



# CANUTILLO ISD SPECIAL EDUCATION STAFF HANDBOOK

(Operating Procedures)

2021-2022

Carey Chambers

Special Education Director  
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# Canutillo ISD Special Education Staff Handbook

## SECTION I General Information

*This handbook of guidelines is provided to you as a reference source. Please be advised that the Handbook is a work in progress. Any input, additions, suggestions that will improve the CISD Special Education Team's service to all stakeholders will be much appreciated. Each year we will work to continually upgrade the handbook and edit it to meet our district's needs.*

*Carey Chambers  
Special Education Director  
August 2021*

# Special Education Operational Guidelines – Introduction

## CISD Mission Statement

*Provide high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to become leaders and productive citizens in a culturally diverse and technologically sophisticated world.*

## CISD Vision Statement

*To become a premier school district with nationally-ranked, bi-literate graduates that will be able to create, collaborate, communicate, critically think and apply the knowledge and skills to be successful in post-secondary and the workforce; and more importantly, in life.*

*The Canutillo Independent School District does not discriminate on the basis of race, color, national origin, gender, age or disability in its employment practices, or in providing education services, activities and programs, including technical education programs. For more information regarding the Canutillo Independent School District policy of non-discrimination contact: Executive Director for Human Resources, (915) 877-7423, 7965 Artcraft Rd., El Paso, TX 79932.*

*El Distrito Escolar Independiente de Canutillo no discrimina en cuanto a raza, color, origen, género, edad o discapacidad en lo que se refiere a sus prácticas de empleo, o al proveer servicios, actividades y programas educativos y vocacionales. Para mayor información respecto a la política de no discriminación del Distrito Escolar Independiente de Canutillo, favor de contactar a: Director Ejecutivo de Recursos Humanos, (915) 877-7423, 7965 Artcraft Rd., El Paso, TX 79932.*

**The procedures described in this document provide information and guidelines for the implementation of the Response to Intervention/Multiple Systems of Support services to students as identified by school staff. This document is intended to be a resource for CISD personnel in complying with the federal and state laws and regulation focusing on the education of students who are at risk of falling behind. *This is a living document that may be adjusted during the year to serve the needs of our staff and students.***

## **GENERAL DEPARTMENTAL INFORMATION**

Canutillo ISD operates under CISD School Board Policy.

This guide follows School Board Policy and includes Texas and Federal IDEA regulations.

Stakeholders may access our CISD website: [www.canutillo-isd.org/SID/SPED/default.html](http://www.canutillo-isd.org/SID/SPED/default.html)

All Administrators, Staff and Stakeholders have access to this document online.

## **STAFF: As professionals;**

1. You are expected to read this document and be aware of all CISD policies and procedures.
2. You are expected to utilize this document as a resource and as a compliance tool.
3. Questions regarding compliance and policy may be directed to the Special Education Department.
4. This Handbook is an evolving document that will be updated as needed to service CISD needs.

This is a comprehensive document that covers IDEA Federal Regulations, the State Board of Education and Commissioner Rules for Special Education, and all compliance requirements.

## CISD Special Education Department

Name	Position	Contact Information	Site
Carey Chambers	Director	Phone: (915) 877-7449 Fax: (915) 877-7473 <a href="mailto:cchambers@canutillo-isd.org">cchambers@canutillo-isd.org</a>	CISD Central Office
Adriana Galvan	RtI Lead Teacher	(915) 877-7513 <a href="mailto:agalvan@canutillo-isd.org">agalvan@canutillo-isd.org</a>	CISD Central Office
Brenda Matamoros	Special Ed. Lead Teacher	(915)877-7447 <a href="mailto:bmatamoros@canutillo-isd.org">bmatamoros@canutillo-isd.org</a>	CISD Central Office
Dr. Melinda Shane	LSSP Autism/Behavior Specialist	(915) 877-7510 <a href="mailto:mbennet@canutillo-isd.org">mbennet@canutillo-isd.org</a>	CISD Central Office
Bibiano Maldonado	VAC/Transition Specialist/CPI	(915) 877-7863 <a href="mailto:bmaldonado@canutillo-isd.org">bmaldonado@canutillo-isd.org</a>	CHS
Vivian Urueta	<u>LSSP Intern</u>		CISD Central Office
Rose Urquidi	<u>LSSP Intern</u>		CISD Central Office
Leticia Dominguez	Secretary to the Director	(915) 877-7450 Fax: (915) 877-7529 <a href="mailto:ldominguez@canutillo-isd.org">ldominguez@canutillo-isd.org</a>	CISD Central Office
Elizabeth Silvas	SEMS/Peims Clerk	(915) 877-7448 <a href="mailto:elerma@canutillo-isd.org">elerma@canutillo-isd.org</a>	CISD Central Office
Connie Luna	SHARS/504 Clerk	(91)- 877-7468 <a href="mailto:cluna@canutillo-isd.org">cluna@canutillo-isd.org</a>	CISD Central Office
Stacie Morgan	Lead Diagnostician	(915) 877-7831 (CHS) <a href="mailto:stmorgan@canutillo-isd.org">stmorgan@canutillo-isd.org</a>	CHS/NECHS
Lezlie Delong Leyva	Diagnostician	<a href="mailto:roneill@canutillo-isd.org">roneill@canutillo-isd.org</a>	AMS/CHS Support
Susan Cordova	Diagnostician	<a href="mailto:slcordova@canutillo-isd.org">slcordova@canutillo-isd.org</a>	AMS/CMSCHS Support
Lydia Provencio	Diagnostician	<a href="mailto:lprovencio@canutillo-isd.org">lprovencio@canutillo-isd.org</a>	RES/JDE
Nanet Rothmund	Diagnostician	<a href="mailto:nrothemund@canutillo-isd.org">nrothemund@canutillo-isd.org</a>	GES/CES
Brenda Flores	Diagnostician	<a href="mailto:bflores@canutillo-isd.org">bflores@canutillo-isd.org</a>	BCE/DDE

Name	Position	Contact Information	Site
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Dina Madrid	Occupational Therapist	(915) 877-7448 <a href="mailto:dmadrid@canutillo-isd.org">dmadrid@canutillo-isd.org</a>	CHS/CES/BCE/DDE/CMS
Dr. Jesus Herrera	Physical Therapist	(915) 877-7448 <a href="mailto:jherrera@canutillo-isd.org">jherrera@canutillo-isd.org</a>	All
Jo Jean Butler	<u>Speech Language Pathologist</u>	877-7448 <a href="mailto:jbutler@canutillo-isd.org">jbutler@canutillo-isd.org</a>	GES
Angelina Garcia	<u>Speech Language Pathologist</u>	941-740-1647 or 877-1236 <a href="mailto:angarcia@canutillo-isd.org">angarcia@canutillo-isd.org</a>	RES/DDE
Melissa Rodriguez	<u>Speech Language Pathologist</u>	<a href="mailto:merodriguez@canutillo-isd.org">merodriguez@canutillo-isd.org</a>	BCE
William (Chris) McQuillan	<u>Speech Language Pathologist</u>	520-404-7384 <a href="mailto:cmcquillan@canutillo-isd.org">cmcquillan@canutillo-isd.org</a>	AMS/CMS
Pamela Perez	<u>Lead Speech Language Pathologist</u>	<a href="mailto:pperez@canutillo-isd.org">pperez@canutillo-isd.org</a>	JDE
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Vanessa Damian	<u>Speech Language Pathologist</u>	<a href="mailto:vdamian@canutillo-isd.org">vdamian@canutillo-isd.org</a>	CES/DDE
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Janet Ramos	Teacher –Auditory Impaired	355-6545	Contract
Laura Rodriguez	RtI Teacher	<a href="mailto:larodriguez@canutillo-isd.org">larodriguez@canutillo-isd.org</a>	CES
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Jessica Aramburu	RtI Teacher	<a href="mailto:jaramburu@canutillo-isd.org">jaramburu@canutillo-isd.org</a>	JDE
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Vacant	RTI Teacher	<a href="mailto:vzenteno@canutillo-isd.org">vzenteno@canutillo-isd.org</a>	DDE
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Maria Duran	RTI Teacher	<a href="mailto:mduranacanutillo-isd.org">mduranacanutillo-isd.org</a>	RES

## Canutillo Independent School District – Special Education Staff

Teaching Staff	Position/School	Diag/SLP Assignment
	<b>Canutillo Elementary</b>	<b>Erica/Vanessa/Dina</b>
Cain Castillo	Teacher – DSC I	
Maria Romero (Lily)	Instructional Assistant – DSC I	
Ceci Ramirez	Instructional Assistant – DSC I	
<b>Norma Mendias</b>	Teacher – Resource/Inclusion	
Marisela Rojas	Instructional Assistant – Res/Inclusion	
<b>Marie Delgado</b>	Teacher – DSCII	
Leticia Estrada	Instructional Assistant – DSC II	
Yvonne Quintana	Instructional Assistant – DSC II	
	<b>D. Davenport Elementary</b>	<b>Brenda/Angelina EE-1/Vanessa 2nd-5th/Infante</b>
<b>Jane Weatherly</b>	Teacher – K-6 Resource/Inclusion	
Patricia Alva	Instructional Assistant – Res/Inclusion	
<b>Sarah Spencer</b>	Teacher – K-6 Assisted Living Skills Classroom	
<b>Jaitza Opio</b>	Instructional Assistant	Itinerant
	<b>J. Damian Elementary</b>	<b>Brenda/Pam &amp; Rita/Infante</b>
<b>Gisela Gracia Frias</b>	Teacher – Resource/Inclusion/Bilingual	
<b>Priscilla Loya</b>	Instructional Assistant	
Patti Rivera	Instructional Assistant – Resource	
<b>Vacancy</b>	Teacher Resource/Inclusion Monolingual	
<b>Stephanie Licon</b>	Teacher – ECSE I (PPCD) (3-4 yoa)	
Samantha Gallinar	Instructional Assistant – ECSE	
<b>Emma Gil</b>	Teacher – ECSE II (PPCD) (4-5 yoa)	
<b>Laura Quevedo</b>		<b>Itinerant</b>
<b>Erica Luna-De Ochoa</b>	Teacher – ECSP III - Inclusion	
Irma Andujo	Itinerant Instructional Assistant	JDE assignment
	<b>Garcia Elementary</b>	<b>Nanet /JoJean/Dina</b>
<b>Vacancy</b>	Teacher – ISC I (K-1)	
Marisol Aguirre	Instructional Assistant ISC I	<b>Jose Rodriquez – Itinerant Special Assign</b>
<b>Monica Alvarado</b>	Teacher ISC II (2-3)	
<b>VACANT</b>	Instructional Assistant ISC II	
Ana Mack	Instructional Assistant ISC II	
<b>Jessica Dominguez</b>	Teacher – ISC III	
Marcel Juarez	Instructional Assistant – ISC III	
Blanca Rodriguez	Instructional Assistant – ISC III	
<b>Jessica Estevas</b>	Teacher – K-5 Resource/ Inclusion	
	<b>Bill Childress Elementary</b>	<b>Erica/Melissa/Dina</b>
<b>Noemi Macias</b>	Teacher – Resource/Inclusion	
<b>Turina Mendoza</b>	<b>Teacher – Resource/Inclusion</b>	??
Sandy Jenkins	Instructional Assistant - Resource	
Melissa Medlock	<i>Teacher - SLC I</i>	
Lluvia Acosta	Instructional Assistant SLC I	
<b>Steven McLeod</b>	Teacher - BIC	
<b>Ruth Flores</b>	BIC Aide	<b>Itinerant</b>
<b>Lilliana Navarrete</b>	Teacher - Structured Learning Class II	
<b>Soledad Salas</b>	<b>Instructional Assistant SLC I</b>	
<b>Vacant</b>	<b>Instructional Assistant SLC I &amp; II</b>	<b>Itinerant</b>
<b>Robert Hernandez</b>	<b>Paraprofessional</b>	Navarrete
<b>Josue Urrieta</b>	<b>Paraprofessional</b>	Resource/Inclusion.



	<b>S Reyes Elementary</b>	<b>Nanet/Angelina/Kim</b>
<b>Audrie Stewart</b>	Teacher - Resource/Inclusion	
<b>Alejandra Ortiz</b>	Instructional Assistant-Resource/Inclusion	
	<b>Alderete Middle School</b>	<b>Susan/Chris/Dina</b>
<b>Michelle Terrell</b>	Teacher - Developmental Skills Class	(Ages 13-16)
<b>Maria Cortez</b>	<i>Instructional Assistant - DSC</i>	Itinerant
<i>Rene Bustamante</i>	<i>Instructional Assistant - DSC</i>	
<i>Reina Alvarez</i>	<i>Instructional Assistant - DSC</i>	
<b>Jordan Waltzer</b>	Teacher - Resource/Inclusion 6-8	
<b>Alejandra Ortega</b>	Teacher - Resource/Inclusion 6-8	
<i>Andrea Acosta</i>	<i>Instructional Assistant Res/Inclusion 6-8</i>	
<i>Cynthia Salas-Garcia</i>	<i>Instructional Assistant Res/Inclusion 6-8</i>	
<b>Marylyn Mendoza</b>	<b>RESOURCE/Inclusion 6</b>	
<b>Vacant</b>	Teacher ISC III	
Richard Torres	Instructional Assistant	
	<b>Canutillo Middle School</b>	<b>Rebeca/McQuillen /Kim</b>
<b>Kathleen Luby</b>	Inclusion Teacher	
<b>Vacant/Sub</b>	Teacher – BIC	<b>Matthew Torrez</b>
<i>Martha Solis</i>	<i>Instructional Assistant - BIC</i>	
<b>Vacancy</b>	Teacher - Resource/Inclusion 6-8	
<b>Selena Stair</b>	Teacher-Resource	
<i>Belinda Vasquez</i>	<i>Instructional Assistant</i>	
<b>Cynthia Breceda</b>	Teacher - SLC III	
<b>Jose Luis Reyes</b>	<i>Itinerant Instructional Asst. SLC III</i>	<i>Itinerant</i>
<b>Raul Ramos</b>	Teacher – Resource/Inclusion 6-8	
	<b>Canutillo High School</b>	<b>Stacie/Gracie/Kim</b>
<b>Baudelio Delgado</b>	Teacher – STRUCTURED LEARNING IV	
<b>Luis Alvarez</b>	<i>Instructional Assistant – SLC IV</i>	<b>Itinerant</b>
<b>Vacant</b>	<i>Itinerant Instructional Asst. SLC IV??</i>	<b>Itinerant</b>
<b>VACANCY</b>	Teacher - BIC	
<b>VACANCY</b>	Paraprofessional - BIC	
<b>Georgina Sanchez</b>	Teacher - DSC	
<b>Maria Marquez</b>	Teacher - DSC	
<i>Rosa Ruiz</i>	<i>Instructional Assistant - DSC</i>	
<i>Esther Rocha</i>	<i>Instructional Assistant – DSC</i>	
<i>Salome Orrantia</i>	<i>Instructional Assistant – DSC</i>	
<b>Pam Sawyer</b>	Teacher - Assisted Living Skills Class	
<b>Jacob Chavez</b>	<b>Paraprofessional - ALSC</b>	<b>SLC</b>
<i>Emma Alvarado</i>	<i>Instructional Assistant - ALSC</i>	
<i>Diana Mata</i>	<i>Instructional Assistant Inclusion/Resource</i>	
<b>Erin McNellis</b>	Teacher – ISC	<b>Department Head</b>
<i>Cecilia Ramirez</i>	<i>Instructional Assistant - ISC</i>	
<i>Bradley Collins</i>	<i>Instructional Assistant - ISC</i>	
<b>Ernesto Parada</b>	Teacher – Inclusion/ US Hist/World Hist	
<b>Leah Hubert</b>	Teacher - Mathematics	
<b>Marissa Vanegas</b>	Teacher- English	
<b>Irene Royse</b>	Teacher English	
<b>Holly Lopez</b>	Teacher – Mathematics	
<b>Aurora Davis-De la Cruz</b>	Teacher - Science	
<b>Alejandro Ladron De Guevara,</b>	Teacher - Science	

## Maintaining A Culture of Continuous Improvement

The **major goal** of the Special Education Departmental Team is to be one of the highest performing departments in the region and the state of Texas. We strive to provide excellent service our students, parents, staff, and community.

IT IS ALL ABOUT THE KIDS. CISD MOTTO: **WE ACCEPT ALL STUDENTS. WE DO NOT GIVE UP ON KIDS!**

OUR CONTINUING CHALLENGE IS TO:

- **The 7 B's: Be Relentless, Be Patient, Be Positive, Be Prepared, Be Proactive, Be Prescriptive, and Be Professional.**
- **ASSIST/GUIDE/TEACH OUR STUDENTS TO REACH THEIR MAXIMUM POTENTIAL FOR LEARNING.**
- **ASSIST/GUIDE/TEACH OUR STUDENTS TO FUNCTION AS POSITIVE CONTRIBUTORS IN TODAY'S WORLD.**
- **ASSIST/GUIDE/TEACH/COLLABORATE WITH PARENTS AND FELLOW PROFESSIONALS TO UTILIZE OUR EXPERTISE TO APPROPRIATELY SERVICE OUR STUDENTS.**

Every successful organization exhibits similar qualities: As a team and as a professional learning community, our emphasis is centered upon the following:

- **Exhibit Professionalism:**
  - (1) *Characterized by or conforming to the technical or ethical standards of a profession.*
  - (2): *Exhibiting a courteous, conscientious, and generally businesslike manner in the workplace.*
- **Living by the Golden Rule**
- **Leading through *Teamwork* and by example**
- **Maintaining AND Modeling a Positive attitude**
- **Modeling Composure**
- **Exhibiting a strong Work Ethic**
- **Demonstrating Punctuality**
- **Maintaining respectful dialogue with all stakeholders**
- **Gaining the *TRUST* of our co-workers and our stakeholders**
- **Improving Public Relations and provide excellent Customer Service**
- **Engaging all stakeholders professionally and positively.**
- **Expanding our level of expertise to be able to service our students more effectively.**
- **Increasing our capacity to service a greater number of exceptionalities.**
- **Engaging in Honest self-reflection**
- **Utilizing Proper Communication - Following the proper chain of command**
- **Being Effective and Efficient.**

**CHILD FIND -****Child Find**

If you suspect an infant, child, or young adult of having a developmental delay or disability, CISD wants you to know that we can help. The student may be eligible for services at no cost, under Federal and Texas Laws.

IDEA—(Individuals with Disabilities Education Act) provides resources and guidelines for children with disabilities. According to the Law, disabilities may include: intellectual disability, hearing impairment, visual impairment, speech or language impairments, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who by reason thereof, need special education and related services.”

If you reside within the Canutillo Independent School District, Please contact the Special Education Office for more information, or check out the CISD website under CHILD FIND

**Encontrar A Un Niño**

Si usted sospecha que un niño o joven tiene algún retraso en su desarrollo o discapacidad, el Distrito escolar de Canutillo quiere que usted sepa que podemos ayudar.

El alumno(a) puede calificar para recibir servicios sin ningún costo como dicta la Ley federal y las leyes de Texas. IDEA—(Ley educativa para individuos con discapacidades ) provee recursos y lineamientos para niños con discapacidades.

Según la ley, discapacidades puede incluir los siguiente: Discapacidad intelectual, en el habla, sordera, ceguera, trastornos emocionales serios, impedimentos ortopédicos, autismo, heridas al cerebro otros trastornos de salud o específicos a las discapacidades del aprendizaje por los cuales necesitan atención especial educativa o los servicios relacionados.

Si usted vive en el Distrito escolar independiente de Canutillo, favor de llamar a la oficina de Servicios de educación especial para más información.

**PROCEDURES:**

CISD outreach activities designed to locate children with disabilities who reside within our boundaries, including children who are homeless or wards of the state; incarcerated; or in private schools (including home-schools).

- a. Child Find information is located on the CISD Website under the Special Education Department.
- b. We received requests from parents in the Special Education Office and from our school administration when parents have questions.
- c. Student Support Services and school liaisons communicate with at risk families and make referrals to the Special Education Office.
- d. School personnel (Teachers, Administrators and other staff) monitor students and make referrals based on their observations and data that has been gathered.
- e. Special Education Staff communicates with Head Start and attends meetings, interacts with parents – messaging that if they have a suspicion or concerns regarding their child or a child in their area to contact their area school or the special education office.
- f. Our PIO Office has sent messaging out every parent in the district by email and text to raise awareness regarding CHILD FIND.

**How are parents informed of the LEA’s Child Find procedures?**

School Presentations

Parent meetings

Individual parent meetings regarding concerns with student performance. (RtI, 504, etc)

PIO has sent information through Text, CISD contact system, and email.

## EARLY CHILDHOOD INTERVENTION - ECI

Early Childhood Interventions-Part C (ECI) to Local Education Agency-Part B (LEA)  
Accessible Flowchart based on Federal and State Regulatory Requirements

### **Question one:** *Is the child receiving services under ECI-Part C?*

- If no, follow LEA-Part B referral and eligibility determination processes found in section five.
- If yes, continue to question two.

### **Question two:** *How long has the child received services under ECI-Part C?*

- If fewer than 45 days prior to the child's third birthday, continue to question three.
- If more than 90 days prior to the child's third birthday, follow directions found in section one.
- If more than 45 days but less than 90 days prior to the child's third birthday, follow directions found in section two.

### **Question three:** *Did ECI obtain parental consent to refer to the local education agency where the child resides?*

- If yes, follow directions found in section three.
- If no, the child is not referred from ECI and no required action is necessary from the LEA where the child resides. If the parent changes their mind and consents to referral, follow directions found in section three.

### **Section One:**

*The child has received services under ECI- Part C more than 90 days prior to the child's third birthday.*

- ECI notifies the parent of their right to object (opt out) to disclosures of personally identifiable information.
- If parent opts out, proceed to section four.
- If parent does not opt out, ECI must notify the LEA where the child resides for potential eligibility under Part B at least 14 days in advance of, and convene a transition conference not fewer than 90 days and not more than 9 months prior to the child's third birthday.
- The LEA, after obtaining consent for evaluation, will conduct the evaluation and if eligible, develop and implement an IEP by the child's third birthday. The LEA will make eligibility determination at an admission review and dismissal (ARD) committee meeting.

### **Section Two:**

*The child has received services under ECI-Part C more than 45 days but less than 90 days prior to the child's third birthday.*

- ECI notifies the parent of their right to object (opt out) to disclosures of personally identifiable information.
- If parent opts out, proceed to section four
- If parent does not opt out, ECI must notify the LEA where the child resides for potential eligibility under Part B as soon as possible after determining eligibility under Part C.
- The LEA, after obtaining consent for evaluation, will conduct the evaluation within 45 school days, in accordance with current State established initial evaluation timelines, from the date of parental consent. The LEA will make eligibility determination at an admission review and dismissal (ARD) committee meeting within 30 calendar days from the evaluation date. *Texas Education Agency November 2016*

**Section Three:**

*The child has received services under ECI-Part C fewer than 45 days prior to the child's third birthday and ECI obtains parental consent to refer to the LEA where the child resides.*

- The LEA, after obtaining consent for evaluation, will conduct the evaluation within 45 school days, in accordance with current State established initial evaluation timelines, from the date of parental consent. The LEA will make eligibility determination at an admission review and dismissal (ARD) committee meeting within 30 calendar days from the evaluation date.

**Section Four:**

*Parent objects (opts out) to disclosure of personally identifiable information to the LEA.*

- The child is not referred from ECI and no required action is necessary from the LEA where the child resides.
- If the parent changes their mind more than 90 days prior to the child's third birthday, the LEA, after obtaining consent for evaluation, will conduct the evaluation and if eligible, develop and implement an IEP by the child's third birthday. The LEA will make eligibility determination at an admission review and dismissal (ARD) committee meeting.
- If the parent changes their mind less than 90 days prior to the child's third birthday, the LEA, after obtaining consent for evaluation, will conduct the evaluation within 45 school days, in accordance with current State established initial evaluation timelines, from the date of parental consent. The LEA will make eligibility determination at an admission review and dismissal (ARD) committee meeting within 30 calendar days from the evaluation date.

**Section Five:**

*Part B referral and eligibility determination process.*

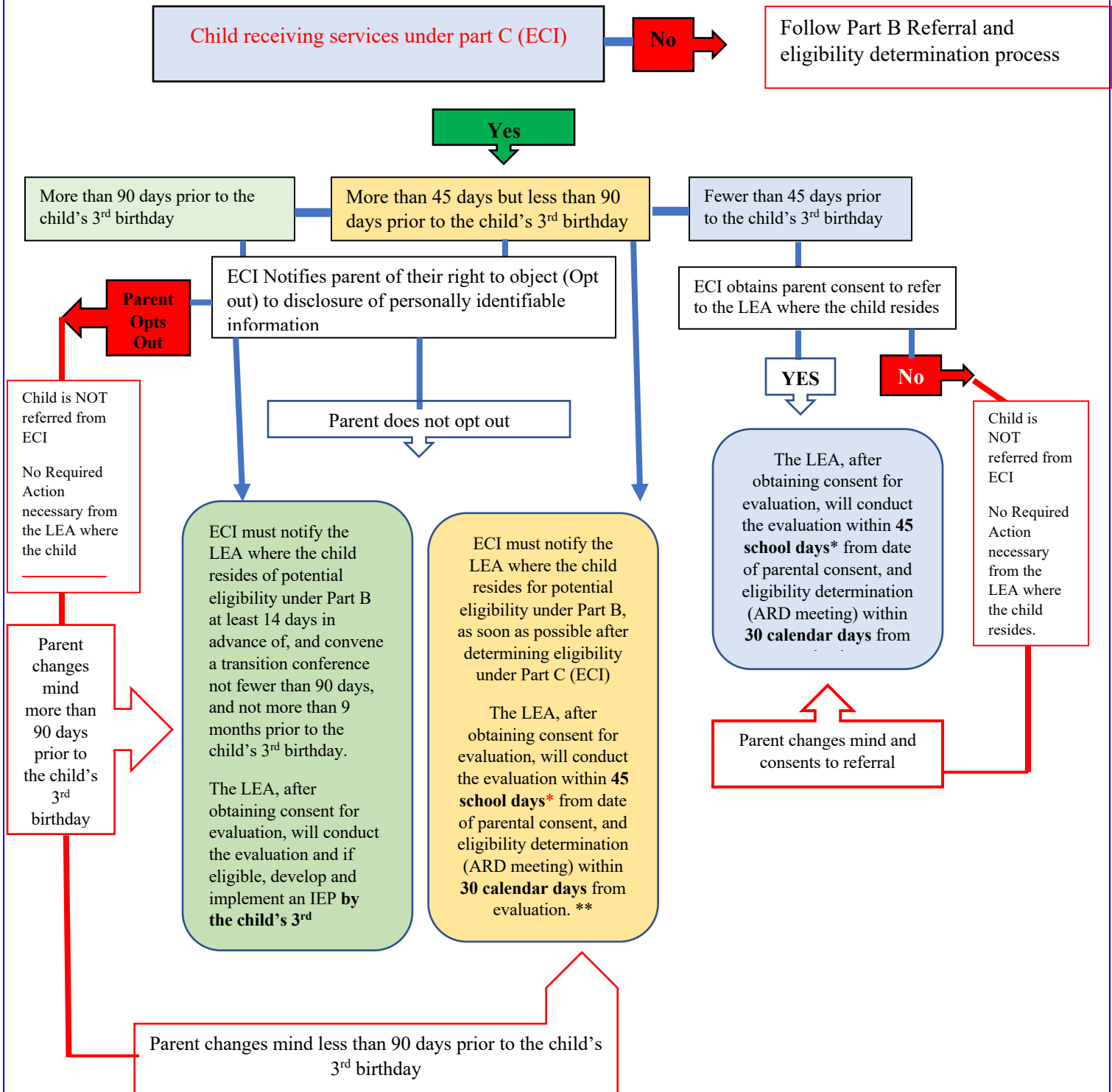
- The LEA, after obtaining consent for evaluation, will conduct the evaluation within 45 school days, in accordance with current State established initial evaluation timelines, from the date of parental consent. The LEA will make eligibility determination at an admission review and dismissal (ARD) committee meeting within 30 calendar days from the evaluation date.

**CISD Playbase Evaluation Team: Procedures**

1. *Initial contact of ECI Referral information is received from Region 19 and Paso Del Norte*
2. *Information is processed at CISD Special Education Office.*
3. *Referrals are inputted into a shared Google Doc to facilitate Team communication.*
4. *Playbase Team personnel are notified and evaluations are scheduled.*
5. *Playbase Team conducts a multidisciplinary evaluation.*
6. *An ARD is scheduled at the child's HOME School.*
7. *Any outside provider is welcome to provide input to assist the ARD committee in making informed decisions as to the Individualized Education Program (IEP) for the student*
8. *The ARD committee considers all options and determines appropriate school location where the Individual Education Program (IEP) can be provided.*

# EARLY CHILDHOOD INTERVENTION - ECI (PART C) TO LEA (Part B) -

## Flowchart based on Federal and State Regulatory Requirements



\*In accordance with current Texas established initial evaluation timelines.

\*\* CISD Playbase Team conducts evaluation see previous page.

## **RESPONSE TO INTERVENTION: CISD has a robust 3 Tier Response to Intervention System.**

### **What does CISD do when a student is not improving, struggling in school, or failing?**

**We respond and provide appropriate interventions based on the individual student's needs and provide Multiple Systems of Support. (MTSS)**

#### **Tier I – Classroom Early Identification**

- a. CISD Teams screen K-3 Students for a number of areas including speech, dyslexia, reading, language, and any other possible areas of concern at the beginning of each year.
- b. Classroom teachers gather data on each student in target areas of reading and math to guide in instruction.
- c. If students show deficits, classroom interventions are conducted by the teacher for a duration of time with consistency to determine the next steps to support the student.

#### **Tier II – Student Support Team (SST)**

- a. Students identified with deficits are placed in intervention programs by the Student Support Team that address their specific needs.
- b. Teachers measure frequency, duration, and effectiveness of interventions.
- c. An SST data packet is started to provide information to assessment personnel should a disability be emerging.
- d. Timelines for possible special education testing vary depending on the severity of the needs of each student.

#### **Tier III**

- a. Students who have been identified with a disability are provided services according to their individual needs.
- CISD provides training for staff that addresses the needs of students from different linguistic and cultural backgrounds.

All Special education teachers are required to be ESL certified.

Training occurs every year when needed and is provided by the CISD Academic Language Services.

Region 19 provides training throughout the year, which we support.

- Describe the strategies to be implemented, if needed, to address disproportionality in identification, placement, or discipline.

CISD follows our mission statement, See Director's message on the website.

Embedded in our philosophy is that we welcome **all students**.

CISD takes each individual student regardless of race, creed, religion or national origin and attempts to provide the most appropriate services and programs to each student.

- Identify procedures, if needed, to evaluate the effectiveness of interventions in the event of comprehensive coordinated early intervening services due to significant disproportionality.

Our RtI process works very well when followed.

If it does not work, we take a close look at the instructional setting to determine if it is appropriate.

Explore the classroom to see if personnel are following the the prescribed interventions

**STAFF RESPONSIBLE:**

**District Level:** **Special Education Director**

**Campus Level:** : Principal, Assistant Principal, Diagnostician, Speech Therapist, Classroom Teacher, Special Education Teacher.

**TIMELINES FOR CHILD FIND ACTIVITIES:**

Continuous:

- Public outreach - Continues throughout the school year through ECI notifications, parent meetings, parent requests at school and Sped Office, and staff referrals throughout the year.
- CISD communicates regularly with Head Start to identify possible students with disabilities.
- Staff training - Constant – utilizing CISD Staff, Region 19, and outside vendors when possible.
- Information sessions for parents; Head Start parent meetings, Student Support Services Meetings. Campus Open Houses. Community Meetings such as the local Downs Syndrome Coalition. Child Find Posters are posted at each school. Parents are informed during Transition meetings.

**EVIDENCE OF PRACTICE:**

- Forms or checklists

See Special Education Handbook  
Progress Reports\  
Teacher/Paraprofessional Logs

- Training artifacts (presentation handouts, sign-in sheets, etc.)

Provided as requested

- Media postings

See CISD PIO

- Public notices

See Annual Notices in Courier

- Agendas from meetings

Provided as requested.



## COMMUNICATION:

### CISD WEBSITE

Stakeholders may access our CISD website: [www.canutillo-isd.org/SID/SPED/default.html](http://www.canutillo-isd.org/SID/SPED/default.html)

The purpose of the website is to provide you with immediate access to important documents, manuals, and other information provided by the District, Region 19, and TEA. There are also helpful links included for all stakeholders in areas such as Math, Reading, Science, Autism, Learning Disabilities, Intervention, etc...

### **CISD SPECIAL EDUCATION - Communication Continuum (See Chart Page 177-178)**

The Special Education Department communicates through a variety of methods. Individuals and groups of staff will receive phone calls, email and personal contact from department staff. We will attempt to keep departmental information concise, relevant, and useful to all staff. **Please check your email every day to monitor important information from the special education department.**

CISD has developed a set of brochures which briefly describes the array of services available through the Special Education Department. Should you need a brochure for one of your parents, please request additional copies through the Special Education Department.

**PARENTS: Parents and guardians are the first and foremost source of information about their children. As we communicate and collaborate with parents/guardians, staff members need to please keep the following in mind;**

1. *If you were the parent of a particular child, what questions, concerns, or advice would YOU have concerning your child? (See ARD Assistant on page 81-83)*
2. **Parents/guardians are focused on their student. Parents also live 24 hours a day 365 days a year for a lifetime with the disability of their child and are very concerned about the future of their student.**
3. *How can we work together as a team to provide the appropriate service for the child?*
4. *We are all a team of adults who are working for solutions to service the child appropriately.*

### Strategies for working effectively with Parents and Advocates

#### Be Positive, Prepared, Proactive, Prescriptive, Professional

- Utilize the CISD ARD agenda for meetings.
- Establish a good relationship with the parents from the beginning. Build trust. Be Honest and Caring.
  - a. **If you promise you are going to do something, follow through.**

*Example: If you tell a parent you will have make-up homework in 24 hours, have it ready and waiting before your deadline! Go the extra mile.....*

*Example: If you tell them you are going to return their call or notify them regarding information or updates, follow through with your agreed upon plan.*
- Take the time to go over information or evaluation results with the parents **before** the ARD committee meeting.
  - a. *A little extra time spent goes a long way with people, they appreciate it.*

Provide a copy of clearly marked **draft** copies of IEP goals and objectives so the parents can digest the information effectively.

#### **Act Thoughtfully and Carefully;**

- **Actively** listen to the parents and their concerns.
- **Make sure you are totally focused on the parent while they are talking.**
- *Make sure your body language is positive and open to the parent.*
- *Side conversations and lack of attention are disrespectful and will be noticed immediately by the parent.*
- *Start the meeting on time, be prepared; keep short notes to highlight parent concerns.*
- **Say something positive about the child to begin the conversation.**
- *Deliver all information regarding the child in the most positive manner possible.*

## **Communicate effectively:**

- If there is a history of longer than usual ARD meetings, and if the length of meetings becomes an issue, notify everyone during the introductions that a break will be taken after 2 hours. (*Example: ladies and gentlemen; if we go over 2 hours is it agreeable for everyone to take a 5 minute break? Or: Let's reconvene at a mutually agreeable time.*)
- Have parent concerns and school issues in writing to present to the committee.
- Re-visit parent concerns – repeat back to the parent to make sure all concerns are addressed.
- Take time to explain special education terminology.
- Be prepared to discuss what is **appropriate** for the student.. (What are long range goals?)
- Respectfully consider alternative viewpoints – what does the ARD committee think?

**CONFIDENTIALITY:** As an employee of an educational institution, you will access individual student records while performing official duties. This falls under the Family Educational Rights and Privacy Act (FERPA);

- **You are legally and ethically obliged to safeguard the confidentiality of any information those records contain.**
- You are required to use good judgment in the storage and disclosure of personally identifiable information. FERPA-related violations may have serious repercussions.
- For more information on FERPA, please contact the Special Education office or you may check the “Legal Framework for the Child-Centered Education Process” at <http://framework.esc18.net/>.

**\* Important information: \*Be careful how, who, with, and where you discuss student information.** Individual student information should not be released to anyone but the ARD committee members, educators, and parents who are **directly** involved with the student.

- \*Conversations regarding confidential student information and issues in teacher lounges, hallways, or other non-confidential areas with other persons within listening distance of others are not appropriate.
- \*Discussing a student with other parents (even if the parents are friends) is not ethical, nor is it acceptable professional behavior.
- **\*Sending emails with student names and details is prohibited. (Remember that any public institution whose funding comes from state or federal government is public domain and has the possibility of being released to the public.)** Please use district student number, initials, and keep information factual, concise and professional. Please leave personal opinions out of communications.
- **\*\*When notifying parents of ARD meetings, concerns, or other confidential issues,** do not pin notes or envelopes on students. Daily LOGs may be placed materials in student backpacks, but **any confidential conversation needs to be handled personally.** There are a number of ways this type of communication could be misused.

**\*\* If a personal conversation or phone conversation is not possible; a more effective method is to email or text the parent so that you have time and date stamped documentation to show that you attempted to notify the parent. We also have parent liaisons and other staff available to make home visits. This practice can save a lot of frustration and miscommunication on both sides.**

**Emails: \*When writing emails or sending other communications that can be documented, be aware that in some cases the information you provide may be presented in a mediation hearing or a due process hearing. In extreme cases, your written or recorded words may be used in court. You may be asked to read your communication in a hearing. Please be cognizant of this when communicating with staff and parents.**

## FERPA - Family Educational Rights and Privacy Act

*The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.*

*FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."*

*Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.*

*Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.*

*Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):*

*School officials with legitimate educational interest;*

*Other schools to which a student is transferring;*

*Specified officials for audit or evaluation purposes;*

*Appropriate parties in connection with financial aid to a student;*

*Organizations conducting certain studies for or on behalf of the school;*

*Accrediting organizations;*

*To comply with a judicial order or lawfully issued subpoena;*

*Appropriate officials in cases of health and safety emergencies; and*

*State and local authorities, within a juvenile justice system, pursuant to specific State law.*

*Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.*

*For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service. Or you may contact us at the following address:*

*Family Policy Compliance Office*

*U.S. Department of Education*

*400 Maryland Avenue, SW, Washington, D.C. 20202-8520*

## VIDEOS OF STUDENTS:

**Any electronic videos or pictures of students with disabilities in your class requires parent permission.** Request a photo permission form from your campus administration.

### **Policy EHBAF regarding SB 507 Video Monitoring of Self-contained classrooms.**

#### Summary/Purpose

Texas Education Code §29.022 (i.e. SB 507) requires school districts and open-enrollment charter schools, beginning with the 2016/2017 school year, to place, operate, and maintain video cameras with audio recording capability in certain self-contained classrooms and other special education settings such as Charter schools or residential treatment facilities for students with disabilities, upon the request of a parent, trustee, or staff member, for the purpose of promoting the safety of students with disabilities in these classrooms.

Policy EHBAF was approved on September 27, 2017 by the CISD Board of Trustees.

CISD Operating Guidelines for Video Surveillance of Special Education Settings are available online.

Principals have received a copy of the cameras in classroom guidelines. Please see them or call Special Education Office if you have questions.

## TEACHER TRAINING AND SUPPORT

As a Special Education teacher, you will be responsible for instruction and progress of the Special Education students that you are assigned. *If you need support or additional training in a specific area assigned, it is **your responsibility to request this assistance from your principal and the CISD Special Education Department.***

The State of Texas is including Special Education student progress in the AEIS district accountability system. As a result, **your responsibility to document progress has increased even more as per TEA regulations.** CISD is committed to offering you the training and support you need. We recognize that even with a small degree of teacher turnover, this affects the knowledge and service to each student. New teachers come to our school district with their own experiences in training. In an effort to provide continuity and consistency for our students with disabilities, CISD will provide ongoing training and support each year in the following areas:

## COMPLIANCE TRAINING

Compliance training will be offered to teach legal requirements to the classroom teachers. It will cover the ARD/IEP process, accommodations/modifications and documentation, as well as other areas of compliance requirements. Region 19 ESC has numerous offerings for special education and general education staff, please keep abreast of their training schedule. For additional support, you may refer to the CISD Special Education Handbook on the CISD web site under Special Education Department. and “Legal Framework for the Child-Centered Special Education Process” at <http://framework.esc18.net/>.

## SPECIALIZED TRAINING AND OTHER REQUESTS

As the district becomes larger and as we begin to service more students who have disabilities, our focus on training staff will become more general to develop overall knowledge of how to work with multiple exceptionalities in the classroom.

**PLC-** Staff will be expected to develop a presentation and present to their colleagues and their PLCs what they have learned from trainings they have had to opportunity to attend.

***Our goal for training is to build capacity, collaboration, and sustainability with our staff.***

Teachers are encouraged to give input to CISD regarding areas of interest or need.

For example, if a teacher is assigned a student with unique medical/physical needs, the OT/PT may be requested to spend time training the teacher on proper techniques.

The CISD Special Education Director will take all requests into consideration in planning training with the district, Region 19, and other training opportunities. In addition, each campus Principal should consider your input regarding staff training needs related to special education services to students at your school. If you have any special needs or requests, please contact the Special Education Department office.

All professional development is predicated on the CISD budget.

## Professional Training Protocols and Responsibilities:

### Justification of training:

- Is the professional training appropriate and used to enhance knowledge and improve service to students?
- Is staff fully committed to the professional training? Do you attend the training with fidelity?
- If you promise to attend, and arrangements have been made. ATTEND THE FULL TRAINING. If funding is provided – there is no backing out, if you have made the commitment to attend. You must attend.
- You must request permission for professional training from your school administration first.
- \*The Sped Department may or may not be able to support you with funding for a substitute.
- If training is approved by the principal, Call central office to see if the training can be supported.
- **Time Frame for notifying Sped office:** Last minute requests will not be processed or approved unless there is an emergency.

### Priorities:

- New staff or stakeholders with a special issue or student.
- All staff who attend relevant trainings are expected to formally present to their colleagues in PLC/Department meetings, or Faculty meetings as soon as possible after the training. (ie. or PLC/Department Meetings/or the next available training as scheduled by school administration.)

## COORDINATE WITH GENERAL EDUCATION

**Two Way Communication with professional colleagues is vital to student success.** As a special education teacher on your campus, you are responsible for assisting the general education teachers in support of your caseload of students with disabilities. This will be discussed in more detail in the ARD/IEP Section III. You should coordinate with the appropriate general education teachers for the following:

- \_\_\_ 1. Copies of the goals, objectives, and accommodations are sent from **eSped or by hard copy to the classroom teacher**, as appropriate.
- \_\_\_ 2. Assistance required with modifications and accommodations (ideas for general ed. teacher on how to document what they are modifying as required.)
- \_\_\_ 3. Copies of the BIP and BIP/IEP as appropriate
- \_\_\_ 4. Request for input regarding the IEP of students scheduled for ARD/IEP meetings
- \_\_\_ 5. Student progress and documentation (attendance, grades, **progress reports**, etc...)

You may be assigned a particular caseload of students for which you are responsible in monitoring the information listed above. Please refer to the student monitoring forms in this handbook as a resource. (Note: The case manager may not have the entire monitoring list in their classroom.)

## LESSON PLANS

Each local campus principal will inform the special education teachers of the requirements for lesson plans. It is important to ensure that modifications, accommodations, and individual student objectives are included in lesson plans.

## CLASSROOM SCHEDULES

Each special education teacher (ie elementary teachers) need to have an updated classroom schedule to be provided upon request. The schedule will list number of periods per day, the time of each period, the subject taught per period, the number of students per period, and whether or not you have an aide that period. The conference period and lunchtime is also needed. The special education office will use the schedule to assist teachers' student loads, plan for visits during planning periods, etc.

