicios para estudiantes con impedimentos auditivos
Services for Visually Impaired students	Servicios para estudiantes con impedimentos visuales
Severely retarded	Retraso mental severo o grave
Short term goals	Metas a corto plazo
Short term memory	memoria a corto plazo
Significant	significativo
Skills	habilidades; destrezas
Skills sequence approach	enseñanza de destrezas en secuencia
Social integration	Integración social
Socially maladjusted	Mal ajustado socialmente
Stable	Estable
Standard deviation	desviación estándar
Standards	Estándares

Standardized test	Prueba estandarizada
Stanine	Estanin
State aid	Ayuda estatal
State Institution	Hospital ó institución estatal
State Plan	Plan del estado
Strengths	Áreas fuertes
Stigma	Estigma
Stuttering	Tartamudeo
Support Services	Servicios de apoyo
Surrogate parent	Padre sustituto
Survey test	Prueba de encuestas
Syndrome	Síndrome
Syntax	Sintaxis
Synthesis	Síntesis
Tact	Tacto
Tactile	Táctil
Tactile perception	Percepción táctil
Task analysis	Análisis de tarea
Teacher of the Visually Impaired	Maestra del Impedimento Visual
Temperament	Temperamento
Test	Prueba

Therapy	Terapia
Tree-year evaluation	Evaluación de tres años
Time perception	Percepción del tiempo
Token economy	Economía de premios
Training	Entrenamiento
Trait	Rasgo
Trauma	Trauma
Treatment	Tratamiento
Tutor	tutor; maestro particular
Underachiever	Estudiante cuyo rendimiento no refleja a potencia
Understanding	Comprensivo
Usage	Uso
Validity	Validez
Variable	Variable
Variance	Variancia
Verbal comprehension	Comprensión verbal
Verbal expression	Expresión verbal
Verbal reasoning	Razonamiento verbal
Verbal test	Prueba verbal
Visual aides	Ayudas visuales
Visual association	Asociación visual

Visual closure	El cierre visual
Visual discrimination	Discriminación visual
Visual impairment	Impedimento visual
Visual memory	Memoria visual
Visual-motor	Motriz-visual
Visual perception	Percepción visual
Visual reception	Recepción visual
Visual sequential memory	Memoria de secuencia visual
Vocabulary	Vocabulario
Vocational education	Educación vocacional
Weaknesses	Áreas débiles
Writing	Escritura
Writing Readiness	Pre escritura
Written Expression	Expresión Escrita

Personnel / Personal

ARD Committee	Miembros del comité del la revision anual
Adaptive Physical Education	Maestro de educació física adaptada
Assistant Principal	Asistente al Director(a)
Bilingual Teacher	Maestro(a) bilingue
Counselor	Consejero

Educational Diagnostician	Diagnosticador educativo
Occupational Therapist	Terapista Ocupacional
Physical Therapist	Terapista Fisica
Principal	Director(a)
Psychologist	Psicólogo
Resource teacher	Maestra de Recursos
Social Worker	Trabajador(a) Social
Speech-language specialist	Especialista del habla y lenguaje
Teacher	Maestro(a)
Teacher of hearing disable	Maestro(a) de niños con problemas auditivos
Teacher of learning handicapped	Maestro(a) de niños con problemas de aprendizaje
Teacher of visually handicapped	Maestro(a) de niños con problemas visuales
Teacher of severely handicapped	Maestro(a) de niños con problemas severos de incapacidad

Auxiliary Personnel/Personal Auxiliar

Bus driver	Chofer / conductor de autobus
Classroom aide	Ayudante de clase
Custodian	Conserje
Media Specialist / Librarian	Bibliotecaria
Secretary	Secretaria
Volunteer	Voluntario

Medical Personnel/Personal Medico

Audiologist	Audiólogo
Dentist	Dentista
Neurologist	Neurólogo
Neurosurgeon	Neurocirujano
Nurse	Enfermera
Oculist	Oculista
Ophthalmologist	Oftalmólogo
Orthodontist	Ortodontista
Orthopedist	Ortopedista
Otolaryngologist	Otolaringólogo
Otologist	Otólogo
Pediatrician	Pediatra
Psychiatrist	Psiquiatra
Speech Pathologist	Patólogo del habla

INSTRUCTIONAL SETTINGS

A. Resource Classroom

This model provides support for students in Special Education programs with disabilities. Students are taught by a Special Education teacher at a scheduled time during the day. Resource classes are available for reading, language arts and math for grades PK – 12th. This setting is geared toward students with severe learning disabilities who need high levels of modification and support.

B. Inclusion

This model is designed to provide support to Special Education students within the general education setting. The regular education teacher and the Special Education teacher collaborate with each other and share responsibilities for meeting the educational needs of the student.

C. Self-Responsibility Class

This class is designed to support students with significant social/emotional needs that impact their ability to be successful in a general education setting. This class provides high structure, predictability, clear rules, and contingencies for behavior. The students have access to the general curriculum. The students require a BIP that provides strategies for modifying behavior. Behavior specialists and counselors are available for additional support.

D. Self-Contained ED/ AU Units

This model is geared toward students with an Emotional Disturbance and/or Autism. This model provides a safe, sensorial-appropriate environment for neuro-atypical students. The students have full access to the general curriculum and opportunity for integration in the general education setting. Behavior specialists and counselors are available for additional support.

E. Self-Contained Life Skills Class

This class is designed to support students with severe cognitive and/or adaptive behavior deficits. These students may also have physical and/or language delays. Extensive modifications and accommodations are intergraded into the academic instruction. Instruction in social skills and activities of daily living skills are included. Services are provided up to age 21. Vocational training is part of their daily curriculum.

F. Homebound Services

Educational services are provided in a home setting by a certified teacher for a specified amount of time.

G. Career Preparation I & II

The practical application of life-long skills in the workforce designed to ensure success in the community.

H. Speech

Speech therapy services are provided by a speech language pathologist and/or speech language pathologist assistant and include the following: group therapy, individual therapy, in class support, and consultation services.

CONTINUUM OF ASSISTIVE TECHNOLOGY

“The least complex intervention should always be considered first.”

Assistive technology consists of four (4) levels that comprise the technology applications continuum. The four levels are:

- 1) No Tech
- 2) Light Tech / Low Tech
- 3) Mid Tech
- 4) High Tech

No tech and Low tech are devices that require no electrical power and are easy to use. These devices require a short period of training and are usually being used in the classroom by teachers as modifications. In addition, low tech devices can be viewed as foundations for the other levels of assistive technology that may develop skills that can lead to independence and participation.

NO TECH

Regular education items used with all students -----Modifications to general instruction

LIGHT TECH (non-electric devices)

Objects	Photographs	Wallet
Communication	Booklet	Pictures
Cookie	Sheets	Calendar
Boxes	Velcro	Reading
Stand	Communication	Board
Pencil Grips	Clothes Pins	Adapted Pointing Devices

“Mid” tech and “High” tech electronic devices address and accommodate specific disability conditions and the performance of identified tasks to be accomplished. To maximize full device capabilities, specific training is required for the user, parents, and other personnel involved with the use of these devices.

MID TECH (electronic devices)

Switches	Adapted Radio
Adapted Tape Recorder	Adapted Toys
Electric Choice Box	Touch Window
Intellikeys	Joystick/Trackball
Muppet Learning Keys	Software

HIGH TECH (augmentative communication devices, dedicated word processors)

Dynavox

Intellikeys

Liberator

Touch talker

Write: Outloud

Generally, the level of a technology solution is a correlation between:

The technological difficulty of the device it-self and the level of technical training the student will need to implement the device.

The continuum of assistive technology must always be considered and the selection of the device/equipment should always be a match between the student's abilities, desires, interest, preferences, and goals with the sole purpose of enabling the student to participate in an educational setting. However, one must constantly keep in mind that a costly device is not always the best solution when an easy and simple device can bring about the desired outcome

ARD Meeting Agenda

- I. Introductions
- II. Purpose of ARD Meeting
- III. Review Evaluation Data and Other/Parent Information
- IV. Determination of Eligibility
- V. Development of the Individual Education Program (IEP)
 - A. Determine Present Levels of Academic Achievement and Functional Performance
 - 1. Strengths
 - 2. Behavioral
 - 3. Discipline
 - 4. Transitional/Vocational
 - 5. Academic Development
 - 6. Assistive Technology
 - 7. Communication Needs
 - 8. Transition Planning
 - B. Review Previous IEP (Progress)
 - C. Develop Goals and Objectives
 - D. Discuss Proposed IEP
- VI. Determination of Services
 - A. Class Schedule
 - B. Related Services
 - C. Accommodations
 - D. Modification
- VII. State and District Assessment
- VIII. Service and Site Consideration
- IX. Consider Extended School Year Service (ESY)
- X. Graduation
- XI. Consideration of Least Restrictive Environment
- XII. Assurances
- XIII. Signatures of Committee Members