## FORMS

All CISD staff who are responsible for student record keeping and case management will use specific **eSped** online forms for all Procedural Safeguards, Notices, Consents, ARD/IEP meetings, etc...

- In addition, this handbook includes sample forms that you may use. Please meet with your local campus diagnostician to review any forms you may need.
- You may also contact the special education office for any questions.
- **ARD forms are all online.**



## COMMUNITY BASED INSTRUCTION - Based upon House Bill 5

- **HOW ARE WE PREPARING OUR STUDENTS FOR LIFE AFTER HIGH SCHOOL?**
- **GOAL:** *Expanding our scope of Community Based Instruction.*

**Community Based Instruction (CBI)** is designed for students that need intensive instruction in functional and daily living skills. Community Based Instruction (CBI) is educational instruction in naturally occurring community environments providing students "real life experiences". The goal is to provide a variety of hands on learning opportunities at all age levels to help students acquire the skills to live in the world today.

Community is defined as the school, home and city community environments in the location the student lives. Students with cognitive challenges have difficulty generalizing or transferring information. When instruction is conducted with the actual materials in the natural environment where a functional skill is expected to be performed or the activity would occur, student's progress at a greater rate. CBI provides natural opportunities for Adult Living skills practice that is meaningful to students. Concepts and skills that are introduced in the classroom are applied and practiced in natural environments in the community using CBI. CBI experiences allow students to see, hear, smell and do things in real life settings as opposed to simulated or artificial settings that are very

abstract. Doing things in the natural environment is concrete, reinforcing, and assists in providing educational relevancy for the student.

**Community-Based Instruction** facilitates chronological age-appropriate activities that can be addressed in home, school or city community environments. As the student ages more emphasis should be placed on CBI as the student prepares for leaving the school support systems to adult life in the community. The community often becomes the primary educational environment as students age. CBI provides the availability of age-appropriate instructional environments for students 18-21 years of age that state law requires. Teaching functional skills will often be a bridge for individuals with disabilities to their communities.

A key to CBI is to offer experiences across settings and time periods to promote generalization. Community-Based Instruction enhances community inclusion with students without disabilities, employers, family and other community members, ultimately enhancing an individual's quality of life. Community-based instruction occurs routinely, on a regularly scheduled basis (i.e., weekly, twice weekly, daily, etc.) and must be specifically related to IEP objectives.

### What About Academics?

Reading, writing, language, math and science subjects are incorporated into functional activities. Students learn skills such as; money handling, counting change, how to pay for goods and services, banking, budgeting, time concepts, time management, planning and scheduling. Reading and writing skills are taught to enable students to use functional materials such as cookbooks, directions, applications, maps, schedules, planners, environmental signs and work related information.

Students learn to use adaptive aids such as checklists, cue cards, picture symbols, and/or augmentative speech devices to assist them in successfully accessing community activities and resources. CBI should not replace classes but complement them to provide a wide array of experiences

### **Many Skill Areas May Be Addressed Using CBI:**

Academics: Language Arts, Social Studies, Math Health, Science, Self Determination, Adult/Independent Living, Recreation and Leisure.

### **Benefits of Community-Based Instruction**

- Promotes inclusion or integration in real environments with peers and community members
- Provides a variety of experiences
- Responding to natural consequences and criteria
- Enhances life experience
- Provides access to age-appropriate environments and materials
- Provides LRE
- Increases expectations
- Identifies individual strengths, preferences and interests
- Assists in improved self-determination skills
- Provides opportunities for social and interpersonal communication

### **10 Step Plan For Developing A CBI Process**

1. Communicate with Administration & Parents
2. Obtain Parental Permission
3. Plan-Sight visit and Identify IEP objectives/concepts to address during CBI
4. Prepare- Class introduction and Stepping Out Cues  
(see Stepping Out A Community-based Instruction Curriculum by Ilene M. Schwartz)
5. Inform - & Leave CBI Notice Form
6. Communicate/Get Input from Students and Staff In Relationship to
7. IEP and Purpose
8. Implement
9. Collect Data - Notebooks Students Self-Evaluate
10. Monitor /Adjust

### **Prior Notification to appropriate personnel.**

As per District Policy, please notify all stakeholders in a timely manner when CBI is being considered, planned, or decided upon. **(At least 10 days prior notice)**

1. Principal
2. Sped Department
3. Nurse (If students with medical conditions in need of monitoring are participating)
4. Staff
5. Students
6. Parents



**CLASSROOM MATERIALS AND ORDERING INFORMATION**

As a Special Education Teacher, you will be responsible for instruction and for requesting materials needed for your classroom. Please submit your requests to the Special Education office prior to filling out a purchase order.

**NOTE\*\***

**The local campus is responsible for purchasing any classroom materials which are required or needed by ALL classroom teachers.**

*State special education funds may be used for **Special Education** materials, supplies, and equipment which are directly related to the development and implementation of individualized education programs (IEPs) of students and which are not ordinarily purchased for regular classroom.*

**Office and routine classroom supplies are not allowable under federal or state regulations .**

For specialized materials/equipment as request by a student's IEP, you will need to submit your requests to your assigned **Ms. Lety Dominguez in the Special Education Office or School Administration/ Department Head** prior to filling out a purchase order. Requests will be submitted for approval to the Special Education Director.

Special equipment may include instructional and augmentative technology devices, audiovisual equipment, computers for instruction or assessment purposes, and assessment equipment only if used directly with students. A copy of the order/requisition form may be obtained from your campus office or for requests from our Special Education office.



# **Canutillo ISD Special Education Teacher Handbook**

## **SECTION II**

### **PROGRAMS - SERVICE DELIVERY MODELS**

## INSTRUCTIONAL ARRANGEMENTS

CISD provides a Free Appropriate Public Education (FAPE) for students with disabilities in order to meet the need for special education and related services. The FAPE must include the alternative placements listed in IDEA Federal Regulations and SBOE and Commissioner Rules. Also, FAPE must be provided in the Least Restrictive Environment (LRE) appropriate for the student with primary consideration given to the general education classroom and curriculum.

### Nondiscrimination

No qualified student 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 district service, program, or activity. [42 U.S.C. 12132; 29 U.S.C. 794\(a\); 34 C.F.R. 104.4\(a\)](#) [See also FB]

### Free Appropriate Public Education (FAPE)

Eligible students with disabilities shall enjoy the right to a free appropriate public education, which may include instruction in the regular classroom, instruction through special teaching, or instruction through approved contracts. Instruction shall be supplemented by the provision of related services when appropriate. [Education Code 29.003\(a\)](#)

“Free appropriate public education” (FAPE) means special education and related services that:

1. Have been provided at public expense, under public supervision and direction, and without charge;
2. Meet standards set out by TEA;
3. Include an **appropriate** preschool, elementary school, or secondary school education; and
4. Are provided in conformity with the student’s individualized education program (IEP).

[20 U.S.C. 1401\(9\); 34 C.F.R. 300.13, .17, .36](#)

### Least Restrictive Environment

A district shall ensure that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

[20 U.S.C. 1412\(a\)\(5\); 34 C.F.R. 300.114\(a\)\(2\)](#)

### Discipline

All disciplinary actions regarding students with disabilities shall be in accordance with federal requirements, [Education Code Chapter 37, and 19 Administrative Code 89.1053. 19 TAC 89.1050\(k\)](#) [See FOF]

### Continuum of Instructional Arrangements and Settings

Instructional arrangements/settings shall be based on the *individual needs and IEPs* of eligible students receiving special education services and shall include the following:

1. **Mainstream:** providing services in a regular classroom;
2. **Homebound:** providing services at home or hospital bedside;
3. **Hospital class:** providing services in a classroom, hospital facility, or residential care and treatment facility not operated by a district;
4. **Speech therapy:** providing speech therapy services in a regular education classroom or other setting;
5. **Resource room/services:** providing services in a setting other than the regular classroom for less than 50 percent of the regular school day;
6. **Self-contained** (mild, moderate, or severe) regular campus: providing services to a student who is in a self-contained pro-gram for 50 percent or more of the regular school day on a regular school campus;

7. **Off-home campus:** providing services to non-district students in a single location, through district personnel at a non-district facility, or at a district campus that provides only special education and related services;
8. **Nonpublic day school:** providing services through a contractual agreement with a nonpublic school for special education;
9. **Vocational adjustment class/program:** providing services to a student who is placed on a job (paid or unpaid) with regularly scheduled direct involvement by special education personnel in the implementation of the student's IEP;
10. **Residential care and treatment facility** (not district resident): providing services to students who reside in care and treatment facilities and whose parents do not reside within the boundaries of the district; or
11. **State supported living center:** providing services to a student who resides at a state supported living center when the services are provided at the state supported living center location.
12. **Other Program Options;** Other program options that may be considered for the delivery of special education and related services to a student include con-tracts with other districts and programs approved by TEA.

19 TAC 89.63(c), (f)

### ***CISD Instructional Arrangements:***

Mainstream

Inclusion

Resource

Self-Contained - ECSP , ISC, DSC, SLC, BIC, ALSC)

Speech Therapy – Individual pull out, Small group pull out, Classroom Group, Walk in.

Vocational Adjustment Class / Program

Off- Home Campus – As assigned by ARD committee.

Homebound

Residential Care and Treatment Facility

For clarification purposes, the most current TEA accounting manual will provide specific information for proper coding based on ARD/IEP committee decisions. The TEA accounting manual can be found at <http://ritter.tea.state.tx.us/school.finance/handbook/>.

***CISD shall take steps to ensure that the students with disabilities have access to the variety of educational programs and services available to non-disabled students served by the district.***

***The following are just a few of the examples of service delivery available through the instructional arrangements.***

***Determinations regarding Special Education eligibility and the provision of appropriate services may not be based on administrative convenience, staff shortages, and /or financial constraints.***

***Any eligibility decision regarding a particular student must be made on an individual basis and cannot be determined without an ARD being hel***

## PROGRAMS/SERVICES/INSTRUCTIONAL ARRANGEMENTS

**The decision to provide services in Special Education is not “placement” into a “one size fits all” program. Special Education is not a “place”; rather it is a specialized set of services designed by the ARD Committee to provide programs based upon the individual needs of the students.**

- Special Education students are to be placed in individually tailored services to provide the appropriate educational/behavioral/social modifications that assist the student’s learning.
- While the first consideration in placing a student with a disability is placement in the “general” educational environment, the major goal of placement in the least restrictive environment is to provide an appropriate educational setting for the *individual* student. The ARD committee must answer the questions below;
  - **Is the setting appropriate for the student?**
  - **What classroom setting is the student going to thrive in?**
  - **Are the goals appropriately challenging or too challenging?**
  - **How is the classroom setting going to prepare the student for the transitions from elementary school to middle school to high school to career or college?**

### Mainstream

When student with disabilities are scheduled into “general” classes, they may function independently, or be provided assistance from staff on a case to case basis depending on the student’s disability. This is called “Mainstreaming”. ***This is the target setting for all students.*** The ARD committee is charged with the task to weigh all options then make an appropriate placement decision based on the needs of the student. (*Placement at All CISD Schools*)

**“Pull Out/Push In”:** ***“Pull Out”*** The student is “pulled out” of the regular classroom to receive more intense, focused instruction based upon student disability and current needs. ***“Push In”*** simply means a student is integrated into the general classroom atmosphere with support from staff.

### Inclusion/Co- Teaching ; ***Inclusion is not a “one size fits all setting”.***

The Inclusion/Co-teaching service delivery model allows the student to remain in the General Education classroom without any pull-out services. The Special Education inclusion teacher is responsible for coordinating and collaborating with the General Education teacher to assist with the instruction of the lesson. The model is not designed to replace other effective inclusion or specialized classrooms environments

With this model, it is critical to address the student needs appropriately in the ARD meeting and to delineate the exact amount of Special Education support time that will be provided daily or weekly in the specific subject area.

The Inclusion/Co-Teaching service delivery model may be implemented at most campuses, but is a campus decision based upon student needs and training in the collaborative model. It is also vital for student success that both professionals are viewed as “the teacher” in the classroom. Collaborative Special Education teachers should be introduced as the Co- teacher and are not considered to have any less impact on classroom instruction as the core subject teacher. **Teachers and staff are required to keep “inclusion monitoring logs” documenting their contact with students.** This form will be a general template provided by the Sped Department. These documents are to be kept up to date and should be available upon request by school administration and central office. **Compliance on Service Minutes from the IEP per student may be tracked more effectively utilizing this tool.** *Inclusion services are located at every CISD campus except NECHS. NECHS Mainstreams students.*

**Inclusion – monitoring**

Certified teachers and Para-professionals are also utilized as supports in the classroom to monitor students and provide assistance as needed by the student. A best practice when a classroom is enhanced by a para-professional is for the staff member to support other students as needed. In essence, when assisting the other students in a classroom, the “special education tag” is taken off of one or more students. The students in the classroom merely see the additional staff member as helping all students. We will continue training in this area to serve our students appropriately.

**Resource Classroom**

Resource Classroom is a program of service for students with mild to moderate disabilities. Instruction in this setting is tailored to the individual needs of each student. Students in this setting often require more intensive interventions and time to make the same progress as a student in general education. Students in this program may be placed in general education classes with added accommodations and/or modifications. *Resource services are located at every CISD campus.* (With the exception of NECHS)

**ISC (Instructional Skills Classroom)**

The Instructional Skills Class (ISC) is a program of service for students with moderate disabilities. The curriculum includes academics and developmental skills. Students in these classrooms may also be placed in appropriate mainstream classes. *ISC services are located at Garcia Elementary, Alderete Middle School, and Canutillo High School.*

**DSC (Developmental Skills Classroom)**

The DSC program has as its foundation emphasis on servicing functional academics and daily living skills. The ARD/IEP committee will individually determine the students with severe challenges who are appropriately served in a more restrictive program such as DSC classes. These decisions are based on evaluation and development of the individual goals and objectives of each student.

*DSC services are located at Canutillo Elementary, Alderete Middle School, and Canutillo High School.*

**SLC (Structured Learning Classroom) SLC I, SLC II, SLC III**

These classrooms are settings designed to serve the needs of student with severe developmental and communication delays, lack of social interaction, academic, and/or behavioral concerns. Some of the students in these programs may be students with Autism. The programs offer a variety of classroom options that include self-contained, and appropriate inclusion according to individual student needs. Students are transitioned out of middle school into the **Life Skills Classroom** at CHS.

*The SLC I service is located at Bill Childress Elementary. The SLC II service is located at Bill Childress Elementary. The SLC III service is located at Canutillo Middle School.*

**Early Childhood Special Education Programs ECSE - (Formerly PPCD-Preschool Program for Children with Disabilities)**

This program focuses on developmental areas and the goals and objectives determined appropriate by the ARD/IEP committee. If you are aware of a child who may have a need for services, please encourage the family to call the CISD Special Education Office to refer the child. The PPCD offers beginning services for students who are age 3-5. *The three ECSE classrooms are located at Jose Damian Elementary.* **\*\*Note: Parents of students who fit the criteria for ECSE are encouraged to enroll their 2 year old at the child's home school. This enables CISD to appropriately track the student and initiate testing in compliance with IDEA and TEA Child Find regulations.**

**ECSE Placement for speech only students**

Early Childhood Special Education (ECSE), previously known as PPCD (Preschool Program for Children with Disabilities) is a service offered through special education. All students between the ages of 3 and 5 fall into the ECSE category. Placement for services is an ARD committee decision. TEA states **In describing services for Texas Students with Disabilities Ages 3-5 TEA states: Eligible children with disabilities, ages 3-21, are entitled to receive a free appropriate public education**

(FAPE) under the Individuals with Disabilities Act (IDEA). In Texas, school district Preschool Programs for Children with Disabilities (PPCD) provide special education and related services for eligible children with disabilities ages 3-5. PPCD refers to the services provided by the school district, not to the place where they are provided. Eligible children may receive PPCD services in a variety of settings such as Pre-Kindergarten, resource, and self-contained classrooms or in community settings such as Head Start and pre-school.

### **TEA Pre K guidelines state:**

The Texas Legislature determines eligibility requirements for free, public prekindergarten in Texas. When the Texas legislature established the prekindergarten program the intent was, and still is, to provide early learning experiences to students who **are most at risk for school failure**. Therefore, the eligibility is limited. The legislature believed that a high quality prekindergarten program could mitigate the impact of the at-risk characteristics, thereby assisting these students to become school ready when they enter kindergarten. [TEC §29.153\(b\)](#), [SAAH, Section 7.2](#)

### **ECSE Continued:**

#### **IDEA states**

#### **§ 300.116 Placements.**

In determining the educational placement of a child with a disability, **including a preschool child with a disability**, each [public agency](#) must ensure that -

(a) The placement decision -

- (1) Is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the [evaluation](#) data, and the placement options; and
- (2) Is made in conformity with the LRE provisions of this subpart, including [§§ 300.114](#) through 300.118;

(b) The child's placement - (1) Is determined at least annually; (2) Is based on the child's IEP; and (3) Is as close as possible to the child's home;

(c) Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled;

(d) In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; and

**(e) A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.**

(Approved by the Office of Management and Budget under control number 1820-0030)

(Authority: [20 U.S.C. 1412\(a\)\(5\)](#))

Students in special education, specifically those with speech and language delays are at risk for academic failure due to their inability to communicate in a clear concise manner. These students benefit from a high quality PK classroom with typically developing peers to offer the opportunity to improve their speech/language skills.

#### **Criteria for placement in PK under Special Education (one or more of the following)**

- Phonological process disorder
- Articulation disorder of 2 or more sounds
- Expressive language delay
- Receptive language delay
- Mixed receptive/expressive language delay

In accordance with TEA Guidelines related to PK eligibility, the CISD will provide PK as an option for special education services of ECSE students. *The final placement is an ARD committee decision.*

### **ALSC (Assisted Living Skills Classroom)**

This is a program of service for students with profound disabilities and medical conditions. The curriculum is primarily focused on developmental skills and life skills. The class includes the student into various settings around the school and community to develop social skills and interaction with peers and the community. ***This service is located at Canutillo High School and Davenport Elementary.***

### **BIC (Behavior Intervention Classroom)**

The BIC Program is for students with disabilities whose behavior interferes with their learning or the learning of others to such an extent that a specialized program of instruction in a more structured setting is necessary.



This program addresses the student's academic needs while providing the student with behavioral coping skills in order to make progress toward return to a less restrictive environment. The overarching goal of the program is to return the student to the mainstream.

The ARD committee will consider up to date assessments, interventions attempted, and other data to address student behaviors at the local campus prior to any decision for placement in a BIC class.

- A Behavior Intervention Plan containing PBIS (Positive Behavioral Interventions) must have been given an opportunity to change the student behavior prior to consideration for change in placement to a more structured setting.
- Assessment, goals, and objectives needed by the student will drive the ARD decision.

*BIC services are located at Bill Childress Elementary School, Canutillo Middle School, and Canutillo High School.*

### **Hearing Impaired and Vision Impaired students:**

CISD makes a strong effort to provide appropriate local services for Hearing Impaired and Vision Impaired students. If there is a severe disability, students may be recommended for services at EPISD facilities through a Memorandum of Understanding agreement. In rare cases, student may be referred for services to other schools in Texas such as the Texas School for Vision and Hearing as determined by ARD committee decision.

### **Homebound**

Homebound services are provided to Special Education students who are unable to attend school due to a medical reasons. A parent must provide documentation from the student's physician that the student's medical condition will require absence of at least four consecutive weeks. For more information, contact your campus diagnostician or the Special Education Office. The Special Education Department has all the required forms that must be completed prior to ARDs to determine eligibility for services.

### **School-based Related Services    What are Related Services?**

Related services under IDEA are an array of supportive services required to assist children with disabilities in benefiting from special education, 34 CFR 300.34 (a). The list in IDEA is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from special education.

### **How does CISD Determine the Need for Related Services?**

*It is the responsibility of the child's ARD Committee* to determine the special education and related services that are necessary for a child to receive FAPE based on evaluation data. 71 Fed. Reg. 46,573 (2006). An evaluation is required to begin related services or exit a student from those services. The evaluation for each related service will include the child's present level of functional performance with regard to the evaluated area; the nature of the disability; the level of severity of the disability; the recommended modifications, goals and objectives based on evaluation and educational need; and the recommended specific frequency and duration of services.

Whether related services are required for a student with a disability and the frequency and duration of those services will depend on the unique circumstances of the child. *The standard is not whether the student will benefit from the services. Should the IEP team determine related services are not necessary to enable the child to benefit from special education, the child should be found not eligible for those services.*

The role of related service providers is to provide services necessary to assist the child to benefit from special education. The primary focus of school-based related services will be to promote the attainment of educational goals and objectives necessary for the child to receive FAPE. Educational therapy focuses on the student's IEP goals (rather than treating or



remediating the student's underlying medical condition) and is designed to help the student function in the school setting so that he/she can benefit from the educational program.

Consultation with the teachers and aides to demonstrate how the teachers and aides can work with the student to reach the goals for the classroom is an important part of school-based related services.

The IEP should specify the frequency and duration of related services in the smallest time period possible (e.g., number of minutes weekly if the student will receive weekly services) and should specify whether the services will be direct or consult (e.g., 20 minutes per week direct; 10 minutes per month consult), and if individual sessions are required, the IEP should specify the number of minutes of individual sessions.

#### Responsibilities of Related Service Personnel

Related service personnel will provide services as stipulated in a student's IEP and will:

- perform assessments in areas in which they have appropriate training;
- participate in ARD Committee meetings;
- contribute to the development of the IEP;
- assist teachers and parents in improving student performance within the school setting;
- provide direct and indirect related services as determined by the ARD Committee;
- complete progress reports in accordance with the student's IEP (these progress reports are also used to document a child's services for Medicaid reimbursements if applicable); and
- review outside evaluations and medical information in the related service provider's area of expertise to make recommendations to the ARD Committee regarding the need for, and recommended frequency and duration of, related services.

Goals and Objectives in each recommended area of related services shall have measurable goals and objectives within the Individualized Education Program (IEP) as approved by the ARD Committee and will include frequency, duration and location of those services in the smallest increment possible.

#### **Speech Therapy**

The district has full time certified Speech Language Pathologists who deliver services to students who exhibit speech and language impairment.

The following are services they provide:

- Case management of an assigned group of students that includes assessment, parent contact, liaison with classroom teachers, scheduling, and conducting ARDs.
- Working with "Walk in" students who qualify for Early Childhood Intervention
- Informal "screening" of teacher referrals for possible testing.
- Informal assessment of students for possible qualification for speech services.
- Formal assessment of students who may qualify for speech services.
- ARD meetings for communication of evaluation results.
- Speech Therapy sessions for individuals, groups and classrooms.
- RtI – supports and consultation for all tiers of RtI
- Provide speech and language services for social/pragmatic communication for students with severe disabilities.
- Assistive/Augmentative Technology for non-verbal students.

## PROGRAMS/SERVICES Transition

CISD maintains a continuous culture of improvement with our transition programs. Our focus is to make sure students transition smoothly from one grade level to the next/one school level to the next and ultimately to preparation for Career or College.

**\*Transition Planning/ IEP Secondary/VAC (Vocational Adjustment Coach)** The CISD Transition Specialist, conducts transition planning activities appropriate for students and their families. The Transition Planning /IEP supplement form is used at the secondary level to discuss the IEP goals and objectives that are related to the suggestions and decisions made while planning with the student about post-secondary outcomes. This Transition Planning/IEP supplement must be included in each annual ARD/IEP meeting for appropriate age students. The Transition Planning supplement must be included annually in the discussion as goals and objectives are determined.

### Grade Level Transition:

Schools at each level collaborate with the next school to make sure that students moving to the next academic grade level such as 5<sup>th</sup> to 6<sup>th</sup> grade or 8<sup>th</sup> to 9<sup>th</sup> grade have the supports necessary to function successfully in a more demanding academic/social environment. It is highly recommended that the sending school have the transition meeting the spring before the student moves. The receiving school should be invited to the transition ARD.

**Graduation:** As you can see from our description of the Community Based Instruction on page 17 and 18, our goal is to develop programs that enable student with exceptionalities to develop the skills necessary for success as they move on to College and Careers. We will be working with Region 19 this year to expand our scope of services into the community.

### Residential Care and Treatment Facility

In rare cases, students may be recommended to be placed in residential care and treatment facilities to address severe student problems or issues. Placement is usually recommended by outside agencies or resources.

### Private Schools Special Education Evaluation/Services:

§89.1096. Provision of Services for Students Placed by their Parents in Private Schools or Facilities.

Children residing within or attending a private school within the Canutillo Independent School District who are suspected of having a disability may be referred by the Student Support Team (SST) for special education evaluation.

- For school-age children, intervention services must be documented by the Student Support Team (SST).
- For school-age children, the suspected disability must be interfering with the student's educational progress in order to warrant a referral.
- Students who are not currently enrolled on a campus in CISD may also be referred by the principal, designee of the student's school/private school, physician, parent, etc.

Here is what the law states: *Federal Law from IDEA - [34 CFR 300.132(a)] [20 U.S.C. 1412(a)(10)(A)(i)]*

*Assigns responsibility for equitable participation to the local education agency (LEA) where the private school is located. [Under prior law, this was the responsibility of the LEA of the parent's residence.]*

*CHILD FIND: Requires the LEA where private school is located to conduct Child Find for children in private schools.*



# **Canutillo ISD Special Education Teacher Handbook**

## **SECTION III**

### **Referral /ARD / IEP PROCESS**

## Code of Federal Regulations

IDEA 2004 300.311(a) 34  
Code of Federal Regulations  
§300.311.

### Specific documentation needed for the eligibility determination

- A. For a child suspected of having a specific learning disability, the documentation of the determination of eligibility, as required in §300.306(a)(2), must contain a statement of:
- (1) Whether the child has a specific learning disability;
  - (2) **The basis for making the determination**, including an assurance that the determination has been made in accordance with §300.306(c)(1);
  - (3) The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning;
  - (4) The educationally relevant medical findings, if any;
  - (5) Whether-
    - (i) The child does not achieve adequately for the child's age or to meet State-approved gradelevel standards consistent with §300.309(a)(1); **and**
    - (ii) (A) The child does not make sufficient progress to meet age or State approved grade-level standards consistent with §300.309(a)(2)(i); **or**  
(B) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards or intellectual development consistent with § 300.309(a)(2)(ii);
  - (6) The determination of the group concerning the effects of a visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or Limited English Proficiency on the child's achievement level;

**AND**

- (7) **If the child has participated in a *process* that assesses the child's**

### **Response to scientific, research-based Intervention -**

- (i) **The instructional strategies used and the student-centered data collected**; and
- (ii) The documentation that the child's parents were notified about -

A. The State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided;

- B. Strategies for increasing the child's rate of learning; **and**

- (C) The parents' right to request an evaluation.

**When determining eligibility under IDEA, there are two steps to the eligibility decision.**

These are represented by two questions.

***The ARD Committee: The parents and other qualified professionals review the results of the initial evaluation to determine:***

**Prong 1:** Whether the child is a child with a disability as defined in federal and state laws and regulations and,

**Prong 2:** The educational needs of the child (34 CFR §300.306(a)).

Federal and state regulations are very clear with regard to the fact that a child must NOT be determined to be a child with a disability if the determinant factor is:

- **Lack of appropriate instruction in reading**, including the essential components of reading instruction (defined in §1208(3) of the ESEA as phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies);
- **Lack of appropriate instruction in math**; or
- **Limited English proficiency**; and the child does not otherwise meet the eligibility criteria as a child with a disability.

(34 CFR §300.306(b)). **Must Not Be Determined to be a Child with a Disability**

## The Special Education Referral Process:

### I. PRIOR TO INITIAL REFERRALS TO SPECIAL EDUCATION

It is very important that the Special Education Department work closely with General Education to ensure that there is DATA evidence of interventions that have been explored prior to a referral to determine the existence of a disability and special education services needed. The federal law has some requirements to consider.

Below are listed some of the regulations;

The local **Student Support Team (SST)** is responsible for clearly documenting **§300.309 (b)(1)(2)** prior to making a referral to the special education department for evaluation of a student suspected of having a learning disability. If the CISD special education department receives a referral from the Student Support Team (SST) and this section of IDEA **§300.309 (b)(1)(2)** has not been addressed, *the special education department is obligated by the Federal Regulation to return the referral to the Student Support Team (SST) for further discussion and implementation of appropriate instruction to support the student prior to a referral to special education for initial evaluation..*

The **law does not say a child must fail** before the school or parent can recommend evaluation to determine if the child if the child is eligible for special education services under the IDEA. According to IDEA, the child's parent or school staff may request an evaluation.

\*However, there must be **appropriate data** indicating that there is a severe problem or an emerging disability. Once there is **appropriate documentation** of a possible disability, the referral for evaluation will be acted upon under the IDEA compliance timelines.

*\*(See Chart page 51)*

See below for things that **must be considered by law** before the ARD committee determines that there are characteristics of a disability:

**Based on the evaluation data reviewed, the ARD committee determines that the student:**

- Does NOT** meet disability criteria
- Meets criteria** for the following disability/disabilities based on evaluation data of:

auditory impairment	intellectual disability	speech/language impairment	autism
multiple disabilities	traumatic brain injury	deaf-blind	non-categorical visual impairment
emotional disturbance	other health impairment	specific learning disability	orthopedic impairment

**AND – next page**

## The Special Education Referral Process:

**Yes or No:** By reason of the disability/disabilities the student has a need for special education and related services:

- *If the **ARD Committee** determines that the student has a disability and needs special education services, the ARD committee must conduct an analysis of determinant factors **before determining a student is eligible for special education services.***

**Analysis of determinant factors: the ARD committee has reviewed the determinant factors (reasons) listed below in relation to the student's disability. Are the factors listed below the reason/cause of the disability?**

**Yes or No: Factors to consider before recommending special education assessment.**

- Has the student received **consistent instruction** in academics and social skills for an appropriate amount of time?
- Have the suspected disability **issues been documented** by a qualified assessor?
- Has there been *explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills, and reading comprehension strategies?*
- Has there been appropriate instruction in math?
- Has there been appropriate transition into the school setting?
- Does the student demonstrate Limited English proficiency?
- Has the student's *behavior* manifested itself for over six months?
- Has school attendance been an issue?
- Is there a medical issue that impacts the student's performance? (ie. Does the student qualify for 504 services?)
- Have non-school factors been investigated such as recent family trauma, student exposed to school, or family dynamics the school needs to know about?

**If the answer to any of the above determinant factor questions is NO, the student may NOT BE determined to have a disability at this point.**

**Note: Each case is based upon the individual needs of the student.**

**There must be conclusive evidence of an opportunity to receive instruction or interventions with the issue.**

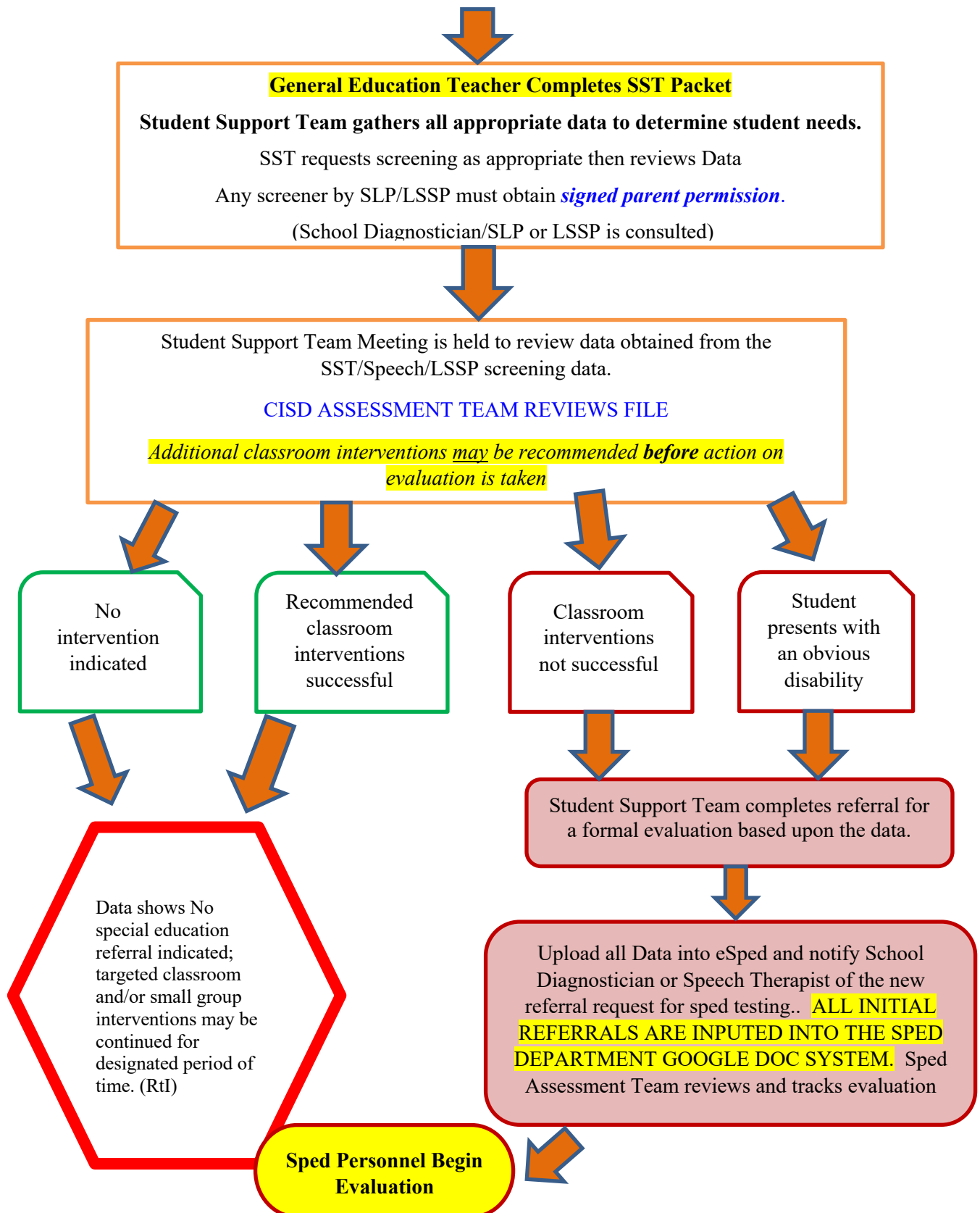
## II. APPROPRIATE STUDENT REFERRALS FOR SPECIAL EDUCATION

Children residing within or attending a private school within the Canutillo Independent School District who are suspected of having a disability may be referred by the Student Support Team (SST) for special education evaluation.

- For school-age children, ***intervention services must be documented*** by the Student Support Team (SST).
- For school-age children, the suspected disability must be interfering with the student's educational progress in order to warrant a referral.
- Students who are not currently enrolled on a campus in CISD may also be referred by the principal, designee of the student's school/private school, physician, parent, etc.
- Students who are new to CISD and **who have been receiving special education services in the student's previous district will not go through the referral process.** (see Transfers/Temporary Placement in this section and ARD/IEP Section 4).

### **Student Concern Flow Chart**

Parent/Stakeholder expresses concern to school staff regarding a child's academic, social, or





## CISD - Parental Request for Evaluation Flowchart

### Step One

Due to a concern with student performance, SST reviews Student performance data and communicates with Diagnostician or Speech Therapist. Sped Assessment Team also reviews Data. Diagnostician obtains a signed, dated parent consent for an evaluation.

### Step Two

Diagnostician/SLP or Sped Office provides **Prior Written Notice is provided to parent regarding the extent of the special education evaluation & provides** parents with a copy of the procedural safeguards. Parent signs receipt of P.S.

### Step Three

The School District explains “the district’s overall, general education referral or screening system” to parents.

Evidence Found:

**Step Four:**  
Referral for Special

Is there **Documented Evidence** of a **possible disability**?

**NO documented Evidence:**

**Prior Written Notice** no later than **15 school days** after the school receives **the written request from Parent**. Prior Written Notice indicates that CISD will not evaluate at this time due to insufficient data,

**Prior Written Notice** proposing evaluation and consent for evaluation signed. Note: Parent must be provided an opportunity to sign consent no later than **15 school days** after the date the district receives the request for evaluation.

Parent may access dispute resolution options

The student is progress monitored in appropriate Tier I, or Tier II areas.

Once signed consent is obtained, CISD has **45 school days** for completion of the evaluation report.

Upon completion of evaluation report, CISD has **30 calendar days** to hold Initial ARD to determine eligibility.

## Response to Intervention (RtI) Tier I or Multiple Systems of Support

### HOW WILL CISD RESPOND WHEN SOME OF OUR STUDENTS DO NOT LEARN?

RtI is the practice of meeting the academic and behavioral needs of all students through a variety of services containing the following key elements:

- **Proactive, Preventative, Prescriptive.** High-quality instruction in the general classroom setting and scientific research-based tiered interventions aligned with individual student need.
- **Frequent monitoring of student progress** to make results-based academic and/or behavioral decisions.
- Application of student response data to important educational decisions (such as those regarding placement intervention, curriculum, and instructional goals and methodologies).
- **Consistent communication with parents.**

*The instructional approaches used within the general education setting should result in academic and/or behavioral progress for the majority of the students. Struggling students are identified using data-based student progress monitoring and provided intensive instruction. The use of scientifically validated curricula and teaching methods expected in an RtI model leads to data-based school improvement.*

**RTI IS NOT A GATEWAY TO SPECIAL EDUCATION. OUR FIRST PRIORITY SHOULD BE TO FOCUS ON THE STUDENT REMAINING WITH HIS OR HER PEERS BEFORE PLACING (Labeling) A STUDENT IN SPECIAL EDUCATION SETTINGS.**

#### Benefits of RtI/MTSS

RtI should ensure that all children have access to high quality instruction and that struggling learners, including those with learning disabilities (LD), are identified, supported, and served early and effectively. Instruction is driven and documented by reliable data, the implementation of RtI in Canutillo ISD schools should result in;

- more effective instruction;
- increased student achievement;
- more appropriate identification of students with disabilities;
- increased professional collaboration; and
- Over all school improvement.

#### **CISD Multi-tiered model**

To ensure that appropriate instruction directly addresses students' academic and behavioral difficulties in the general education setting, a multi-tiered service delivery model is used. Included are layers of increasingly intense intervention responding to student-specific needs.

**Tier 1:** Teachers use high-quality core class instruction aligned with the Texas Essential Knowledge and Skills (TEKS) in which about 80% or more of the students are successful. This tier is the crucial foundation of the RtI instructional model.

**Tier 2:** Students are identified for individual or small group intervention in addition to core class instruction. This level includes scientific research-based programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1 activities. District-established standard protocol matches appropriate intervention strategies to specific student needs. Tier 2 addresses the needs of approximately 10%-15%, of CISD students.

**Tier 3:** Students who have not responded adequately to Tiers 1 and 2 receive specific, custom-designed individual or small group instruction beyond the instruction in Tier 1. This level of intervention is aimed at those students who have been identified with severe difficulties academically or behaviorally. At CISD, Tier 3 addresses the needs of approximately 10% of our students.

## Response to Intervention Service Rubric

	<b>TIER 1:</b> CORE CLASS CURRICULUM	<b>TIER 2:</b> SMALL GROUP INTERVENTION	<b>TIER 3:</b> INTENSIVE INTERVENTION
<b>Focus</b>	All students	Identified students with marked difficulties who have not responded to Tier 1 efforts	Identified students with marked difficulties who have not responded to Tier 1 and Tier 2 efforts
<b>Program</b>	Scientific research-based curriculum and instruction	Specialized scientific research-based intervention	Individualized and responsive intervention
<b>Grouping</b>	As needed	Homogeneous small group instruction (1:5-10)	Homogeneous small group instruction (1:3)
<b>Time</b>	*90 minutes per day or more	*20 - 30 minutes per day in small group in addition to 90 minutes of core Instruction	*50 minutes per day in individual or small group instruction in addition to 90 minutes of core instruction
<b>Assessment</b>	Universal Screening at beginning, middle, and end of the academic year {or more often, if appropriate)	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning
<b>Interventionist</b>	General education teacher	Determined by the school (may be classroom teacher, specialized teacher, external interventionist, paraprofessional, etc.)	Determined by the school (may be classroom teacher, specialized teacher, external interventionist, paraprofessional, etc.)
<b>Setting</b>	General education classroom	Appropriate setting in the classroom or outside the classroom designated by the SST or 504 committee.	Appropriate setting in the general education classroom or, outside the classroom designated by ARD committee

<http://www.interventioncentral.org/response-to-intervention>

[http://ies.ed.gov/ncee/wwc/Publications\\_Reviews.aspx?f=All%20Publication%20and%20Review%20Types,1;#pubsearch](http://ies.ed.gov/ncee/wwc/Publications_Reviews.aspx?f=All%20Publication%20and%20Review%20Types,1;#pubsearch)

**\*Time amounts are examples for use in comparing relative times and not intended to be recommendations; instructional time will vary depending on circumstances unique to each school and to each student.**

**\*\*Note: Canutillo ISD recognizes that the provided percentages are just that; Provided percentages. As we develop our programs and services, our commitment is to appropriately service all students in need of assistance regardless of what a quota provided by an outside entity states. By federal law, the ARD committee has the final say as to the needs of each student**

## Analysis of Factors

**Analysis of determinant factors: the ARD committee has reviewed the determinant factors (reasons) listed below in relation to the student's disability.**

**Are the factors listed below the reason/cause of the suspected disability?**

**Yes or No:** Has the student received **consistent instruction** in the following areas?

- Has the student received PBIS interventions for behavior in the classroom?
- Have the disability issues been documented by a qualified assessor?
- Has there been a lack of explicit and *systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills, and reading comprehension strategies?*
- Has there been appropriate instruction in math?
- Does the student demonstrate Limited English proficiency?
- Has the student's *behavior* manifested itself consistently for over a six month period?

**If the answer to any of the above determinant factor questions is NO, the student may NOT BE determined to have a disability at this point.**

**There must be conclusive evidence of an opportunity to receive instruction or interventions with the issue.**

**Specific Learning Disability is also found in Section 3 – Disability Criteria**

### III. APPROPRIATE STUDENT REFERRALS FOR SPECIAL EDUCATION

Children residing within or attending a private school within the Canutillo Independent School District who are suspected of having a disability may be referred by the Student Support Team (SST) for special education evaluation.

- For school-age children, intervention services must be documented by the Student Support Team (SST).
- For school-age children, the suspected disability must be interfering with the student's educational progress in order to warrant a referral.
- Students who are not currently enrolled on a campus in CISD may also be referred by the principal, designee of the student's school/private school, physician, parent, etc.
- Students who are new to CISD and who have been receiving special education services in the student's previous district will not go through the referral process. (see Transfers/Temporary Placement in this section and ARD/IEP Section 4).

## MEMBERSHIP OF THE STUDENT SUPPORT TEAM - (SST)

The Canutillo Independent School District will use the Student Support Team (SST) to **consider all intervention services** provided, all scientifically based reading or other programs used, and any support services **available to all students** prior to referral for special education evaluation.

Interventions such as tutorials, remedial support, compensatory support, and other services will be considered and documented in detail by the Student Support Team (SST) prior to referral for special education evaluation.

- The district's overall general education (RtI) screening system will be utilized by each local campus.
- Special education personnel *may* participate on, but not be assigned primary responsibility for the Student Support Team (SST).
- Special Education personnel *may* be involved in collecting referral data due to their expertise in servicing students with disabilities.