Comité de Admisión, Revisión, y Salida----- Agenda de la Junta

- I. Introducciones
- II. Propósito de la Junta
- III. Reviso de reportes de evaluación y otra información incluyendo información de los padres
- IV. Determinación de Elegibilidad
- V. Desarrollo del Programa de Educación Individuo (IEP)
 - A. Determinación de los niveles presentes logro académico y funcionamiento
 - 1. Fortalezas
 - 2. Comportamiento
 - 3. Disciplina
 - 4. Transición/Vocacional
 - 5. Desarrollo académico
 - 6. Tecnología asistiva
 - 7. Necesidad de Comunicación
 - 8. Servicios de Transición
 - B. Revisión del Programa de Educación Individual (IEP)
 - C. Desarrollo de Los Metas y Objetivos
 - D. Hablar sobre el propuesto IEP
- VI. Determinación de Servicios
 - A. Horario de Clases
 - B. Servicios Relacionados
 - C. Acomodación
 - D. Modificación
- VII. Evaluación del estado y Distrito
- VIII. Determinación de La Designación de Servicios
- IX. Consideración de Servicios de escuela extendida
- X. Graduación
- XI. Consideración de ambiente menos restrictivo
- XII. Aseguranzas
- XIII. Firmas del Comité

FOR YOUR INFORMATION ONLY

Contacts for Special Education Issues

RCGISD Special Education Office

1 S Fort Ringgold
Rio Grande City, TX 78582
956-370-4587

Region I Educational Service Center

1900 West Schunior
Edinburg, TX 78539
956-383-5611

Border Region Behavioral Health Center

600 N. Garza St.
Rio Grande City, TX 78582
956-487-3748

Texas Education Agency

1701 North Congress Ave.
Austin, TX 78701
512-463-9734

ADULT SERVICE PROVIDERS

Department of Assistive and Rehabilitative Services (DARS)

4800 N. Lamar Blvd., Austin, TX 78756

www.dars.state.tx.us

1-800-628-5115

- Work outcomes
- Support services: medical service needs, driver's license, etc.

Department of Aging and Disability Services (DADS)

(Formerly Texas Department of Mental Health and Mental Retardation)

www.dads.tx.us

512-438-3011

Mental Health (students with emotional disturbance)

- Out-patient psychiatric services
- Assessment and evaluation
- Case management
- Family support services
- Group and individual counseling

Texas Department of Assistive Rehabilitative Services (DARS)

Division for the Blind

www.dars.state.tx.us

512-459-8575

- Vocational diagnostic services
- Technology needs
- Counseling

**Texas Department of Assistive Rehabilitative Services (DARS)
Division for the Deaf and Hard of Hearing**

www.dars.state.tx.us

512-407-3250

TTY 512-407-3251

**Texas Department of Human Services
Community Care for the Aged and Disabled**

- Family care services
- Special services to handicapped adults
- Protective services
- Case management
- Supervised living

https://www.payingforseniorcare.com/longtermcare/resources/texas_ccad.html

In Home and Family Support Program

Texas Department of Human Services

701 West 51st Street

Austin, TX 78751

512-438-3199

<http://hhs.texas.gov>

Brain Injury Association of Texas

1339 Lamar Sq. Drive

Austin, TX 78704

512-326-1212

info@biatx.org

Austin Resource Center for Independent Living, Inc.

ARCIL is a non-profit organization serving individuals who have physical and/or mental impairments which severely limit their ability to live independently. ARCIL works with individuals with disabilities to increase their personal self-determination and minimize dependence on others. Services include Information & Referral, Advocacy, Peer Counseling, and Independent Living Skills Training.

<https://arcilinc.org>



ADDITIONAL INFORMATION AGENCIES

TEXAS DISABILITY

Special Education Office
1 S. Fort Ringgold
Rio Grande City, TX 78582
(956) 370-4587

ADAPT

1319 Lamar Square Dr. Suite 101
Austin, TX 78704
(512) 4423-0252

Any Baby Can

4203 Woodcock Dr. Suite 208
San Antonio, TX 78228
(210) 227-0170

Attention/Deficit/Hyperactive Disorder (ADHD) of Texas

12345 Jones Rd. Suite 287
Houston, TX 77070

Advocacy, Inc.

7800 Shoal Creek Blvd.
Suite 171-E
Austin, TX 78757-1024
(800) 252-9108

Deaf-Blind Multi-Handicapped

Association of Texas
815 High School Drive
Seogoville, TX 75159
(214) 287-1904

Mental Health Association of Texas

8401 Shoal Creek Blvd.
Austin, TX 78577-7597
(512) 454 3706

Learning Disabilities Association of Texas

1011 West 31st St.
Austin, TX 78705
(800) 604-7500

Brain Injury Association of Texas

1339 Lamar Square Dr. Suite C
Austin, TX 78704 (800) 392-0040/ (512) 326-1212

ADVOCACY ORGANIZATIONS

Texas Network for Medically
Fragile and chronically Ill Children
4203 Woodcock Suite 208
San Antonio, TX 78225

Texas Respite Resource Network
P.O. Box 7330/519 W. Houston St.
San Antonio, TX 78207
(210) 704-2794