**\*Any data gathered is an informal screening designed to assist the SST make a determination to proceed further in consideration of more formal assessment. The fact that the SST gathers data does not mean that the student will qualify for special education services nor does that mean the data is a formal assessment for special education.**

## GENERAL EDUCATION - Student Support Team - SST

The Student Support Team (SST) provides a school-based mechanism to enable school personnel to meet the needs of individual children within the regular education setting. The Committee is child-centered and facilitates a process that results in the implementation of accommodations, services and intervention that will enable to child to be successful in school. The options to be considered exist along a wide continuum of support.

**This is the basic structure of Response to Intervention that all schools utilize to address student needs.**

**The first consideration is *always* how the student can be served in *the general education setting*;**

- *Is the school utilizing research strategies in a consistent manner based on aligned curriculum and aligned services for students?*
- *Is the school utilizing **consistent best practices**, based upon educational research?*
- *Is the school utilizing strategies that are used with ALL students who may be at risk of falling behind?*

*Children may be referred to the SST through a variety of sources. The charge to the committee and the process to be followed is a consistent one. Regardless of the referral, the responsibility of the SST is to review any problems (academic/developmental, **language**, behavioral, social/emotional) interfering with the child's performance in school. The SST brainstorms solutions to make recommendations to meet the child's needs, and to monitor/review the results of the recommendations.*

**The services provided through Student Support are not Section 504 services, they are RtI Services**

***The SST process does not preclude the child study committee from making a referral for evaluation for Special education under the Individual with Disabilities Education Act or Section 504 planning prior to implementing strategies. Should the student study team move to refer the student for a Section 504 Eligibility Evaluation, the chairperson shall refer the child to the Campus Section 504 Coordinator.***

**\*Please refer to CISD flow chart on pages 40, 41, 49,50,51**

## GENERAL EDUCATION RESPONSIBILITIES

- a. The General Education Teacher will consider the student experiencing difficulty in the general classroom for all support services available to all students such as tutorial, remedial, compensatory, and other services.
- b. The General Education Teacher will discuss, consider, and document student educational concerns and all educational interventions and options available, and those tried, the duration of time tried, and reasons why interventions attempted were not successful. For students referred with a suspected learning disability, data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, must have been documented and provided to the child's parents prior to referral for special education evaluation. *(The documentation system to be utilized will be the RtI section of eStar and may be entered at the first SST meeting.)*
- c. If the options tried were not successful, the CISD referral forms required are outlined in the directions of the referral packet. All required information (including Procedural Safeguards) will be completed by the local campus staff with appropriate signatures and dates. Required information includes the TEA publication "A Guide to the Admission, Review and Dismissal Process". The student's referral data shall be maintained for documentation purposes within the Special Education student's eligibility folder.
- d. For students whose Home Language Survey is other than English, the LPAC report, which must have been completed within the past year, must be included with the referral packet. The student should have been tested in English and their primary language. Referral information will also include LPAC report, LAS scores or equivalent test, amount of time in ESL, and a copy of the Home Language Survey.
- e. The eStar RtI System will be utilized by all campuses. CISD recommends that the Principal or Instructional Coordinator, and or Rti Teacher/At Risk Teacher discuss possible instructional alternatives with the teacher prior to the initiation of the Student Support Team (SST) to assure appropriate intervention services and scientifically based programs are being implemented.

The SST may not conduct its own "evaluations" to make the determination of whether or not a child has a suspected disability. Rather, the SST should review the existing evidence to make the determination as to whether there is a basis for a special education or Section 504 evaluation. In addition, the SST may not identify a disability.

**The only CISD staff authorized to make a determination whether a student "may exhibit characteristics" of a disability are highly trained Diagnosticians, Speech Language Pathologists, or other State Licensed professionals such and Psychologists, or Medical Doctors** *(Who may provide input, but who are not trained in educational evaluation)*

**\*Supposition by other members of staff who are merely "making a best guess" or a personal observation based on personal experience could result in litigation being brought against the district.**

**This practice of *supposition* is totally discouraged by the Sped Department.**

## Universal Surveys; That may be utilized throughout the RtI process.

### \*Dyslexia resources:

<http://dyslexiahelp.umich.edu/professionals/learn-about-dyslexia/diagnosing-dyslexia/tests/from-the-clinicians-dyslexia-tests-we-like>

Clinical Evaluation of Language Fundamentals -4 (CELF 4)

Comprehensive Assessment of Spoken Language (CASL)

Comprehensive Test of Phonological Processing (**CTOPP**)

Expressive One-Word Picture Vocabulary Test (EOWPVT)

Gray Oral Reading Test -5 (**GORT-5**)

Gray Silent Reading Test (GSRT)

Rapid Automatic Naming/Rapid Automatic Stimulus (RAN/RAS)

Test of Auditory Processing Skills (TAPS)

Test of Early Written Language (TEWL)

Test of Pragmatic Language (TOPL)

Test of Written Language -4 (TOWL-4)

Test of Written Spelling (TWS)

Woodcock Reading Mastery Test (WRMT)

Word Test

Spanish Brigance

Brigance

ADDES 3 - Attention Deficit Disorder Evaluation Scale

Light's Retention Scale

Visograph III

\*(Not an all- inclusive list)

Tools we utilize in the district for student RtI Interventions:

### **SEE THE CISD RtI HANDBOOK ONLINE**

*For more interventions that may be part of these programs. The programs themselves are not an intervention. The use of the programs, the repetition of skills utilizing these programs are "interventions" as long as staff is gathering consistent data and providing the EXTRA HELP to students as a supplement to what is being taught in the classroom.*

See examples in the RtI Handbook.

Spire Reading Program

Scottish Rite

IStation –

Lexia –

Achieve 3000 –

Etc.



## CISD Special Education Evaluation & Referral Process

- **WHO DO I GET AN SST PACKET FROM?** At RISK, RtI Teacher
- **WHO GETS PARENT CONSENT TO EVALUATE?:** YOUR SCHOOL DIAGNOSTICIAN or SLP  
 \*\* School Staff - Do Not bypass your Diagnostician or your SLP and send referral packets or Parents to Central Office for permission to evaluate.
- All *Completed Packets* including Informal Speech Packet will be submitted to: *The Assigned School Diagnostician/SLP*
- **The Diagnostician/Sped Dept Reviews SST packet review before obtaining Signed Parent Permission to evaluate.**  
*Note: SLP works in tandem with Diagnostician. We will review referral packets during our Bi-Weekly Assessment Team Sessions. Packets may be sent back to schools if more data is needed or if packet is incomplete.*

TEACHER: WHAT I WANT	PROCESS: <u>WHAT I NEED TO COMPLETE FOR A REFERRAL</u>
<b>TEACHER;</b> <b>How do I let Sped Know the SST Packet is Ready?</b> Question: Have you provided <u>documented</u> Interventions with consistency & fidelity for a measured amount of time?  <b>We have two “checks” to make sure evaluation data is complete.</b>  SST reviews DATA Sped Assessment Team reviews Data	<u>CISD Monitoring Procedure for Initial Evaluations and other compliance deadlines:</u>  <u>Contact Your Diagnostician/SLP regarding request for Special Education Evaluation.</u> <ul style="list-style-type: none"> <li>• SST Committee requests evaluation <i>DIAG MUST BE INVOLVED in considerations.</i>            Where is the evidence provided/found for the need to evaluate?            What Data does the committee have to provide to the diagnostician?</li> <li>• <u>Sped Department Assessment Team meets</u> to review SST committee documents and to approve - obtain signed parent permission to evaluate.</li> <li>• <b>ONLY - Diagnostician/SLP will obtain parent signature for evaluation.</b></li> <li>• Diagnostician will provide Prior Written notice to parent regarding disposition of the case. YES or NO on evaluation. (Based upon SST DATA and information gathered.)</li> </ul>
SPEECH REFERRAL	<ul style="list-style-type: none"> <li>• Informal Speech Screening Packet</li> <li>• RTI (SST) Packet</li> <li>• Informal Observation by SLP – <i>signed consent needed</i></li> <li>• <i>Assessment Team Reviews</i></li> </ul>
RTI REFERRAL For Evaluation (ACADEMIC/BEHAVIOR)	<ul style="list-style-type: none"> <li>• RTI (SST) PACKET/Behavior Data and interventions attempted</li> <li>• SST held to consider sped evaluation</li> <li>• Diagnostician invited to SST to review file.</li> <li>• <i>Assessment Team Reviews</i></li> </ul>
CURRENT 504 STUDENT W/ ACADEMIC CONCERNS	<ul style="list-style-type: none"> <li>• RTI (SST) PACKET Completed/Data gathered.</li> <li>• Diagnostician invited to 504 to review file.</li> <li>• <i>Assessment Team Reviews</i></li> </ul>
Informal Sped Observation: OT/PT/Speech/LSSP.	<ul style="list-style-type: none"> <li>• <b>Signed Sped Parental Consent form to proceed.</b></li> <li>• <b>Who obtains form? SLP/OT/PT/LSSP can send to you.</b></li> </ul>
CURRENT SPEECH STUDENT W/ ACADEMIC CONCERNS	<ul style="list-style-type: none"> <li>• RTI(SST) PACKET - Completed</li> <li>• Set ARD with SLP case manager</li> </ul>
PSYCHOLOGICAL EVALUATION	<ul style="list-style-type: none"> <li>• <b>See 8 step process in Sped Handbook</b></li> <li>• Consult with LSSP prior to referral when concerns emerge.</li> <li>• RTI (SST) PACKET/Behavior Data and Interventions attempted</li> <li>• SST held to consider sped evaluation/Diagnostician invited to SST to review file. <b>Signed parent consent must be obtained.</b></li> <li>• <b>Full Comprehensive Evaluation must be completed before Psychological Eval</b></li> </ul>

**2021/2022 RTI - 45 DAY END OF YEAR DEADLINE TO SUBMIT PACKETS REQUESTING EVALUATION** RTI referral packets will be placed on HOLD for the next school year after the deadline:

- |   |                       |                               |
|---|-----------------------|-------------------------------|
| • 3 <sup>rd</sup> – 5 <sup>th</sup> grade - | Friday March 25, 2022 | 45 work days to end of school |
| • K – 2 <sup>nd</sup> grade - (K-12)        | Friday March 25, 2022 | 45 work days to end of school |
| • Initial Parent referral (“walk-in”)       | Friday April 8, 2022  | 35 work days to end of school |

## TIER I - RtI

All students receive instruction in  
general education classes

Student in need of RtI interventions identified.  
**Parent is contacted in writing. RtI is not the**

Teacher consults with other classroom teachers and  
specialized support staff. A Tier II packet is begun if  
RtI interventions are not working for a relevant period  
of time, (6-12 weeks) Packet is given to SST Coordinator.  
**Parents are notified on progress. Usually at 9 weeks or parent**

### Student Support Team (SST)

- Administrator
- RtI /At Risk Teacher
- Gen Ed Teacher
- Nurse
- Interventionist
- SPED Personnel
- Counselor
- Parent

Observations may be conducted by one or more of the  
Instructional Liaisons – **Possible Dyslexia Identified: Go to**

**Tier II meeting:** Student Support Team members  
review packet progress monitoring and develop intervention

## TIER II

Tier II follow-up meeting to review progress and revise intervention  
plan if student is not responding to interventions.

SST Follow up Meeting – Characteristics of Dyslexia Identified go

**Dyslexia  
Identified  
Set 504  
meeting**

Concern for a  
possible  
exception to  
RtI: Profound  
learning  
difficulty,  
medical  
condition, etc.  
etc.

Goal met  
discontin

Goal met  
continue to  
monitor  
**Continue  
with Tier II**

Acceptable  
progress,  
continue or  
modify

Continue with Tier  
II Interventions

Progress  
slow/stopped  
modify &/or  
give support.

Continue with Tier  
II Interventions

No progress  
or  
“worsening”  
Modify or  
seek more  
sources.

Continue with  
Tier II

Exception

Tier III  
evaluation  
recommended  
by SST

Section 504 or Dyslexia  
Special Education Referral

Section 504 initial meeting

## TIER III

The student is identified as a possible Tier III qualifier through the RtI process or data gathering

Parent/Guardian gives permission for evaluation: **Receives Procedural Safeguards/Rights/Responsibilities**

1. An evaluation is conducted within **45 school days** of referral. & signed consent by parent.
2. CISD then has **30 calendar days** to complete the evaluation once started. *(could be as much as 90 days Total)*

**Tier III**

**Sped Eligible**

Determination: Does the handicap/disability limit one or more major life activities?  
*Determine Severity of the Disability to determine eligibility. See page 31*

**Tier II**

**504 Eligible**

**ARD committee:** Parent, Child (if appropriate), Reg. Ed teacher(s), Sped teacher, CISD Admin, Diag (As appr), Related services (As appr), and *any other person* with knowledge or expertise regarding

IDEA Services  
Recommended

By ARD committee

Special Education Services Implemented and reviewed annually. Case Manager assigned: **Modified educational or behavioral program.**

Not Eligible

Documentation of reasons  
for non-eligibility

**Return to RtI  
Interventions**

**Note: A Student cannot be 504 *and* Special Education.** Must qualify for one or the other according to severity of the disability.

**504 is not necessarily a "screener" for Special Education.**

**504 committee:**

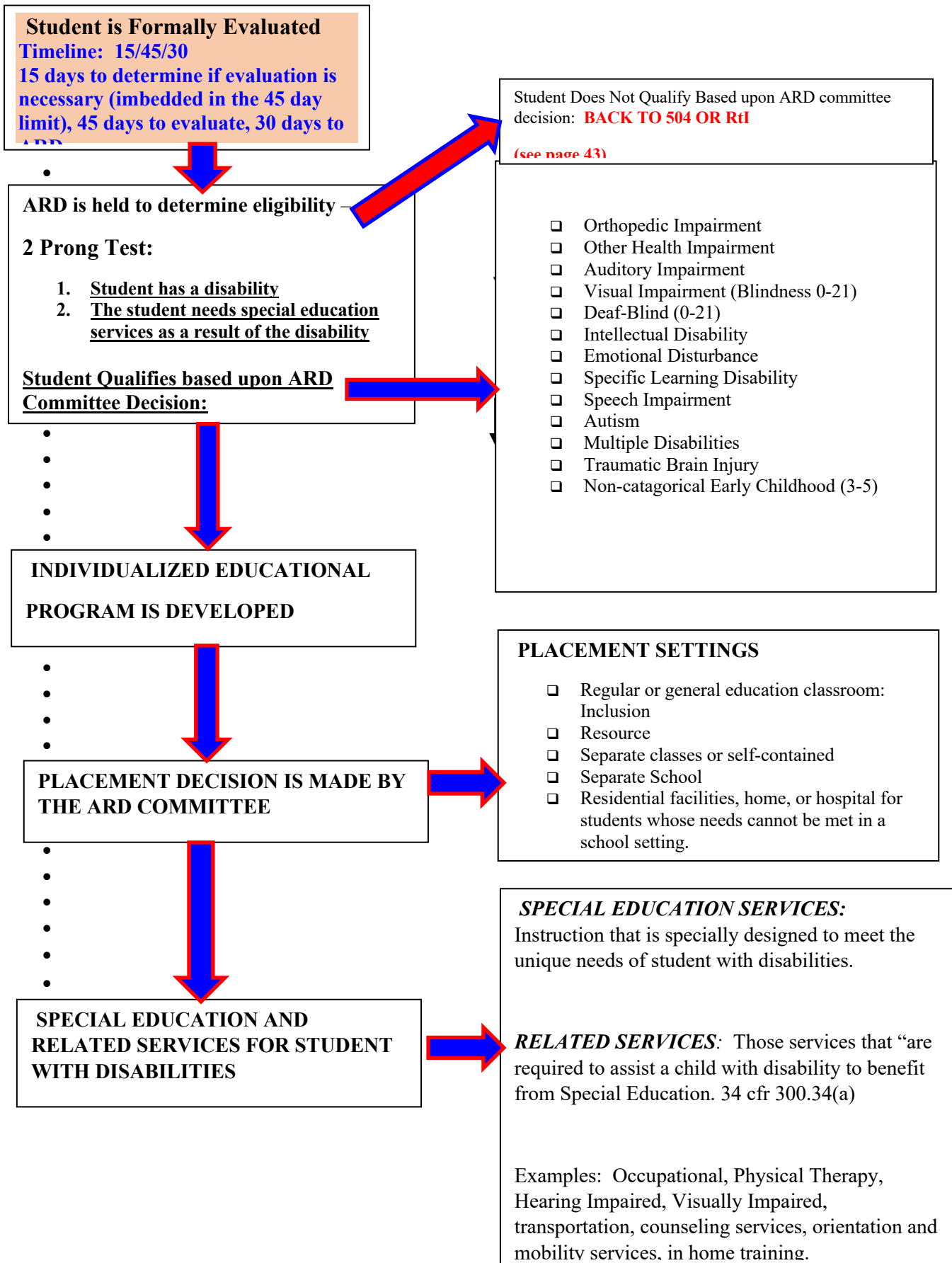
Parent, Child (if appropriate), School Nurse, Reg. Ed teacher(s), CISD Admin, Intervention Specialist, Counselor, Diagnostician (as appropriate), other staff (as appropriate).

504 Services  
Recommended by 504  
committee

Accommodation Plan  
developed by the 504  
Committee:

**Accommodations** put into  
place and reviewed at least one

## Special Education Flow Chart



## EVALUATION TIMELINES – 15/45/30

### Initial Referral Timeline:

- Upon official receipt of signed parental consent, CISD has **15 school days** in which to notify the parent whether a evaluation will be conducted. (This is imbedded in the 45 days for evaluation. CISD has **45 school days** to complete the initial evaluation. *(Teacher work days, training days, weekends, and holidays, do not count as part of the 45 days. The evaluation could potentially take up to 8 weeks. \*)*
- In Texas, completion of the Full Individual Evaluation (FIE) begins a second timeline. From the completion of the report, the school district must convene an Admission, Review, or Dismissal (ARD) meeting within **30 calendar days**. The ARD committee presents evaluation results and determines eligibility. The Individual Education Program (IEP) is developed and placement for the student is determined at this meeting.
- **Total potential days from Referral to ARD –** *(possible 56 days plus 30 days = 86 days. \*)*
- See page 57-58 for more details.
- **\*Note: CISD assessment personnel will move as quickly as possible to complete evaluation(s) before end of timelines.**

### Reevaluation:

- **Once every three years.** (Should be matched with the annual ARD date)
- Re-Evaluation can occur sooner if parent and LEA agree

### ARD Timelines:

- Prior Notice of meeting **5 Days** prior to ARD Date.
- The 5 days may be waived if parent agrees and signs permission to hold meeting.

### Annual ARD:

- Must occur on or before the previous year's annual ARD date to be in compliance.

### Transfer ARD:

- Students transferring from outside districts will have transcript and IEP reviewed by Central Special Education Office personnel **before** enrolling in a particular school.
- The student's IEP will be accepted from the outside district.
- **A REVIEW ARD will be held to discuss appropriate placement of transfer students.**
- Student will be placed according to the current IEP
- **Placement ARD must be held within 30 School Days** to review student's placement and update IEP as necessary.

### Change of Placement:

- Movement from one program to another.
- A series of removals totaling more than 10 school days in one school year.
- Manifestation Determination must be held within 10 school days of a change of placement.
- **\*\*A student moved to another campus for In School Suspension is considered a "Change of Placement."**

## IEE – Independent Educational Evaluation - See CISD Policy on Appendix Page 142-146

### State Performance Plan Timelines:

**Indicator 7:** The percent of preschool children with IEPs who demonstrate improved positive social-emotional skills acquisition and use of knowledge and skills; Use of appropriate behaviors to meet their needs.

**Indicator 11:** Child Find - 75 day timeline from initial consent to initial ARD

**Indicator 12:** Early Childhood Transition - IEP must be implemented by the child's 3rd birthday.

**Indicator 13:** Indicator 13 designated for secondary transition, identifies the "Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.(20 U.S.C. 1416(a)(3)(B))".

**Indicator 14:** Indicator 14 designated for Post-School Outcomes, identifies the "percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school".

## What the Law tells us about the Ten Steps in the Referral Process

1. Parental Written Request for Evaluation (pg. 53)
2. Provide Parents with a Copy of the Procedural Safeguards (pg.53)
3. The District's Overall, General Education Referral or Screening System (pg 54 )
4. Review of Data (pg.54,55)
5. Referral (pg. 5556)
6. Consent for Evaluation (pg. 51)
7. 45 School Day Timeline (pg. 52)
8. Thirty Day Timeline (pg. 53)
9. Prior Written Notice of Refusal (pg. 53/54)
10. Parent Options (pg. 60)

### 1. Parental Written Request for Evaluation

Federal and state laws and regulations make clear that parents have the right to request an evaluation for special education services at any time. Public school districts and charter schools also have the right to request such an evaluation. ***However, a request does not automatically start the referral process.*** School districts who receive written requests for evaluations submitted to the special education director or other district administrative employee should reply to parent requests with data to support their decisions no later than the **15th school day** after the date the district receives the request.]

***Federal regulation reads:*** 34 Code of Federal Regulations (CFR) §300.301 Initial evaluations.(b) Request for initial evaluation. Consistent with the consent requirements in §300.300, either a parent of a child or a public agency may initiate a request for an initial evaluation to determine if the child is a child with a disability. §300.301(b)

***State rule reads:*** 19 Texas Administrative Code (TAC) §89.1011. Referral for Full and Individual Initial Evaluation. (a)...This referral for a full and individual initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student.

(b) If a parent submits a **written request** to a school district's director of special education services or to a district administrative employee for a full individual and initial evaluation of a student, the school district must, not later than the **15th school day** after the date the district receives the request:

(1) provide the parent with **prior written notice of its proposal to conduct an evaluation** consistent with 34 Code of Federal Regulations (CFR), §300.503; a copy of the procedural safeguards notice required by 34 CFR, §300.504; and an opportunity to give written consent for the evaluation; or

(2) provide the parent with **prior written notice of its refusal to conduct an evaluation** consistent with 34 CFR, §300.503, and a copy of the procedural safeguards notice required by 34 CFR, §300.504.

***State statute reads:*** Texas Education Code (TEC) §26.0081. Right to Information Concerning Special Education and Education of Students with Learning Difficulties.

(c) The agency shall produce and provide to school districts a written explanation of the options and requirements for providing assistance to students who have learning difficulties or who need or may need special education. The explanation must state that a parent is entitled at any time to request an evaluation of the parent's child for special education services under Section 29.004. Each school year, each district shall provide the written explanation to a parent of each district student by including the explanation in the student handbook or by another means.

### 1. Provide Parents with a Copy of the Procedural Safeguards

Federal regulations require school districts and charter schools to provide parents a copy of their procedural safeguards when they request an evaluation for special education. The procedural safeguards must be given to parents in their native language or in their communication mode whenever possible.

***Federal regulation reads:*** 34 CFR §300.504 Procedural safeguards notice.

(a) General. A copy of the procedural safeguards available to the parents of a child with a disability must be given to the parents only one time a school year, except that a copy also must be given to the parents--

(1) Upon initial referral or parent request for evaluation;



***The comments to the Federal Regulations state the following:***

In addition to the prior written notice, §300.504(a)(1), consistent with section 615(d)(1)(A)(i) of the Act, requires that a copy of the procedural safeguards notice be given to parents upon an initial referral or parental request for an evaluation. Consistent with § 300.503(c) and § 300.504(d), the prior written notice and the procedural safeguards notice, respectively, must be written in language understandable to the general public and be provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. (Federal Register, 2006, p. 46633)

### **3. The District's Overall, General Education Referral or Screening System**

*School districts and charter schools are required by state statute to inform parents that they can request a referral for special education services at any time as a part of the district or charter school's overall general education referral or screening process.* This should be communicated to parents in writing each school year. The required written statement is provided by the Texas Education Agency (TEA) and includes the following statement:

***"Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention (RtI)."***

Districts should clearly explain this process when parents ask for an evaluation in order to safeguard the parent's rights, provide for the well-being of the student, and clarify the roles and responsibilities of all parties involved during the process. Districts and charters may also want to inform parents that this process could include a systematic approach which seeks to determine the child's response to scientific, research-based intervention, commonly referred to as Response to Intervention (RtI). **State rule reads: 19 TAC §89.1011.** Referral for Full and Individual Initial Evaluation.

(a) Referral of students for a full and individual initial evaluation for possible special education services must be a part of the district's overall, general education referral or screening system...

**State statute reads: TEC §26.0081.** Right to Information Concerning Special Education and Education of Students with Learning Difficulties.

(c) The agency shall produce and provide to school districts a written explanation of the options and requirements for providing assistance to students who have learning difficulties or who need or may need special education. The explanation must state that a parent is entitled at any time to request an evaluation of the parent's child for special education services under Section 29.004. Each school year, each district shall provide the written explanation to a parent of each district student by including the explanation in the student handbook or by another means.

### **4. Review of Data – The 6 components**

**Before any decision is made regarding whether to grant or refuse a request for a Full Individual Evaluation (FIE), district personnel should review data the school has at its disposal regarding the student including any data provided by the parent as part of the request for evaluation. Data could include, but is not limited to the following:**

Academic	Standardized Test Performance	District Benchmarks	Formal and observations.	Informal	Work Samples	Report Cards
Language	Language proficiency	Language used at home	Formal and observations	informal		
Behavioral	Formal and informal evaluations	Office referrals	Teacher Comments		Report Cards	Parent Input
Health	Vision Screenings	Hearing Screenings	Documentation of other health problems			
Environmental, Cultural, Economic Factors	Cumulative Folder review	At Risk status	Data from classroom teachers, counselors, and other support personnel such as social workers			
Intervention History	Interventions provided	Duration of interventions	Performance data collected during intervention		Data from tutorials, compensatory, and other academic or behavior support services	Data from a Response to Intervention system in place*



\* RtI involves activities that typically occur in the general education setting as schools assist struggling students prior to and in lieu of a referral for a special education evaluation.

**Review of Data Continued** -Data collected should be used to inform a district's or charter school's decision as to whether to proceed with a referral. The comments to the federal regulations state the following:

*Comment:* A few commenters recommended that the regulations clarify whether a public agency has the right to deny a parent's request for an initial evaluation.

*Discussion:* The regulations are sufficiently clear on this point. Section 300.503(a), consistent with section 615(b)(3) of the Act, provides that: *A public agency may refuse to initiate or change the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child, if the public agency provides written notice.*

This includes situations in which a public agency wishes to deny a parent's request for an initial evaluation. The written notice must meet the requirements in § 300.503(b). Thus, for situations in which a public agency wishes to deny a parent's request for an initial evaluation, the written notice would provide, among other things, an explanation of why the public agency refuses to conduct an initial evaluation and the information that was used to make that decision.

A parent may challenge the public agency's refusal to conduct an initial evaluation by requesting a due process hearing. (Federal Register, 2006, p. 46636)

School districts should be aware that a simple review of grades is not sufficient and are cautioned not to deny an evaluation based solely on the fact that the student is passing. The comments to the federal regulations state the following:

*Comment:* Some commenters expressed concern that children with disabilities have to fail or be retained in a grade or course in order to be considered eligible for special education and related services.

*Discussion:* Section 300.101(c) provides that a child is eligible to receive special education and related services even though the child is advancing from grade to grade. Further, it is implicit from paragraph (c) of this section that a child should not have to fail a course or be retained in a grade in order to be considered for special education and related services. A public agency must provide a child with a disability special education and related services to enable him or her to progress in the general curriculum, thus making clear that a child is not ineligible to receive special education and related services just because the child is, with the support of those individually designed services, progressing in the general curriculum from grade-to-grade or failing a course or grade. The group determining the eligibility of a child for special education and related services must make an individual determination as to whether, notwithstanding the child's progress in a course or grade, he or she needs or continues to need special education and related services. (Federal Register, 2006, p.46580)

We also believe it is important to clarify that a child suspected of having a disability but who has not failed, is making academic progress, and is passing from grade to grade must be considered in the child find process as any other child suspected of having a disability. As noted earlier in the discussion regarding §300.101, paragraph (c)(1) of §300.111 has been revised to clarify that children do not have to fail or be retained in a course or grade in order to be considered for special education and related services. (Federal Register, 2006, p. 46584)

#### **The referenced federal regulation reads:**

34 CFR §300.101 Free appropriate public education (FAPE).

(c) Children advancing from grade to grade.

(1) Each State must ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.

(2) The determination that a child described in paragraph (a) of this section is eligible under this part, must be made on an individual basis by the group responsible within the child's LEA for making eligibility determinations.

## **5. Referral**

Referrals are part of a school's overall, general education referral or screening system and should follow a process outlined in board policy, special education procedures (see the Legal Framework), and local operational guidelines. Students being referred for special education services should have been considered, not necessarily provided, for all support services available to all students prior to the referral.

**State rule reads:** *19 TAC §89.1011*. Referral for Full and Individual Initial Evaluation.

a. Referral of students for a full individual and initial evaluation for possible special education services must be a part of the district's overall, general education referral or screening system.

b. Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial; remedial; compensatory; response to scientific, research-based intervention; and other academic or behavior support services. **(RtI Tier I and II)**

If the student continues to experience difficulty in the general classroom after the provision of interventions for a determined amount of time, district personnel must refer the student for a full individual and initial evaluation.

This referral for a full individual and initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student.

## 6. Consent for Evaluation

**Receipt of signed parental consent for initial evaluation sets formal timelines in motion for completion of the evaluation.** Consent is required for school districts to proceed with an evaluation for special education services. School districts and charter schools should provide parents with **prior written notice of the proposal to evaluate** that includes a **description of any evaluation procedure it proposes to conduct, including information regarding the names and types of tests that will be used in the evaluation and for what purpose they will be used. The parent must be provided an opportunity to give written consent not later than the 15th school day after the date the district receives the written request for evaluation.**

**Federal regulation reads:** 34 CFR §300.300 Parental consent.

(a) Parental consent for initial evaluation. (1)(i) The public agency proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability under § 300.8 must, after providing notice consistent with §§ 300.503 and 300.504, obtain informed consent, consistent with § 300.9, from the parent of the child before conducting the evaluation.

(ii) Parental consent for initial evaluation must not be construed as consent for initial provision of special education and related services. (iii) The public agency must make reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability.

**State rule reads:** 19 TAC § 89.1011. Referral for Full and Individual Initial Evaluation.

(b) If a parent submits a written request to a school district's director of special education services or to a district administrative employee for a full individual and initial evaluation of a student, the school district must, not later than the 15th school day after the date the district receives the request:

(1) provide the parent with prior written notice of its proposal to conduct an evaluation consistent with 34 Code of Federal Regulations (CFR), §300.503; a copy of the procedural safeguards notice required by 34 CFR, §300.504; and an opportunity to give written consent for the evaluation; or

(2) provide the parent with prior written notice of its refusal to conduct an evaluation consistent with 34 CFR, §300.503, and a copy of the procedural safeguards notice required by 34 CFR, §300.504.

**State statute reads:** TEC § 29.0041. Information and consent for certain psychological examinations or tests. (a) On request of a child's parent, before obtaining the parent's consent under 20.

U.S.C. Section 1414 for the administration of any psychological examination or test to the child that is included as part of the evaluation of the child's need for special education, a school district shall provide to the child's parent:

(1) the name and type of the examination or test; and

(2) an explanation of how the examination or test will be used to develop an appropriate individualized education program for the child.

(b) If the district determines that an additional examination or test is required for the evaluation of a child's need for special education after obtaining consent from the child's parent under Subsection (a), the district shall provide the information described by Subsections (a)(1) and (2) to the child's parent regarding the additional examination or test and shall obtain additional consent for the examination or test.

(c) The time required for the district to provide information and seek consent under Subsection (b) may not be counted toward the **60 calendar days\*\*** for completion of an evaluation under Section 29.004. **If a parent does not give consent under Subsection (b) within 20 calendar days after the date the district provided to the parent the information required by that subsection, the parent's consent is considered denied.**

**\*\*Note:** In Texas, Section 29.004 has been amended from 60 calendar days to not later than the **45th school day** following the date on which the school district receives written consent from the parent.

TEC § 29.004. **Full & Individual Evaluation.**

c) If a parent or legal guardian makes a written request to a school district's director of special education services or to a district administrative employee for a full individual and initial evaluation of a student, the district shall, not later than the **15th school day** after the date the district receives the request:

(1) provide an opportunity for the parent or legal guardian to give written consent for the evaluation; or

(2) refuse to provide the evaluation and provide the parent or legal guardian with notice of procedural safeguards under 20 U.S.C. Section 1415(b).

## **7. 45 School Day Timeline - 45 work days**

**Upon official receipt of parental consent**, school districts and charter schools have **45 school days** in which to complete the initial evaluation.

- If a student is absent three or more days during the evaluation timeline, then the evaluation timeline is extended by the number of school days the student has been absent.
- If the district receives consent for the evaluation at least 35 school days but less than 45 school days before the last instructional day of the school year, then the evaluation report must be provided to the parent no later than June 30 of that year. In this case, if the student is absent three or more days during the evaluation period, then the timeline is extended to 45 school days, which will extend into the next school year, and is extended for the number of school days the student has been absent.
- If consent is received by the district less than 35 school days before the last instructional day of the school year, then the evaluation timeline is 45 school days, which will extend into the next school year. If a student is absent three or more days during the evaluation timeline, then the evaluation timeline is extended by the number of school days the student has been absent.

**Federal regulation reads:** 34 CFR §300.301 Initial evaluations.

(c) Procedures for initial evaluation. The initial evaluation—

(1)

(i) Must be conducted within **45 school days** of receiving parental consent for the evaluation; or

(ii) If the State establishes a timeframe within which the evaluation must be conducted, within that timeframe; and

(2) Must consist of procedures--

(i) To determine if the child is a child with a disability under §300.8; and

(ii) To determine the educational needs of the child. §300.301 (c)

**State statute reads:** TEC §29.004. Full Individual and Initial Evaluation.

(a) A written report of a full individual and initial evaluation of a student for purposes of special education services shall be completed as follows, except as otherwise provided by this section:

(1) not later than the 45th school day following the date on which the school district, in accordance with 20 U.S.C. Section 1414(a), as amended, receives written consent for the evaluation, signed by the student's parent or legal guardian, except that if a student has been absent from school during that period on three or more days, that period must be extended by a number of school days equal to the number of school days during that period on which the student has been absent; or

(2) for students under five years of age by September 1 of the school year and not enrolled in public school and for students enrolled in a private or home school setting, not later than the 45th school day following the date on which the school district receives written consent for the evaluation, signed by a student's parent or legal guardian.

(a-1) If a school district receives written consent signed by a student's parent or legal guardian for a full individual and initial evaluation of a student at least 35 but less than 45 school days before the last instructional day of the school year, the evaluation must be completed and the written report of the evaluation must be provided to the parent or legal guardian not later than June 30 of that year. The student's admission, review, and dismissal committee shall meet not later than the 15th school day of the following school year to consider the evaluation. If a district receives written consent signed by a student's parent or legal guardian less than 35 school days before the last instructional day of the school year or if the district receives the written consent at least 35 but less than 45 school days before the last instructional day of the school year but the student is absent from school during that period on three or more days, Subsection (a)(1) applies to the date the written report of the full individual and initial evaluation is required.

(a-2) For purposes of this section, "school day" does not include a day that falls after the last instructional day of the spring school term and before the first instructional day of the subsequent fall school term. The commissioner by rule may determine days during which year-round schools are recessed that, consistent with this subsection, are not considered to be school days for purposes of this section.

(a-3) Subsection (a) does not impair any rights of an infant or toddler with a disability who is receiving early intervention services in accordance with 20 U.S.C. Section 1431.

## **8. Thirty Day Timeline to ARD – 30 calendar days**

*In Texas, completion of the Full Individual Evaluation (FIE) begins a second timeline. From the completion of the report, the school district or charter school must convene an Admission, Review, or Dismissal (ARD) meeting within 30 calendar days. The ARD committee determines eligibility, the Individual Education Program (IEP), and placement for the student at this meeting.*

If the district receives consent for the evaluation at least 35 school days but less than 45 school days before the last instructional day of the school year and the student was not absent 3 or more days during this period, then the evaluation report must be provided to the parent no later than June 30 of that year. For this situation, the ARD meeting must be held no later than the 15th school day of the following school year to consider the evaluation.

For the student who is evaluated during the school year but the **30 calendar days for the ARD meeting** falls during the summer and school is not in session, then the ARD committee has until the first day of fall classes to convene to consider the evaluation unless the evaluation indicates the student may need extended school year services during that summer.

**Federal regulation reads:** 34 CFR §300.323 When IEPs must be in effect. ...

(c) Initial IEPs; provision of services. Each public agency must ensure that—

- (1) A meeting to develop an IEP for a child is conducted within 30 days of a determination that the child needs special education and related services;

**State rule reads:** 19 TAC §89.1011. Referral for Full and Individual Initial Evaluation.

(d) The admission, review, and dismissal (ARD) committee must make its decisions regarding a student's initial eligibility determination and, if appropriate, individualized education program (IEP) and placement within 30 calendar days from the date of the completion of the written full individual and initial evaluation report. If the 30th day falls during the summer and school is not in session, the student's ARD committee has until the first day of classes in the fall to finalize decisions concerning the student's initial eligibility determination, IEP, and placement, unless the full individual and initial evaluation indicates that the student will need extended school year services during that summer.

**State statute reads:** TEC §29.004. Full Individual and Initial Evaluation.

- (a-1) If a school district receives written consent signed by a student's parent or legal guardian for a full individual and initial evaluation of a student at least 35 but less than 45 school days before the last instructional day of the school year, the evaluation must be completed and the written report of the evaluation must be provided to the parent or legal guardian not later than June 30 of that year. The student's admission, review, and dismissal committee shall meet not later than the 15th school day of the following school year to consider the evaluation. If a district receives written consent signed by a student's parent or legal guardian less than 35 school days before the last instructional day of the school year or if the district receives the written consent at least 35 but less than 45 school days before the last instructional day of the school year but the student is absent from school during that period on three or more days, Subsection (a)(1) applies to the date the written report of the full individual and initial evaluation is required.

## **9. Prior Written Notice of Refusal**

When a school district or charter school decides to refuse a parental request for evaluation, the school district must provide the parent with a written explanation of the refusal to take action and the reason why this decision was made including the data that supported that decision. This prior written notice must be provided to the parent no later than the **15th school day** after the request for evaluation was received. Districts should pay close attention to the required contents of the notice to be provided to parents as articulated in 34 CFR § 300.503 (b). (See below.)

In the comments to the Federal Regulations, the Department of Education states the following:

If, however, the public agency does not suspect that the child has a disability and denies the request for an initial evaluation, the public agency must provide written notice to the parents, consistent with §300.503(b) and section 615(c)(1) of the Act, which explains, among other things, why the public agency refuses to conduct an initial evaluation and the information that was used as the basis to make that decision. (Federal Register, 2006, p. 46636)

And:

Section 300.503(a), consistent with section 615(b)(3) of the Act, provides that a public agency may refuse to initiate or change the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child, if the public agency provides written notice. This includes situations in which a public agency wishes to deny a parent's request for an initial evaluation. The written notice must meet the requirements in §300.503(b). Thus, for situations in which a public agency wishes to deny a parent's request for

an initial evaluation, the written notice would provide, among other things, an explanation of why the public agency refuses to conduct an initial evaluation and the information that was used to make that decision. (Federal Register, 2006, p.46636)

Federal regulation reads: 34 CFR §300.503 Prior notice by the public agency; content of notice.

(a) Notice. Written notice that meets the requirements of paragraph (b) of this section must be given to the parents of a child with a disability a reasonable time before the public agency—

- (1) Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or
- (2) Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.

(b) Content of notice. The notice required under paragraph (a) of this section must include—

- (1) A description of the action proposed or refused by the agency;
- (2) An explanation of why the agency proposes or refuses to take the action;
- (3) A description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action;
- (4) A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
- (5) Sources for parents to contact to obtain assistance in understanding the provisions of this part;
- (6) A description of other options that the IEP Team considered and the reasons why those options were rejected; and
- (7) A description of other factors that are relevant to the agency's proposal or refusal.

(c) Notice in understandable language.

(1) The notice required under paragraph (a) of this section must be—

- (i) Written in language understandable to the general public; and
- (ii) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.

(2) If the native language or other mode of communication of the parent is not a written language, the public agency must take steps to ensure—

- (i) That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
- (ii) That the parent understands the content of the notice; and
- (iii) That there is written evidence that the requirements in paragraphs (c)(2)(i) and (ii) of this section have been met.

#### **State rule reads:**

AC § 89.1011. Referral for Full and Individual Initial Evaluation.

(b) If a parent submits a written request to a school district's director of special education services or to a district administrative employee for a full individual and initial evaluation of a student, the school district must, ***not later than the 15th school day after the date the district receives the request:***

- (1) provide the parent with prior written notice of its proposal to conduct an evaluation consistent with 34 Code of Federal Regulations (CFR), §300.503; a copy of the procedural safeguards notice required by 34 CFR, §300.504; and an opportunity to give written consent for the evaluation; or
- (2) provide the parent with prior written notice of its refusal to conduct an evaluation consistent with 34 CFR, §300.503, and a copy of the procedural safeguards notice required by 34 CFR, §300.504.

**State statute reads:** TEC § 29.004. Full & Individual Evaluation.

(c) If a parent or legal guardian makes a written request to a school district's director of special education services or to a district administrative employee for a full individual and initial evaluation of a student, the district shall, not later than the 15th school day after the date the district receives the request:

- (1) provide an opportunity for the parent or legal guardian to give written consent for the evaluation; or
- (2) refuse to provide the evaluation and provide the parent or legal guardian with notice of procedural safeguards under 20 U.S.C. Section 1415(b).



## 10. Parent Options

Parents have a range of options if they disagree with the school's decision including mediation, the state complaint process, or filing for a due process hearing. Parents and local education agencies (school districts and charters) are encouraged to solve their disputes locally and may call upon assistance from their regional Education Service Center.

The comments to the Federal Regulations state the following:

The parent may challenge such a refusal by requesting a due process hearing, but the timeline for conducting the evaluation does not begin prior to parental consent for evaluation. (Federal Register, 2006, p. 46636)

**Federal regulation reads:** [34 CFR §300.507](#) Filing a due process complaint. (a) General.

- (1) A parent or a public agency may file a due process complaint on any of the matters described in § 300.503(a)(1) and (2) (relating to the identification, evaluation or educational placement of a child with a disability, or the provision of FAPE to the child).

**State Rule reads:** [19 TAC §89.1150](#). General Provisions.

- (a) It is the policy and intent of the Texas Education Agency (TEA) to encourage and support the resolution of any dispute that arises between a parent and a public education agency relating to the identification, evaluation, or educational placement of or the provision of a free appropriate public education (FAPE) to a student with a disability at the lowest level possible and in a prompt, efficient, and effective manner.

- (b) The possible options for resolving disputes include, but are not limited to:

- (1) meetings of the student's admission, review, and dismissal committee, including individualized education program (IEP) facilitation if offered by the public education agency in accordance with §89.1196 of this title (relating to Individualized Education

### **Program Facilitation);**

- (2) meetings or conferences with the student's teachers;
- (3) meetings or conferences, subject to the public education agency's policies, with the campus administrator, the special education director of the public education agency (or the shared services arrangement to which the public education agency may be a member), the superintendent of the public education agency, or the board of trustees of the public education agency;
- (4) requesting state IEP facilitation in accordance with §89.1197 of this title (relating to State Individualized Education Program Facilitation);
- (5) requesting mediation through the TEA in accordance with 34 Code of Federal Regulations (CFR), §300.506;
- (6) filing a complaint with the TEA in accordance with 34 CFR, §300.153; or
- (7) requesting a due process hearing through the TEA in accordance with 34 CFR, §§300.507-300.514

## Speech Impairment (SI) Eligibility Step-by-Step

1. *The Speech-Language Pathologist (SLP) provides classroom teachers with information and informal guidance regarding communication development and possible communication concerns through team meetings and training sessions.*

The SLP also provides suggestions for addressing specific areas of concern through modeling and examples of expansion and other techniques. Teacher or parent may bring communication concerns to the Student Support Team (SST) for consideration. If a student presents with an obvious disability, the SST should expedite the referral for a Full and Individual Evaluation (FIE).