United Cerebral Palsy of Texas
900 Congress Ave. Suite 220
Austin, TX 78701
(800) 798-1492

STATE AGENCIES

Texas Commission for the Blind
4800 North Lamar Blvd.
Austin, TX 78756
(800) 252-5204

Texas Department of Protective and Regulatory Services
701 West 51st St.
P.O. Box 149030
Austin, TX 78714-9030

Texas Department of Mental Health and Mental Retardation
P.O. Box 1768
Austin, TX 78711-2668
(800) 252-8154

Texas Education Agency
1701 North Congress Ave.
Austin, TX 78701
(512) 463-9734

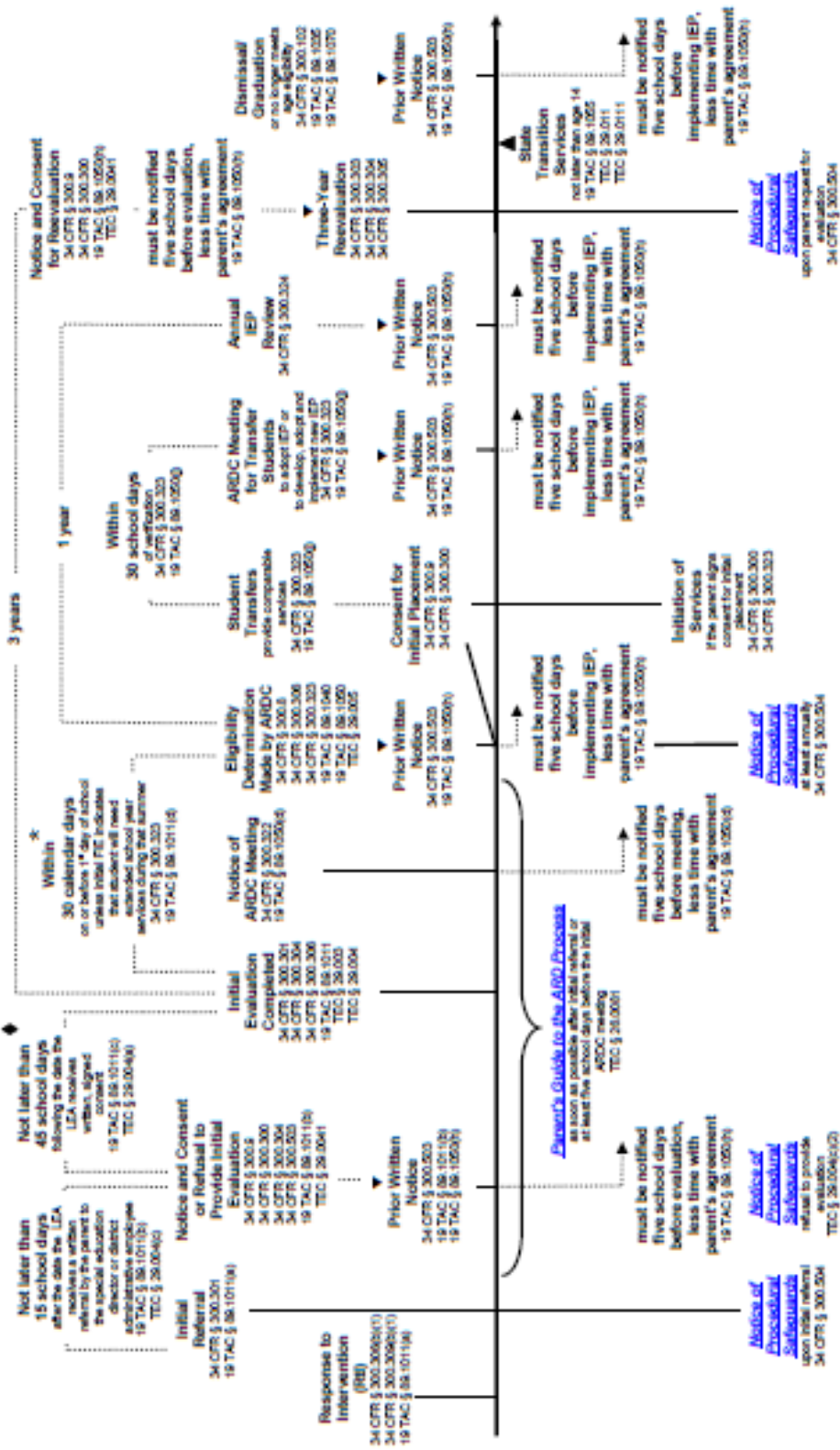
REGIONAL SERVICE CENTERS

Texas Rehabilitation Commission
4900 North Lamar Rd.
Austin, TX 78751-2316
(800) 252-7009

Region I Education Center
1900 West Schunior
Edinburg, TX 78539
(956) 984-6000

Border Region Behavioral Health Center
600 N. Garza St.
Rio Grande City, TX 78582
(956) 487-3748

Timeline | Child-Centered Special Education Process



Exceptions

- Parent repeatedly fails or refuses to produce the child for the evaluation [34 CFR § 300.301(d)(1)(i); or
- Child who is enrolled in public school and transfers from another local educational agency (LEA) while the evaluation is pending (refer to [Child's Local District Framework](#)); or
- Child who is enrolled in public school and is absent three or more days during the evaluation period (extended by number of school days absent) [TEC 28.004(a)(1); 19 TAC § 88.10110(i)(2); or
- Consent is received at least 30 but less than 45 school days before the end of the school year (due by June 30), and the initial ARDC is to be held by the 15th school day of the following school year. If the child is absent three or more days during the period, the evaluation is due not later than 45 school days plus the number of days the child is absent [TEC § 28.004(a)(1); 19 TAC § 88.10110(i); 19 TAC § 88.10110(i)(2)].

DIRECTORY

SPECIAL EDUCATION OFFICE STAFF

(956) 370-4587

Name	Title	e-Mail Address
García, Maricela O.	Director	mgarcia042@rgccisd.org
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Salinas, Claudia	Speech Pathologist	csalinassped@rgccisd.org
Silva, Cindy	Speech Pathologist	clongoriasped@rgccisd.org

Name	Title	e-Mail Address
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Marichalar, Jessica	Occupational Therapist	jmarichalarsped@rgccisd.org
Ruiz, Daisy	Occupational Therapist Assistant	druizped@rgccisd.org
Vargas, Joel	Occupational Therapist Assistant	jvargassped@rgccisd.org
Gallegos, Celinda	Homebound Teacher	cgallegos@rgccisd.org
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Pro, Esmeralda	Teacher for the Visually Impaired	egarzapro042@rgccisd.org
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Trillayes, Dayna	Behavior Specialist	dtrillayes108@rgccisd.org
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Casarez, Alyssa	Clerk	acasarezped@rgccisd.org
Garcia, Tracy	Clerk	tgarciasped@rgccisd.org

Name	Title	e-Mail Address
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Rios, Rene	SERS Clerk	rriosped@rgccisd.org
Rodriguez, Maria Luisa	PEIMS/SEMS Clerk	mlrodriguezped@rgccisd.org

AUTISM TEAM MEMBERS

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Mendez, Alfonso	Behavior Specialist	amendezped@rgccisd.org
Olivarez, Margarita	Diagnostician	molivarezped@rgccisd.org
Silva, Cindy	Speech Pathologist	clongoriasped@rgccisd.org

SPECIAL SERVICES DEPARTMENT SBDM MEMBERS

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Garcia, Hector	Transition Counselor	hgarcia001@rgccisd.org
Gonzalez, Maribel	Diagnostician	mgonzalezped@rgccisd.org
Cantu, Roxanne	Speech Language Pathologist	rgcantusped@rgccisd.org
Garcia, Irma	Secretary	igarcia111@rgccisd.org

ASSISTIVE TECHNOLOGY TEAM MEMBERS

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Mendoza, Eduardo	Adaptive PE Coach	emendoza108@rgccisd.org

A. I. REPRESENTATIVE TO REGIONAL SCHOOL FOR THE DEAF

Name	Title	e-Mail Address
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Hernandez, Marissa	Diagnostician	mahernandez110@rgccisd.org

CONTRACTED PERSONNEL

Name	Title	e-Mail Address
Esau, Annabel	Physical Therapy	annabelesau@gmail.com
Huerta, Roberto	O & M Consultant	dageris@aol.com

FORMS

R.G.C.G.I.S.D. SPECIAL SERVICES DEPARTMENT ARD REVIEW CHECKLIST 2022-2023

Student Name: _____ Grade: _____ DOB: _____ Age _____ ID# _____
 Address: _____ Phone# _____
 School: _____ Folder Teacher: _____

***All areas for Annual/Initial ARD: must be addressed.**

Date of ARD _____
 _____ Amendment
 _____ Annual
 _____ Annual/Graduation
 _____ Dismissal
 _____ DNQ
 _____ Homebound
 _____ Initial
 _____ Manifestation
 _____ Revision
 _____ Transfer
 _____ Update
 Previous ARD Date _____