2. *If the teacher is unsuccessful with general recommendations for interventions in the classroom, the student is brought to the attention of the **Student Support Team**. (SST)*

Teacher and parents complete information about the student, including vision and hearing screening, teacher and parent information, and teacher and parent communication surveys. The SST may agree that a referral for special education evaluation is needed, or the SLP may make recommendations for the specific communication needs of the student to be implemented by the classroom teacher with possible SLP support such as providing classroom lesson, materials, and/or strategies. Teacher will collect data related to the progress of the skill targeted.

3. *If classroom interventions have been attempted for a specified period, this data should be reviewed by the SST team to determine if adequate improvement in skill(s) has been achieved.*

If satisfactory progress has been demonstrated, an additional period of classroom intervention may be recommended. If not, a referral may be initiated for an FIE.

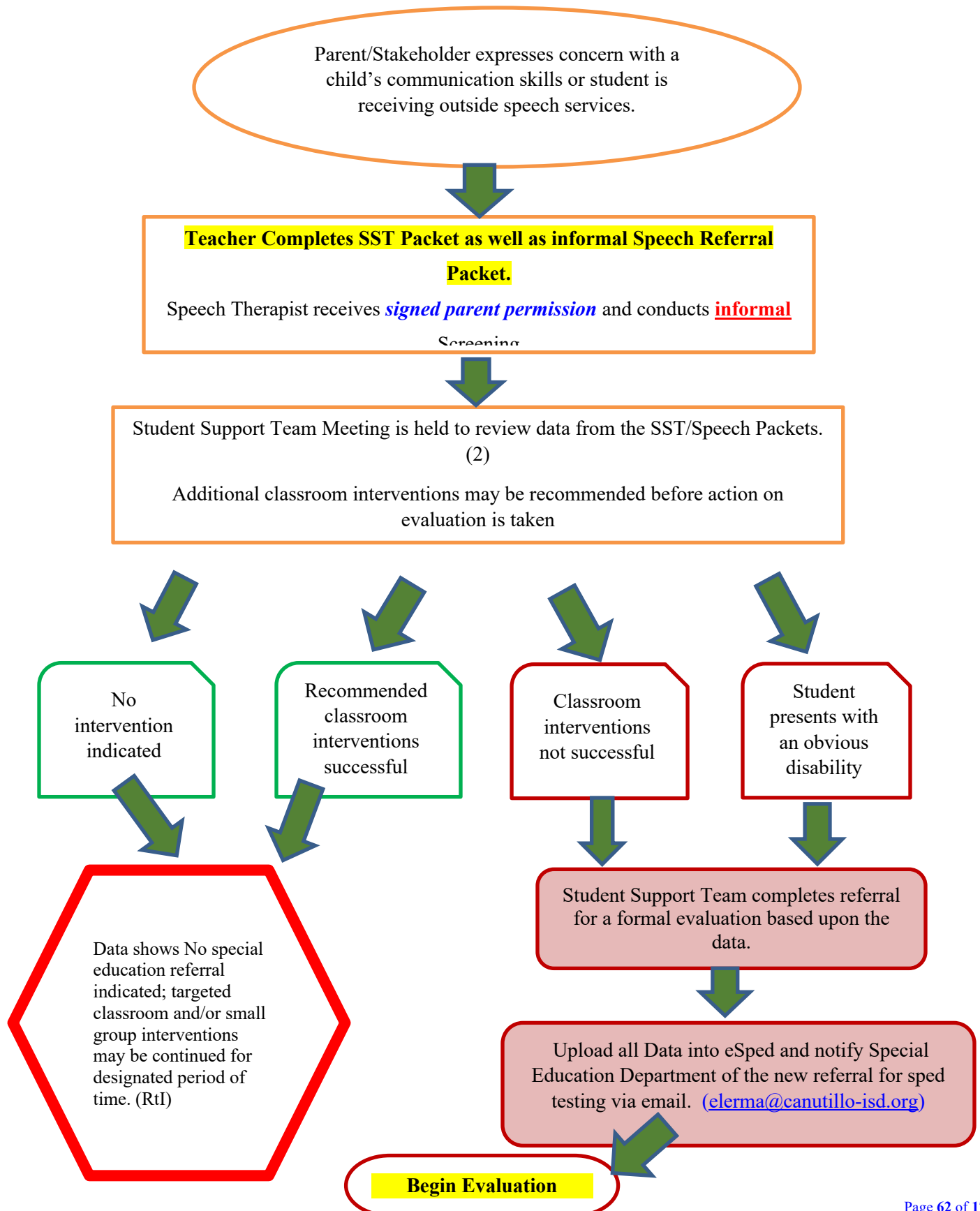
4. **If the SST refers the child for FIE by special education**, the Guide to the Admission, Review and Dismissal (ARD) Process is given to parents along with Notice of Procedural Safeguards. Notice and Consent for the FIE are obtained from the parent.

See Appendix for materials related to Speech

For extra materials, see [www.filinguistics.com](http://www.filinguistics.com)



## Communication Concern Flow Chart (Speech)



## The Informal Speech Referral Process

*CISD Speech therapists may be invited into a classroom to conduct an informal screening as part of the RtI process. This is the beginning step to possible referral for speech testing.*

1. What to look for in a student that exhibits speech difficulties.
2. What developmental progressions are prevalent at certain age levels?
3. Vision and Hearing Protocols
4. Bi-Lingual concerns.
5. Referral Protocols.
6. **\*\*Why did my Special Education referral get returned?**

Student:	Primary language:
Address:	Phone:
Referring teacher(s):	Referral date:
DOB:	Grade:
Parent/guardian:	
Retained (Yes/No) and year:	
Was the parent notified of this referral?	
Reason for referral (primary concern): <ul style="list-style-type: none"> <li>Articulation (speech is not understandable or certain sounds are not clear/ correct; student shows omissions or substitutions of letters/sounds, distorts sounds, or adds letters or sounds to words)</li> <li>Language (lack of understanding and/or expression, excessive grammatical errors, and vocabulary problems)</li> <li>Fluency (stuttering, noticeable repetitions, and hesitations)</li> <li>Voice (unclear, hoarse, strained, or abnormal pitch)</li> <li>Other</li> </ul>	
Please describe the specific concerns prompting this referral and the severity and the frequency of the problems you have noticed;	
Does this student communicate effectively with other students and/or teachers? Yes/No Please explain.	
Does this problem interfere with the student's emotional, social, intellectual, or educational performance? Yes/No Please explain	
How does this problem affect this student's learning?	
What support programs are currently provided to this student? (IEP, ELL, RD, Gifted, and so on)	
In what setting or situation does the problem occur?	
Are there any attendance concerns with the student? (Please include absences, early check-outs, and/or tardies.)	
Have you noted a particular learning style for this student? <ul style="list-style-type: none"> <li>Auditory – <i>Student learns by listening</i></li> <li>Visual Kinesthetic – student learns best by visual and touching.</li> <li>None</li> </ul> <div style="text-align: right;">noted</div>	
Does this student have learning impediments that affect his or her learning style or ability to access academic information?	
<ul style="list-style-type: none"> <li>Auditory Processing - easily grasps/follows/understands multi-step directions.</li> <li>Visual Processing – student has difficult time reading and following written directions (pictures/written)</li> <li>Sensory Integration - Student gets overwhelmed with noise, distractions (covers ears and eyes)</li> <li>Other</li> </ul>	

**Date hearing and vision was completed:** Please attach results.

**What does the Home Language Survey tell us?**

Explain how you have adjusted your instruction to assist this student.

What were the results of those adjustments?

What are the best days/times for someone to observe the student in your class?

**\*\*Please attach any additional pertinent information that you feel may be helpful in understanding how this student is struggling.\*\***

**\*\*Has hearing and vision been screened within the past six months? Did the student PASS V/H screening? Yes/No**

**If no, what does Dr. report indicate? Will corrective vision or hearing measures help with the difficulty?**

***\*\*Our experience of the last couple of years indicates that most referrals are returned due to a lack of pertinent, up to date data, screening issues with current eyesight or hearing, medical issues, short duration of interventions or failure to check and consider the student's Home Language survey.***

***Even if student fails vision and hearing screener CISD may continue with the evaluation. The evaluation results may be skewed due to the poor eyesight or hearing.***

## The Informal Speech Referral Process

*Please fill out all information before submitting the request.*

Name: \_\_\_\_\_ ID#: \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_ Teacher: \_\_\_\_\_

Room #: \_\_\_\_\_ Referral Date: \_\_\_\_\_ Language of Instruction: \_\_\_\_\_ Bilingual: Yes/ No

LEP: Yes/No \_\_\_\_\_ Date(s) Parents were contacted: \_\_\_\_\_

**Area of Concern (check all that apply):** Please describe how the child is impacted educationally by these concerns (please use the back of the sheet if needed:

### Articulation:

- Difficulty producing the following sounds: \_\_\_\_\_
- Simplifies words by omitting sounds/syllables: \_\_\_\_\_
- Teacher only understands \_\_\_\_\_ % of what the student is saying. (Intelligibility)
- Student Slurs words or mumbles so student cannot be understood.
- Other: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**\*\*ADMISSION CRITERIA\*\*:** It is appropriate to initiate therapy for the student who has articulation skills which are at least one year delayed and who exhibits errors, which are not stimuable and are in accordance with the following developmental sequence.

### Age In years

### Consonant Sound

3-4	p,b,m,w,h
4	t,d,n,k,g,ng,y
5	z-f
6	v,sh,zh,l
8	s,z,r,th,ch,j,wh, & blends

## The Informal Speech Referral Process

### Language:

Appears to be paying attention:                      yes              no

**If no:**        \_\_\_\_\_ daydreaming  
                  \_\_\_\_\_ behavior  
                  \_\_\_\_\_ medical (concerns about vision, hearing, seizures, ADHD, etc.)

### Receptive:

- Difficulty understanding and following oral directions.
- Difficulty answering questions about material presented orally.
- Difficulty understanding orally presented subject area content.
- Difficulty with critical thinking skills such as:
  - Inferencing
  - Compare/Contrast
  - Making predictions
  - Identifying cause/effect
  - Problem-solving

### Expressive:

Difficulty using:

- Sentence structure:              simple                      complex
- Word order
- Grammar
- Limited descriptive language.
- Difficulty expressing ideas/message due to:
  - Too \_\_\_\_\_ much information
  - Too \_\_\_\_\_ little information

See pages 151,152,153 for more information regarding developmental phases for children

## ESPED ONLINE

**\*\*\*Note: All CISD “At Risk” program documentation is aligned to the “eStar” system that includes eSped.**

All Special Education staff are expected to utilize the ESPED online IEP program. There are also components for RtI, 504, and ELL that the district utilizes.

Staff will receive training and support from the Special Education Department and support personnel from our vendor. If you have any problems or issues utilizing the program, the Special Education Department will provide support as soon as possible. Please contact the Special Education Department if you need assistance.

Standard ARD operating procedure will be conducted online. ARD’s will follow the agenda provided in this Handbook.

ESPED - FORMS and Sequence:

1. Log on to ESPED.
2. Check the Welcome box for any updates or useful information.
3. Click on ARD Forms
4. Choose the student you are working on.
5. Check the appropriate FERPA box
6. Go to the drop down menu for ARD forms.  
Choose the appropriate document
7. There are 161 forms on the ARD system to choose from.  
You will not need all of those forms.  
Use and review only the forms appropriate for your individual student.

RtI, ELL, 504, and Special Education are aligned in a single online system that enables staff to access student information and monitor progress through the three tiers of intervention. Staff have information and data readily available to make informed decisions on what appropriate interventions should be utilized with individual students.

**STAAR/ STAAR Online / STAAR-ALT**

Prior to any annual ARD meeting, you will want to pay particular attention to the Texas State assessment recommendations and current outcomes. Familiarize yourself with the students most recent test scores, areas of strengths and needs - CSR (Confidential Student Record) which can be obtained from your campus administration or instructional coordinators. If the ARD Committee determines a student will take other than the regular STAAR, the ARD must make recommendations regarding the appropriate STAAR test. Please call the Special Education office if you need additional support. Below is the most recent information on state assessments.

**Assessment of Students with Disabilities (2021-2022)**

USDE Requirements for the Assessment of Students with Disabilities	State Assessments
<b>General Assessment (with or without accommodations)</b>	<b>STAAR</b>
<b>Alternate assessment based on alternate academic achievement standards (1% of recommended by TEA)</b>	<b>STAAR- Alternate - (STAAR-Alt)</b> * Students receiving special education services who have the most significant cognitive disabilities and are unable to participate in the other statewide assessments even with substantial accommodations and/or modifications will be assessed with STAAR-Alt.

**\*\*If a student does not meet the passing standard on a state assessment, what do we do?**

**(See next page): An ARD is set to discuss options for solutions for student lack of progress.)**

**TEC §28.0213. INTENSIVE PROGRAM OF INSTRUCTION**


**(e) For a student in a special education program under Subchapter A, Chapter 29, who does not perform satisfactorily on an assessment instrument administered under Section 39.023(a), (b), or (c), the student's admission, review, and dismissal committee shall design the program to: (1) enable the student to attain a standard of annual growth on the basis of the student's individualized education program; and (2) if applicable, carry out the purposes of Section 28.021**

**TEC §28.021(a-l) requires accelerated instruction be provided to a student in the applicable subject whenever the student does not meet the passing standard on a state assessment for grades 3-8. The type of accelerated instruction is a local decision that should be based on individual student needs. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations. Accelerated instruction is subject to state compulsory attendance laws as specified by TEC §25.085(d)(3), which requires a student enrolled in a school district to participate in an "accelerated instruction program to which the student is assigned under Section 28.201.**




## STATE/District Assessment Results.


Recent Students:  Recent Screens:



 Student:  Record: Active, ID:  Status: Withdrawn  
 School:  Elementary School Age:   
 Documents: ☒ ARD ☐ 504 ☐ RTI ☐ LPAC

Save Close Previous Next Students Reports Preview Print/Archive 43:11  
 Screen: 26. STAAR Accommodations Application: ARD Forms

Please refer to the TEA state assessment Accommodation Resources website [here](#) for specific requirements.

  
 Add STAAR Accommodations

STAAR Accommodations	Reading	Writing	Math	Science	Social Studies
<input type="checkbox"/> The ARD Committee deems that the student may request a change in the level of oral administration support at any time during the test.					
(Type 1) - This type of accommodation is available for students who have a specific need and who routinely, independently, and effectively use the accommodation during classroom instruction and testing. (Type 2) - This type of accommodation requires the submission of an Accommodation Request Form to TEA. For accommodations listed in the Accommodation Triangle under Type 2, the appropriate team of people at the campus level (e.g., ARD committee, Section 504 placement committee, RTI team, student assistance team) determines whether the student meets all of the specific eligibility criteria and, if so, submits an Accommodation Request Form. (ATAPM) - Allowable Test Administration Procedures and Materials are available to any student who regularly benefits from the use of these procedures or materials during instruction, although a student cannot be required to use them during testing.					
Accommodations may only be provided on state assessments if allowable per TEA guidelines and/or TEA approval.					
 STAAR Accommodation Notes					

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**STAAR ACCOMMODATIONS:** Student STAAR testing accommodations are the decision of the ARD Committee based upon the individual needs of each student. No predetermined decisions or after the fact decisions can be made regarding accommodations.

**Accommodations are based upon regularly and routinely used classroom instruction and regularly and routinely utilized testing accommodations.**

*Note: If the ARD committee agrees to this type of accommodation, school staff needs to be aware of the accommodations and be ready to assist to be in compliance with the IEP.*

*The focus is on REGULARLY AND ROUTINELY UTILIZED CLASSROOM INSTRUCTION provided by the classroom teacher from the beginning of the implementation of the IEP. Any accommodations used in the STAAR testing situation should not be a surprise to the student or the staff and should have been part of instruction all year long.*

## **IEP Compliance , Self Audits and IEP Development**

**Goal: To insure that CISD ARD practices, procedures, and documentation are in compliance with Federal and State law.**

CISD Special Education Department will utilize the following processes and procedures to keep a continuous, consistent, monitoring system:

### **Continuum of quality control expectations:**

1. **Special Education Department:** On continuous basis, the special education department will review ECI – grade 12 IEP documents to insure compliance; (See Monitoring wheel next page)
  - a. Staff whose files are being audited will be notified by email of any changes that need to be made to the IEP. Changes are expected to be made as soon as possible.
  - b. Any compliance concerns or issues stemming from the self-audit will be communicated to all special education staff by email asap to raise awareness on compliance issues. Corrections must be made asap on the IEP documents through either a full ARD or an amendment ARD. (Note: We will use general information regarding the compliance issue. (Which case file file and or school will be kept confidential.)

### **Developing the IEP & continuum of quality control.**

- Case managers may ask a colleague to peer review their IEP document.
  - An IEP ***Draft*** is developed 5 days in advance of an ARD on eSped, the school Diagnostician will be notified to check & document compliance by email. Diagnostician communicates any changes needed to IEP before the Scheduled ARD. Then the ARDC will review the IEP during the meeting and make changes as necessary.
  - Best practice is to review any new information with the parent while still developing the draft.
  - ARD is held with committee members who are all viewing the projected document and checking for any compliance issues or updates.
  - IEP Document is checked during the ARD and finalized in eSped as per CISD guidelines.
  - **CISD conducts routine weekly department meeting self-audits. Staff is notified and corrections are made asap.**
  - Staff is notified of corrections needed after our weekly department update. Individual Audits may be recommended at any time to ensure compliance in all areas..
1. **Elevated Audit:** Should there be continuous “red flags” on certain campuses or in classrooms, the Special Education Department may conduct a full audit of all IEPs at that campus and campus procedures. Corrective action will then be taken, and an action plan will be developed and recommended to school staff and administration..

**Audit tool:** CISD may utilize the Compliance Review Protocols from the TEA Special Education Intervention Guidance and Resources.

**Audit Database:** CISD will track Audits utilizing a google docs database to insure equitable documentation and monitoring of schools.

## Canutillo ISD Self-Monitoring Process:

**ALL SPECIAL EDUCATION DEPARTMENT PERSONNEL ARE RESPONSIBLE FOR MONITORING COMPLIANCE DATES AND MAKING SURE THAT ASSESSMENT DEADLINES AND COMPLIANCE DEADLINES ARE MET. CONTINUOUS, DOCUMENTED, FAILURE TO PERFORM YOUR DUTIES IN ORDER FOR CISD TO MAINTAIN 100% COMPLIANCE IN ALL AREAS REQUIRED BY FEDERAL AND TEXAS STATE LAW MAY RESULT IN ACTION AFFECTING YOUR EVALUATION UP TO RECOMMENDATION FOR TERMINATION.**

### Process;

*Each assessment professional, each case manager, and the special education office will closely monitor compliance due dates on a continuous basis. The following will be included in each department meeting agenda.*

1. *Assessment personnel must review the eSped Mandated Timeline Report, the FIE Report, and the Annual ARD Report provided each week to monitor compliance due dates.*
  - a. *Each week, or during each designated department meeting, Sped Department will also review the 3 eSped documents as a group to cross-reference information from the eSped reports. Note: Sped department may also review additional esped reports such as "DRAFT", "Referral", "LAST", etc to make sure we are calibrated on files.*
  - b. *A Department data tracking sheet will also be provided and reviewed during the Sped Department meetings.*
  - c. *Immediate follow-up and support will be provided for staff who are having difficulty with compliance timelines.*
2. *This monitoring procedure will be a weekly component of Sped Department Meeting Agenda.*
  - a. *Lead Diagnostician will review the eSped SPP 11 Report with departmental team*
  - b. *Assigned Diagnostician will review Data tracking form during meeting.*
  - c. *Draft is sent Friday for staff to review and prepare for Monday Department Meeting.*
  - d. *Corrections and Action Plans are developed each week as necessary.*
3. *Monitoring will be continuous throughout the school year.*
2. *Case managers will also be expected also track compliance dates, ARD dates, and other information such as graduation eligibility for compliance purposes.*
  2. *New referrals are brought to each Sped Department Meeting for review and action.*

**Note: See the ARD monitoring process on page 69 –**

**If all professionals are monitoring each of their caseload's file and due dates, there should never be a situation where we miss a deadline.**

**CISD Monitoring Procedure for Initial Evaluations and other compliance deadlines:****RtI SST/504/Parent request for Special Education Evaluation.**

**RtI:** Tier I students who have received consistent Tier I and II interventions and who are not performing should have an SST packet (Data) in progress.

- If the teacher, or other professional suspect a disability, the SST should meet, invite the appropriate assessment professional, review the data and submit the data to RtI Lead Teacher for review. The student is placed on a “pending” Google data base shared file so the school and the assessment personnel can monitor the disposition of the case.

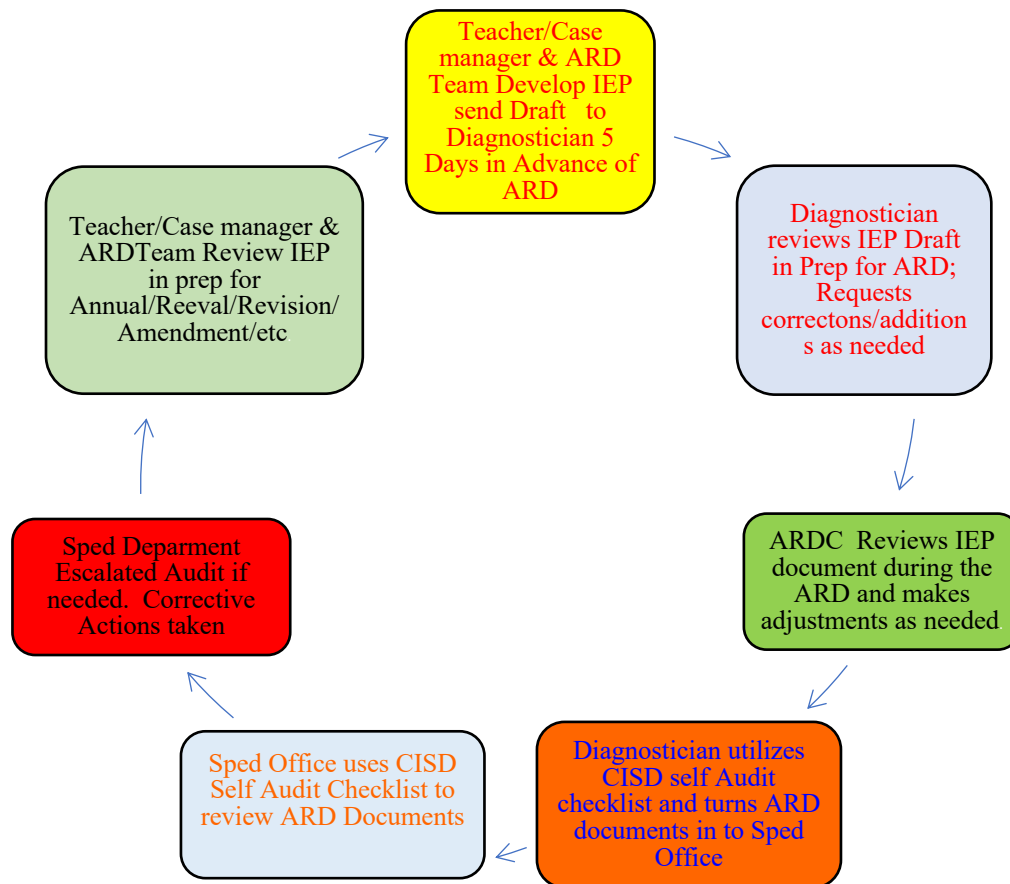
**1. Committee/Parent requests evaluation:**

- A. Where is the evidence for suspicion of disability? What data is provided/found for the recommendation to evaluate? Is the SST Packet is fully complete?
- B. If the SST suspects a disability, notify the diagnostician beforehand if possible so the Diagnostician can attend the SST meeting to provide guidance to the team.
- C. The Diagnostician will review the SST packet and may possibly take the packet for review to the CISD assessment team who will also review the data.
- D. The CISD assessment team assigns a school diagnostician and/or other assessment personnel to obtain parent permission to evaluate.
- E. Assigned Diagnostician will provide appropriate paperwork to parent.
- F. Diagnostician will provide Prior Written notice to parent regarding disposition of the case.  
YES or NO on evaluation. (Based upon DATA and information gathered.)

**2. Speech to Comp:**

1. Case manager has concerns/suspensions regarding speech only student.
2. SLP schedules pre-meeting with Diagnostician
3. Evaluation proceeds or does not proceed depending upon data.
4. Speech Therapist may take SST packet to CISD Assessment Team for review.

## CISD Continuous Monitoring and Auditing of Files



**EXPECTATIONS for ARDs and the IEP document. Each item below has been a TEA Corrective Action for CISD in which we have been cleared.**

**The expectation of CISD is that these regulations are followed at 100% compliance.**

**1. Check compliance dates for ARDS weekly, monthly, at beginning of each semester.**

**2. INTENSIVE PROGRAM OF INSTRUCTION: TEC §28.0213.**

**{age 69-69 & 94}**

**Key focus:** How/what are we providing Accelerated Instruction for our students who do not pass classes or state exams outside the IEP?

**3. PROPERLY CONSTITUTED ARD COMMITTEES - 19 TAC § 75.1023 (d)(1)**

**Key Focus:** Fully staffed with appropriate personnel & parent/guardian

**(Page 82-90)**

**4. DEVELOPMENT AND IMPLEMENTATION OF IEP - 34 CFR § 300.320 (a) (2), 34 CFR § 300.17 (d), 34 CFR § 300.114**

**Key Focus:** Where is the EVIDENCE of effect of disability described in the PLAAPF?

**(Pages 74-81)**

**5. LEAST RESTRICTIVE ENVIRONMENT 34 CFR § 300.114 [(TEC §39.306(a)(3) (IDEA) §616]**

**NOTE: THE LAW STATES APPROPRIATE PLACEMENT AS DETERMINED BY THE ARD COMMITTEE**

**Key Focus:** Make sure students are coded appropriately as per assessment and ARD committee decision.

**(Page 27)**

**6. CURRENT EVALUATIONS - 34 CFR §300.324(a)(1)(iii)**

**Key Focus:** Evidence of related services needs to be noted in the PLAAPF and the Deliberations of each IEP.

**(Page 77-81)**

**7. CURRENT EVALUATIONS - 34 CFR §300.324(a)(1)(iii)**

**Key Focus:** How are we monitoring: A) General education teachers receiving accommodations?

B) Monitoring students receiving accommodations?, ARE PROGRESS REPORTS UP TO DATE AND ACCURATE

**(Page 96-100)**

## The Standards Based IEP

The Individuals with Disabilities Education Act (IDEA) 2004 requires that all students who receive special education services have measurable annual goal(s) included in their Individualized Education Programs (IEPs). This may include academic (standards based) and/or functional (non-standards-based) goals, ***based on the individual student's needs***, as documented in their Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements. The purpose of these goals, as is the purpose of all special education services, is to assist the student in accessing the general curriculum.

- ***Academic (standards-based) goals*** are goals directly linked to progressing toward enrolled grade-level content standards;
- ***Functional (non-standards-based) goals*** are goals which assist the student in accessing the enrolled grade-level content standards.

Additionally, IDEA and the Elementary and Secondary Education Act (ESEA), commonly known as No Child Left Behind (NCLB), require that all students, including those with disabilities, be included in the statewide assessment system. Additionally, because all students are included in the statewide assessment system, they must have access to the general education curriculum that is tested using this system. This access may be with or without accommodations and can include alternate assessments. However, due to these requirements, all students must now have enrolled grade-level standards-based measurable annual IEP goals.

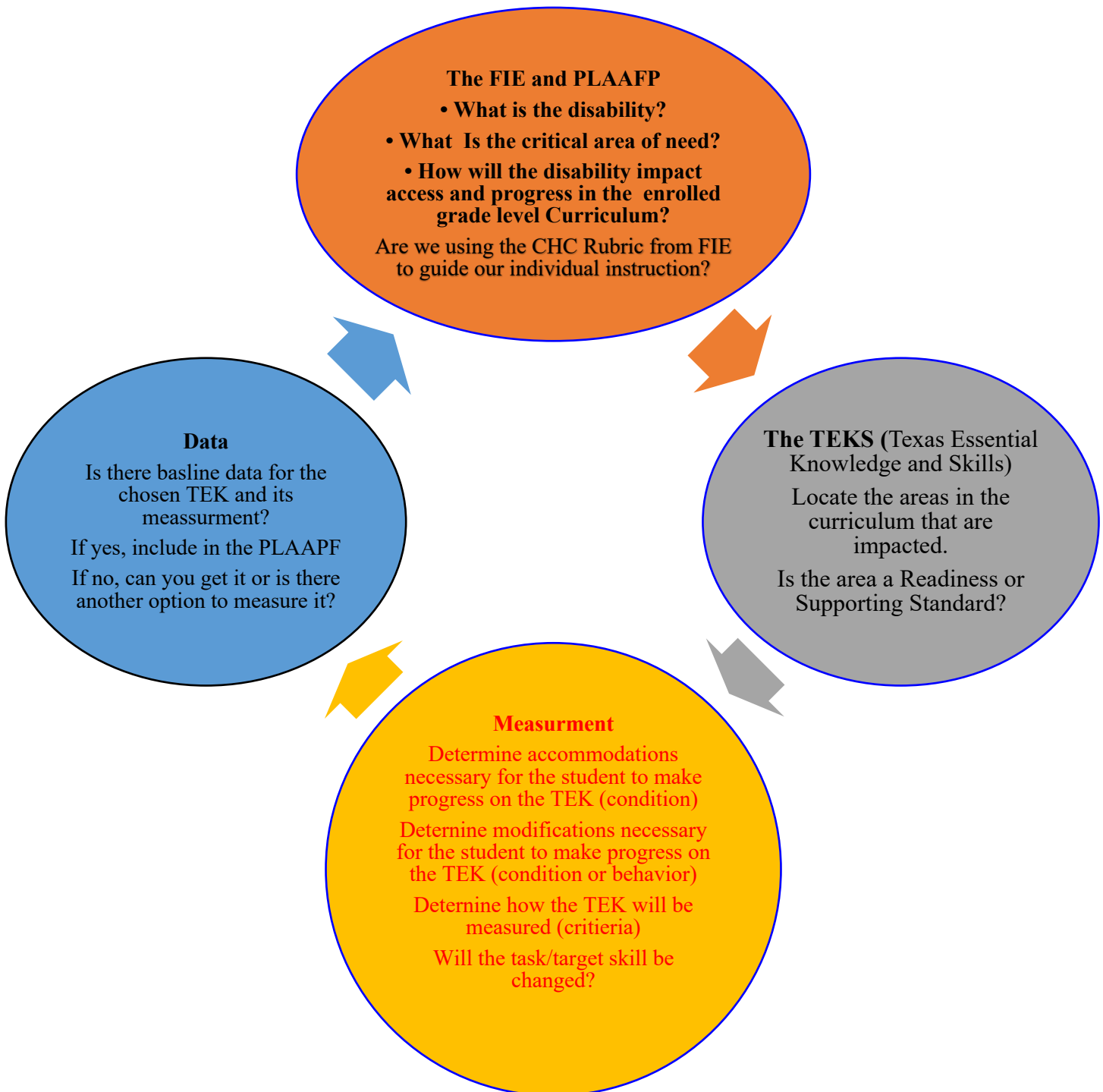
Project Forum at NASDSE ([www.projectforum.org](http://www.projectforum.org)) has developed a Seven-Step Process to Creating Standards-based IEPs. The Project Forum document has been adopted by the U.S. Office of Special Education Programs as part of their collection of "IDEAs that Work," and Texas has used the document as a resource in developing training on this process. The seven steps detailed in this document are as follows:

1. **Consider the grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age**
2. **Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards**
3. **Develop the present level of academic achievement and functional performance (PLAAFP).**
4. **Develop measurable annual goals aligned with grade-level academic content standards.**
5. **Assess (Common Assessments) and report the student's progress throughout the year.**
6. **Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum.**
7. **Determine the most appropriate assessment option.**

## TEKS

The **Texas Essential Knowledge and Skills** are the standards taught to all students and all students will be tested at grade level. You will find a listing of TEKS for various subjects at <http://www.tea.state.tx.us/teks/index.html>.

Additionally, teachers should be very familiar with the student results on the CSR (Confidential Student Record) for those students who have taken state assessments as this information is important in the development of goals and objectives.

**CYCLE FOR DETERMINING APPROPRIATE STANDARDS BASED ANNUAL GOALS**



## **Protocol for Writing PLAAPF Statements & Goals/Objectives**

**For all staff members:** When constructing a PLAAPF, the teacher is responsible for addressing the following information when developing a student's IEP:

**Reading, Written Expression, Math, Behavior, and any other issue affecting the student's academic or behavioral performance.**

Teachers will use numerous data sources to determine the academic and functioning levels of the student. These data sources may include, but are not limited to: FIE, Brigrance, STAAR Results, Report Cards, Teacher Evaluations, Report Card Grades, end of unit assessments. If students require Functional Information (DSC/ISC/ALSC) and Behavior Plans, the teacher will also address these areas in the PLAAPF.

**The teachers will address EACH of the student's deficit areas** (as described in the PLAAPF) and will draft Goals and Objectives. *Goals and Objectives will be written for deficit area in which the child receives services.*

Ex #1: Carey Chambers is found to have a deficit in reading and written expression and it affects his performance in ALL of his academic subjects. His goals and objectives should then address reading and writing, as it relates to: Science, Math, Social Studies and English. He did not pass the STAAR, **and must also have an accelerated instruction plan. (Also called IPI)**

Ex #2: Melinda Shane is found to have a deficit in math calculation and it affects her performance in Math and Chemistry. Her goals and objectives should address math calculation, as it relates math and science.

Ex #3: Lety Dominguez is found to have no academic deficits, but requires intensive behavior modification. Her goals and objectives WILL be behavioral in nature, which in turn can be applied to any subject for which she may be enrolled.

Ex #4: Connie Luna is found to have no academic deficits, but requires seat adjustments, transition support and extra time in order for her to meet success in her academic courses. Her goals and objectives will be functional in nature, which can be applied to any subject for which she may be enrolled.

**Special Considerations: ALL GRADE LEVELS.** If a student is in all mainstream or inclusion, do I still have to have goals or objectives?

**Answer:** *If the curriculum is modified in ANY manner, then you must have a Goal and at least two Objectives.*

*If the curriculum is NOT modified in ANY manner, then the answer is YES. If a student is receiving Special Education services (to include mainstream), they MUST have a GOAL to address but objectives may not be needed.*

**Goals and objectives ALWAYS refer back to a student's area of deficit/weakness. No student should have a goal/objective that says: (Insert name of Student) will pass (insert name of course area) with 70%.**

### **For Secondary Schools (Middle and High School):**

Due to the nature of secondary school content scheduling (ie. Mainstream & Inclusion students), the teacher's expertise in the subject area and the *Highly Qualified* designation that it takes to teach a core class make it imperative that subject area teachers write the *Present Levels of Academic Achievement and Functional Performance (PLAAPF)* statements.

- **The subject area teacher AND the Case Manager are expected to collaborate on the construction of: and enter the student's performance, goals, and objectives into eSped. This is a PLC activity and best practice. Case manager will input the information into eSped.**
- **9 week progress reports and updates are performed in the same manner.**
- **The Case Manager or (Monitor) makes sure all information is correct as they proceed to ARD.**

**For additional information regarding goals and objectives, please refer to the document attached to the following link:** [http://www.esc20.net/users/0045/docs/AGC/IEP\\_QA\\_March-26-2013.pdf](http://www.esc20.net/users/0045/docs/AGC/IEP_QA_March-26-2013.pdf)

## Present Levels of Academic Achievement and Functional Performance (PLAAFP)

### Checklist - To reasonably calculate the IEP: Baseline data:

1. Easily understood summary
2. Refer to state assessments, teacher-made tests, multiple choice tests, work samples, observations, progress reports, CBM, rubrics, parent information, observations, state assessment confidential student reports, etc.
3. Address strengths and areas of concern
4. Address the student's dominant language. Is the student LEP?
5. Statement of how the student's disability impacts involvement/progress in the general education setting, as well as its impact on functioning in everyday life.
6. Address the need for accommodations/modifications.
7. Provide a description of academic, functional, and transition needs.
8. Addresses "intensive program of instruction" if the student does not pass state exams, fails a class, or is shown to be struggling at progress reports

## PLAAFP TEMPLATES

### 1. Taking STAAR/, Resource, Content Mastery or Inclusion Setting - *Introductory Paragraph*

(Can be a co-curricular statement for all general ed classes receiving special education support.)

\_\_\_\_\_ is a \_\_\_\_\_ grade student diagnosed with a \_\_\_\_\_ disability(ies). \_\_\_\_\_ is presently receiving enrolled grade-level instruction in \_\_\_\_\_ (subjects/courses) in the general education classroom. \_\_\_\_\_'s full individual evaluation indicates that he has cognitive weaknesses in \_\_\_\_\_ and academic weaknesses in \_\_\_\_\_. (Specify if normative or relative weaknesses as noted in the cognitive and achievement assessment). **(Provide a short PLAAFP statement for each general education subject/course receiving special education support.)**

On the spring STAAR \_\_\_\_\_ (subject/course) assessment, \_\_\_\_\_ was relatively proficient in \_\_\_\_\_ and \_\_\_\_\_ (TEKS Student Expectations) He demonstrated a weakness in \_\_\_\_\_. . (Student Expectation) In the classroom setting \_\_\_\_\_ is able to \_\_\_\_\_ and \_\_\_\_\_ which are strengths for him. However, \_\_\_\_\_ demonstrates a weakness in the classroom setting in \_\_\_\_\_. (Weak Skill Area – More than likely consistent with STAAR weak area) According to \_\_\_\_\_ (Provide data to explain his performance in the weak area within the classroom setting, e.g. work samples, multiple choice questions, teacher-made tests, CBM, rubrics) \_\_\_\_\_ has difficulty \_\_\_\_\_. In order to progress in the general curriculum, \_\_\_\_\_ requires \_\_\_\_\_ and \_\_\_\_\_ (Accommodations) routinely in the classroom. He is making sufficient progress in class with the use of these accommodations.

(Provide a **functional** PLAAFP statement even if there are no functional weaknesses. This functional statement could be co-curricular but can be per subject if the functional behavior weaknesses are different per subjects/courses.)

According to (teacher information, informal observation, checklists, and/or classroom rubrics), \_\_\_\_\_ has strengths in \_\_\_\_\_ and \_\_\_\_\_. However, according to (teacher information, informal observation, checklists, and/or classroom rubrics), \_\_\_\_\_ has a weakness(es) in \_\_\_\_\_. At this time, this functional deficit is negatively impacting \_\_\_\_\_'s rate of progress.

## PLAAFP TEMPLATES

### 2. Taking STAAR-Modified/General Ed or Special Education Setting - *Introductory Paragraph*

\_\_\_\_\_ is a \_\_\_\_\_ grade student diagnosed with a \_\_\_\_\_ disability(ies). \_\_\_\_\_'s full individual evaluation indicates that he has cognitive weaknesses in \_\_\_\_\_ and academic weaknesses in \_\_\_\_\_. (Specify if normative or relative weaknesses as noted in the cognitive and achievement assessment).

**(Must write a separate PLAAFP statement for each subject/course receiving modified content.)**

\_\_\_\_\_ is presently receiving **modified** content instruction in \_\_\_\_\_ (subjects/courses) in the (general education/special education) classroom. On the spring 2012 administration of the STAAR – Modified, \_\_\_\_\_ was relatively proficient in \_\_\_\_\_ and \_\_\_\_\_. (TEKS Student Expectations) He demonstrated weaknesses in \_\_\_\_\_ and \_\_\_\_\_. (TEKS Student Expectations) In the classroom setting, \_\_\_\_\_ is able to \_\_\_\_\_ and \_\_\_\_\_. (strengths) However, according to (type of data measurement such as work samples, teacher-made tests, CBM) he has difficulty in \_\_\_\_\_ and \_\_\_\_\_. (Weaknesses) These deficits impact \_\_\_\_\_'s ability to progress in the general education curriculum at the same rate and level of rigor as his peers without disabilities. Therefore, \_\_\_\_\_ requires direct and intensive instruction. \_\_\_\_\_ routinely, independently, and effectively uses accommodations such as \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ during classroom instruction and testing to progress in the general curriculum. These accommodations and modifications will assist him in acquiring and transferring skills to other contexts.

**(Provide a functional PLAAFP statement. This functional statement could be co-curricular but can be per subject if the functional behavior weaknesses are different per subjects/courses.)**

According to (teacher information, informal observation, checklists, and/or classroom rubrics), \_\_\_\_\_ has strengths in \_\_\_\_\_ and \_\_\_\_\_. However, according to (teacher information, informal observation, checklists, and/or classroom rubrics), \_\_\_\_\_ has a weakness(es) in \_\_\_\_\_ and \_\_\_\_\_. At this time, these functional deficits are negatively impacting \_\_\_\_\_'s rate of progress.

## PLAAFP TEMPLATES

### 3. Taking STAAR-Alternate/General Ed or Special Ed Setting - *Introductory Paragraph*

\_\_\_\_\_ is a \_\_\_\_\_ grade student diagnosed with a significant cognitive disability. \_\_\_\_\_ currently accesses and participates in grade-level TEKS through pre-requisite skills in all academic areas. He receives instruction in the special education classroom for all courses with the exception of \_\_\_\_\_ and \_\_\_\_\_. \_\_\_\_\_ requires specialized supports such as \_\_\_\_\_ and \_\_\_\_\_ (assistance with communication, personal care, eating, transferring from setting to setting) throughout the school day. Within the classroom setting \_\_\_\_\_ is primarily evaluated by \_\_\_\_\_. (methods other than paper/pencil such as observation, use of manipulatives, verbal responses, eye gaze, augmentative communication device)

#### (Separate PLAAFP statements for all courses receiving special education support.)

On the spring administration of the STAAR-Alt, \_\_\_\_\_ demonstrated that he was able to \_\_\_\_\_ and \_\_\_\_\_ at the \_\_\_\_\_ complexity level. He demonstrated weaknesses in \_\_\_\_\_ and \_\_\_\_\_ of the STAAR-Alt complexity level \_\_\_\_\_. In the classroom setting in \_\_\_\_\_ (subject/course) \_\_\_\_\_ is able to \_\_\_\_\_ and \_\_\_\_\_ (strengths) when routinely provided modifications such as \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. However, according to (type of data measurement such as work samples, teacher-made tests, CBM) he has difficulty with \_\_\_\_\_ and \_\_\_\_\_. (weaknesses)

(Provide a **functional** PLAAFP statement. This functional statement could be co-curricular but can be per subject if the functional behavior weaknesses are different per subjects/courses.)

According to (teacher information, informal observation, checklists, and/or classroom rubrics), \_\_\_\_\_ has strengths in \_\_\_\_\_ and \_\_\_\_\_. However, according to (teacher information, informal observation, checklists, and/or classroom rubrics), \_\_\_\_\_ has a weakness(es) in \_\_\_\_\_ and \_\_\_\_\_. At this time, these functional deficits are negatively impacting \_\_\_\_\_'s rate of progress.

**PLAAFP TEMPLATES****4. ECSE/PK Student**

\_\_\_\_\_ is eligible for the \_\_\_\_\_ (ECSE/ PK Program). He is diagnosed with the disability of \_\_\_\_\_. (Disability) \_\_\_\_\_'s full individual evaluation indicates that he has weaknesses in \_\_\_\_\_. (Specify if normative or relative weaknesses as noted in the assessment). In the classroom setting, \_\_\_\_\_ shows strengths in \_\_\_\_\_ and \_\_\_\_\_. According to \_\_\_\_\_ (type of data measurement such as work samples, teacher-made tests, CBM) he demonstrates weaknesses in \_\_\_\_\_ and \_\_\_\_\_. For this IEP year, he is ready to \_\_\_\_\_ and \_\_\_\_\_. (skills to be addressed in IEP) In order to progress in the PK Guidelines and PK curriculum, \_\_\_\_\_ routinely receives \_\_\_\_\_ and \_\_\_\_\_. (accommodations)

(Provide a **functional** PLAAFP statement that will provide at least one area of need for a functional goal.)

According to (teacher information, informal observation, checklists, and/or classroom rubrics), \_\_\_\_\_ has strengths in \_\_\_\_\_ and \_\_\_\_\_. However, according to (teacher information, informal observation, checklists, and/or classroom rubrics), \_\_\_\_\_ has a weakness(es) in \_\_\_\_\_ and \_\_\_\_\_. At this time, these functional deficits are negatively impacting \_\_\_\_\_'s rate of progress.

## CISD ROLES AND RESPONSIBILITIES OF THE ARD TEAM

### 89.1050(c)

#### 19 Texas Administrative Code § 89.1050. The Admission, Review, and Dismissal (ARD) Committee.

...

(c) ARD committee membership.

(1) ARD committees must include the following:

(A) the parents of the student;

(B) not less than one regular education teacher of the student (if the student is, or may be, participating in the regular education environment);

(C) not less than one special education teacher of the student, or where appropriate, not less than one special education provider of the student;

(D) a representative of the school district who:

(i) is qualified to provide, or **supervise** the provision of, specially designed instruction to meet the unique needs of students with disabilities; (ie. Administrator.)

(ii) is knowledgeable about the general education curriculum; and

(iii) is knowledgeable about the availability of resources of the school district;

(E) an individual who can interpret the instructional implications of evaluation results, who may be a member of the committee described in subparagraphs (B)-(D) and (F) of this paragraph; (ie. Diagnostician, LSSP, SLP)

(F) at the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate;

(G) whenever appropriate, the student with a disability;

(H) to the extent appropriate, with the consent of the parents or a student who has reached the age of majority, a representative of any participating agency that is likely to be responsible for providing or paying for transition services;

(I) a representative from career and technical education (CTE), preferably the teacher, when considering initial or continued placement of a student in CTE; and

(J) a professional staff member who is on the language proficiency assessment committee who may be a member of the committee described in subparagraphs (B) and (C) of this paragraph, if the student is identified as an English language learner.

(2) The special education teacher or special education provider that participates in the ARD committee meeting must be appropriately certified or licensed as required by 34 CFR, §300.18 and §300.156.

(3) If the student is:

(A) a student with a suspected or documented visual impairment, the ARD committee must include a teacher who is certified in the education of students with visual impairments;

(B) a student with a suspected or documented auditory impairment, the ARD committee must include a teacher who is certified in the education of students with auditory impairments; or

(C) a student with suspected or documented deaf-blindness, the ARD committee must include a teacher who is certified in the education of students with visual impairments and a teacher who is certified in the education of students with auditory impairments.

(4) An ARD committee member is not required to attend an ARD committee meeting if the conditions of either 34 CFR, §300.321(e)(1), regarding attendance, or 34 CFR, §300.321(e)(2), regarding excusal, have been met.

...

Last Amended: December 2, 2015, 40 TexReg 8642

Entered: Dec. 8, 2015



## ARD COMMITTEE MEETING

**All decisions regarding students with disabilities are made in the ARD committee meetings.** Any changes in student goals, objectives, instructional placement, time in special education / general education or related services must be decided in the ARD meeting. There is much detailed information regarding the ARD committee in the Legal Framework available online. You may also refer to the “Legal Framework for the Child-Centered Special Education Process” which is currently available at <http://framework.esc18.net/>. For additional questions contact your campus diagnostician.

**ARD Timelines and Deadlines:** (See page 46)

**Question:** (Based upon what goes on in the ARD meetings.) If you were a parent of a special education student in the Canutillo Independent School District, what would your impression of the school and the professionals that work there be by how our meetings are conducted?

**Normal operating procedure:** In order to facilitate compliance, efficiency, and professionalism for ARD meetings, (or any meeting involving educational professionals and stakeholders), here are the following expectations. (See also - ARD Agenda for meeting norms and expectations)

1. ALL Professionals are expected to check their calendars and attend the ARD meetings on time and participate without interruptions. **All invitations are to be sent on Google Mail to members of the ARD committee.**
2. Parents should be contacted in advance to make sure they have time to plan their time off from work, etc. Note: All parent contacts should be noted in the eSped notes section.
3. CISD accommodates parents whenever possible to fit their schedule. However, we do not normally schedule meetings late in the afternoon after school hours or on holidays.
4. **If difficulties arise scheduling parents**, or if parents decline to show up for an ARD; CISD will hold the ARD on the THIRD attempt. CISD notifies parent (*in writing: email, text, hand delivered, registered mail, etc*) and documents those contacts. The parent is notified that the school will hold the meeting on the scheduled date, and we will be glad to provide the parent a copy of the IEP and go over it with them as soon as possible.
5. Exceptions to holding an ARD without a parent are: **An Initial ARD MUST HAVE A PARENT IN ATTENDANCE** to notify and to determine disability/eligibility of the student. Parents should attend a TEMP ARD, since the student is new to the district, and a parent should always attend a “Re-Evaluation” ARD when evaluation shows that a New disability has been detected.

**\*\*\*Comment:** If we are going to present ourselves as efficient professionals, educators and models for parents and community, we need to make a concerted effort to start any meeting with parents ON TIME. Let’s discuss a common definition of what **ON TIME** means:

**ON TIME at CISD means:**

- All school personnel showing up at least 5 minutes early to make sure we have our act together as a school or department.
- All school personnel should be sitting at the appropriate table and ready to start the meeting and greet the parent positively. (Someone should actually be at the front desk to greet the parent, escort them to the meeting room. Every effort should be made to make the parent feel welcome.)
- Scurrying around trying to find people at the last minute gives the impression that we are not organized. This is not the best picture that we want to present to our parents. It shows them a certain amount of disrespect.
- **Question:** How many of us like waiting at any type of appointment? What is our mindset when we schedule an appointment and are then required to wait?
- Whether or not the parent is late is *irrelevant*. We need to be prepared, ready, and professional.

**Preparing the IEP Document:**

1. Persons who service the student will input A DRAFT of their portion of the IEP at least 5 days in advance of the ARD. The draft options are to be approved by the ARD committee. (No decisions are made until the ARD.)
2. Any other information such as assessment that is relevant to student progress (progress reports, behavior logs, or other documentation) is to be entered/downloaded into the online IEP form at least 5 days in advance of the ARD.
3. Addendums may be entered electronically during the ARD meeting if there has been an unusual scheduling of an emergency ARD.
4. We will follow IDEA guidelines for attendance at those meetings. All ARD meetings will have projection units to project IEP and other relevant materials on a screen or wall. This facilitates communication and engagement of all committee members.

## The CISD Parent ARD Assistant

### USEFUL ACRONYMS TO KNOW

<b>ARD</b>	Admission, Review, and Dismissal
<b>AU</b>	Autism
<b>BIP</b>	Behavior Improvement Plan
<b>CBA</b>	Curriculum Based Assessment
<b>CBI</b>	Community Based Instruction
<b>CTE</b>	Career and Technology Education
<b>DAEP</b>	Disciplinary Alternative Education Program
<b>FBA</b>	Functional Behavior Assessment
<b>FIE</b>	Full and Individual Evaluation
<b>ECI</b>	Early Childhood Intervention
<b>ESY</b>	Extended School Year
<b>FAPE</b>	Free Appropriate Public Education
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEP</b>	Individualized Education Program
<b>LEA</b>	Local Education Agency
<b>LEP</b>	Limited English Proficient
<b>LPAC</b>	Language Proficiency Assessment Committee
<b>ECSP</b>	<b>Early Childhood Special Education</b>
<b>PLAAFP</b>	Present Levels of Academic Achievement and Functional Performance
<b>LRE</b>	Least Restrictive Environment
<b>MDR</b>	Manifestation Determination Review
<b>OT</b>	
<b>PT</b>	
<b>SLP</b>	

### BASIC ARD AGENDA

Some items may only be discussed if needed, all should at least be referenced. Best practice is to discuss your child's progress and needs with the teacher or case manager before the ARD.

- Introductions-includes purpose of ARD, waivers, interpreter if needed
- Review of Evaluation Data
- Determination of Eligibility-if currently eligible then a mention of eligibility area only
- Discussion Of Parent concerns.
- Transition Planning-required for students 14 years and older
- Review of PLAAFPs - (*Present Levels of Academic Achievement and Functional Performance*) this information should clearly indicate how your child is doing with the curriculum.
- Additional Considerations (communication, behavior, AU, AI, VI, assistive technology, graduation, etc.)
- Review Annual Goals-progress on previous goals and propose new goals
- Review Accommodations/Modifications and Supplemental Aides Discuss State Assessment
- Consider ESY Needs Related Service Transportation
- Determine Placement/Consider LRE

**Collaboration** happens when parents and school personnel have a common interest (student success) and work together through communicating effectively, respectfully, and, efficiently.

**Be Prepared for ARD – Parent Checklist**

This is intended to support parents with the collaboration process during an ARD

**Talk about your child:**

My child is able to:

My child has difficulty doing:

My child needs help with:

My child likes:

My child does not like:

**List the three most important items you feel your child needs to learn for school success:**

1.

2.

3.

**Tell us your concerns in any relevant area to ensure discussion during the ARD:**

Academics;

Behavior:

Self-Help:

**COMMON INSTRUCTIONAL ARRANGEMENTS**

Mainstream

Resource

Self - Contained

Vocational Adjustment Class

Homebound / Hospital Class

Full-Time ECSP

***Least Restrictive Environment*** means that students with disabilities must be educated with students without disabilities to the maximum extent ***appropriate***.

**Notes:**

[illegible]

## ARD COMMITTEE MEETING

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9. We will follow IDEA guidelines for attendance at those meetings. All ARD meetings will have projection units to project IEP and other relevant materials on a screen or wall. This facilitates communication and engagement of all committee members.

## ARD Roles and Responsibilities continued...

ARD meetings or any meeting that concerns a child can become a highly charged negative environment if someone says or does the wrong thing. As highly skilled professionals who have been trained to interact with the public, we have a responsibility to set a high standard of decorum in meetings that affect the future of a child.

### Goals:

- Develop greater expertise and knowledge of the ARD process.
- Commit as professionals to deliver the appropriate service to our students,
- Make the process more efficient.
- Continue to develop a continuum of structures and norms that are consistent district wide.

### Here are the protocols CISD Personnel will follow:

**Administration:** Run the meeting, *Keep everyone on task.* Utilize the provided agenda. – make sure the ARD/staffing stays on agenda and respects the time of all stakeholders. Keep notes. Work hand in hand with the special education teacher/case manager and other special education staff from your school.

**Parent:** Advocate for the child, ask questions, be part of the team decision making process.

**Diagnostician:** Schedule ARD meetings and invite all appropriate stakeholders: Provide technical/compliance support and interpret student data for all stakeholders.

### Special Education Teacher/Case Manager:

Send ARD notification to the Parents and Regular Education Teacher *Send accommodations/modifications to teaching staff at conclusion of ARD.*

Facilitate the meeting, and keep a set of notes to add to minutes. (Since you are the person who knows the child the best and can relate the appropriate information.) **ARD Invitation at least 5 days in advance utilizing Google Email.**

- **Components are completed and inputted 5 days in advance so the assigned Diagnostician can review.**
- Bring your working file with updated information such as: Current accommodations/modifications, old goals, new proposed goals.
- Personal Graduation Plan:
- Data: Grades, STAAR scores, attendance, behavior, and other pertinent information.
- *Please have a hard copy of the IEP draft at the ARD to provide for Administration and Parents.*

**Instructional personnel – General Education Teacher (s) /SLP:** Provide information/guidance regarding the child's academic /behavioral performance/progress in your class. Communicate with the parent and staff regarding progress.

**General Education Teacher Involvement in the ARD:** The CISD Special Education teacher/monitoring teacher is responsible for assuring appropriate General Education teachers have an opportunity to give input into the ARD Committee decisions for students in their classrooms. **The progress report forms are on eSped.**

**Related Personnel:** LSSP, PT/OT/VI/HI: Provide information/guidance/reports on therapy or services provided.

**LPAC Personnel:** A professional staff member who is on the language proficiency assessment committee who may be a member of the committee, if the student is identified as an **English language learner.**

**Advocates:** Support/advise the parent.

**Other personnel:** Relate educational/compliance information as needed

**A district member of the ARD committee may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services if the parent, in writing, and the district consent to the excusal and the member submits, in writing, to the parent and the ARD committee, input into the development of the IEP before the meeting. 20 U.S.C. 1414(d)(1)(C); 34 C.F.R. 300.321(e)**

.\*\*Note: Each professional is responsible for preparing and inputting their own *Goals/Objectives, reports* in a timely manner on eSped. Suggestion: When you receive your invitation to the ARD, input your part of the information into eSped ASAP.

**\*\*Be careful not to overtype your other colleague's work on the document.**

**\*\*Note: It is required that invitations are sent to staff utilizing Google Mail on the District system.**

## CISD Annual Review or Dismissal Team Effectiveness Checklist - Before the Meeting - Systems and Procedures

1. ARD committee members set the expectation of good intentions by all parties involved.
2. Roles, responsibilities, & procedures for the ARD process are clearly defined.
3. Members are held accountable for following the established ARD procedures.
4. Members are clear on issues pertaining to the ARD and those outside scope of ARD.
5. Staff members are expected to collect and offer data to support comments in meetings.
6. Training on the ARD process is provided for staff and parents.
7. Methods for decision-making/consensus are clear. Training is provided if needed.
8. Change is managed in ways that unify the team, e.g., orient new members.
9. Staff members are held accountable for implementation and progress monitoring.
10. Staff members are held accountable for commitments made.
11. Team regularly evaluates the effectiveness of the ARD process.

### Team Development

1. Team intelligence has been developed. Strengths, weaknesses, and preferred styles of the team members are known to team.
2. Actions, both in and outside of ARD, promote trust with team members.
3. Open-mindedness is encouraged while "groupthink" is discouraged.
4. Team members know the value of "constructive conformity" and when to use it to facilitate the team's activities.

### Role and Responsibilities

1. Each team member knows responsibilities and executes them well.
2. The School Administration is assigned to chair/facilitate the meeting.
3. An impartial individual is identified to facilitate the process/meeting when needed.
4. Data/reports/drafts are developed and shared with team members prior to meeting.
5. Staff members are provided coaching and/or support as needed.
6. Members try to anticipate and address concerns/issues to reduce surprises.
7. Responsible staff member prepares meeting agenda. Agenda is personalized.

### Logistics

1. Meeting length is clear and sufficient for purpose of the meeting.
2. Room location and logistics (refreshments, technology, phone conferencing) are pre-arranged.
3. Appropriate equipment and supplies are available, e.g., charts tablets, markers, recorder
4. Technology is used to make forms and writing visible to all
5. Seating arrangements are conducive to participation
6. Room is in a private place and sufficient size to promote active meeting.

### Notice

1. Meetings are scheduled at a mutually agreeable time to the parent and required members. Meetings are scheduled early enough to allow for unanticipated needs. Meetings are re-scheduled if needed to ensure parent participation.
2. Team members are notified in a timely manner so attendance is ensured or so other arrangements can be made.
3. Team members notify designated person if they will not be present the entire meeting.
4. ARD Notice is prepared and received by parents according to timeline.
5. Proposed agenda is prepared by designated individual.

### Pre-ARD Information Sharing

1. Drafts are prepared and shared with team *including parent(s)* prior to meeting.
2. New or complex information is shared in writing with team including parent(s) prior to meeting.
3. Parents' perspective, including underlying interest(s) is considered by team members prior to meeting.
4. Parent input/requests/concern(s) are shared with team prior to meeting.
5. Staff members invite parents to share information ahead of time and bring concerns to the meeting.
6. Team uses Pre-ARD meetings (with and without parent) as needed to prepare for ARD. (*ie. staffing*)
7. When a required member's area of responsibility is being modified or discussed at the ARD, the required member submits input to parent and team *prior* to the ARD when not planning to attend all or part of the meeting.
8. Obtain input from staff members not attending the meeting



**Process/Structure**

1. Members are on time and informed of purpose.
2. Agenda is adjusted to address the specific purpose of the meeting.
3. Agenda is personalized to the extent needed.
4. Agenda is posted and visible to all.
5. Agenda is used to identify where parent(s) concerns(s) will be addressed.
6. Agenda is followed unless team agrees to make changes.
7. Opening Remarks clarify purpose of meeting and roles and responsibilities.
8. Method is used to honor non-agenda items, e.g., parking lot.
9. Team members notify chair/team of any time constraints or inability to participate for the entire meeting.
10. Ground rules, behavior/discussion guidelines are used
11. Seating is arranged in a way that promotes active participation of all members.
12. Strategy is used to clearly identify team participants and their role (e.g., name tents/role).
13. Visuals are available to assist with understanding the discussion.
14. Members are able to visually follow documentation (drafts, sample forms, projection screen)

**Interactions, Participation, & Communication**

1. Deliberate efforts are made to ensure parents are welcomed and feel included "at the table". Welcoming and explanatory opening statement sets a positive tone for the meeting.
2. Team members listen and invite diverse opinions.
3. Input from parent is sought and utilized in development of IEP.
4. Diversity and differences are invited and honored (cultural, gender, styles, etc.)
5. Biases and assumptions are checked for accuracy before acting upon them as true.
6. Members assume positive intentions & motives first before jumping to negative assumptions.
7. Members seek to understand before defending or debating.
8. Members ask questions to gain info and to better understand the perspective of others.
9. Members identify underlying interests behind the demands/positions/solutions of others.
10. Members use neutral, non-judgmental language to help others hear the real message.
11. Members summarize what others have to say.
12. Members frame problems based on interests rather than positions.
13. Members express ideas fully and frankly so that everyone has relevant info and hidden agendas are minimized.
14. Members are alert and engaged in the team's work throughout meeting.
15. Members apologize for mistakes, oversight; own responsibility for broken promises.
16. Members manage/resolve conflict in ways that unify people within the team
17. Members are able to review documents prior to being asked to sign.
18. Each team member gives input and plays an active role in the discussion.

**Method for Decision-Making**

1. Decision points are clearly identified throughout the meeting.
2. A fair method is used to reach consensus.
3. Consensus language (level of agreement) is used even when consensus tool is not used.
4. A decision-making tool promoting commitment to decisions is used as appropriate.
5. Consensus (level of agreement) is obtained throughout and prior to the close of the ARD.

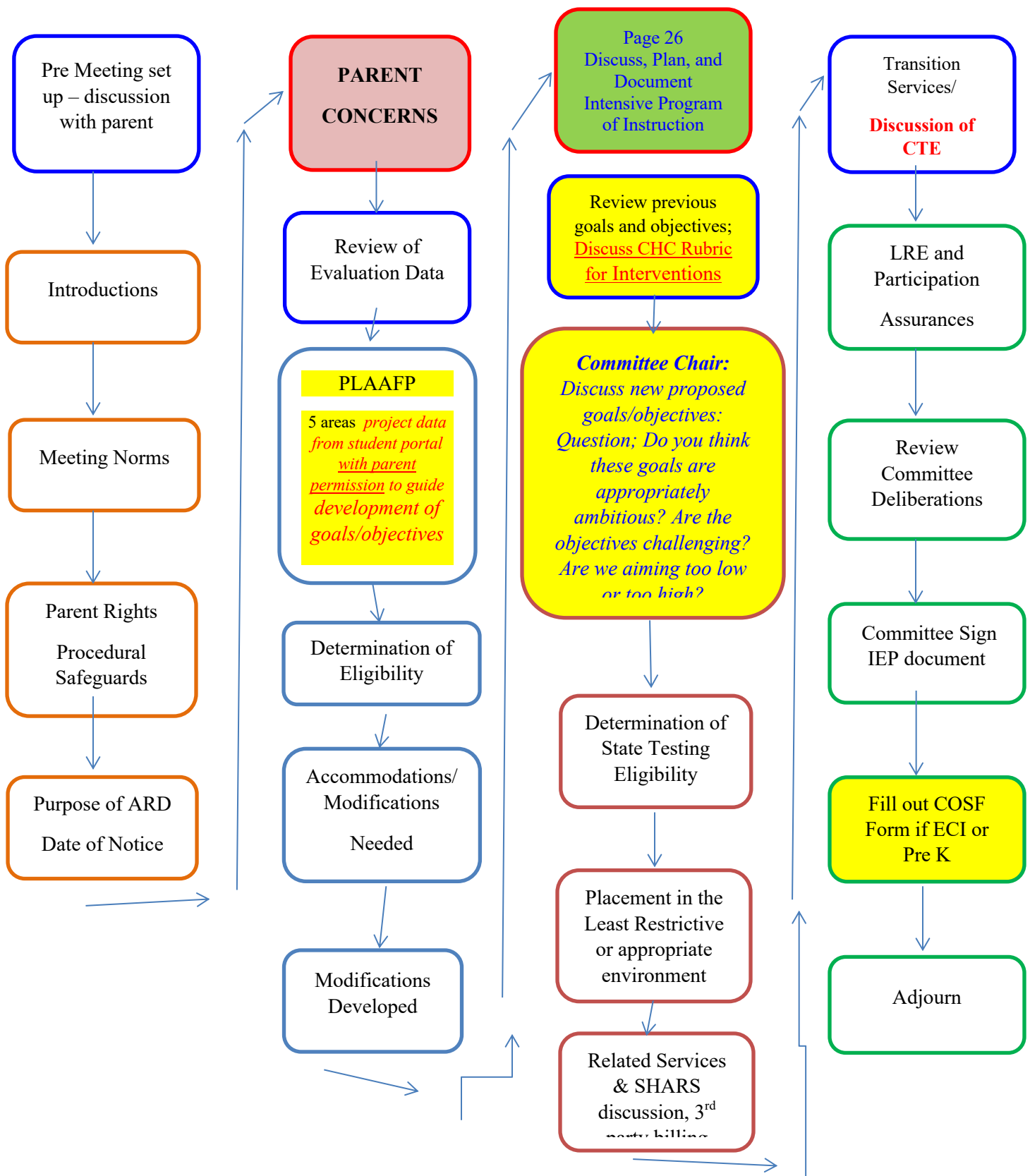
**Content**

1. Members *including parent* modify draft documents based on full discussions.
2. Written meeting summary (Deliberations) captures major points of discussion and decisions.
3. Commitment List/Promise List is used to capture obligations and timelines.

**After the Meeting – Outcomes**

1. Parents receive ARD documents in a timely manner per district guidelines.
2. Implementers receive IEPs, etc. in a timely manner after ARD meetings.
3. Staff members outside the team implement and follow through with team decisions.
4. Team members collect data which supports progress monitoring and reporting on goals.
5. Implementers notify case manager with questions and indicate when review needed.
6. Case manager monitors implementation on a regular basis.
7. Team members manage and seek resources.
8. Commitments/promises are monitored.
9. Members communicate regularly with parents about student progress and follow through.
10. Members solicit updated info from parent, appropriate. Be proactive in meeting commitments.
11. Members apologize for mistakes, oversight; own responsibility for broken promises.
12. Team members maintain confidentiality.

## Annual Review and Dismissal Meeting Flow Chart



## **AGENDA - ADMISSION, REVIEW, AND DISMISSAL (ARD) Meeting** (updated 5/13/21)

- \_\_\_ Administration - Introductions - Required Members are Present: (Parent, Administration, or administrative designee, special education teacher, Regular Education teacher, Counselor, LPAC, Interpreter, AI/VI, CATE.)
- \_\_\_ Norms for the meeting: *Be respectful, turn off cell phones& radios, One person speaks at a time. No side conversations, Focus on student progress and how the ARD team can best service the student.*
- \_\_\_ **Confidentiality:** (READ Aloud) ARDC Members; Please remember that ALL information discussed, projected, and otherwise provided during the ARD meeting is confidential and CANNOT be disclosed to anyone that does not have a legitimate educational interest or who is not directly involved with the student's education. **FERPA (20 U.S.C. §1232g: 34 CFR Part 99**
- \_\_\_ **Case Manager** - Inform the parent of their rights and remind all members that the meeting is confidential.
- \_\_\_ **Statement of Purpose of ARD:** (Provide parent a copy of the ARD papers to follow along or project on screen.)
- \_\_\_ **Procedural Safeguards and signatures:** *Make sure to obtain parent signature for receipt of safeguards and invitation*
- \_\_\_ **Date of Notice:** \_\_\_\_\_
- \_\_\_ **Parent Concerns:** Parents are to be given time to bring concerns to the committee early in the ARD so the plan can be adjusted accordingly.
- \_\_\_ **Review of Evaluation Data:** Diagnostician/or staff presents evaluation data - Formal/Informal data
  - ✓ Include Parent / Adult Student input in this and each section
  - ✓ Include review of progress on previous year's completed goals and objectives (may hold this discussion until just prior to discussing new draft goals)
  - ✓ Planning of any additional evaluations needed
- \_\_\_ **Staff who work with student – Report - Determine Present Level of Academic Achievement and Functional Performance**
  - ✓ Physical
  - ✓ Behavioral
  - ✓ Prevocational
  - ✓ Academic/Developmental
- \_\_\_ **ARD Committee – Led by Administration: Determination of the Student's Eligibility as a Student with a Disability**
- \_\_\_ **Determine Present Level of Academic Achievement and Functional Performance**
  - ✓ Test Scores
  - ✓ Physical
  - ✓ Behavioral
  - ✓ Pre-vocational
  - ✓ Academic/Developmental
  - ✓ Obtain parent permission to access the Student Portal for specific information regarding student performance to guide development of individual goals and objectives. [www.TexasAssessment.com](http://www.TexasAssessment.com)
- \_\_\_ **Accommodations Needed/Supplementary Aids and Services**
  - ✓ Assistive/Augmentative Technology
- \_\_\_ Modifications to program discussed and developed
- \_\_\_ **Discuss New Proposed Draft Goals/Objectives (after review of all new data, & progress on previous goals and objectives)**
- \_\_\_ **State and / or District-wide Testing: STAAR, STAAR-ALT. (See Parent Student portal with permission)**
- \_\_\_ **Accelerated Learning plan is developed if the student does not pass the STAAR. (IPI) Insure Tier I Core Instruction Tier II Supplemental Interventions and Tier III Intense interventions. HB 4545 discussion and schedule**
- \_\_\_ **\*Discussion of STAAR Online Accommodations for Oral Test Administration (as needed according to student's disability)**
- \_\_\_ **SHARS parent permission – signature obtained or refused. Third Party Billing discussion included.**
- \_\_\_ **Placement in Least Restrictive Environment (LRE)**
  - ✓ Participation in Extracurricular Activities
  - ✓ Least Restrictive Environment (Schedule of Services)
  - ✓ Related Services or Supplementary Aids and Services
  - ✓ **PGP Review**
  - ✓ Transition/College or Career planning.
- \_\_\_ **Have you completed COSF for ECI/HeadStart/PPCD?**
- \_\_\_ Assurances and any Additional Supplement forms if required
- \_\_\_ Complete Minutes, Agreement, Adjourn

Signed: \_\_\_\_\_ /Administrator

**Deliberations Template:** While there are many vital pieces of the IEP, The Deliberations section can be the most helpful when a question may arise concerning what was discussed and agreed upon during the ARD.

An \_\_\_\_\_ ARD for \_\_\_\_\_  
Annual/Temp/Revision/Re-Eval \_\_\_\_\_ student's name

was held on \_\_\_\_/\_\_\_\_/\_\_\_\_

☐ Committee members were introduced. *(Must have Parent, Sped Teacher, Admin, Gen Ed, At the discretion of the parent or the LEA, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.*

☐ Invitation and Procedural Safeguards were *given to parent on;* \_\_\_\_\_ **Parent signed for on:** \_\_\_\_\_

☐ Procedural Safeguards were reviewed and explained by; \_\_\_\_\_ **Parent signed for on:** \_\_\_\_\_

☐ Procedural Safeguards explanation was waived by parent.

☐ FIE- (Full Individual Evaluation)

(Student) \_\_\_\_\_ continues to meet eligibility criteria for Special Education Services as a student with a disability and/or speech impairment.

Note: Where is the **EVIDENCE** documented how the disability affects the student's academic or behavioral performance?? Do the goals and objectives fit the evidence? Is it reflected in the PLAAPF?

☐ PLAAPFs were presented by the special education teacher and by Related personnel.

☐ **Parent concerns:** \_\_\_\_\_

☐ The General Ed Teacher(s), \_\_\_\_\_, reported student progress/needs.

☐ Augmentative Technology- ARD committee will provide recommendations for assistive technology as needed.

☐ New and old goals and objects were reviewed, discussed, and accepted.

☐ **Committee Chair: Discuss new proposed goals/objectives: Question; Do you think these goals are appropriately ambitious?**

***Are the objectives challenging? Are we aiming too low or too high?***

☐ Accommodation were selected, discussed, and accepted.

☐ State assessment results were discussed. Student meets participation requirements for STAAR for Math, Reading, etc.

☐ Transportation \_\_\_\_ Reg? or SPED? 2x a day, 5 days a week?

☐ Personal care- Yes or No?

☐ Least Restrictive Environment was discussed and the student educational needs are best met in \_\_\_\_\_

☐ The Schedule reflects student needs.

☐ ESY was discussed and is/not recommended at this time.

☐ **Intensive Program of Instruction** or Accelerated Instruction is discussed and planned if needed.

☐ The assurances were read to the committee.

☐ The deliberations were read and accepted by the committee.

☐ Is the **EVIDENCE of Disability** noted in the deliberations?

☐ Are all members are in agreement?

**Annual Review: What is the procedure to address a student's lack of progress or failure in a class or classes?**

The procedure below is in addition to the mandatory annual review of the student's progress as mandated by IDEA.

**\*Note:** Common practice should be for case managers/teachers to *constantly* monitor student progress as part of their daily/weekly/monthly/grade period routine. There should be interventions already taking place if a student begins to struggle in a particular academic area or areas. Attendance issues affecting academic performance should also be immediately addressed. Behavioral/social issues should be addressed. A failure report from the Registrar should carry no surprise information. The teacher/case manager should already be aware of a student who is not performing well. A solution should have already been in progress.

The same principles that are utilized with RtI should be used in these cases:

### **Be Positive, Prepared, Proactive, Prescriptive, Professional**

Staff should utilize **High-quality instruction** and scientific research-based tiered interventions aligned with individual student need.

### **Additional Procedures for lack of student progress or failure**

1. Each School Registrar generates a special education failure list during the four 9 week grading periods during the year.
2. The Registrar sends the failure list to the school diagnostician, the special education case manager, and/or the school speech therapist (if the student is receiving speech services).
3. An ARD is scheduled for the student in question to address lack of progress or failure.
4. Adjustments are made to the student's goals, objectives, and accommodations as needed. The ARD committee may also consider a change in class schedule or a change of placement if the monitoring data gathered by the committee warrants a modification or change of the student's program.

### **\*\*If a student does not meet the passing standard on a state assessment, what do we do?**

It is almost a certainty that if a student is struggling in academic classes that there will be a similar struggle in formal assessment such as STAAR or End of Course Exams.

### **Intensive Program Of Instruction: (Or Accelerated Instruction) (TEC §28.0213.)**

If a student has not passed the STAAR or a section of the STAAR, the ARD committee is required to introduce a plan to address the areas of the student's deficiency.

The overall goal is to assist the student in performing successfully in any one of their classes. If they do this, they should perform well on STAAR exams, EOC's, and other performance opportunities such as the ASVAB, CTE exams, ACT, or SAT.

1. The ARD committee develops a plan to address student deficits.
2. The A.I. Plan is extra time initiated outside the special education services to improve student skills.
3. The A. I. Plan may include **tutoring, targeted instruction in deficit areas, and other activities designated to improve student performance.**
4. The ARD committee can discuss and document I.P.I issues on page 26 of the **eStar** IEP document.

### **POST ARD MEETING - SPED TEACHER (Case manager) RESPONSIBILITIES**

#### **What the Law states:**

**34 Code of Federal Regulations § 300.323** When IEPs must be in effect.  
 (d) *Accessibility of child's IEP to teachers and others.* Each public agency must ensure that—  
 (2) Each teacher and provider described in paragraph (d)(1) of this section is informed of—  
 (ii) The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

**§300.320(a)(3)(iii) ANNUAL REVIEW OF PROGRESS REPORTS:**

“When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.”

**19 Texas Administrative Code § 89.1075. General Program Requirements and Local District Procedures.**

- (c) Each school district must ensure that each teacher who provides instruction to a student with disabilities:  
 (2) is informed of the teacher's specific responsibilities related to implementation of the IEP, such as goals and objectives, and of needed accommodations, modifications, and supports for the student;

**CISD utilizes eSped progress reports to monitor student progress and appropriate access to accommodations as per their individual IEP.**

**GENERAL EDUCATION TEACHERS – Notification :** ARD committee and Case manager will inform the student's general education teacher(s) of the IEP goals and objectives for the subjects they are teaching and provide copies of the appropriate IEP, accommodations/modifications page, and Behavior Intervention Plan , etc... This task is expected to be accomplished immediately following the ARD. eSped allows the ARD committee to send an email with accommodations directly to the General Education Teacher. *It is also recommended that the case manager follow up the email with a personal contact with teachers regarding the receipt classroom accommodations.*

**IEP DOCUMENTATION – Progress monitoring:** The student's special education teacher is responsible for monitoring the goals, objectives, and documenting progress on the IEP presented at each ARD meeting:

**Case manager Responsibility includes:**

- Providing the completed IEP draft to the ARD committee , along with previous progress and new progress report documentation from each grading period.
- The new proposed IEP you plan to implement for the upcoming year.
- Copies of the **Accommodation Data Collection Form from eStar** monitoring that the student *is receiving accommodations as per the student's IEP.*
- **Upload of all progress reports and accommodation data form(s) on eStar**

\* If you are a Special Education teacher providing instruction to a student in an ALSC, DSC, ISC, SLC, Resource classroom, or Inclusion classroom, you are responsible for creating IEPs and documenting progress for this student. If you are also a monitoring teacher and have students on your monitoring list that are mainstreamed, you are responsible for documenting progress.

\*The Case Manager is responsible for informing the parents every 9 weeks of the progress on the IEP goals (in the same timely manner as those students in General Education). This includes progress on speech goals, related service goals, behavioral goals, etc... We need data on the student's performance, and that data needs to be placed in the **eSped MONITORING FORM.**

The eSped/eStar program allows you to print this report. Be sure to keep documentation that you are providing this information to parents as per CISD regulations. **The comment section of the progress report must be filled out if the student has NOT mastered the Objective.** We need data on the student's performance, and that data needs to be placed in the eSped MONITORING FORM.

**MONITORING OF ACOMMODATIONS AND SERVICES –**

**CISD Policy and Procedures**

**WHAT IS THE PROCEDURE TO ENSURE THE IEP IS IMPLEMENTED AS WRITTEN?**

**It is vitally important that all Special Education students' progress is monitored in all classes.** An assigned monitoring teacher must communicate with student's teacher(s) on progress and attendance. If a student is failing or has excessive absences in any classes, the parents must be contacted. Documentation of student monitoring must be maintained and IEPs for mainstream students must be updated by the monitoring teacher.

**Data utilized to track student performance: Evidence of progress should include:**

- Informal data collection of student formative assessments.
- Grades – summative assessments.
- Evidence in the student's PLAAFP statement
- Comparison of R Star, M Star, I-Station data, Lexia data, TELPAS data, etc.

**Mandatory eSped Forms for CISD staff to utilize:**

CISD utilizes the following forms from eSped to ensure student progress is being regularly checked and monitored. We track evidence of student performance using the forms and other data. Please see below.

- *Accommodations Data Collection Form\** – sample page 84
- *Report of Student's Progress Form* - sample page 85
- *Related Services Log – IEP Support Services Log* sample page 86

**Procedure:**

- Progress should be updated *at least* every 9 weeks/grading period or right before the Annual ARD.
- A final copy of the completed progress reports are given to the parent at the Annual ARD.
- A copy of the 9 weeks progress report will be printed and given to parent.
- Accommodations agreed upon in the ARD will be monitored by utilizing the Accommodation Data Collection form during each 9 week grading period.
  - a. An eSped report is run by the case manager and given to each teacher who is responsible for utilizing accommodations.
  - b. The General Education teacher fills out the form asap and returns to the case manager.
  - c. The teacher may write comments as appropriate.
- **The \*ADCF is given to the case manager who then uploads the finished product to eSped for permanent record keeping.**
- CISD Sped personnel will also utilize screen 133 & 134 on esped to document related Services, transportation, and in-class support.

\* Reports will also be run from eSped each 9 weeks to monitor that progress reports are being completed by staff.

\* The CISD Special Education Department will conduct Random Audits of Monitoring compliance at various times throughout the year at randomly selected campuses.





### CISD – Accommodation Data Collection Form

\_\_\_\_\_  
 NAME OF STUDENT ID# MEDICAID# Canutillo High School CAMPUS DATE OF BIRTH

The following accommodations address individual student needs and are necessary to enable the student to be involved in and to progress in the general education curriculum:

Duration of Special Education Services: From: 11/15/2016 To: 06/06/2017 Language of Delivery: English

SPECIAL LANGUAGE PROGRAMS ESL

☐ Yes ☒ No BEHAVIOR INTERVENTION PLAN ☐ Yes ☒ No ASSISTIVE TECHNOLOGY

Duration of Grading Period: \_\_\_\_\_

Co-Teach ☐ Classroom Support ☐

Grading Period: 1 2 3 4

Subject: \_\_\_\_\_

Total Weekly Minutes: \_\_\_\_\_

Staff: \_\_\_\_\_

ACCOMMODATION	SUBJECT				✓ = Effective, X = ineffective					
	ENG	SC	SS	CTE						
<b>Adapt Classroom Instruction</b>	Enter dates on top row ->									
Assignment notebooks	X	X	X	X						
Direct student attention to specific information (e.g., parts of a graphic, parts of an answer choice)	X	X	X	X						
Encouragement for classroom participation	X	X	X	X						

Legend: ENG = English, SC = Science, SS = Social Studies

I certify that the above information is true and correct \_\_\_\_\_

✓ = Provided and Effective

X = Provided and Ineffective

☐ = (Blank) Not Provided

**General Teachers can write comments on the hard copy provided by Sped staff.**

**The document can then be uploaded and archived in eSped.**

## Sample Progress Report: All CISD staff are expected to utilize.

Canutillo ISD  
7965 Artcraft Rd.  
El Paso, TX 79932  
915-877-7450

### Report of Student's Progress Toward Individualized Education Plan Goals/Objectives - All Periods

NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH
<b>111.6.4.5.C</b> <b>OBJECTIVE:</b> By the end of the IEP period, _____ will use models to determine the formulas for the perimeter of a rectangle ( $l + w + l + w$ or $2l + 2w$ ), including the special form for perimeter of a square ( $4s$ ) and the area of a rectangle ( $l \times w$ ) with 70% accuracy. <b>ESY:</b>				
<b>Date of Progress Report</b>	<b>Progress Code</b>	<b>Is progress sufficient at this time for student to achieve goal by next Annual IEP date?</b>	<b>Further action recommended to enable goal achievement</b>	<b>General Comments - Objectives</b> Note: The progress codes are defined at the end of this report.
09/23/2016	NA	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	None	Note: IF the student is not being successful, Comment is required why.
10/28/2016	NA	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	None	
01/11/2017	W	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	None	
03/02/2017	W	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	None	
<b>111.7.5.4.A</b> <b>OBJECTIVE:</b> By the end of the IEP period, James will identify prime and composite numbers with 70% accuracy. <b>ESY:</b>				
<b>Date of Progress Report</b>	<b>Progress Code</b>	<b>Is progress sufficient at this time for student to achieve goal by next Annual IEP date?</b>	<b>Further action recommended to enable goal achievement</b>	<b>General Comments - Objectives</b> Note: The progress codes are defined at the end of this report.
09/23/2016	W	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	None	
10/28/2016	W	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	None	
01/11/2017	W	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	None	
03/02/2017	W	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	None	
<b>ANNUAL GOAL:</b> By the end of the (2017-2018) school year, _____ will write one-variable, two-step equations and inequalities to represent constraints or conditions within problems with 70% accuracy. <b>111.27.7.10.A</b>				
<b>Method of Evaluation:</b> Observations, Work Samples, Data Collection, Other <b>Goal Focus:</b> Mathematics				
<b>Frequency:</b> ____ OR From <u>08/21/2017</u> to <u>10/05/2017</u>				
<b>111.26.6.A</b> <b>OBJECTIVE:</b> By the end of the IEP period, _____ will identify independent and dependent quantities from tables and graphs with 70% accuracy. <b>ESY:</b>				
<b>111.7.5.4.B</b> <b>OBJECTIVE:</b> By the end of the IEP period, _____ will represent and solve multi-step problems involving the four operations with whole numbers using				



Canutillo ISD  
7965 Artcraft Rd.  
El Paso, TX 79932 - 915-877-7450

**Example: Shortened version of a 4 page Related Service/Support Services Log in eStar.**

NAME OF STUDENT \_\_\_\_\_ ID# \_\_\_\_\_ Canutillo High School \_\_\_\_\_  
CAMPUS \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_

### Related Services Log

#### IEP/Support Services Log

IEP Services /Supports necessary to implement IEP In Class Support - Soc Studies Location of Services General Education Setting- Group  
Duration/Frequency 2 hours , Week Start Date - End Date 01/07/2016 - 11/28/2016

No Service Logs found

IEP Services /Supports necessary to implement IEP In Class Support - Soc Studies Location of Services General Education Setting- Group  
Duration/Frequency 2 hours , Week Start Date - End Date 11/29/2016 - 06/06/2017

No Service Logs found

IEP Services /Supports necessary to implement IEP In Class Support - Science Location of Services General Education Classroom- Group  
Duration/Frequency 2 hours , Week Start Date - End Date 11/29/2016 - 06/06/2017

Date of Service	Start Time - End Time	Service Provider	ARD Duration/ Frequency	Actual Duration / Group	Location
01/24/2017	03:12PM - 03:59PM	Holly Lopez	2 hours / Week	47 / Group	General Education Classroom
Goal/Objective:					
Notes: Presumptive Blood Test Lab					
01/27/2017	03:12PM - 03:59PM	Holly Lopez	2 hours / Week	47 / Group	General Education Classroom
Goal/Objective:					
Notes: Strawberry DNA lab					
02/02/2017	03:17PM - 03:59PM	Holly Lopez	2 hours / Week	42 / Group	General Education Classroom

#### IEP/Support Services Log

Date of Service	Start Time - End Time	Service Provider	ARD Duration/ Frequency	Actual Duration / Group	Location
Goal/Objective:					
Notes: gunshot residue					

IEP Services /Supports necessary to implement IEP In Class Support - Math Location of Services General Education Classroom  
Duration/Frequency 2 hours , Week Start Date - End Date 11/29/2016 - 06/06/2017

No Service Logs found

### CISD Random Monitoring Document

For all students receiving Special Education Services, the Special Education Teacher of record will be required to supply documentation when request.