1. / Date of FIE _____ Dyslexia _____ SI _____ FBA _____ Counseling _____ Psy. _____
 OHI _____ PT _____ OT _____ APE _____ O&M _____ Other _____
2. / Additional Evaluation Needed: **YES or NO** Due Date: _____ Evaluation Needed: _____
3. / Student Vision (8th grade/Up-date in High School ARDs)
4. / Eligibility (check assessments for these eligibilities)
 Disability 1: _____ Disability 2: _____ Disability 3: _____ Disability 4: _____
5. / Development of the IEP: **YES—NO—N/A**
6. / Present Levels of Academic and Functional Performance (Address and date all text boxes)
7. / Transition (Before the 14th birthday; **INITIAL TRANSITION DATE** _____)
8. / Transition Services Supplement (address the 3 areas; see **MEASURABLE POSTSECONDARY GOALS (3)**)
9. / Age of Majority (Print at 17 and 18) — Transfer of Rights (Student/Parent) _____
10. / Graduation options _____
11. / Graduation supplement (for 12th grade folders)
12. / Behavior/Discipline: **FBA** _____ **BIP** Date: _____
13. / Language LEP/N-LEP (Bilingual / ESL)
14. / Communication Needs
15. / Physical Needs: Medical Condition _____ OHI: **YES or NO** Medication: **YES or NO** Taken at: Home _____ School _____
16. / Assistive technology: **YES or NO** Assistive Tech. Assessment Date: _____ Equipment Needed: _____ PG: _____
17. / IEP General Modifications and Accommodations addressed (Include Special Ed. Service i.e., Inclusion/Resource)
18. / IEPs (Measurable Goals and Objectives as per student PLAAFP) ***Must match Schedule of Services** / Related Service IEP's

IEP GOAL COMPONENTS		
Timeframe	Condition(s)	Behavior Criterion
MEASURABLE POSTSECONDARY GOALS (3)		
____ Employment ____ Training ____ Independent Living* <small>*WHERE APPROPRIATE</small>		

IEP GOALS INCLUDED	
____	Reading, Math and Writing as per ARD
____	Self-Contained Classes
____	Resource Classes
____	Related Services (SI, OT, PT, Counseling)
____	Transition (employment, training, independent living*)

STAAR/STAAR ALT			
Specify assessment type below			
IPI	SUBJECT	Current Yr.	Next Yr.
ELEMENTARY/MIDDLE SCHOOL (Grade 3-8)			
	READING		
	MATH		
	SCIENCE		
	SOCIAL STUDIES		
	WRITING		
HIGH SCHOOL (Grade 9-12)			
	ALGEBRA I		
	BIOLOGY		
	ENGLISH I		
	ENGLISH II		
	U.S. HISTORY		

19. / Accommodations checked (Daily/Testing)
20. / State/District required assessments (Results for, if applicable: Reading, Math, Writing, Science and History)
21. / HB4545/Statement of Intensive Program of Instruction _____ / (AIP/IP); indicate area of non-mastery
22. / TELPAS/District Wide Assessments (**RESULTS**)
23. / STAAR Alternate 2 Requirement Form
24. / STAAR Accommodations (Checklist)
25. / Physical Fitness assessment initiative
26. / TELPAS/TELPAS Alt.
27. / Schedule of Services (check duration periods) ****Must match IEPs**
28. / Related Services (frequency): A. PE _____ Counseling _____ SI _____ AI _____ OT _____ PT _____
 School Health _____ VI _____ O&M _____
29. / Special Transportation: **Yes** _____ **No** _____
30. / ESY: **Yes** _____ **No** _____ ESY IEP _____
31. / LRE pages addressed
32. / Placement of services/Instructional Setting:

SPED INSTRUCTIONAL CODING	
2022-2023	2023-2024
* 00 Speech	* 42 Res 21-50%
* 01 HB (Illness)	* 43 Self-Cont. 50-60%
* 08 VAC	* 44 SC >60%
* 40 Mainstream/Inclusion	* 45 EC Self-Cont. 100%
* 41 Resource <21%	Other _____

33. / Assurances addressed
34. / Deliberations (Summary of issues & questions raised and discussed) **NOTE: Must include a Re-Evaluation Statement on all 2-year-old FIEs and SSES statement**
35. / Signatures: Parent _____ Administrator _____ Reg. Ed. _____ SPED _____ LPAC _____ Student _____ Voc. _____ Counselor _____ Assessment _____ VI _____
 SI _____ A. PE _____ BIP _____ AI _____ OT _____ PT _____ LSSP _____ Nurse _____
36. / Prior Written Notice (PWN)
37. / Waiver for Notice to Provide Services Signature
38. / SUPPLEMENTS: (All Related Service Supplements addressed at the ARD)
 IPI _____ Personal Care _____ PGP _____ Special Transportation _____ Non-Attendance Supplement _____ ESY _____ BIP _____ Dyslexia _____
 VI _____ AI _____ AU _____ Physical Needs _____ Summary of Performance _____ Transfer of Rights _____ ONE to ONE AIDE _____
39. / **Dyslexia Supplement with Code** (Only for students who qualified for special education/Dyslexia)