If documentation is not provided at the date of monitoring, credit will not be given.

<b>Campus:</b>	<b>Sped classroom/program:</b>	<b>Diagnostician/Monitor</b>
<b>Student Name:</b>	<b>Case manager:</b>	<b>Administrator:</b>

Criteria: **Yes-if the following are met**

**No- if the following are not met**

**N/A- if the following are not applicable**

1.	Check with the student's general education teacher(s) to make sure that they are maintaining documentation that ensures that the accommodations/modifications are being implemented as specified in the student's IEP (i.e., Accommodations Data Collection Form from eSped) <b>General Ed Teacher's Name(s):</b>	Yes/No/N/A
2.	Are PLAAFPs present and sufficient according to the CISD Rubric? (Diagnosticians, Casemanager, ARDC members)	Yes/No/N/A
3.	Are all of the goals/objectives measurable? (Do you think these goals are appropriately ambitious? Are the objectives challenging? Are we aiming too low or too high?)	Yes/No/N/A
4.	Does transition meet SPP 14 criteria? (I.e. Indicator 14 designated for Post-School Outcomes, identifies the "percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school")	Yes/No/N/A
5.	Does the student receive the appropriate amount of Special Education and General Education, as specified in their IEP/schedules? (i.e., Accommodations Data Collection Form from eSped)	Yes/No/N/A
6.	Does each teacher involved in the student's instruction have the opportunity to provide input in the IEP through the use of the CISD general education input form? (i.e., Accommodations Data Collection Form from eSped)	Yes/No/N/A
7.	There is documentation that each teacher who provides instruction to a student with disabilities receives relevant sections of the student's current IEP, such as goals and/or objectives, accommodations/modifications, Assistive Tech., BIP, etc. (i.e., Accommodations Data Collection Form from eSped)	Yes/No/N/A
8.	If an assistive technology device/service has been specified in the student's IEP, the AT device/service is available and utilized: <b>Device:</b>	Yes/No/N/A
9.	The Special Education Teacher completes IEP progress report on page 70/71 of eSped. Communicates progress on goals and/or objectives to parents at the end of the 9wks. Documented through parent contact log in eSped.	Yes/No/N/A
10.	If the student does not pass formal testing, fails a class, or is struggling, is an <i>Intensive Program of Instruction or program of Accelerated Instruction</i> documented in the IEP? Did the ARDC reconvene to determine next steps?	Yes/No/N/A
11.	Special Education teacher will continuously monitor grades during each 9 week grading period. (If the student is failing, this will be addressed <b>immediately</b> through Parent contact, Teacher consult, etc.). Appropriate documentation is required (i.e., Nine weeks, Grade Review Form, etc.). (Documented through parent contact log on page 137 of eSped.)	Yes/No/N/A
12.	The Special Education Teacher is maintaining documentation of regression for ESY purposes beginning the first week of the school year for 8 weeks (must document mastered/critical goals and/or objectives on the Documentation of Regression Form).	Yes/No/N/A
13.	<div style="display: flex; justify-content: space-between;"> <span>ESY? - YES NO</span> <span>Transportation? - YES NO</span> </div> <div style="display: flex; justify-content: space-between;"> <span>LEP? - YES NO</span> </div>	

## **EXTENDED SCHOOL YEAR/ GRADE LEVEL TRANSITIONS**

The CISD Extended School Year Service (ESY) is an individualized instructional program for eligible students with disabilities that are provided beyond the regular school year.

The need for ESY services must be determined on an individual basis by the ARD committee and the IEP developed for ESY must include goals and objectives. Documentation will be needed to demonstrate the need for ESY services to address possible student regression during the summer.

**There are currently five segments to the ESY service and summer school to address student lack of progress or failure of STAAR assessments**

1. **The ESY Camp**; Two separate camps (Elementary and Secondary) are designed to address appropriate age levels and needs of each student in the development of social skills and other individual academic areas as per the student's IEP.
2. **The Preschool Program for Children with Disabilities** ESY is held to address instructional/social needs as per IEP.
3. **The Developmental Skills ESY Class (DSC)**; An elementary division and a high school division are designed to reinforce functional academics and daily living skills.
4. **The Assisted Living Skills ESY Class (ALSC)**; A High School program/service where students receive services primarily focused on each student's developmental skills.
5. **\*\*Secondary campuses** provide the opportunity for students with disabilities to have the opportunity to access;  
STAAR Remediation  
Credit Recovery

### **Transitioning students from one grade level to another;**

When a student changes schools or moves up the ladder to another grade placement; (Example; 5th grader moving to 6th grade/8th grader moving to 9th grade.) the change can be difficult and challenging.

### **The following guidelines will be part of the planning process for our students in ARDs.**

1. Make sure that a representative(s) from the receiving school is invited to the ARD.
  - a) **Document invitation to ARD by utilizing GOOGLE MAIL CALENDAR. This gives you a time stamp and verification of the invitation.**
  - b) This enables the parent and the student to have a contact person at the new school.
  - c) This enables administration and/or staff to develop a knowledge base of student needs and services needed. This enables the parent and the student to have a contact person at the new school.
  - d) This enables administration and/or staff to develop a knowledge base of student needs and services needed.
  - e) We need to give very *thorough, careful thought and consideration* to the needs and safety nets required to set up the student for success in a more challenging placement.
  - f) A standard best practice should be to keep current student disability codes and safety nets such as accommodations and behavior plans in place as the student transitions into a more difficult academic and social situation.
  - g) This practice/strategy is a recommended practice. When the committee removes safety nets, why are we surprised when the student fails and we have to go back into an ARD one month into school to redo an IEP?
  - h) As always, the ARD needs to take a look at the individual needs of the student and make recommendations for the student's successful transition



# **Canutillo ISD Special Education Teacher Handbook**

## **SECTION IV**

### **CASE MANAGEMENT/JOB DESCRIPTIONS BEHAVIOR MANAGEMENT**

## Beginning of Year – New Teacher checklist

✓	Action	Date	Time	Signed Doc
	Meet with school Administration regarding school assignment			
	Meet with your school diagnostician for eSped training			
	Receive your student caseload			
	Check your class schedule – Questions to Administration			
	Teachers who provide instruction <i>have access to relevant sections of each student's IEP.</i> (ie. Accommodations, Behavior Intervention Plan, Health Plan etc.)			Yes/No
	Have you been informed of your basic responsibilities related to the implementation of the student's IEP	Who	Date	
	Have you prepared a “working folder” for each student on your caseload that includes the student's IEP and latest testing data, and signed receipt of accommodations from teachers?			
	Have you read each student's IEP			
	Have you received training on CISD mandated Reading Programs or other curriculum such as Unique Learning.			
	Have you conducted beginning of year reading/math/writing assessments within the first two weeks of school?			
	Have you met with the Sped Assessment Team regarding the CISD initial referral process?			
	Have you met with the Sped Assessment Team regarding the proposed ARD Calendar??			
	Have you prepared a method of maintaining Parent Contacts?			
	What other training do you need? (CPI, Standards Based IEP, Legally Defensible Goals, etc)			
	Other			

**\*Note: Keeping updated documentation is vital to ensure you are protected from official and unofficial complaints.**



## SEASONAL CHECKLIST OF SP. ED. TEACHER CASE MANAGEMENT RESPONSIBILITIES

✓	Case manager - 1 <sup>st</sup> 9 weeks progress reports: – August to October	Date	Time	Signed Doc
1	Obtain student schedules/class lists to know which General Education teachers have your special education students. (Diagnostician/Counselor)			
2	Access eSped IEPs and Print/Send/ AND Document <u>SIGNED receipt of accommodations</u> to teachers for your case load special education students (including BIP if a student has one).			
3	<p><b>Review IEPs</b>, student work product, and determine dates for campus and state testing. Best practice indicates that Teachers should receive accommodation sheets, IEPs, and /or BIPs <b>BEFORE the first day of instruction.</b></p> <p><b>Documentation:</b> Schools may use a hard copy and signature of teacher to document receipt. *Sending by email will give you a time stamp. You might use options on GOOGLE Mail to send a “Read Receipt” back to you for documentation purposes. Your compliance dates should be in the student record.</p> <p>If there is an issue see your diagnostician asap. <i>*Note: At the beginning of each school year due to student schedule changes and other issues, <u>there is a 5 day grace period for teachers to receive accommodations/modifications of special education students.</u> Each case will be handled on an individual basis.</i></p>			
4	<p><b>CHS/NECHS –</b></p> <p><b>CHECK ON YOUR SENIORS TO MAKE SURE THEY ARE ON TRACK TO GRADUATE!</b></p> <p><b><u>DOUBLE CHECK THEIR CREDITS!</u></b></p>			
5	<b>Resource/Inclusion Teachers:</b> Determine location of instructional materials, student work, and lesson books to prepare first lessons. Get with the student’s Core subject teacher if applicable and coordinate assignments.			
6	<b>ESY: Begin to</b> determine if ESY regression/recoupment data is needed to be documented for select students. <b><u>Fall/Winter/ Spring.</u></b>			
7	<b><u>Meet with speech pathologist and diagnostician to plan for students with upcoming annual ARDs</u></b> due on or before the exact month/day from last year’s annual. Develop your ARD calendar from there. <b>Send invitations with follow-up reminders on Google Calendar.</b>			
8	Work with your campus diagnostician to determine students whose 3 year reevaluation is the following year and what Pre-assessment ARD information is needed and if a Full and Individual Evaluation will be recommended for the 3 year re-evaluation to be discussed during the annual ARD. If it is time for the annual ARD to discuss the re-evaluation or any other additional evaluations - the Notice of ARD form must indicate this as a purpose when it is completed and sent home.			

9	Ask your principal which person on your campus is designated to keep track of the "discipline" days of removal that count toward a required ARD to discuss Change of Placement. ( <b>Case Manager</b> should ALWAYS be aware of suspensions and / or disciplinary issues of students on your caseload.)			
10	The appropriate person determines the students prior to age 14 needing transition information at the annual ARD. In addition, determine the appropriate annual ARD meetings that the Notice of ARD must denote transition planning will be discussed.			
11	<b><i>Have a classroom schedule available.</i></b> Your form must include the following information: number of periods per day, the time of each period, the subject taught per period, the number of students per period, and whether or not you have an aide that period. The planning period and lunchtime is also required.			
12	Make sure you begin IEP document preparation 4 to 6 weeks out from the set ARD date.			
	<b>Case manager – 1<sup>st</sup> 9 weeks progress reports October</b>			
13	Diagnosticians will be completing assessments and scheduling initial ARD meetings for new referrals in order to get the students in special education by the State's Child Count. The date may vary year to year. You are asked to assist by being prepared with your IEPs ready for ARDs on December 1 or by the appropriate date. The "rush" will depend on how many referrals your campus has waiting and how your campus is doing on meeting the timelines.			
14	Document progress (IN ESPED) on IEP goals and objectives at the end of the <b>first 3/6/9 week</b> reporting period and each subsequent reporting period throughout the year. Complete forms and data selection on <b>eSped</b> . <b>Make sure to place appropriate information in the comment section of the progress monitoring report form on eSped.</b>			
15	Progress reports on the students' IEP goals are to be sent to parents at the end of the same reporting period as the general education students. (In addition to any report cards sent			
	Progress reports on the students' BIP emotional/social goals are to be sent to parents at the end of the same reporting period as the general education students			
	Keep a copy of the progress reports that you send home in your teacher/student work folder			
	CAUTION: Be sure that you carefully complete all of the information on the header of the IEP goals and objectives page.			
	If you are monitoring a caseload of students, obtain a copy of the students' grades. <b>IF THE STUDENT IS FAILING OR HAVING DIFFICULTY, ACT/COMMUNICATE IMMEDIATELY WITH STAKEHOLDERS</b>			
	<b>BRING YOUR STUDENT ARTIFACTS TO EVERY ANNUAL ARD MEETING</b>			
	Current IEP with progress marked <b>every 3/6/9 weeks</b> on eSPED (review previous goals in the annual ARD			
	New draft proposed IEP goals/objectives <b>IN eSped</b> to present for ARD approval for the remainder of school year			
	Update Projected goals and objectives for next year. <b><u>Review old goals in the ARD.</u></b>			
	Teacher <b>ACCOMMODATION DATA COLLECTION FORMS</b> w/recommended modifications and/or accommodations.			

	CHECK Results of the student's STAAR, STAAR-ALT, and copies of classroom assessments to use in state assessment decision making process. Be prepared to discuss the student's recommended assessments for upcoming year. ****ADJUSTMENTS TO STAAR TESTING ACCOMMODATIONS SHOULD BE CONSIDERED AND ACTED UPON NOW.			
	Copy of the student report cards/GRADES			
	CHS/NECHS – Make sure to have a copy of the student's credit page from the counselor's office (also may be provided by counselor attending the ARD)			
	*** For additional information and/or instructions specific to your campus, please contact your Diagnostician.			
	<b>Case manager – 2nd 9 weeks progress reports October/November/December</b>			
	.Diagnosticians will be completing assessments and scheduling initial ARD meetings for new referrals in order to get the students in special education by the State's Child Count. The date may vary year to year. You are asked to assist by being prepared with your IEPs ready for ARDs on December 1 or by the appropriate date. The "rush" will depend on how many referrals your campus has waiting and how your campus is doing on meeting the timelines.			
	ESY Determine if ESY regression/recoupment data is needed to be documented for select students.			
	After Thanksgiving break, if you have a student that you are considering for ESY, document any regression and the recoupment on critical skill goals and objectives.			
	Grading/Progress Reports			
	Accommodation Monitoring Page uploaded into eSped Archives			
	<b>Case Manager - 3<sup>rd</sup> 9 weeks progress reports: January to March</b>			
	Transitions: 5th grade & 8th grade: Set up collaboration time with the special education teachers in your district at the other campuses where your students may be attending the next school year.			
	After The Holidays, if you have a student that you are considering for ESY, document any regression and the recoupment on critical skill goals and objectives.			
	<b>CHECK ON YOUR SENIORS TO MAKE SURE THEY ARE ON TRACK TO GRADUATE! DOUBLE CHECK THEIR CREDITS!</b>			
	<b><u>FEBRUARY– MARCH: (Prep for next year's Master Schedule.)</u></b>			
	<b><i>TRANSITION ARDs SHOULD BE HELD DURING THE SPRING TO FACILITATE A SUCCESSFUL STUDENT MOVE TO A HIGHER GRADE LEVEL.</i></b>			
	ESY Determine if ESY regression/recoupment data is needed to be documented for select students. <b><u>Fall/Winter Spring.</u></b>			

	<b>Case manager - 4<sup>th</sup> 9 weeks progress reports: March to June</b>			
	<b>CHECK ON YOUR SENIORS TO MAKE SURE THEY ARE ON TRACK TO GRADUATE! DOUBLE CHECK THEIR CREDITS!</b>			
	<b>April – State Testing Window</b>			
	<b><u>MAY</u> STAAR TESTING/EOC</b>			
	If you do not plan to return as a teacher next school year, important information for the next teacher should be boxed up and clearly marked.			
	Teacher/student work folders; Math/Reading program data on students Verify that accommodations in the general classroom are being provided. Sped Department Inventory Checkout list (To be provided by SPED LEADS)			
	<b>JUNE – Set preliminary calendar for the first month of school.</b>			
	<b>Complete Duties, Have a nice summer!</b>			

**Complete Duties, Have a nice summer!**

## ROLE OF THE Para-professional (Instructional Assistant/Personal Services)

There are two types of classroom assistants: *Sped Paraprofessional* and *Special Needs Assistant/Caregiver*. They:

- Assist special education teacher
- Provide for physical and instructional needs of students
- Assist with implementation of classroom programs: i.e. Self- help, behavior management, and instructional programs.
- **Follow chain of command and work under the general supervision of the principal and immediate direction of the certified teacher.**
- Work in tandem with the teacher.

### Major Responsibilities and Duties: The Paraprofessional:

- **Maintains confidentiality of school and student issues.**
- **Does not contact parents regarding student issues without teacher permission.**
- Assists testing students, diagnosis of student needs, and implementation of the IEP
- Assists working with students individually or in small groups.
- Supports teacher with preparation of instructional materials, IEP's, aids, etc...
- Provides tutorial assistance to individual students and small groups as learning activities are implemented.
- Assists with creation of tasks and lessons to provide opportunities to improve learning based on individual needs of students.
- Assists maintaining an orderly environment conducive to learning.
- Assists with inventory, care, maintenance and operation of assistive technology devices and equipment utilized in instruction.
- Assists with record keeping and preparation of reports.
- Assists with supervision of students on field trips, and acts as a transport aide if assigned to Special Education bus duty.
- Students on community and vocational training trips off campus. (CBI)
- Provides translation services as needed
- Performs other duties and functions as assigned by administration or teacher. \*
- Has the ability, skill, patience and understanding to work with behaviorally and physically disabled students.
- Assists students with physical disabilities according to their needs, including transferring to and from wheelchairs, lifting, or positioning.
- Assists students with personal care; including feeding, bathroom needs, and personal hygiene.
- Assists with managing student behavior. Including crisis situations and controlling disruptive or dangerous student behavior which may include the physical restraint of a student.
- Assumes personal responsibility for learning and adapting to each student's medical, physical, communicative, emotional, and academic needs.
- Assists with supervising student throughout the school day, inside and outside the classroom. This includes lunchroom, bus, and playground duty.
- Keeps teacher informed of special needs or problems of individual students.
- Upholds and enforces school rules administrative regulations and state and local board policy.
- Provides orientation and assistance to substitute teachers and assistants.
- Is responsible for participating in professional development appropriate for job description.

**Major Responsibilities and Duties: Special Needs Assistant/Caregiver:**

- Has the ability, skill, patience and understanding to work with behaviorally and physically disabled students.
- Assists students with physical disabilities according to their needs, including transferring to and from wheelchairs, lifting, or positioning.
- Assists students with personal care; including feeding, bathroom needs, and personal hygiene.
- Assists with managing student behavior. Including crisis situations and controlling disruptive or dangerous student behavior which may include the physical restraint of a student.
- Assumes personal responsibility for learning and adapting to each student's medical, physical, communicative, emotional, and academic needs.
- Assists with supervising students throughout the school day, inside and outside the classroom. This includes lunchroom, bus, and playground duty.
- Keeps teacher informed of special needs or problems of individual students.

**What paraprofessionals do not do:**

1. Take the place of the teacher providing instruction.
2. Input student data into the eSped system.
3. Run ARD meetings
4. Contact/communicate with parents without permission from the teacher or school administration.
5. Run personal errands for staff.
6. Spend an inordinate amount of time away from students performing other duties such as making Bulletin Boards, or general education duties.

## BEHAVIOR MANAGEMENT / DISCIPLINE

**\*\*\*As a person with knowledge of special education or as an instructional leader, you may often be called upon as the expert on your campus to provide support, strategies and behavior management techniques as we work with special needs students.**

This handbook offers a number of tools and support for CISD staff who may work with students who are exhibiting behaviors that interfere with their personal education or the education of others.

If you or another colleague is having difficulty with a student, please contact the special education department for assistance.

### Questions:

**Have all PBIS behavior protocols been administered with fidelity? Has the Behavior Intervention plan through 504 or Special Education been followed and updated.**

- It is highly recommended that students who demonstrate continuous negative or unsafe behaviors at school be placed on a Behavior Intervention Plan.
- **A Functional Behavior Assessment** must be conducted first with parent permission; The results of which will be presented in an ARD or a 504 as the plan is presented.
- Staff may gather various types of behavior data such as daily logs and other documentation as part of their daily routine to facilitate determining if the behaviors are part of a continuous pattern.
- Staff may also have a more informal plan to address student behavior while the FBA or BIP is being developed.

Unless noted specifically in the student's IEP by ARD Committee decision, special education students are afforded the same rights and responsibilities of regular students. This also includes CISD discipline policy.

Unless specifically noted in the student's IEP, **All special education students are expected to follow the CISD Student Code of conduct.** If the student's behavior impedes his or her learning, or that of others, the regular school discipline policy may be followed. (See "regular school discipline" on eSped form)

The local campus administrator is responsible for maintaining records on student discipline. Students with disabilities must be monitored for the total number of removals in order to follow state and federal guidelines.

Each student discipline issue is to be handled on a case by case basis. Should the Special Education Department be contacted regarding a student discipline issue, the following questions will most likely be asked:

1. What is the frequency of the behavior issue?
2. What PBIS data/documentation has school staff gathered in regard to the student behavior issues?
3. What interventions have been utilized to change the student behavior?
4. Has an FBA been requested/completed?
5. What does the Behavior Intervention Plan say? **How long has it been in effect?**
6. Has the Behavior Plan provided the student any success?

***Please utilize the next four pages as a guide when disciplinary situations occur. These "tools" will assist you in the decision making process.***



## TOOLBOX - When Behavior is Not a Manifestation of Disability

*The next two pages are information from “The Toolbox Project: Maintaining a Safe Campus While Complying with IDEA” by Jim Walsh, Walsh Anderson 2013.*

The first tool is the Behavior Intervention Plan (BIP): These are the positive actions and supports the school and ARD team are going to utilize to change the student’s behavior. The other tools include who/where the next steps should take place and the protocols to be followed.

### School/Teacher - Tool #1 - Behavior Intervention Plan

#### Positive strategies and supports

- What we do FOR the student, not TO the student
- Proactive, individualized, focus on identified student behaviors
- If BIP not working, review and revise
- If the BIP works, we will not need tools #2-10.
- **Note:** In School suspension or out of school suspension may be utilized.

#### What’s needed:

- Current evaluation data (Note if student is currently being evaluated, the student STAYS PUT in current setting.
- An FBA (Functional Behavior Assessment) conducted by appropriate staff)
- A review of disciplinary history
- Parent input
- Teacher input
- Present levels; measurable goals; services designed to achieve those goals. *(Note: Do not get complicated, stick with a few things that are going to be successful for the student and the school supporting the plan.)*

### The next 9 tools are the consequences and actions if the BIP is not successful.

### ARD - Tool #2 – Educational Change of Placement WITH Parental Agreement

Everyone agrees that it would be best to change the student’s placement

#### The Law says:

- Conduct FBA; if not done already
- Implement BIP
- If BIP already in place, review it and modify
- Return student to placement unless there are Special Circumstances or, Change of placement with agreement of the parent
- Not a disciplinary removal, does not impact 10 days (FAPE Free Zone)

#### What’s needed:

- DAEP? Finding that student violated Code of Conduct in a manner that justifies DAEP placement
- Due process for student
- ARD meeting
- Documentation of parental agreement.

### ARD - Tool #3 – Education Change of Placement WITHOUT Parental Agreement

- The ARD committee moves student to MRE (*Most Restrictive Environment*) due to violent and disruptive behavior
- Non-consensus ARD may lead to parent request for due process which activates **Stay Put Rule** (student remains in current educational placement)
- What if student is not only disruptive but violent? Go to Tool #4

#### What's needed:

- **A strong self-contained classroom unit that deals with student behavior.**
- Evidence of good faith, consistent efforts to implement IEP in LRE (*Least Restrictive Environment*)
- Current evaluation
- Input from all teachers
- A clear description of what can be done in the MRE that can't be done in LRE and why it can't be done.
- **Legal review in advance.**

### ARD - Tool #4 – Expedited Hearing

- ARD Committee determines that behavior is a manifestation of disability
- Parents agree to change of placement (Tool #2)
- Nor do we have “special circumstances” (Tool #5)
- Thus the student must be returned to the current placement
- School administration deems this imminently dangerous, and thus employs Tool #4, seeking an expedited hearing

#### What's needed:

- A convincing case that maintaining the current placement is very likely to cause someone to get injured
- Behavior is a manifestation of the student's disability.
- Parent will not agree to change of placement
- No “special circumstances”
- Legal review

### Central Office - Tool #5 – Special Circumstances Removal

- Schools can order removal to DAEP for up to 45 school days without regard to manifestation in three cases:
- **Carrying or possessing a weapon;**
- **Knowingly possessing, using, selling or soliciting the sale of illegal drugs;**
- **Inflicting “serious bodily injury”**

#### What's needed:

- ARD committee conducts MDR (MDR does not drive placement decision. Student can go to DAEP regardless.)
- Offense must take place at school or school function.

### Principal - Tool #6 – Disciplinary Change of Placement

- School can propose disciplinary action in excess of 10 consecutive school days
- Must be based on violation of code of conduct.
- Must be equal treatment with non-disabled student.
- **Must not be a manifestation of disability.**

#### What's needed:

- School officials determine that student violated code of conduct (evidence of offense)
- ARD Committee conducts manifestation determination
- If parties agree that it is NOT a manifestation, disciplinary removal occurs
- School continues to provide appropriate services
- Notice of Procedural Safeguards to parent
- A quality DAEP that can provide FAPE
- Timely notice of ARD

### ARD - Tool #7 – 10 DAY “FAPE-Free Zone”

- **School officials can remove students from IEP placement for a total of 10 school days during the school year.**
- **Do we count ISS?**
- *This depends on district policy and whether or not student would be receiving services specified in IEP, if student is afforded opportunity to appropriately progress in general curriculum, and if student will be able to participate with non-disabled peers to extent they would have in current placement.*

#### What's needed:

- Knowledge of how many days have already been used.

### Principal - Tool # 8 – Short Term Removal After “FAPE Free Zone”

- After a student's FAPE Free days have been used up, the principal can order a short term removal for violation of student code of conduct
- **Removal must be accompanied by services (Principal must consult with one of student's teachers to determine what services will be needed)**
- Must **not** be a change of placement

#### What's needed:

- Documentation of consultation with teacher
- Make sure interim assignment will satisfy the standards in the law.
- 

### Principal - Tool #9 – Leadership at the Non-Consensus ARD Meeting

- Many of these tools require ARD action
- Many will end in non-consensus,
- ARDs can come to closure without consensus, but that process requires leadership
- **Leaders listen first; then lead**
- The leader takes responsibility for clear communication with the parent
- When you reach closure without consensus, district will implement IEP which it has determined to be appropriate

**What's needed:**

- A belief that it is worth fighting over
- Legal review to determine position is defensible
- Unified staff
- ARD meeting – clear communication with parent
- Documentation of disagreement
- Notice to parents of legal options

**ARD - Tool #10 – Law Enforcement**

- School personnel can report alleged crimes committed by students with disabilities to the same extent that they would do so for non-disabled students to law enforcement.
- Sending records: When reporting a possible crime, you must send copies of the “special education and disciplinary records” for consideration by the authorities to whom you report.
- This transmission of records must be in conformity with FERPA. Therefore, you must have parental consent, or fit within an exception to parental consent such as court orders or subpoenas.
- 

**Student Discipline - Manifestation Determination / FBA / BIP**

Students with behavioral challenges may be required to have additional paperwork completed such as a Manifestation Determination, Functional Behavior Analysis (FBA) or a Behavior Intervention Plan (BIP). As the Special Education teacher on the campus, be sure to gain knowledge of these specific areas. You may contact the local diagnostician or the behavioral specialists. If a student has a BIP-Behavior Intervention Plan, you (or the student's designated case manager/monitoring teacher) are required to monitor and document progress as with any other IEP goals and objectives.

State rules regarding Time-out, Restraint and Seclusion require training. CISD will provide additional assistance and training if requested in this area. Contact the CISD Special Education Director, lead teacher, or special education counselor to request assistance.

As professionals, we encounter many situations in which students need some type of behavior intervention. Some of these recommended techniques may work, while others may not.

**The Art and Science of Behavior Intervention:**

- Find out what the student likes and what the student does not like and use both to your advantage.
- Use common sense, follow the CISD discipline policies.
- Keep your administrators, teaching staff, and parents in the communication loop.
- Communicate your expectations to your students and their parents early in your school year.
- **Always keep the parents in the communication loop.** A well informed parent can be your greatest ally.
- **Early communication and intervention are vital** in making the parent a key partner in your attempt to change behaviors of students with behavior issues.

Time-out is outlined below as either Non-exclusionary, which is the least restrictive, or Exclusionary time-out which results from more serious behaviors. Exclusionary time-out should be used when Non-exclusionary attempts are not successful.

**1. *Non-exclusionary time-out:***

- **Planned Ignoring:** This is the simplest form of Non-exclusionary time-out. Planned ignoring involves the systematic removal of social reinforcement (attention) by the teacher for a specific amount of time. When the student misbehaves, the teacher breaks eye contact, turns away, and stops all social interaction with the student. Planned ignoring assumes that the teacher's social attention is reinforcing. If it is not, then this will not work to decrease the behavior. If planned ignoring is the appropriate response, the teacher should prepare initially for an increase in the behavior before the behavior will decrease.
- **Head down on desk:** This has been used by teachers for a long time. The student is simply told to put his head down on his desk for a short period of time (timer may be used).

- **Observation time-out:** The student is removed from his/her desk for misbehaving and is usually placed in a desk away from the main classroom activities for a short period of time. The student is allowed/required to observe the classroom discussion/activities, but is not allowed to actively participate in them (use of timer recommended – 5 minutes and may reset once).
  - **Non-observation time-out** (instructional isolation): This is basically the same as observation time-out, except the student is not allowed to observe the classroom activities. Usually, the student is placed in a particular part of the classroom that does not provide for viewing other students (use of timer recommended – 10 minutes and may reset once).
2. **Exclusionary time-out:** The student is removed from the classroom and placed in a separate environment for cooling down and instructional activities to resume. Clearly, this is more restrictive and other types of time-out should be attempted first.
- **Isolated instruction:** This is extended time-out from the classroom. The student is required to complete class work in an isolated area in the classroom, another classroom, or the office.
  - **In-school “Suspension” (or behavior intervention)** This program is designed to supervise and assist students who have problems related to their general education setting. Reference the campus Student Code of Conduct for complete guidelines.
  - **ISS (In-School Suspension - A more appropriate term is “In School Behavior Modification”)** When a student with a disability is placed in the local campus ISS, the law requires the school keep a tally of the number of days the Special Education student is *without instruction on the IEP goals and objectives or required modifications/accommodations*. When that count reaches a cumulative total of 10 school days (without Special Education instruction on the IEP), the campus must hold an ARD meeting. The ARD meeting must be scheduled with all Notices required in order to discuss possible actions: appropriateness of IEP, BIP, placement, etc...
  - The Principal or appropriate designee in conjunction with the school Special Education Department Head/ Case Manager will determine who on the campus is responsible for keeping track of this activity.

• *The USDOE states “it has been the Department’s long term policy that an in-school suspension would not be considered a part of the days of suspension addressed in §300.530 as long as the child is afforded the opportunity to continue to appropriately participate in the general curriculum, continue to receive the services specified on the child’s IEP, and continue to participate with nondisabled children to the extent they would have in their current placement. This continues to be our policy.”*

- Fed. Reg. 46,715. In this case, the 10 days do not count as days toward a change of placement requiring an ARD/IEP meeting. Documentation of services to the student is extremely important. For further information, contact your principal or the special education office.
- (DAEP - Disciplinary Alternative Education Placement)
- If and when a student with a disability commits an infraction that constitutes placement in DAEP, the DAEP setting must enable the student to continue progressing in the regular curriculum and/or IEP goals and objectives and receive all previously necessary instructional and related services, including modifications/accommodations and BIPs. It is important for the student’s Special Education teacher to remain involved and keep in communication with DAEP staff on the student’s progress. For specific questions, contact Coleen Lydon, DAEP Lead Teacher at (915) 877-7647. The Eagle Academy is located at the Lonestar building.

**Note; the Special Education Department has prepared behavior toolkit resources in the form of easy to use pamphlets. Please see on the CISD website.**

## Discipline Methodologies -Autism

Educational programming methodologies are not the responsibility of the ARD Committee. Appropriate instructional strategies and accommodations recommended by the ARD committee will be documented in the ARD. Special Education classroom teachers will have appropriate training. Students with autism may benefit from applied behavioral analysis methodologies which is a systematic approach to the assessment and evaluation of observable behavior, and the application of interventions that alter behavior. Data collection and analysis of progress is a key component in all special education classes in CISD.

The following description of behavioral interventions/techniques is not an exhaustive one, but rather an overview of the most widespread techniques across the behavioral models.

- **Target Behaviors:** All behavioral programs are based on the reinforcement of target behaviors. Therefore, the identification of reinforcers is one of the most important components of any applied behavioral analysis program. Slow progress and problem behavior are often caused by a failure to identify reinforcers and/or the small number of reinforcers delivered during a training session.
- **Positive Reinforcement:** Positive reinforcement is one of the basic concepts underlying all applied behavioral analysis models. Positive reinforcement has been used to establish numerous behaviors in the area of self-care, language and communication, academic performance, vocational skills, as well as health, and safety.
- **Extinction:** Extinction is the other basic concept underlying all behavioral analysis models. Extinction is defined as stopping the reinforcement (or escape) contingency for a previously reinforced response. Extinction results in a decrease in the frequency of the target response. Extinction is often combined with reinforcement. Then, it is called differential reinforcement—the reinforcement of a target response selected for acquisition and the extinction of another response.
- **Shaping and chaining:** Shaping is a special type of differential reinforcement, which involves (a) successive instances of reinforcement of responses that more and more closely resemble the desired response and (b) extinction of responses that are further away from the terminal target response.
- **Chaining** consists of teaching a sequence of responses before the reinforcer is delivered. The desired behavior is broken down into small, teachable steps.
- **Prompting and fading:** Prompts are techniques for establishing behaviors or bringing behaviors under the appropriate stimulus control. The prompt (a verbal, visual, or tactile stimulus) increases the probability of the correct response.
- **Discrete-Trial Training:** DTT model advocates an intensive treatment (40 hours per week) that establishes skills in the context of a structured environment controlled by the teacher, with a large amount of trials, and with reinforcers that are not specific to the on-going activity.
- **Naturalistic Treatments:** Natural Environment Training model or NET (without addressing the differences among these approaches). The common premise is that the target behaviors should be taught in the child's environment, in a conversational or play context, with interspersed trials, and reinforcers specific to the child's current interest.
- Also available for review is the TEA – Texas Autism Resource Guide for Effective Teaching.

<http://www.txautism.net/manual.html>

**TEMPLATE THE "PROCESS"**

Student: \_\_\_\_\_

Classroom/Teacher: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Summary of Incident:

What happened? \_\_\_\_\_

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How could you have avoided the problem? \_\_\_\_\_

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What is your solution to the problem? \_\_\_\_\_

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Present your solution to your: (teacher) (classmate), (administration) \_\_\_\_\_

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I presented my solution on: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

I plan on returning to class on: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

*Note: Administration and/or Teacher must approve the Process Letter before the student returns to class. If the letter is not appropriate in its tone or solution, it will need to be edited and re-written until acceptable. Note: Students should not be penalized for missing classwork while working on this written behavior modification process.*



**TEMPLATE - Student Academic, Attendance, Behavior Contract:**

Date: \_\_\_\_\_

Student: \_\_\_\_\_ DOB/Age: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ ID# \_\_\_\_\_ Contact # \_\_\_\_\_

\_\_\_\_\_ School is committed to the total success of every student and is committed to providing a positive learning environment that emphasizes student achievement through rigorous academic coursework focused on standards, regular attendance, and an orderly, safe environment. [ *School* ] has the expectation that each student will take his/her education seriously and make the appropriate choices and commitments to ensure success in the future. It should also be noted that students and parents/guardians are very important stakeholders in this partnership with the school and must share equal responsibility and accountability for student success.

The current data shows that (Student: \_\_\_\_\_) has not or is not performing up to the expectations of the staff or the parent/guardians. Progress needs to be made in the areas indicated below or the student may not graduate from ( \_\_\_\_\_ ) School with his/her class. (Educational Research indicates that this may lead to a life long struggle for a successful life).

The student may have immediate consequences that include being removed from his/her classes for academic or behavior issues at School. The student may also have consequences for violation of CISD or [ \_\_\_\_\_ ] *School* policies.

From this date \_\_\_\_\_ forward : ( \_\_\_\_\_ ) is considered to be on Academic/Attendance/Behavioral Probation at (School) and will meet the following requirements or face more severe sanctions:

- ☐ Be on time for all classes.
- ☐ Attend all classes unless absence is excused.
- ☐ Complete work, turns in work, and participates positively in all classes. (Student must Pass all classes)
- ☐ Display appropriate behavior in all classes; follow all rules and regulations of CISD and (School).
- ☐ Attend appropriate counseling sessions as determined by administration.
- ☐ Attend appropriate tutoring or summer school sessions as required by administration.
- ☐ Face possible placement in alternative location or long term suspension for continuous violations of District policy.
- ☐ Other:
- ☐ \*\*\*Student and Parent/Guardian have access online to the Student conduct and Discipline Code.

Should any of the agreements listed above be violated, ( \_\_\_\_\_ ) may face further consequences such as:

- ☐ Loss of credit that may affect the student's class schedule and graduating on time.
- ☐ Participation in the Graduation Ceremony may not be allowed.
- ☐ Other appropriate consequence: (i.e. referral to Truancy Court )
- ☐ The student may be assigned to an Alternative placement at another location.

I have had an opportunity to review the contract and understand the consequences should I choose not to uphold my responsibilities as a student at [ \_\_\_\_\_ ] School:

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Parent: \_\_\_\_\_ Date: \_\_\_\_\_

Administration: \_\_\_\_\_ Date: \_\_\_\_\_ Counselor/other: \_\_\_\_\_ Date: \_\_\_\_\_

Contract Violated on: \_\_\_\_\_ Type of Violation: \_\_\_\_\_



## **Section V**

### **Canutillo ISD**

# **Special Education Teacher Handbook**

## **Resources & Information**

## Canutillo ISD School Health and Related Services Billing (SHARS) Operating Guidelines

*This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter.*

### **SHARS: School Health and Related Services**

The benefit of completing this documentation to the district is that a percentage of the services the school personnel provide are reimbursable funds. This means that if CISD certified staff (Teachers, Nurses, SLP's, etc.) keep track of the services they provide, it will be to the advantage of the District financially.

All Certified staff are expected to input and maintain up to date data related to SHARS Medicaid reporting. This is part of your job description under "other duties as assigned."

- Certified Staff will access the SMART System with a password provided by SMART.
- Certified Staff need to submit all data and information in a timely manner to facilitate record keeping and reporting.
- Exempt staff are not authorized to input or utilize the system. (Although they do sometimes provide services and can sign off on the documentation.)
- If you have questions or need assistance with the system, please contact Consuelo Luna at Central Office. Ext 7468.

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### **Roles and Responsibilities:**

SHARS has various responsibilities including documentation of services, supervision of staff, reviewing for compliance, training of staff and determining the appropriate sessions for billing. Responsibilities for these tasks are assigned as follows:

1. **Documentation of services** – Special Education Teachers, School Nurse, Occupational and Physical Therapist, LSSP, and Speech Therapists.
2. **Supervision of staff** – Special Education Director and building Principals.
3. **Reviewing for compliance** – Special Education Director and SHARS Clerk
4. **Training of staff** – SHARS Clerk and Sped Director.
5. **Determining the appropriate sessions for billing** – SHARS Clerk
6. **Overall responsibility for SHARS program** – Special Education Director

### **Provider Set-Up:**

1. Director and Medicaid Lead Contact have a standing meeting 1 X per month
2. Medicaid Lead Contact creates a Medicaid spreadsheet [*Participant list*] with employee names and roles at the beginning of every school year.
3. Medicaid Lead Contact updates the list of new employees August of each school year.
4. The Medicaid Lead Contact will email new employees to let them know:
  1. They are set-up to bill for Medicaid;
  2. the district's Medicaid service documentation system will send them an email with a username/password and link to the webpage;
  3. The provider should sign the authorization for Electronic Signature form and check the Electronic Signature acknowledgement box upon initial sign-in to the district's Medicaid service documentation system.

### Student Information Update Procedures:

1. The Technology Contact or designee will run a student roster from eSped every 4 weeks.
  - a. Each report is set-up by the district's Medicaid service documentation system and your student management system
  - b. The parameters for the import are located in the district's Medicaid service documentation system Help tools for imports
2. The Technology Contact or designee then imports the student roster into the district's Medicaid service documentation system via the Import tab. Inactivate students no longer enrolled within the district through the import process.
3. The Technology Contact or designee will be notified by the district's Medicaid service documentation system of any report errors immediately upon the import of the submitted report so that errors can be fixed expeditiously.
4. Anytime a new student comes in and employees have knowledge that they need to bill for services, the employee needs to email the Lead Medicaid Contact and ask that the student be added into the district's Medicaid service documentation system. Email will include the Student's full name, Alt ID/PEIMS/TSDS number, Campus, and Date of Birth.
5. The Lead Medicaid Contact enters new students as they are made aware OR new students are added each 4 weeks following the six (or nine)-week import.

### Training

Training will occur at the beginning of every school year for all NEW employees and any employees needing a refresher.

1. For new Employees coming in after the beginning of year SHARS training, the Lead Medicaid Contact will train each employee individually.
2. New employees are trained at the beginning of the school year. Training will be scheduled at the Special Education Office for those employees to attend.
3. Any employee that requires additional training throughout the year can call the Lead Medicaid Contact.

### Billing

#### A-Speech Pathologist and LSSP:

1. Speech Pathologists are to complete Session Notes (Daily Logs) each or nine weeks for billing and enter the data into the district's Medicaid service documentation system.
2. LSSPs will be expected to bill for initial assessments and reevaluations which lead to the development or update of an IEP each or nine weeks.
  1. *October 11, 2021*
  2. *December 20, 2021*
  3. *March 6, 2022*
  4. *May 22, 2022*
1. The LSSP takes session notes on psychological services provided (i.e. counseling) and enters each into the district's Medicaid service documentation system each or nine weeks.
2. **For Speech:** If the session notes are submitted and signed online, the SHARS checks the SMART program.
3. **For LSSP: Same as above**
4. **Monitoring Procedures:** When Session Notes are NOT submitted SHARS Clerk will:
  - a) Email the Provider Directly with a 1<sup>st</sup> Reminder- 1<sup>st</sup> week that it is late.
  - b) Email the Provider and the Director with a 2<sup>nd</sup> Reminder- 2<sup>nd</sup> week that it is late.
  - c) Email the Provider and the Director-3<sup>rd</sup> week that it is late
  - d) If no answer, Sped Director is notified, and provider is contacted by email with a cc to their supervisor.

The preferred method to submit session notes is electronically through the SMART system.

## B - Occupational Therapists, Physical Therapists, LPCs, Nurses and Personal Care Service Providers:

1. **For OT, PT, LPC and Nurses:** The SHARS Clerk will check Service Tickets submitted by the above employees one time per month. Those that are correct are submitted. Those that have errors are denied and sent back to the provider for corrections. The provider will see these sessions in yellow on the service grid.
2. **For Personal Care Service Providers:** The SHARS Clerk will run a report once a month **from the special education SMART system** and filter by personal care service. The SHARS Clerk will check to see if the PCS Provider has billed for the student. If PCS Provider has not billed monitoring procedures will be followed.

### Transportation

1. The Lead Medicaid Contact receives transportation logs from Transportation Contact at the end of every once per month.
2. The Lead Medicaid Contact will take each log and compare each student listed to the transportation supplement found in the special education student management system. The Lead Medicaid Contact will ensure that the supplement states that the student receives transportation AND adapted equipment (seat belt, car-seat, harness, and/or wheelchair).
3. The Lead Medicaid Contact will enter the qualifying student on spreadsheet and enters:
  1. # of times the student rode the bus
  2. The dates the student rode the bus
4. The SHARS Clerk then imports the report into the district's Medicaid service documentation system.
5. The SHARS Clerk then bills only for students who are billable.

### Verifying Required Documentation

1. The SHARS Clerk is responsible for verifying required documentation prior to processing claims.
2. Required documentation includes:

#### a-SHARS Services

1. Required Documentation - Is there a prescription or referral, if appropriate?
2. Service in IEP- (The Why) - Is the procedure listed in the IEP?
3. Recommended Supplements - (The When & Where) - For required supplements, does the IEP include the necessary components (i.e., frequency, individual/group, etc.)?
4. Session Notes/Log - Does the session have a session note/log?
5. Provider Signature - Is the provider's signature included in the session notes?
6. Attendance - Does the attendance match SHARS billing?
7. Billing Units - Do the units match what is indicated in the IEP?
8. Provider license - Is the provider's current license or certification on file or attainable, as appropriate?
9. Supervision Logs - Do you have supervisions logs, if appropriate (by license)?
10. Participant List - Is the provider on the district's quarter of the Participant List (in accordance with the date range)

#### b-Transportation

- xi. Service in IEP - (The Why) - Is specialized transportation listed in the IEP?
- xii. Procedure-Select the procedure.
- xiii. Transportation Supplement - (The When & Where) - Does the IEP include the necessary components in the transportation supplement (i.e., frequency, individual/group, etc.)?
- xiv. Bus Log - Is there a bus log?
- xv. Bus Log: Verification - Are there provide initials confirming each trip?
- xvi. Provider Signature - Is the provider's signature included on the log (to confirm all trips are true)?
- xvii. Units Match Billing - Do the units reflect what is in the IEP?
- xviii. Attendance - Does the attendance match SHARS billing?
- xix. Corresponding Service - Is there a corresponding SHARS service the same day?
- xx. Provider license - Is the provider's current license CDL on file?

## Parent Consent Procedures

1. For parents of students who are Medicaid eligible and we have not obtained consent from, consent should be obtained in the Annual, Transition, and/or Initial ARD meeting. Once consent is obtained annual notification is provided at the Annual ARD meeting.
  - a. *Targeted Distribution: The parental consent form may not be provided to all parents of children with disabilities, regardless of whether the public agency is seeking to access the child's or parent's public benefits or insurance to pay for required special education and related services. [USDE/OSERS Memorandum, February 10, 2014]*
  - b. *Prospective Consent: Public agencies may only bill a child's or parent's public benefits or insurance program for the cost of special education and related services delivered as of the date that the parent signs the consent form. The consent required under 34 CFR §300.154(d)(2)(iv) is prospective and not retroactive. [USDE/OSERS Memorandum, February 10, 2014]*
2. The SHARS Clerk continuously reviews the Parent Consent report in the district's Medicaid service documentation system. Students where consent has not been obtained will be submitted to the ARD Facilitator (Teacher/Diagnostician/Other) OR Speech Pathologist.
- 3.
4. The ARD Facilitator OR Speech Pathologist will ensure that consent will be sought.
  - a) The ARD Facilitator or Speech Pathologist will obtain consent at the ARD.
  - b) If the student is back on the report as not having consent, justification will have to be given for lack of consent.
  - c) If consent cannot be obtained, the ARD Facilitator or Speech Pathologist will have 5 days to make further attempts.
  - d) If consent is not obtained after two attempts the ARD Facilitator or Speech Pathologist will email the Director of Special Education. A conference will be scheduled with the service provider to discuss the issue.

## Internal Audit of SHARS Program

1. The SHARS Clerk will run a **QUARTERLY Productivity Report** from the district's Medicaid service documentation system.
  - A. SHARS Clerk will monitor the report and will email any provider who has not submitted sessions. The SHARS Clerk will run an additional report (**Billing Detail**) to check billing for each of the providers above. Follow monitoring procedures when session notes are not submitted:
    - a) Email the Provider directly with a 1<sup>st</sup> Notice reminder- 1<sup>st</sup> week that it is late
    - b) Email the Provider and the Campus Principal with a 2<sup>nd</sup> Notice- 2<sup>nd</sup> week that it is late. The SHARS will inquire and ask for justification as to why it is late.
    - c) Email the Provider, the Campus Principal and the Director-3<sup>rd</sup> week that it is late.  
**THE PROVIDER WILL BE NOTIFIED THAT A CONFERENCE/TRAINING WILL BE SCHEDULED IF NOT TURNED IN BY THE FOLLOWING day.**
2. The SHARS Clerk will download the **Remittance and Status (R&S) Report** from TMHP once a week.
  - a) SHARS Clerk will review the report for all claims processed. This report is only available for 120 days on the TMHP website and must be saved locally for reference.
  - b) The SHARS Clerk will void and/or appeal claims as needed using the R&S Report on file.
3. The SHARS Clerk will update the provider **Participant List (PL)** each Quarter.
  - a) Working in conjunction with the district Human Resources, Finance, and Special Education departments ensure the quarterly PL is accurate and only includes staff providing SHARS (and MAC only, if the district is participating in both programs).
  - b) Should SHARS providers resign or get hired during an open quarter, the PL list should be updated upon notification of the resignation or hiring process.
4. **Dates Internal Audit will occur:**
  - a) Productivity will be accomplished each quarter
  - b) R&S Report will be done weekly.
  - c) Participant List – *Quarterly*

# The Difference Between Accommodations and Modifications

If a student has an [Individualized Education Program](#) (IEP) or [504 plan](#), you'll likely hear the terms "accommodation" and "modification" from the IEP or 504 team. While they sound similar, they serve different purposes. [Accommodations](#) change *how* a student learns the material. A [modification](#) changes *what* a student is taught or expected to learn. Here are examples to help explain the differences between them.

	Accommodations	Modifications
<b>Classroom Instruction</b>	<b>Accommodations</b> can help students learn the same material and meet the same expectations as their classmates. If a student has reading issues, for example, the student might listen to an audio recording of a text. There are <a href="#">different types of classroom accommodations</a> , including presentation (like listening to an audio recording of a text) and setting (like where a student sits).	<b>Students who are far behind their peers may need changes, or modifications</b> , to the curriculum. For example, a student could be assigned shorter or easier reading assignments. <u>Students who receive modifications are not expected to learn the same material as their classmates.</u>
<b>Classroom tests</b>	Testing <b>accommodations</b> can be different from those used for instruction. For example, using a spell-checker might help a student with writing difficulties take notes during class but wouldn't be appropriate during a weekly spelling test.  However, this student might benefit from extra time to complete the spelling test or using typing technology if the physical act of writing is difficult.	<b>Modifications</b> in testing often involve requiring a student to cover less material or material that is less complex.  For example, in the case of the spelling test, if the class was given 20 words to study, <u>the student with modifications might only have to study 10 of them.</u> Or she might have a completely different list of words.
<b>Standardized testing</b>	Statewide assessments allow certain <b>Accommodations</b> like extra time or taking a computerized exam. Ideally these are the same accommodations a child uses to take class tests.	Some students take an " <a href="#">alternate assessment</a> " of their statewide test, which includes <b>modifications</b> to the regular test. The questions in this type of alternate assessment might not cover the same materials as the standard exams. Also, the results would be interpreted differently. Before you agree to an alternate assessment, find out how the results will be interpreted and what (if any) implications there will be for your child.
<b>Phys Ed, Music and Art class</b>	<b>Accommodations</b> for "special" classes like phys ed, music and art can be helpful. These are similar to accommodations for classroom instruction. Kids might get extra time to complete assignments or be allowed to complete them in a different format.	If the school believes that an assignment within a class like gym, music or art is unreasonable for your child, <b>modifications</b> to that assignment are made. The gym teacher might modify the number of laps a student needs to run; the music teacher might not require a child to participate in the final performance. In some cases, students are even excused from certain classes in order to make time for one-on-one time with a specialist.



***Keep in mind that accommodations don't always have to be formalized*** through an IEP or 504 plan. Sometimes teachers can provide informal accommodations. If your student doesn't have an IEP or 504 plan, here are some [examples of informal supports](#) you can request

The term "**accommodation**" may be used to describe an alteration of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks.

They allow students with disabilities to pursue a regular course of study. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.

Examples of accommodations include:

- sign language interpreters for students who are deaf;
- computer text-to-speech computer-based systems for students with visual impairments or Dyslexia;
- extended time for students with fine motor limitations, visual impairments, or learning disabilities;
- large-print books and worksheets for students with visual impairments; and
- trackballs and alternative keyboards for students who operate standard mice and keyboards.

**The term "modification" may be used to describe a change in the curriculum.**

Modifications are made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. For example, assignments might be reduced in number and modified significantly for an elementary school student with cognitive impairments that limit his/her ability to understand the content in general education class in which they are included.

**Modifications** are generally made for students with significant cognitive or physical disabilities. A **modification does alter content** knowledge expectations as well as assessment administration practices.

A **modification** is a change in the course of study, standards, test preparation, location, timing, scheduling, expectations, student response and/or other attribute which provide access for a student with a disability to participate in a course, standard or test.

It does fundamentally alter or lower the standard or expectation of the course, standard or test.

Modifications are used in the classroom to meet the needs of every child's strength.

**Modifications involve lowering the grade level of materials presented.**

- Presentation of curriculum is modified using a specialized curriculum which is written at a lower level of understanding.
- Materials are adapted; texts are simplified by modifying the content areas —simplifying vocabulary, concepts and principles.
- Grading is subject to different standards than general education, such as based on IEP goals.
- Assignments are changed using lower level reading levels, worksheets and simplified vocabulary.
- Testing Adaptations are used, such as lowering the reading level of the test.

## Accommodations vs. Modifications

Accommodations level the playing field while *Modifications change the field you're playing on.*

Example: Horse Racing: weight is added to horses depending upon the weight of the Jockey to “even” the playing field. If a horse has the race shortened to be able to compete with the other horses, that is Modification.

- Decisions must be based on the child’s unique and individualized need, not on what we do for all kids with a particular classification.
- The use of accommodations or modifications should enable the child to demonstrate progress.
- Individual Education Plans should offer children equitable opportunities for success

Accommodations Levels the “Playing Field”	Interventions Ensures the “Playing Field”	Modifications Changes the “Playing Field”
<p>Accommodate is defined as “to make fit.” It is similar to adaptation.</p> <p>Accommodations and adaptations are used to describe how students are included in classroom instruction.</p> <p>Changes to the classroom structure, both organizationally and instructionally that allows a student to participate.</p>	<p>An intervention is defined as “to come between.”</p> <p><i>Doctors use medications for intervention.</i></p> <p>Medications are used to intervene with a fever to change the body temperature.</p> <p>Teachers use intervention strategies to change a student’s learning outcomes.</p>	<p>Modify is defined as “to alter; to make different in form” ... “to change to less extreme”</p> <p>Most often associated with IDEA Students receiving special education services.</p> <p>Teachers use modifications of grade level standards, strategies, curriculum and assessments to create a learning environment for a specific student</p>
<p><b>Using grade level curriculum Standards</b> via a different path – (<i>think differentiated learning</i>)</p> <p>Adaptations to the regular curriculum to make it possible for the child to be successful at benchmark</p>	<p><b>Additions to the curriculum</b> to designed to help a student make progress toward benchmarks.</p>	<p><b>Change in curriculum standards.</b></p> <p>Change in core program; use of a parallel curriculum that does not include all grade level standards</p> <p>Designates different benchmarks.</p>
<p>Changes something about the child's environment or services provided.</p> <p>A change that helps a student overcome or work around a learning problem.</p>	<p>Teaches the student a new skill.</p> <p>Teaches the student a strategy to use when applying a skill</p>	<p>A change in what is being taught to or expected from the student</p>
<p>Permit response provided via computer or electronic device</p>	<p>Underline word and phrase clues that lead to making an inference</p>	

Allow frequent breaks	Echo reading: the student imitates the teacher's oral rendition, one sentence or phrase at a time	
Extend allotted time for tests Provide a place with minimal distractions Administer tests in several sessions Administer tests at a specific time of day Provide special test preparation		
<b>Accommodations Levels the "Playing Field"</b>	<b>Interventions Ensures the "Playing Field"</b>	<b>Modifications Changes the "Playing Field"</b>
Preferential seating	Mini-lessons of skill deficits	Student is involved in the same theme/unit but is provided different tasks/expectations
Shortened assignments	Targeted instruction based on progress monitoring	Individualized materials are provided for student
Peer-tutoring	Additional instruction to students in small groups or individually	Eliminate specific standards
Moving obstacles in a classroom so that a student with a wheelchair could navigate the classroom.	Increase task structure (e.g., directions, rationale, checks for understanding, feedback)	Create individualized benchmarks
Classroom level: seating arrangements, note taking, outline/study guides, tape recorders, etc.	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class, etc.)	
Repeat/confirm directions	Multi-sensory techniques	
Additional time to complete assignment	Familiar Reading activities for fluency	
Audio tape	Speed sorts of ABCs, sight words	
Reduce the number of items per page or line	Build automaticity with known information, letters, words, phonetic patterns	
Provide a designated reader	Follow up reading with story frame activities: story summary, important ideas or plot, setting, character analysis and comparison	
Present instructions orally Model metacognition		
Allow for verbal responses	Utilize pre reading strategies and activities: previews, anticipatory guides, and semantic mapping	
Allow for answers to be dictated	Use reciprocal teaching to promote comprehension and comprehension monitoring: predicting, question generating, summarizing and clarifying	

## Interventions:

**Interventions focus on the needs of the “individual” student. An intervention is a specific skill – building strategy implemented and monitored to improve a targeted skill (i.e. what is actually known) and achieve adequate progress in a specific area (academic or behavioral).**

This often involves a changing instruction or providing additional instruction to a student in the area of learning or behavior difficulty.

Academic or behavior interventions are strategies or techniques applied to instruction in order to teach a new skill, build a fluency skill, or encourage the application of existing skills to a new situation.

- Interventions require a targeted assessment, planning, and data collection.
- Interventions should be evidence based and monitored regularly to determine growth and to inform instruction.
- Interventions differ from accommodations and modifications in that they **teach new skills** to help students overcome specific deficits or maladaptive response patterns.
- Interventions require a targeted assessment, planning, and data collection (ideally including baseline data) to be effective. Consideration is given to the nature of the problem (i.e. skill deficit versus performance deficit).
- Interventions focus on the needs of the “individual” student.

**Resource:** Diagnosticians will provide stakeholders an Intervention Rubric based upon their assessment of student strengths and challenges. It is called *“Linking CHC to Intervention”*. (Cattell-Horn-Carroll Theory) *This is a rubric designed to assist cognitive assessment in practice.*

**ACCOMMODATIONS IN THE GENERAL EDUCATION CLASSROOM – (Not all inclusive)****Presentation of Material**

- Break assignment into segments of shorter tasks.
- Use concrete examples of concepts before teaching the abstract.
- Relate information to the student's experiential base.
- Reduce the number of concepts presented at one time.
- Provide an overview of the lesson before beginning.
- Monitor the student's comprehension of language used during instruction.
- Schedule frequent, short conferences with your LD/ADHD students to check for comprehension.
- Provide consistent review before introducing new information.
- Allow students to obtain and report information utilizing: tape recorders, dictation, typewriters/computers, interviews, calculators, or fact sheets.
- Highlight important concepts to be learned in text of material.
- Monitor the rate at which material is presented.
- Give additional presentations by varying the methods using repetition, simpler explanations, more examples and modeling.
- Require verbal responses to indicate comprehension.
- Give frequent reminders of homework assignments.
- Provide clear, concise directions and concrete examples for homework assignments.
- Assign tasks at an appropriate reading level.
- Allow for the oral administration of tests.
- Check assignment sheet for accuracy.

**Modifying Time Demands**

- Increase time allowed for completion of tests or assignments.
- Reduce the amount of work or length of tests.
- Prioritize assignments and/or steps to completing assignments for the student.
- Space short work periods with breaks/task changes.
- Consistently follow a specific routine.
- Alternate between quiet and active task.
- Set time limits for specific task completion.

**Accommodations in the Classroom Environment**

- Use study carrels.
- Seat student in an area free of distractions.
- Use preferential seating.
- Allow the student to select his/her seating.
- Help keep student's work area free of unnecessary materials.
- Use checklists to help the student get organized.
- Frequently check the organization of the student's notebook.
- Monitor the student's use of an assignment sheet.
- Check the assignment sheet for accuracy.
- Provide opportunities for movement.
- Have student verbalize instructions before beginning task.

**Dealing with Inappropriate Behavior**

- Provide clear and concise classroom expectations and consequences.
- Consistently enforce rules.
- Avoid the use of confrontational techniques.

- Provide student with alternatives.
- Designate a "cooling off" location within the classroom.
- Assign activities that require some movement.
- Use praise generously.
- Avoid power struggles.
- Ignore attention getting behavior for a short time.
- Avoid criticizing the student publicly.
- Communicate frequently with parents.
- Monitor levels of tolerance and be mindful of signs of frustration.
- Speak privately, without the audience of peers, to student about inappropriate behavior.

### **Organizational Problems**

- Provide an established daily routine.
- Contract with student and use rewards for completion of contract.
- Check the student's notebook to insure the use of dividers, assignment sheet, and calendar.
- Provide due date on written assignments.
- Provide a specific place for turning in completed assignments.

### **Modifying The Materials for Visual Motor Integration and Written Expression Problems**

- Allow for spelling errors.
- Permit use of any "spellchecking" device.
- Allow student to use either cursive or manuscript.
- Set realistic, mutually agreed upon expectations for neatness.
- Let student type, record, or give answers orally instead of writing.
- Avoid pressures of speed and accuracy. • Provide copies of notes.
- Reduce the amount of copying from text and board.
- Accept key word responses instead of complete sentences.

### **Visual Processing Problems**

- Highlight information to be learned.
- Keep written assignments and workspace free from extraneous and/or irrelevant distractors.
- Provide clear and well-defined worksheet.
- Go over visual tasks with student and make sure the student has a clear understanding of all parts of the assignment from the beginning.
- Avoid having student copy from the board.
- Avoid crowded, cluttered worksheets by utilizing techniques such as blocking (blocking assignments into smaller segments), cutting (cut worksheets into sections), folding (fold worksheets into sections), and/or highlighting, color coding or underlining.

### **Language Processing Problems**

- Give written directions to supplement verbal direction.
- Slow the rate of presentations.
- Paraphrase information.
- Keep sentence structures simple.
- Encourage feedback from student to check for understanding.
- Familiarize student with any new vocabulary before beginning the lesson.
- Reduce the amount of extraneous noise such as conversation, radio, TV, outside noises, etc.
- Get the student's attention before expressing key points.

- Ensure that the readability levels of the textbooks are commensurate with the student's language level.
- Utilize manipulative, hands-on activities whenever possible.
- Always demonstrate how new material relates to previously learned information.
- Cue student by calling his/her name before asking questions.

### **Use of Groups and Peers**

- Use cooperative learning strategies as appropriate.
- Assign a peer helper to check understanding of directions.
- Assign a peer helper to read important directions and essential information.
- Assign a peer tutor to record material dictated by the student.

### **Helping Focus Attention**

- Establish relevancy and purpose for learning by relating to previous experiences.
- Shape approximations of desired behavior by providing direct reinforcement such as praise or immediate feedback of correct answers.
- Seat student close to teacher.
- Make a positive, personal comment every time the student shows any evidence of interest.
- Make frequent checks for assignment progress/ completion.
- Give advance warning of when a transition is going to take place. Use physical proximity and touch to help student refocus.

### **Assisting the Reluctant Starter**

- Give a personal cue to begin work.
- Give work in smaller units.
- Provide immediate reinforcers and feedback.
- Make sure the appropriate books and materials are open to correct pages. Introduce the assignment in sequential steps.
- Check for student understanding of instructions.
- Check on progress in the first few minutes of work.
- Provide time suggestions for each task.
- Provide a checklist for long, detailed tasks.



## LEARNING STYLES

Much research has been done regarding learning styles, hemisphericity or analytical (left brain) and global (right brain) functioning. Included on the next few pages is information that may be of assistance as you work with students. For more information and possible workshop dates, contact your local Education Service Center.

Next few pages contain information that may be of assistance as you work with students.

### What does the analytic (left brain) student look like in the classroom?

#### Independent

Works alone  
Likes individual competition  
Becomes deeply involved in what he/she is doing  
Not concerned with personal experiences of teacher

#### Likely to say

Does spelling count?  
Should I skip lines?  
What are you looking for?  
What comes first? second?  
Please check my work before I turn it in.  
Will this be on the test?

#### Works step by step

One task at a time  
One job at a time  
Logical thinking  
Learns through systematic plans  
Thinks sequentially  
Serious, systematic problem-solving  
Critical, analytic reading/listening  
Outlines rather than summarizes

#### Verbal

Responds to verbal instructions Recognizes and remembers names Words for meaning (rather than tone)  
Remembers through language  
Thinks in words, symbols

#### Concentrates on tasks at hand

Remembers details  
Not easily distracted  
Consistent with rules and assignments  
Likes to organize assignments  
Prefers options  
Analyzes problem-then makes a decision  
Prefers specific grading criteria  
Does not mind criticism  
Wants to know exactly what he/she did wrong  
Does not like vague questions, such as "suppose"

**What Does the Global (right brain) student look like in the classroom?**

Needs whole ideas before step-by-step

Reads overall idea, skipping details

Can work on several things at the same time

Writes whole paper before outline

**Skips details**

Often answers "it depends"

Reads for main ideas, overviews

**Interested in team competition**

Let's someone else go first

Likes working with others

**Sees relationships**

Understands things in context

Reads between the lines

**Remembers images, pictures**

Good at interpreting body language

Remembers faces not names

Likes fantasy, poetry, myths

**Thrives on humor**

Playful problem-solving

Motivated by having fun learning

**Relates what is being taught to personal experiences**

Needs praise

Distracted by facial expressions

Hard to take criticism, even constructive criticism

Feels better about accomplishments if rewarded, praised

Has strong emotional responses

**Likely to say**

Why are we doing this?

Not now-I'll do it later.

I need a break!

*Don't touch the piles on my desk! I know where everything is.*

Why does it really matter?

Let's start this project... and that one, too, ...

Why can't I skip around in the book?

I remember what he looked like, ...but not his name.

I'll come back to this

## **Students / Teachers Learning Environmental Preferences**

### **ANALYTIC (Left Brain)**

Prefer quiet  
Bright light  
Formal room design (table/chair)  
Learn alone  
Auditory/visual Tactile/kinesthetic

### **GLOBAL (Right Brain)**

Prefer sound  
Low light  
Informal room design  
Learn in pairs/groups  
Tactile Kinesthetic

## **Students / Teachers Other Characteristics**

### **ANALYTIC (Left Brain)**

files  
details  
outline first  
words, symbols pictures,  
words, for meaning  
talking to self-seeing  
logic defined  
emotion reserved  
one thing at a time  
punctual  
remembers names  
realism fantasy

### **GLOBAL (Right Brain)**

piles  
big picture  
outlines last  
patterns  
words, for tone  
clear pictures  
logic undefined (intuition)  
emotion expressed  
juggles many projects  
slinging gravel/late  
remembers faces

**Learning through Modalities:** Learning style research and theory support that students learn best through a multi-sensory approach combining visual and tactile/kinesthetic input.

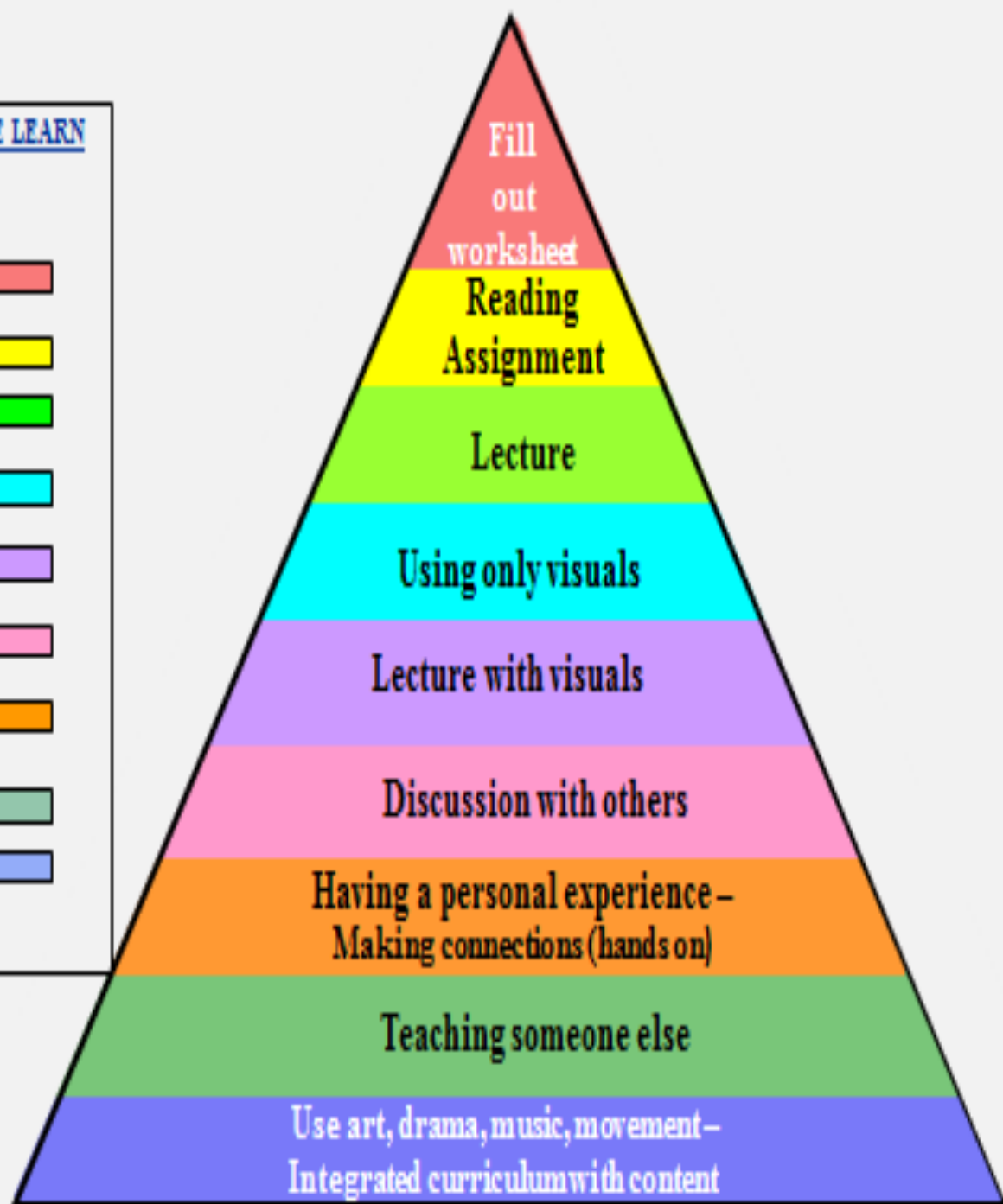
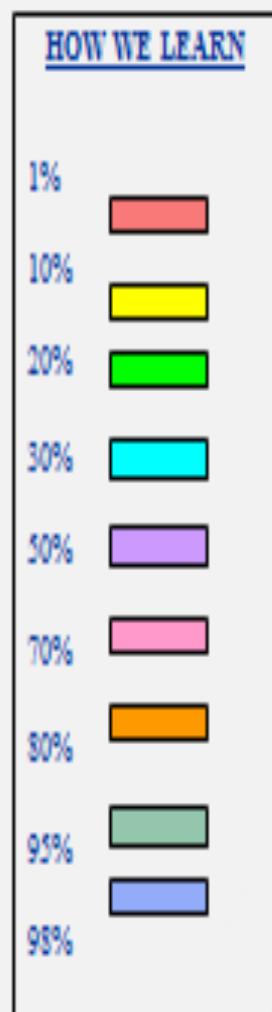
## **Students retain:**

**10 percent of what they read,  
25 percent of what is heard,  
30 percent of what they see,  
50 percent of what they see and hear,  
70 percent of what they say,  
90 percent of what they say and  
do.**

## **Implications?**

## CISD Learning Pyramid

“Tell me and I forget, Show me and I remember, Involve me and I understand.”



## SIMPLE LEARNING STYLE CHECKLIST

Place a check beside the activity which describes you best. The column with the greatest number of checkmarks best indicates your primary learning style.

### **Tactile - Kinesthetic**

- |  |   |
|--|---|
| <input type="checkbox"/> Folds paper when told to make columns             | <input type="checkbox"/> Rocks in chair, Tips chair back            |
| <input type="checkbox"/> Shakes leg  | <input type="checkbox"/> Taps pen, pencil, etc.                     |
| <input type="checkbox"/> Reaches out to touch everything, people or things | <input type="checkbox"/> Grabs the doorframe to "fling" into a room |
| <input type="checkbox"/> Do not trust ears or eyes until thing is felt     | <input type="checkbox"/> Is considered hyperactive                  |
| <input type="checkbox"/> Collects "things"                                 | <input type="checkbox"/> Breaks up toothpicks, straws, wads napkin  |
| <input type="checkbox"/> Takes things apart, put things together           | <input type="checkbox"/> Takes lots of baths and showers            |
| <input type="checkbox"/> Paces   | <input type="checkbox"/> Talks fast, using hands                    |
| <input type="checkbox"/> Tends to Interrupt                                |   |

### **Auditory**

- |  |   |
|--|---|
| <input type="checkbox"/> Loves to talk   | <input type="checkbox"/> Hoods eyes with hand                   |
| <input type="checkbox"/> Loves to listen   | <input type="checkbox"/> Doesn't do well with charts and graphs |
| <input type="checkbox"/> Talks to self   | <input type="checkbox"/> Needs words to go with cartoon         |
| <input type="checkbox"/> Reads aloud   | <input type="checkbox"/> No visual or word recall               |
| <input type="checkbox"/> Uses finger to read                                       | <input type="checkbox"/> Can't draw without something to copy   |
| <input type="checkbox"/> Puts head near work                                       | <input type="checkbox"/> Can't use maps, needs oral directions  |
| <input type="checkbox"/> Uses jingles to learn things                              | <input type="checkbox"/> Doesn't do well with symbols           |
| <input type="checkbox"/> Can't stand silences, needs to talk and needs you to talk |   |

### **Visual**

- |   |   |
|---|---|
| <input type="checkbox"/> Ignores auditory directions                  | <input type="checkbox"/> Ask for repeated directions      |
| <input type="checkbox"/> Looks to see what others are doing           | <input type="checkbox"/> Gets the words to a song wrong   |
| <input type="checkbox"/> Turns the radio or T.V. up very loud         | <input type="checkbox"/> Very good speller                |
| <input type="checkbox"/> Writes volumes of notes                      | <input type="checkbox"/> Watches speaker's mouth          |
| <input type="checkbox"/> Goes off into another world when lectured to | <input type="checkbox"/> Does well with charts and graphs |
| <input type="checkbox"/> Needs maps, gets lost with oral directions   |   |



# Resources

## Appendix A Terms to Know

This section is a glossary of acronyms used in the field of special education services. At times educators use language that is ambiguous for parents. Terms will appear difficult and confusing when used in their acronym format. This section is included to assist anyone who is unfamiliar with special education services terminology.

As a member of your student's ARD/IEP committee, you must understand the information you hear or see at a meeting. You are a full partner in your child's education; therefore, you should always feel free to ask for clarification of terms which you do not know. The following section will assist you when deciding what is best for your child. The following are many of the acronyms and terms used in special education services.

### ACRONYM LIST

Acronym	Definition
504	§504 (Section 504) of the Rehabilitation Act of 1973
ABI	Adaptive Behavior Inventory
ACT	American College Test
AD	Assistive Devices
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactive Disorder
ADL	Activities of Daily Living
ADR	Alternative Dispute Resolution
ASDST	Autism Spectrum Disorders Support Team
AEP	Alternative Education Placement
AFDC	Aid to Families with Dependent Children
AG	Annual Goal
AHEAD	Association on Higher Education and Disabilities
AI	Auditory Impaired
AIM	Academic Intervention Management
AMI	Accelerated Mathematics Instruction
AP	Advanced Placement
APA	American Psychological Association
APE	Adapted Physical Education
APD	Auditory Processing Disorder
ARC	Association for Retarded Citizens (The ARC)
<b>ARD</b>	<b>Admission, Review, and Dismissal (committee)</b>
	<b>Accelerated Instruction:</b> Activity outside special education instruction designed to give a struggling student more instruction time. (May be tutoring imbedded in the school day, before school, after school or summer school.)
ARI	Accelerated Reading Instruction-State required small group instructional intervention for students at risk of reading difficulties including dyslexia. This acronym also refers to grant money which comes from the state to fund staff development, personnel support, and intervention materials.
AR(P)	Accelerated Reader (Program)
AS	Asperger's Syndrome
ASL	American Sign Language
AT	Assistive Technology
ATST	Assistive Technology Support Team
AU	Autism
AYP	Adequate Yearly Progress
BD	Behavior Disorder
BIP;BMP	Behavior Intervention Plan; Behavior Management Plan
BLS	Basic Language Skills - a multi-sensory reading program for dyslexic students developed by Neuhaus Education Center
BVE	Behavior Vocational Education
CA	Chronological Age- a person's age in years and months
CAMT	Conference for the Advancement of Mathematics Teaching (state mathematics conference held each summer)
CAP;CAPD	Central Auditory Processing Disorder
DEIC	District-wide Educational Improvement Council
DH	Developmental Handicap
DHS	Department of Human Services



DI	Direct Instruction
DIAL	Developmental Indicators for the Assessment of Learning
DIP	District Improvement Plan
DIP	Dyslexia Intervention Program - a multisensory reading program for dyslexic students developed by Region IV Education Service Center
DNQ	Does not qualify- the student does not meet the requirements for inclusion in a program
DOE	Department of Education
DOH	Department of Health
DRA	Developmental Reading Assessment- District early reading assessment given to K-2 students to guide instruction
DSS	Disability Support Services
DSM-IV; DSM-IV- TR	Diagnostic and Statistical Manual of Mental Disorders-fourth edition; Diagnostic and Statistical Manual Disorders- fourth edition, text revision
EBD	Emotional and Behavioral Disorders
ECDC	Early Childhood Development Center
ECFE	Early Childhood Family Education
ECI	Early Childhood Intervention
ECSE	Early Childhood Special Education
ED	Emotionally Disturbed
EDL	Educational Development Laboratories
EH	Emotionally Handicapped
EIS	Early Intervention Services
ELA	English Language Arts
ELL	English Language Learner
EOC	End of Course
EOG	End of Grade
EOWPVT	Expressive One Word Picture Vocabulary Test
CAPE	Consortium for the Advancement of Professional Excellence
CATE	Career and Technology Education
CBCL	Child Behavior Checklist
CBE	Credit by Exam
CBI	Community Based Instruction
CBVI	Community Based Vocational Instruction
CDI	Child Development Inventory
CEC	Council for Exceptional Children
CELF	Clinical Evaluation of Language Fundamentals
CF	Cystic Fibrosis
CFR	Code of Federal Regulations
CHADD	Children and Adults with Attention Deficit/Hyperactivity Disorder
CIP	Campus Improvement Plan
CMPH	Children's Mental Health Plan
CNS	Central Nervous System
COGAT	Cognitive Abilities Test
CP	Cerebral Palsy
CPSE	Committee on Preschool Special Education
CRCG	Community Resource Coordination Group
CREVT	Comprehensive Receptive & Expressive Vocabulary Test
CST	Child Study Team
CSE	Committee on Special Education
CTOPP	Comprehensive Test of Phonological Processing - a standardized test used to assess phonological abilities
D/HH	Deaf/Hard of Hearing
DASI	Developmental Activities Screening Inventory
DAYC	Developmental Assessment of Young Children
DB	Deaf-Blindness
DCD	Developmental Coordination Disorder
DCFUCFL	Department of Children, Families, and Learning
DD	Developmentally Disabled; Developmentally Delayed
DEC	District Effectiveness and Compliance
ERIC	Educational Resources Information Center'

ESC	Education Service Center
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESLP	Educational Speech - Language Pathologist
ESOL	English to Speakers of Other Languages
ESY	Extended School Year Services
ETS	Educational Testing Service
EVT	Expressive Vocabulary Test
F&R	Free and Reduced Lunch
FACES	Functional Academic Curriculum for Exceptional Students
FAPE	Free Appropriate Public Education
FAQ	Frequently Asked Questions
FAS	Fetal Alcohol Syndrome
FBA	Functional Behavior Assessment – information gathered on student behavior
FERPA	Family Educational Rights and Privacy Act
FIE	Full and Individual Evaluation
FIIE	Full and Individual Initial Evaluation
FSP	Family Support Plan
FY	Fiscal Year
GE	General Education
GED	General Education Diploma
GFTA	Goldman-Friske Test of Articulation
GPA	Grade Point Average
GT	Gifted and Talented Education
GT/LD	Gifted and Talented with Learning Disabilities
HCPA	Handicapped Children's Protection Act (Attorney's Fees Bill)
HI	Hearing Impaired
HLS	Home Language Survey
ID	Intellectual Disability
IDA	International Dyslexia Association
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IEPT	Individualized Education Program Team
IFSP	Individual Family Service Plan
IHO	Impartial Hearing Officer
IMS	Information Management Services
IPI	Intensive Program of Instruction – Program designed to assist student in areas of weakness or failure.
IQ	Intelligence Quotient
IS	Infrastructure Services
ISDN	Integrated Service Digital Network
ISS	In-School Suspension
ITP	Individual Transition Plan
ITS	Instructional Technology Services
ITV	Interactive Television
IVE	Individualized Vocational Education
JJAEP	Juvenile Justice Alternative Education Placement
JTPA	Job Training Partnership Act
K-12	Kindergarten through 12th Grade
K-ABC	Kaufman Assessment Battery for Children
K-TEA	Kaufman Test of Educational Achievement
LC	Listening comprehension -the ability to understand material presented orally
LD	Learning Disability
LDA	Learning Disability Association
LEP	Limited English Proficient
LOTE	Languages Other than English
LPAC	Language Proficiency Assessment Committee
LRE	Least Restrictive Environment
LRG	Long Range Goal

LRPT	Long Range Plan for Technology
LSSP	Licensed Specialist in School Psychology
LTCF	Long-Term Care Facility
LTD	Long Term Disability
MBD	Minimal Brain Dysfunction
MD	Multiple Disabilities
MDR	Manifestation Determination Review
MDT	Multidisciplinary Team
M/ED	Mental or Emotional Disturbance
MFE	Multifactor Evaluation
MH	Multiple Handicap
MHA	Mental Health Association
MHMRA	Mental Health Mental Retardation Authority
MLA	Modern Language Association
MMMI	Mild to Moderate Mentally Impaired (EMH)
MSMI	Moderate to Severe Mentally Impaired (TMH)
MSRS	Multi-sensory Spelling and Reading Skills - a multi-sensory reading program for dyslexic students developed by Neuhaus Education Center for older students and adults
NAEP	National Assessment of Educational Progress
NAG	Naglieri Nonverbal Ability Test
NAGC	National Association for Gifted Children
NCEC	Non-Categorical Early Childhood
NCLB	No Child Left Behind Act of 2001
NCLD	National Center for Learning Disabilities
NEA	National Education Association
NICHCY	National Information Center for Children and Youth with Disabilities
NICHD	National Institute for Child Health and Human Development
NIH	National Institutes of Health
NILD	National Institute for Learning Disabilities
NIMH	National Institutes of Mental Health
NLD;NVLD	Non-verbal Learning Disability
OCD	Obsessive-Compulsive Disorder
OCR	Office for Civil Rights
ODD	Oppositional Defiant Disorder
OHI	Other Health Impaired
01	Orthopedic Impairment
O&M	Orientation and Mobility
OMEGA	Opportunities for Meaningful Education through Gifted Applications
OMRDD	Office of Mentally Retardation and Developmental Disabilities
OS	Observation Survey- Phonological Awareness and Concepts of Print screen given to kindergartners at the middle and end of the year
<b>OSEP</b>	<b>Federal Office of Special Education Programs</b>
OSERS	Office of Special Education and Rehabilitative Services
OT	Occupational Therapist; Occupational Therapy
OWLS	Oral and Written Language Scales
PA	Phonological awareness - the awareness that spoken words can be conceived as a sequence of sounds; the ability to manipulate the sounds within words
PALS	Peer Assistance Learning System
PAP	Pre-Advanced Placement
PAPI	Phonemic Awareness and Phonics Assessment- District Phonological Awareness Screen given to 1st and 2nd graders at the beginning and end of the year
PARD	Pre Assessment Admission, Review, and Dismissal Meeting
PC	Passage Comprehension - the ability to understand text in print
PDA	Personal Data Assistant
PDD;	
PDD-NOS	Pervasive Developmental Disorder; Pervasive Developmental Disorder Not Otherwise Specified
PDMS	Peabody Developmental Motor Scale
PLAAFP	Present Levels of Academic Achievement and Functional Performance
TEA	Texas Education Association

TYC	Texas Youth Commission
UIL	University Interscholastic League
UNIT	Universal Nonverbal Intelligence Test
URL	Universal Resource Locator
WIAT	Wechsler Individual Achievement Test
WISC;	
WISCIII	Wechsler Intelligence Scale for Children
WJ;WJ- III;	
WJIII;WJ4	Woodcock-Johnson Psycho-educational Battery
WJCog	Woodcock Johnson Tests of Cognitive Abilities
WLPB	Woodcock Language Proficiency Battery
WPPSI	Wechsler Preschool & Primary Scale of Intelligence
WRMT	Woodcock Reading Mastery Test
W.O.W	Win Over the World

**STUDENT POINT SHEET**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Grade: \_\_\_\_\_ Week of: \_\_\_\_\_

Subject: \_\_\_\_\_

My total points per day personal goal is: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>On Task</b>					
<b>Follows Rules</b>					
<b>Follows directions/ requests</b>					
<b>Completes Assignments</b>					
<b>Personal Goal:</b>					
<b>TOTAL:</b>					

Total Possible Points per Day = \_\_\_\_\_ points

Total Points Achieved for the Week: \_\_\_\_\_

(See [Interventioncentral.org](https://www.interventioncentral.org) for more ideas.)