2022-2023 DYSLEXIA INSTRUCTIONAL CODING	
____ 00 No Services	____ 02 Receiving Instruction
____ 01 Receiving Services	____ 03 Service modifications or accommodations

40. / Annual Progress Reports (all reporting periods)
41. / SPEDTRACK Report (In-Class Support)
42. / Invitation and Procedural Safeguards
43. / Medicaid (Only for students who have Medicaid and are receiving services that require billing) Medicaid # _____
44. / PEIMS Data Sheet

Teacher's Signature (Preparing ARD) _____

Educational Diagnostician (Checking ARD) _____

Date _____

Revised 06/09/2022

Verification of Receipt Form

School/Campus: _____

VERIFICATION OF RECEIPT

OF

INSTRUCTIONAL ACCOMMODATIONS

AND/OR

GOALS AND OBJECTIVES

I acknowledge that I have received and had an explanation of

Instructional accommodations goals and objectives BIP

designated by the ARD/IEP committee.

(Name of student)

(Special Education Teacher)

(Date)

I also acknowledge that:

1. I understand how to implement the instructional accommodations goals and objectives;
2. I can contact the special education personnel listed above if I need further clarification or I have and questions relating to this student's disability, educational program, or ability.
3. If further consideration of the student's IEP or its implementation is required, I understand that the process is to submit a written request to the principal.

Signature of General Education Teacher

Date

Signature of General Education Teacher

Date

Signature of General Education Teacher

Date

Signature of General Education Teacher

Date

Signature of General Education Teacher

Date

Signature of General Education Teacher

Date

Signature of General Education Teacher

Date

Signature of Special Education Teacher

Date

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Related Services Referral Form

___ Initial Referral ___ Re-evaluation	Date Received _____ Date Assigned _____
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Student: _____	Grade: ___	School: _____	DOB: _____
ID# _____	Address: _____		Parent Name: _____
Phone # _____	Medicaid # _____	Social Security # _____	
Diagnostician/Pathologist Referring: _____		Campus Contact: _____	

Referral Type

FIE: _____	Speech: _____	Psychological: _____	Counseling: _____	FBA: _____
BIP: _____	OT: _____	PT: _____	VI: _____	O&M: _____
APE: _____	Assistive Technology: _____		Other: _____	

Reason for Referral

Reason for Referral: _____
Specific Concern: _____
Other: _____

Referral Information

ARD Date: _____	FIE Date: _____	Related Service Date: _____ <small>(5 days before ARD Date)</small>
Consent for Evaluation Date: _____	Timeline: _____	Due Date: _____
Previous Psychological: YES ___ NO ___		Date: _____
Disability 1: _____	Disability 2: _____	Disability 3: _____
Disability 4: _____		

Signature of Person Referring

Date

Name of Related Service Evaluator assigned

Date

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ARD Notification Form

General Education Teacher: _____ Date Sent: _____

An ARD Meeting has been scheduled for:

Student: _____	Grade: _____	DOB _____	ID#: _____
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The ARD Meeting will take place at the ARD Room on the following date and time:

Date: _____ **Time:** _____

<p>Your presence:</p> <p><input type="checkbox"/> IS REQUIRED, please bring this form to the ARD Meeting with you.</p> <p><input type="checkbox"/> IS NOT REQUIRED please RETURN this form completed to the following:</p> <p>Special Education Teacher: _____ RM.# _____</p>
--

Please complete and/or come prepared to discuss the following:

- Subject: _____ Grade: _____ Attendance: _____
- Behavior: _____
- Referrals: _____
- Class work/Homework: _____
- Strengths: _____
- Weakness: _____
- Vocational Teacher: _____
- Bring the following IEP: _____

NOTES: _____

Thank you, for your continued support and cooperation.

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Teacher Folder Order Form

1. Yellow Folder --- Copies of (Accommodations, IEPs, BIP & STAAR Testing page)
2. Annual ARD
3. Signature Page/Prior written notice
4. BIP/Supplements (Transition, Transportation, Personal Care, AU, Graduation, etc...)
5. IPI
6. Services logs (SPEDTRACKER)
7. Progress Reports
8. ESY Documentation
9. Invitation to Annual ARD
10. FIE
11. Related Service Evaluations (FBA/Counseling/Speech/OT/PT/Psychological)
12. Revision ARDs, Up-Date ARDs, Manifestation ARDs, Failure ARDs, etc...
13. Divider (Between current year and last year)

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Transfer Information Form

Date: _____

Student Name: _____	Grade: _____	School: _____	DOB: _____
ID# _____	Address: _____	Parent Name: _____	
Phone# _____	Medicaid #: _____	Social Security # _____	

Previous School District Name: _____	School Name: _____
Address: _____	Phone# _____ Fax #: _____
Contact Person Name and Title: _____	

Last FIE Date: _____ Last (Annual) IEP Date: _____

Diagnosed Disabilities (Codes): _____ Dyslexia: _____

Instructional Arrangement: _____ Language of Instruction: _____

Psychological _____ FBA _____ BIP _____ Counseling _____

Speech/ OT/ PT: _____ Frequency _____

Medical Condition: _____ Related Service: _____ Frequency _____

Schedule of Service:

English		
Reading		
Math		
History		
Science		

TELPAS Results:

Listening	
Speaking	
Reading	
Writing	

STAAR Results:

English	
Reading	
Math	
History	
Science	

Other: _____

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Teacher Beginning of School Year Checklist

1. A special education campus enrolled student list will be provided by the Special Education Department.
2. Compare the list with student folders on your campus. Advise your campus diagnostician of any discrepancies. (Folders missing or folders needed)
3. Once you obtain your case management assignment, make a list of all student folders assigned to you on the **Student Folder List** form.
4. Conduct a Folder Review of each student assigned to you. READ CAREFULLY
 Annual ARD Date Student's Disability Accommodations TELPAS Results
 STAAR results Power School schedule Frontline schedule of services/Related
5. Ensure that special education **schedule of services and instructional minutes** coincides with PowerSchool schedule.
6. **If applicable**, ensure an AIP/IPI (HB4545) has been developed and addressed for all subjects of non-mastery.
7. Contact Diagnostician if a student transfers from another district. Use **Transfer Information Form** provided.
8. Contact diagnostician if further evaluation is needed; use **Related Services Referral Form** provided.
9. **Set-Up ARD** if there are potential transportation problems or necessary changes.
10. Hold an ARD for any student that does not have a **current** annual ARD as soon as the student enrolls.
11. All student folders assigned to you must have the Yellow Accommodations Folders.
12. Insert copies of Accommodations pages, IEPs, if applicable BIP in the yellow folder.
 *Provide yellow folder & copies to general education teachers by the 1st day of class.
 *Maintain a **Verification of Receipt of Accommodations and/or Goals** (form provided).
13. **Set-Up** and send notice for all Annual ARD meetings using the **ARD Notification Form** to all teachers, related service and ARD Administrators. Meet with the team members of your assigned case load.
14. Complete the draft IEPs/BIP *5 days* prior to the previous year ARD meeting and send or mail them to the parents with the ARD invitation.
15. Ensure your students are receiving Related Services if indicated in the ARD. Inform the ARD Administrator, Diagnostician, or Department Head immediately if these services are not being provided.
16. When planning next year's schedule, consult with student for classes of interest. **Transition by the 14th birthday**. Use the **Transition Student Information Form** for all 5th and 8th grade students.
17. Complete IEP progress reports every 6 weeks and send them home with student report card. Use the **Verification Receipt of Progress Reports** form.
18. Document time and frequency of services immediately as services are rendered. Complete and verify **SPEDTRACK REPORTS (Easy SPED Tracker In-Class Support)** weekly.
19. After every ARD, use the **Transmittal ARD Review Checklist** provided to ensure that all areas of the ARD are addressed.
20. **All ARDs are to be completed within 2 days of the ARD & will be checked and locked by the diagnostician.**
21. **REMINDER: Supplemental Special Education Services (SSES)** must be addressed at all annual ARDs-*see attached flyer*.
22. Organize the Teacher Folder according to the **Teacher Folder Order Form**.

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Transition Student Information Form

Student Grade DOB ID#

Parent's Name Address Phone #

Current Teacher Current Campus Date

Instructions: Fill out one form for each student as needed. This is information that may not be in the student's teacher folder, but could help to ease transition to new campus. Place this form in the student's (yellow) IEP folder.

Behavioral Intervention Plan AU Supplement Special Transportation Other

Behavioral concerns and the behavior interventions you use for each:

Health concerns:

Routines:

Food allergies:

Favorite toys or activities:

Special equipment needed:

Special utensils, dishes, or special diets. (Attach prescription form)

* Parent needs to obtain an updated prescription for special diet by the first day of school.

Additional information:

Receiving Teacher:

Receiving Campus:

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Verification Receipt of Progress Reports Form

Folder Teacher Name: _____ School/Campus: _____

Provide date the progress report was sent home with the student. This form must be completed and provided to the diagnostician at the end-of-year checkout.

	NAME	Grade	1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
1								
2								
3								
4								
5								
6								
7								
8								
9								
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 Teacher Signature Diagnostician Signature Campus Date

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