**NINE WEEK TRACKING SHEET - STUDENT PROGRESS – Secondary -example**

Student Name: \_\_\_\_\_

Beginning Date: \_\_\_\_\_

**FALL SEMESTER**

Period	1	2	3	4	5	6	7	8
Subject								
Teacher								
3 weeks								
6 weeks								
1 <sup>st</sup> 9 weeks								
3 weeks								
6 weeks								
2 <sup>nd</sup> 9 weeks								
Semester Exam								
Absences								
Semester								

**SPRING SEMESTER**

Period	1	2	3	4	5	6	7	8
Subject								
Teacher								
3 weeks								
6 weeks								
1 <sup>st</sup> 9 weeks								
3 weeks								
6 weeks								
2 <sup>nd</sup> 9 weeks								
Final Exam								
Absences								
Semester								
FINAL								

MW = missing daily work

Abs = excessive absences

I = incomplete

MQ = missing quiz or test

NG = no grades

NE = no effort made in class/tutorial

**FAILURE ANALYSIS FORM**

STUDENT: \_\_\_\_\_ COURSE: \_\_\_\_\_ GRADE: \_\_\_\_\_

Please check the appropriate space indicating the student's grade and reason(s) for failure: Note: If a student fails a class, this should only happen after a collaborative, strong, sustained, effort by teaching staff, case managers, and parents. Intervention should be early and often to avoid failure. **When a student fails, we all fail.**

Time Frame	Class Grade	Code
1 <sup>st</sup> 3 Weeks		
1 <sup>st</sup> 6 weeks		
<b>1<sup>st</sup> 9 week</b>		
12 <sup>th</sup> week		
15 <sup>th</sup> week		
<b>18<sup>th</sup> week</b>		
21 <sup>st</sup> week		
24 <sup>th</sup> week		
<b>27<sup>th</sup> week</b>		
30 <sup>th</sup> week		
33 week		
<b>36<sup>th</sup> week</b>		

**CODE FOR ANALYSIS OF STUDENT FAILURE:** *See pages 156-159 on student retention.*

	Description of Antecedent	Interventions attempted	Duration of Interventions
1	Student's disability severely inhibits academic performance.		
2	Excessive absences		
3	Non-completion of assignments		
4	Poor test grade performance		
5	Inappropriate class/level placement		
6	Student exhibits difficulty maintaining focus/attentiveness in class		
7	Student exhibits general apathy toward school.		
8	School/Job conflict		
9	Materials not utilized with fidelity		
10	Materials not brought to class		
11	Sped services have not been provide for an appropriate duration.		
12	Other		



**SPECIAL EDUCATION FAILURE - DOCUMENTATION FORM**

Note: If a student fails a class, this should only happen after a collaborative, strong, sustained, effort by teaching staff, case managers, and parents. Intervention should be early and often to avoid failure. **When a student fails, we all fail.**

STUDENT: \_\_\_\_\_ SUBJECT: \_\_\_\_\_

TEACHER: \_\_\_\_\_ CURRENT GRADE: \_\_\_\_\_

4.5 WEEK cycle (circle):

1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---

**Date of Parental Contact:** \_\_\_\_\_

**Person Contacted:** \_\_\_\_\_

**Method of Contact:**

- \_\_\_\_\_ in person (conference)  
 \_\_\_\_\_ telephone conversation  
 \_\_\_\_\_ written (attach copy of letter)

**REASON FOR FAILURE:**

- \_\_\_\_\_ Excessive Absences  
 \_\_\_\_\_ Missing assignments: \_\_\_\_\_  
 \_\_\_\_\_ Disability interferes with academic stamina.  
 \_\_\_\_\_ Low Test Grades  
 \_\_\_\_\_ Accommodations need to be reviewed (ARD/IEP meeting will be scheduled)

NOTES: \_\_\_\_\_

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Signatures indicate agreement in regard to reasons for the failure.

Teacher: \_\_\_\_\_ Student: \_\_\_\_\_

Parent: \_\_\_\_\_  
 (if in attendance)

**Canutillo ISD Parent Contact Record**

STUDENT: \_\_\_\_\_

CAMPUS: \_\_\_\_\_

DATE	PERSON MAKING CONTACT	METHOD OF COMMUNICATION	PURPOSE OF CONTACT

Note: You may also utilize the eSped parent contact log.

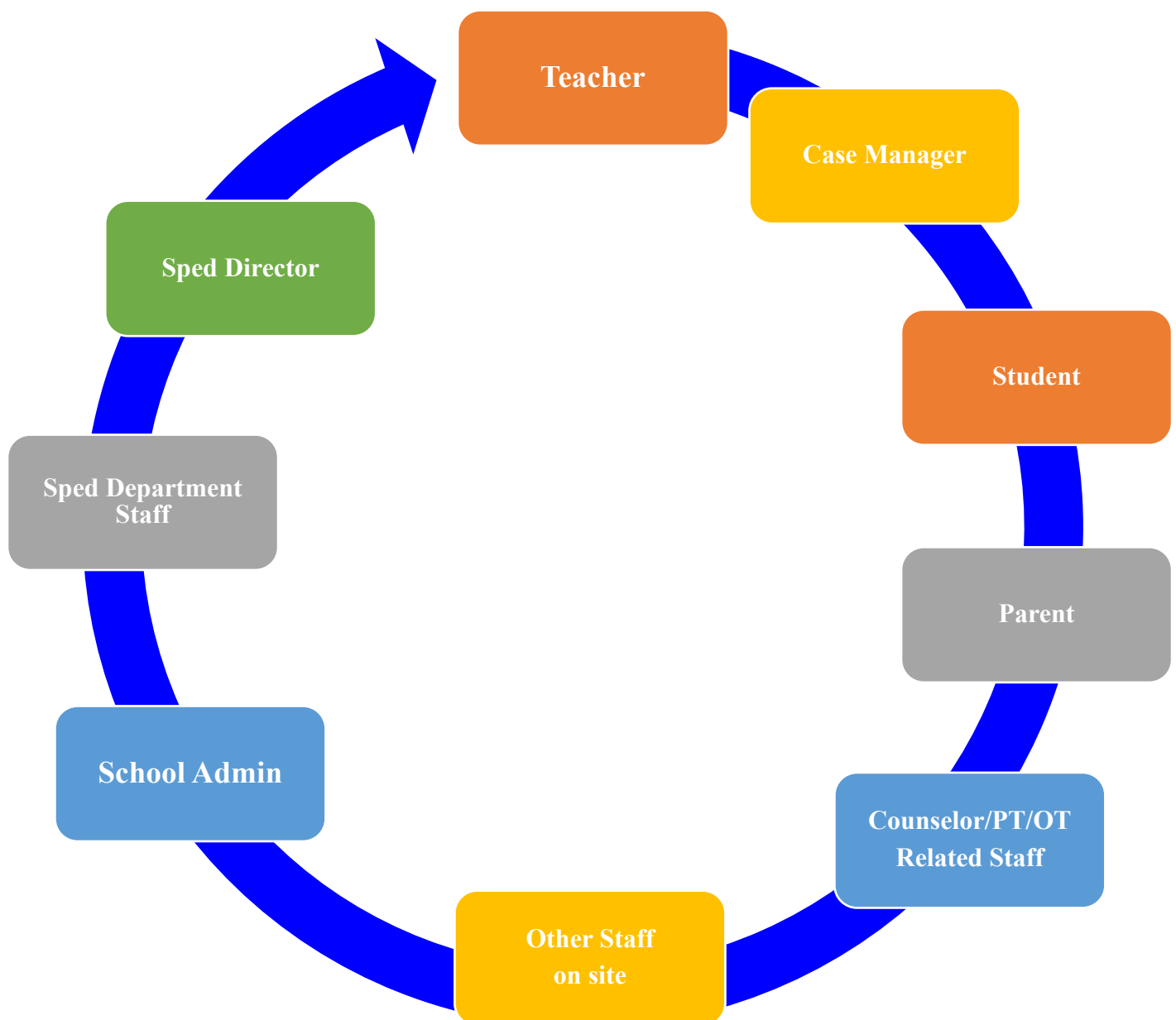
*(It is highly recommended that Staff utilize the eSped contact log to track parent contacts. this assists all staff with access to determine how many times parents have been contacted and keeps the information in one place.)*

## Appendix B

### Special Education Student Communication Continuum:

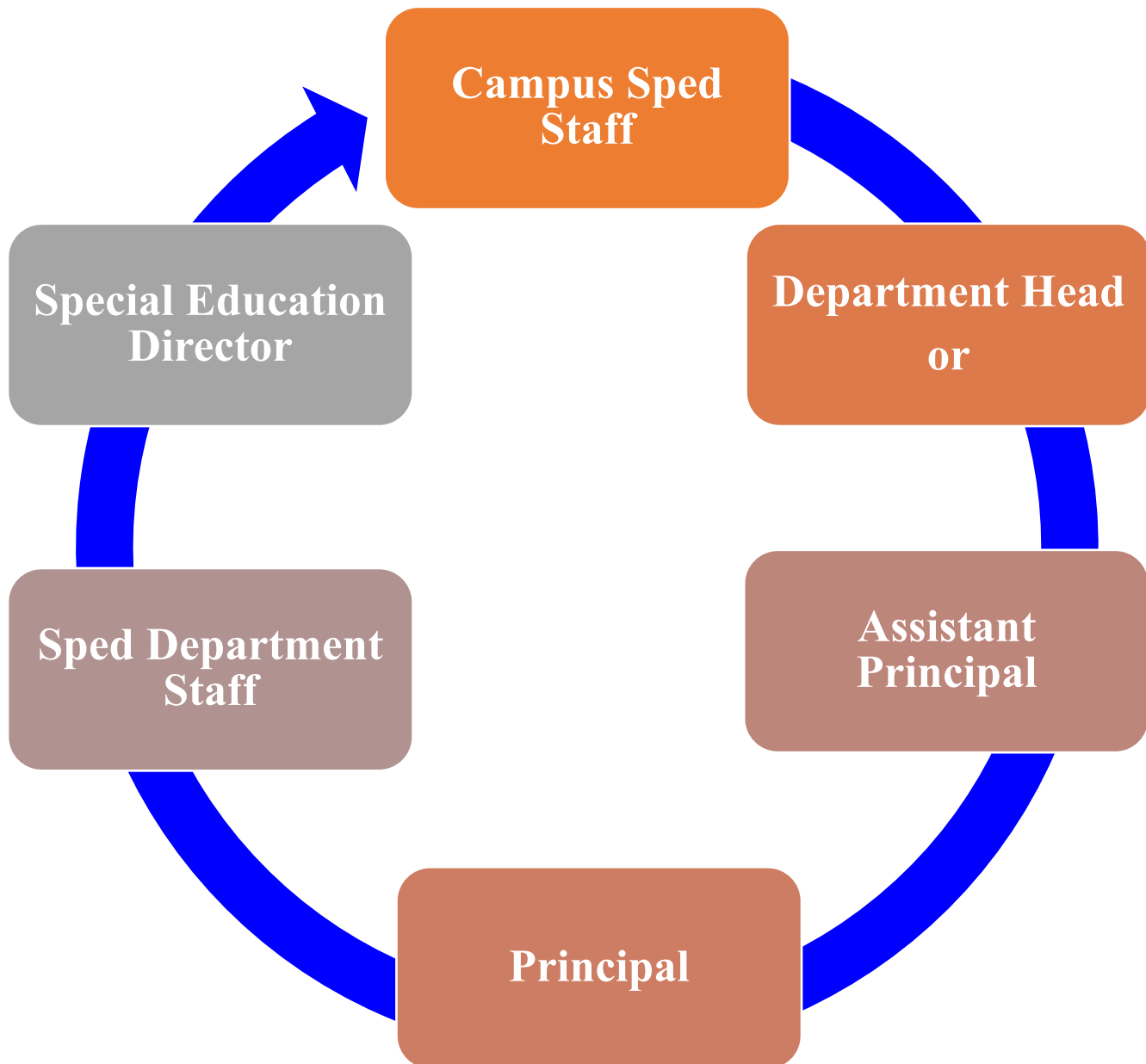
To facilitate appropriate communication and to support each other as professionals, we advise that the following protocol is followed when working with a student:

1. Teacher and or Case Manager – interact personally with the student. (This may be the same person).
2. The parent is contacted to be updated on positive or concerning issues or behaviors.
3. Other personnel such as counselor, related staff, other teachers with successful interaction with the student (i.e. Activity teachers or coaches) are brought in to work with student or provide support.
4. School administration is utilized to facilitate understanding.
5. Sped Department personnel are available to provide support.
6. Sped Director is available to provide support.



**Special Education – Chain of Communication Continuum:** To facilitate appropriate communication and to support each other as professionals, we advise that the following protocol is followed when working with staff:

1. Special Education Staff communicate needs/issues to the Department Head.
2. Department Head communicates with Assistant Principal.
3. Assistant Principal communicates with the Principal.
4. School Administrators communicate with Special Education Staff who provide support.
5. Special Education Director provides support/direction.



### Canutillo ISD Special Education Department Occupational Therapy Informal Screening

Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
 Age: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Person Requesting: \_\_\_\_\_ Primary concern: \_\_\_\_\_  
 DX/coding: \_\_\_\_\_ Vision/hearing: \_\_\_\_\_

#### School-related performance skills:

- Check area of concern
- Self-feeding: \_\_\_\_\_
- Dressing: \_\_\_\_\_
- Grooming/hygiene: \_\_\_\_\_
- Toileting: \_\_\_\_\_
- Transfers: \_\_\_\_\_
- Movement in school environment: \_\_\_\_\_
- Age-level school-work: \_\_\_\_\_
- Age-level play \_\_\_\_\_

#### Fine Motor skills:

- Check area of concern

Preferred hand: \_\_\_\_\_

- Grasp: \_\_\_\_\_
- Accuracy of preferred hand use: \_\_\_\_\_
- Use of non-dominant hand: \_\_\_\_\_
- Bilateral Coordination: \_\_\_\_\_
- Copying shapes: \_\_\_\_\_
- Writing: \_\_\_\_\_
- Grasp on writing utensil: \_\_\_\_\_
- Prints/Writes: \_\_\_\_\_
- On-line orientation: \_\_\_\_\_
- Spacing: \_\_\_\_\_
- Orientation: \_\_\_\_\_
- Upper/lower case: \_\_\_\_\_
- Copies from board/paper: \_\_\_\_\_
- Use of keyboard: \_\_\_\_\_
- Visual-perceptual: \_\_\_\_\_
- Visual-Motor: \_\_\_\_\_

#### Clinical Observations:

- Check area of concern
- Upper extremity functioning: \_\_\_\_\_
- Reflex integration: \_\_\_\_\_
- Ocular pursuits: \_\_\_\_\_
- Oral-motor: \_\_\_\_\_
- Muscle tone/strength: \_\_\_\_\_
- Postural Stability: \_\_\_\_\_
- Balance/Equilibrium: \_\_\_\_\_
- General Developmental functioning: \_\_\_\_\_
- Attention Span: \_\_\_\_\_
- Ability to follow instructions: \_\_\_\_\_
- Ability to work with others: \_\_\_\_\_

- **Sensory Motor Functioning:**

- Check area of concern

- Tactile: \_\_\_\_\_
  - Visual/auditory: \_\_\_\_\_
  - Gustatory/olfactory: \_\_\_\_\_
  - Vestibular: \_\_\_\_\_
  - Proprioceptive: \_\_\_\_\_
  - Motor Planning: \_\_\_\_\_
  - Oral-motor: \_\_\_\_\_

**Summary:**

_____
_____
_____
_____

**Suggested Interventions:**

_____
_____
_____
_____
_____

---

Occupational Therapist/COTA

Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
 Age: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Person Requesting: \_\_\_\_\_ Primary concern: \_\_\_\_\_  
 DX/coding: \_\_\_\_\_ Vision/hearing: \_\_\_\_\_

[illegible]

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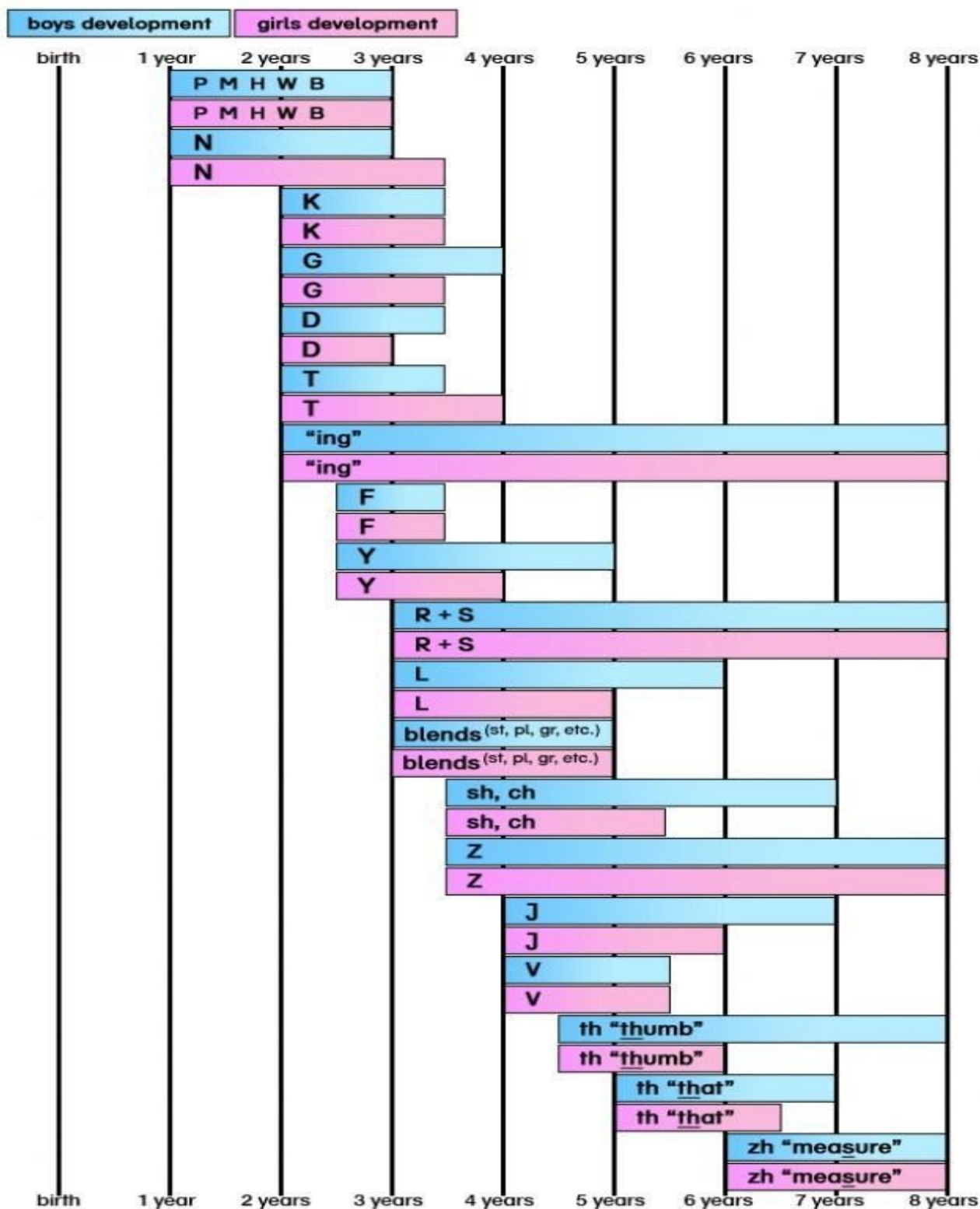
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License#



## Speech and Language Norms



\* The bars begin at the emergence level (50%) and end at the mastery level (90%).

\*\* It is important to note that this information depicts a general range of development, and should only be used as a guide. If you have any concerns regarding your child's speech development, we recommend that you contact a pediatrician or speech-language pathologist.

\*\*\* Adapted from Sander JSHD 1972; Smit, et al JSHD 1990 and the Nebraska-Iowa Articulation Norms Project

courtesy of  
metaDAD  
meta-dad.com

## Spanish Sounds Development Chart

Developed for FIRST YEARS- <http://firstyears.org/> - Listening & Spoken Language Development & Intervention

Adaptado con estudios hechos por: Adaptado con estudios hechos por: Bernthal, J & Bankson, N., 1994; Jimenez, B., 1987; Lowe, R. J., 1994; Melgar de Gonzalez, M., 1976; Merino, B., 1983; Merino, B.J., 1992.

Age at which 90% of children have acquired each phoneme

	3:0 yrs:mo	3:3	3:7	4:0	4:3	4:7	5:0	5:3	5:7	6:0	6:3	6:7	7:0	7:3
a														
e														
m														
n														
m														
k														
y (ll)														
l														
h (x)														
g														
ch														
d														
n														
ɲ														
r (trill)														
s														

### Sounds not used in the Spanish Language

	Alternate sounds used by Spanish-speaking children
	<i>T and d both dentalized and unreleased in Spanish</i>
	b> for >v, "best said for "vest"
z	s> for >z, "fussy" said for "fuzzy"
th voiced and unvoiced	t> for >+th, "tanks" said for "thanks" or s> for >+th in Castillian Spanish only
ing	in > for > ing, "lookin" said for "looking"
J zh sh	J or zh or sh for > y in Castillian Spanish or some South American countries
sh	ch > for > sh, "chow" said for "show"
<b>Many Spanish-speaking children use these patterns when learning to speak English</b>	<i>Cluster reduction: "sake" or "nake" said for "snake"</i> <i>Liquid simplification: "bewy" said for "belly"</i> <i>Assimilation: "bibbon" said for "ribbon" or "plip" said for "flip"</i> <i>Final consonant deletion: Due to the majority of Spanish words ending in vowels (only consonants in final position&gt; n, l, d, (tap) r and s</i>

Adapted from: Bernthal, J., Bankson, N. (Eds.) (1994). *Child Phonology: Characteristics, Assessment, and Intervention with Special Populations*. New York: Thieme Medical Publishers, Inc.

Melgar de Gonzalez, M.(1976). Como detectar a/ nino con problemas del habla. [How to detect child with speech problems]

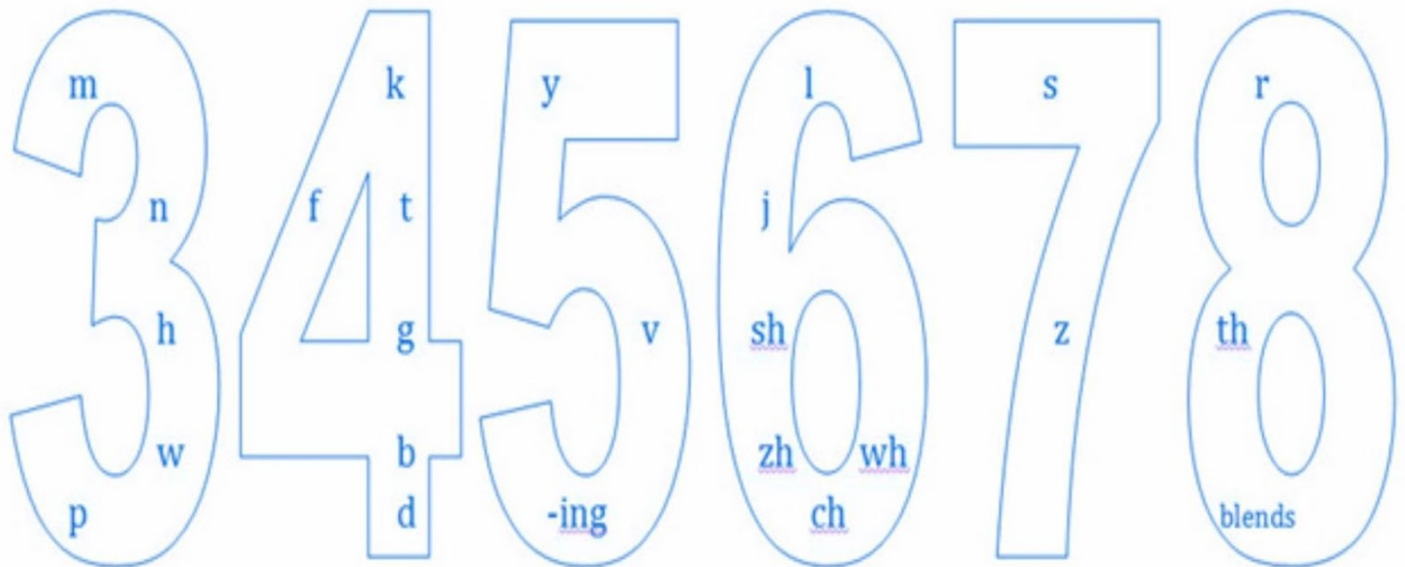
Merino, B. (1983). Language development in normal and handicapped Spanish speaking children. *Hispanic Journal of Behavioral Sciences*,

13:29-400. The Acquisition of syntactic and phonological features in Spanish. In K.G. Butler (Ed.), *Hispanic children and adults with communication disorders*. Gaithersburg,

Web location: <http://firstyears.org/c4/u6/spanish.pdf>

Last update: June 201

# SPEECH SOUND DEVELOPMENT BY AGE



Source: <http://www.chn.hdsb.ca/FAV1-000F7538/>

Creating using developmental norms from Poole, Sander, Hena, Fudala, Templin and Wellman.

## The Danger of Retention of Students with Disabilities

**Retaining students, especially those with disabilities has been very thoroughly researched.**

The preponderance of professional education organizations, governmental organizations, and national psychologists organizations state that **retention is not effective.** (See *National Association of School Psychologists, American Psychological Association; Grade Retention – Achievement and mental health outcomes, NEA.org, Heron-Blake, et.al.*)

**The overwhelming consensus is that retention does not work.**

**The culmination of research has shown that *retained students* are more likely to drop out, they do not show academic gains, and are more at-risk for behavioral difficulties.**

According to the latest report from LD.org article “*The State of Learning Disabilities*” 3<sup>rd</sup> edition;

- School-age children with disabilities who are retained in grade are disproportionately black and from lower-income households.
- Retention is linked to increased behavior problems that become more pronounced as children reach adolescence and is also known to **highly correlate with dropping out of school.**
- Dropouts are five times more likely to have repeated a grade than are high school graduates.
- **Students who repeat two grades have an almost 100 percent chance of dropping out of school.**

The tendency for students to drop out is also associated with their school experiences. According to the U.S. Department of Education, students drop out of school for the following reasons:

**Dislike of school; low academic achievement; retention at grade level;** a sense that teachers and administrators do not care about students; and inability to feel comfortable in a large, depersonalized school setting (1999).

**Youth who drop out are more likely to experience negative outcomes such as unemployment, underemployment, or incarceration.**

- **High school dropouts are 72 percent more likely to be unemployed as compared to high school graduates (U.S. Department of Labor, 2003).**
- **Nearly 80 percent of individuals in prison do not have a high school diploma** (Office of Juvenile Justice and Delinquency Prevention, 1995).
- **According to the National Longitudinal Transition Study of special education students, the arrest rates of youth with disabilities who dropped out were significantly higher than those who had graduated (Wagner et al., 1991).**
- A survey by the Department of Justice in the early 1990s estimated that a black male born in 1991 stood a 28 percent chance of going to prison; an update in 2003 put the odds at 33 percent.

There is no single prominent risk factor predicting dropout. Rather, there are numerous risk factors that in combination with each other raise the probability of youth leaving high school early (Gleason & Dynarski, 2002). These factors fall into four broad categories related to individuals (e.g., truancy, poor school attitude), families (e.g., low-income, lack of parental involvement), schools (e.g., negative school climate, low expectations), and communities (e.g., high crime, lack of community support for schools), according to the Center for Mental Health in Schools, UCLA (2007). Dropout rates particularly correlate with high poverty rates, poor school attendance, poor academic performance, grade retention (i.e., being held back), and disengagement from school (Hammond, Linton, Smink & Drew, 2007). Fortunately, there is a growing and encouraging body of research for schools on how to prevent dropout by addressing problem behaviors, promoting academic success, and enhancing overall health and wellbeing for students.

- **In Reality, CISD administrators and teachers need to use a common sense approach. We should provide preventative intervention early and often to head off a student failure. The ARDC has resources and modifications available to assist students with disabilities at the next grade level. We should be providing the following:**
- **Modified instruction that attacks the disability that is causing the academic issue with research based instruction.**
- **Progress monitoring through formative and summative assessment.**
- **Using four formative assessments before a grade is put in the book.**

## The importance of early education and early literacy

Research is discovering that dropouts arise from an accumulation of various risk factors throughout children's schooling that peak once in high school. It is increasingly evident that school dropout prevention must begin as early as possible. Some researchers have identified early predictors of dropout in children before they are enrolled in kindergarten (Hammond, Linton, Smink & Drew, 2007).

**Early literacy development is also vital to later academic success.** Children with poor reading skills are more likely to repeat a grade setting the stage for a pattern of failure in school. The fundamentals for being a good reader (i.e., cognitive and language skills) are learned before children reach school age (National Dropout Prevention Center/Network, 2009).

Interventions targeted at children during the birth-to-three, preschool, and kindergarten stages can prepare them to enter elementary school with good language development, cognitive skills, and self - concept regardless of their family backgrounds or personal characteristics (National Dropout Prevention Center/Network, 2009).

### Critical milestones in schooling

As children progress through school, their failure to meet certain milestones is highly predictive of later dropout. Parents and educators should be particularly vigilant regarding each child's academic performance. Recognizing the warning signs promptly is crucial to early and effective intervention.

- **By the 3rd grade, it is very important for children to have mastered how to read since** it underpins future learning in the upper elementary grades where more complex reading skills are required. They should have **transitioned from "learning to read to reading to learn"** (Annie E. Casey Foundation, 2010).
- As **children progress through the sixth and eighth grades**, poor academic performance in math and English, low reading scores, absenteeism, and disengagement from school become very reliable predictors of whether they will later drop out of high school (Kennelly & Monrad, 2007).
- On the individual level, it is also important to consider children's beliefs in their own competence and motivation to succeed academically. Research seems to indicate that children's beliefs in their abilities tend to become increasingly negative as they grow older, at least through early adolescence. When children believe they are less competent in certain academic activities, they tend to value them less which has negative implications for the effort they will put into school work (Wigfield & Eccles, 2000).
- Student effort (i.e., the level of school attachment, involvement, and commitment) is highly correlated with more positive academic outcomes (Stewart, 2008).

Peer associations also have an important effect on academic outcomes. Peer relationships can create a set of norms and values that either promote or undermine academic achievement. Meaningful (or positive) relationships with peers that promote psychological and life skills may promote academic achievement and motivation, however, negative peer pressure or social disapproval toward school work might lead some students to drop out of school (Stewart, 2008; Nicholas & White 2001).

- **The transition into ninth grade can also be particularly difficult for many youth.** At this stage, many students move from middle schools into high schools where they are likely to feel lost and where academic rigor increases substantially (Balfanz, 2007).
- Many students are held back in the ninth grade and subsequently do not get promoted to or drop out in the tenth grade creating the "ninth grade bulge" and "tenth grade dip" in school enrollments. The ninth grade attrition rate is exacerbated by poverty; 40% of dropouts in low income schools leave after ninth grade compared to 27% of dropouts in low poverty districts (National High School Center, 2007).
- **Poor grades, poor attendance, and** disengagement from school become particularly threatening to the completion of high school at this stage and four major high school dropout categories begin to emerge (Balfanz, 2007):
- **Life events** – dropout is prompted by something that happens to the student outside of school, e.g., teen pregnancy, foster care placement, high school mobility.
- **Fade outs** – dropout is prompted by frustration and boredom with school even though the student has not repeated or failed any grades.

- **Push outs** – dropouts are subtly or explicitly encouraged to withdraw or transfer away from school because they are perceived to be difficult or detrimental to the success of the school.
- **Failure to succeed** – dropouts leave school after a history of academic failure, absenteeism, or lack of engagement.
- In addition to improving the quality of the school environment, students benefit from prevention programs that enhance their social and emotional assets (e.g., managing emotions and interpersonal situations effectively, establishing positive goals, enhancing feelings of competence) (Greenberg et al., 2003).
- School programs that focus on social, emotional, and academic learning from kindergarten through high school have been found to improve school attitudes, behavior, and academic performance (Zins, Weissberg, Wang & Walberg, 2004).

#### **Approaches that have produced positive outcomes include:**

- Partnership between schools and families to encourage positive communication and learning
- Safe and orderly (structured) school and classroom environments
- Caring relationships between at risk students and teachers
- Cooperative learning and proactive classroom management that includes Response to Intervention strategies.
- High academic expectations of at risk youth from both adults and peers.

**Administration and Teaching staff need to be very cognizant of the negative issues arising from retaining students with disabilities. Retention should be a rare occurrence.**

#### **Students with learning disabilities drop out for the same reasons as other students and ability isn't one of them**

Students drop out of school for myriad reasons, and the inability to complete courses is rarely a factor.

A group of researchers decided to study why students who have a minor learning disability or a minor cognitive disability decided to drop out of school.

The journal Remedial and Special Education published “Variables Affecting Students’ Decisions to Drop Out of School” by Caroline Dunn, Dalee Chambers and Karen Rabren in 2004. They compared 228 students with the learning or cognitive disabilities who dropped out with 228 with the disabilities who did not drop out. They found, unsurprisingly, that the inability to complete a course did not affect their decision to drop out.

#### **It came down to four influences:**

- Disability Status
- General Preparation
- Helpful Person
- Helpful Class

#### **Disability Status**

Previous studies have shown that students with mild disabilities are most likely to drop out, but this study found a significant difference between the two types of mild disabilities studied: **Students with a mild learning disability had a much higher probability of dropping out than those with cognitive disabilities (58 percent compared with 37 percent).**

#### **General Preparation**

Students who felt like they were taking courses that did not prepare them for life after high school were much more likely to drop out of school. Only 54 percent of students who dropped out said they felt like their classes prepared them, while 80 percent of the students who stayed in school said they felt like classes readied them for the real world.

“The relationship between dropout and perceiving high school as being relevant to future goals is not surprising,” the authors wrote. “In fact, the importance of student motivation to academic success and school completion is increasingly being recognized.”



## Helpful Person

Students' perceptions of school are most strongly linked to their feelings toward teachers. Again, this study showed that higher expectations kept kids engaged and in school.

"Many students credited the 'hammering on me,' the 'never letting up' and the 'positive pushing' activities of the staff — which they tolerated in the program only because of their relationship with the staff — as essential to their staying in school and graduating," the study cited.

## Helpful Class

Students who felt like they couldn't take the classes they wanted to were more likely to drop out of school.

Of the students who dropped out, more than 26 percent could not identify a helpful class while less than 12 percent of those who stayed in school could not identify a helpful class. Those classes included general and core requirements, career/technical courses or cooperative education classes.

"The importance of vocationally oriented classes for these students has been verified through other studies, which indicated that dropout rates decline if students participate in work-related experiences," they wrote.

## Recommendations for the Future

- Teachers should value the importance of students' perceptions of their high school experiences.
- Teachers should gather information regarding these perceptions in order to use this information for counseling and program planning.
- Teachers should help students see the connections between their high school curricula and their future plans.
- Teachers need to understand the impact that they have on their students' perceptions and possible completion of school.

## What is the role of the Licensed Specialist in School Psychology? (LSSP)

- **Psychological Evaluations:** Assess the behavioral and emotional functioning of children aged 3 – 21 in the school setting to determine the presence of an Emotional Disturbance or Autism Spectrum Disorder. Participates in Admission, Review and Dismissal meetings with parents and school personnel to explain the results of assessments. Identifies the educational and mental health needs of students referred for special education services. Makes recommendations regarding the need for special education services or Section 504.
- **Progress Monitoring:** Screens and monitors the progress of students receiving special education interventions, primarily those students identified with an Emotional Disturbance or Autism Spectrum Disorder.
- **Threat Assessment:** Assists school personnel in conducting threat assessments and resolving student threats of violence.
- **Behavioral Consultation:** Supports in the process of conducting behavioral assessments, Functional Behavioral Assessment and assists teachers in developing behavior intervention plans for students whose behavior is interfering with their educational functioning.
- **Counseling:** Provides counseling support services to special education students who meet the criteria for counseling services (primarily those that have been identified as having an Emotional Disturbance or Autism Spectrum Disorder) as a related service in a group, individual, or consultative basis. Counseling services are a related service and must be provide through the ARD process.
- **Crisis Intervention:** Responds to critical incidents that impact the emotional functioning of students and school staff to provide intervention and support.
- **Eligibility / ARD Team:** Presents psychological evaluation findings and assists the eligibility team in determining whether a child qualifies for special education.
- **Student Support Team:** Consults with the school's student support team to develop school-based interventions for general education students and supports children and youth with emotional and behavioral concerns. Review records and other performance evidence in order to make recommendations to meet educational and behavioral needs of general education students. This includes helping the school-based team identify and analyze problems, develop targeted interventions, and evaluate the effectiveness of instruction and student progress.

### What is a Psych-educational Assessment?

A psychological evaluation is a set of assessment procedures administered by a Licensed Specialist in School Psychology or other Credentialed School Psychologist to gain a better understanding of a student and obtain information about a student's learning, behavior or mental health as it pertains to their educational progress. Evaluations can be requested by parents, school personnel or students who are of the age of majority. The psycho-educational evaluation is part of the Special Education team's evaluation to determine eligibility for special education services; evaluations may also be conducted to develop instruction or behavioral plans for students to identify mental health concerns.

Psychological Evaluations can only be conducted according to "due process" procedures-rules regarding notifying parents of minor students of the need for an evaluation, inviting parents to a planning meeting, and obtaining the parent's consent for the evaluation. Students who have reached the age of majority take on these roles and must be included in planning the evaluation and give their own consent.

### What Are the Limitations of Psychological Evaluations?

It is important to recognize what psychological evaluations do and do not provide. They can provide estimates of ability and document the presence or absence of both positive and negative characteristics. Evaluations are not used to support selecting specific curriculum or determining appropriate classroom assignments or grade placement.

Some requests for evaluation are inappropriate for the schools to conduct and community resources are more appropriate. For example, parents might seek evaluation to assist with college admissions or eligibility for vocational training after **graduation, which are not directly relevant to K-12 education.**

### What Procedures Are Used?

The LSSP uses different assessment procedures, or combinations of procedures, depending upon the reason for the evaluation. In the case of special education evaluations, some procedures are required by law to determine eligibility or to determine if a disability is related to a student's challenging behavior, such as using measures of ability and achievement to identify a learning or cognitive disability. Generally, evaluation procedures fall into the following categories:

*Standardized tests:* Standardized tests of various abilities are used to compare an individual's performance to their peer group. These tests are developed and "normed" under standard conditions-using prescribed instructions, materials, and scoring to ensure reliable and valid comparisons. Scores are presented as a standard score or percentile rank



*Rating scales:* Rating scales are used to assess the presence or frequency of certain behaviors or skills and are dependent on the views of the rater. Rating scales are completed by parents, teachers, and other significant individuals in the student's life. The rater must be familiar with the student to provide useful information, and the use of multiple raters helps reduce biased perceptions. Ideally the rating scales are normed to similar student populations so results indicate if a student's skill, behavior, or emotional status is "typical" or significantly different from peer groups.

*Self-report scales:* Students are asked to provide ratings of their own behavior and skills. These measures are similar (or even identical) to other rating scales. They are often used in conjunction with teacher or parent rating scales. It can be useful to compare how students perceive themselves relative to how others perceive them.

*Observations:* LSSP's gather information about students' learning and behavior by directly observing them in familiar, comfortable settings, such as during class or social interactions. Observations address what a student is doing, but how others in the setting interact with him or her. Results might be reported as percent of intervals observed (e.g., attending to tasks during 70% of the observed intervals) or simply as general summaries of what occurred.

*Interviews:* Direct interviews with students enable them to provide information about their histories, interpersonal relationships, concerns, and goals. The LSSP will summarize key information obtained through the interview, as well as relevant information learned by interviewing others who know the student well-usually teachers and parents.

### **Federal Guidelines for the identification of Emotional Disturbance (Qualifying Criteria)**

(i) Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period (six months or more) of time and to a marked degree that adversely affects a child's educational performance:

- (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (C) Inappropriate types of behavior or feelings under normal circumstances.
- (D) A general pervasive mood of unhappiness or depression.
- (E) A tendency to develop physical symptoms or fears associated with personal or school problems.
- (ii) 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 paragraph (c)(4)(i) of this section.

**\*\* Things to remember- misbehavior / non-compliance is not necessarily a sign of an Emotional Disturbance.**

**\*\* Other conditions / disabilities must be ruled out before exploring an Emotional Disturbance.**

**\*\* Emotional concerns must be of an extended duration (LONGER THAN 6 MONTHS) to identify an Emotional Disturbance for school concerns.**

### **Federal Guidelines for the Identification of 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.

(ii) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (c)(4) of this section.

(iii) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (c)(1)(i) of this section are satisfied.

## What is an Appropriate Psychological Referral?

How do you determine if a request for evaluation is appropriate? Consider these questions:

- What or who prompted this request?
- What is the specific problem?
- Is there any history of this problem and, if so, how has it been addressed in the past?
- Has there been a previous evaluation?
- What are the parents' expectations and goals?
- What are the students' expectations and goals?
- How does the student perceive the situation?
- Do current teachers have similar concerns?
- Are there relevant cultural, health, or attendance issues?
- Is the family involved with any community agencies?
- Will this evaluation address the expressed concerns or identify any relevant conditions or interventions?

## *Steps to make a Psychological Evaluation Referral to explore an Emotional Disturbance or Autism Spectrum Disorder (ED/AU)*

- a) Consult with LSSP prior to referral when initial concerns are noted.
- b) For all Psychological referrals (ED /AU) an email with the words "Referral & Student ID" in the subject line should be sent to Mbennett@canutillo-isd.org for tracking purposes.
- c) Student must have been gone through the RTI process, to include all general education interventions and 504 as appropriate prior to a referral for a psychological evaluation. (LSSP can be involved for consultation in this step of the process).
- d) Written documentation of a minimum of six weeks of interventions to address behavioral issues of concern must be provided.
- e) Sensory screening, including vision and hearing must be completed. (Before any special education evaluation is completed).
- f) Specific concerns must be noted to identify the type of evaluation being requested (ED or AU).
- g) Consult with the campus Diagnostician before any referral is made.
- h) Obtain parental consent for a Psychological Evaluation with the specific type of evaluation (ED or AU) noted.
- i) Gather data as requested on the Psychological Referral Packet checklist. Referral data should include previous Behavior Intervention Plans, Behavior Contracts, documentation of interventions, office referrals, Functional Behavioral Assessments, medical records, grades, observations and any additional relevant documents relating to student concerns.
- j) Academic, Speech and additional relevant evaluations must be completed by other related service personnel to rule out other conditions before the Psychological evaluation will be scheduled.

**Necessary Components for Psychological Evaluation Referral Packet:**

- ❑ Copy of most recent ARD (Archived in ESPED)
- ❑ Copy of most recent FIE (Archived in ESPED)
- ❑ Copy of most recent Psychological Evaluation. (Archived in ESPED)
- ❑ Copy of most recent Speech Evaluation. (Archived in ESPED)
- ❑ Copy of most recent OT/PT Evaluation. (Archived in ESPED)
- ❑ Copy of any additional Evaluations (i.e. Medical, community, etc.- Archived in ESPED)
- ❑ Documentations of RTI / Intervention /BIP (Archived in ESPED)

**\*\*Referral packet should include paper copies of Parent information, permission to test and CISD referral checklist**

**Necessary Components for AU Evaluation Referral Packet:**

- ❑ Copy of most recent ARD (Archived in ESPED)
- ❑ Copy of most recent FIE (Archived in ESPED)
- ❑ Copy of most recent Psychological Evaluation. (Archived in ESPED)
- ❑ Copy of most recent Speech Evaluation. (Archived in ESPED)
- ❑ Copy of most recent OT/PT Evaluation. (Archived in ESPED)
- ❑ Copy of any additional Evaluations (i.e. Medical, community, etc.- Archived in ESPED)
- ❑ Documentations of RTI / Intervention /BIP (Archived in ESPED)

**\*\*Referral packet should include paper copies of Parent information, permission to test and CISD referral checklist.**

**8 Steps to make a Psychological Evaluation Referral to explore an Emotional Disturbance or Autism Spectrum Disorder (ED/AU)** Academic, Speech and additional relevant evaluations or screenings must be completed by other related service personnel to rule out other conditions **before** the Psychological evaluation will be scheduled.

### Canutillo Independent School District - Special Education Department

#### 8 Necessary Components for Psychological Evaluation (ED/AU) Referral Packet:

1. Copy of most recent 504 or ARD (Archived in ESPED)
2. Copy of most recent FIE (Full Individual Evaluation) (Archived in ESPED)
3. Copy of most recent Psychological Evaluation. (Archived in ESPED)
4. Copy of most recent Speech Evaluation. (Archived in ESPED)
5. Copy of most recent OT/PT Evaluation. (Archived in ESPED)
6. Copy of any additional Evaluations (i.e. Medical, community, etc.- Archived in ESPED)
7. Documentations of RTI (SST) / Intervention /BIP (Archived in ESPED)
8. **\*\*Paper Copies of signed permission to test and referral checklist MUST BE SUBMITTED TO THE Diagnostician/SLP who then bring to the Special Education Office.**

#### Psychological Services: Referral Checklist

Student: \_\_\_\_\_ Student ID# \_\_\_\_\_  
 Campus: \_\_\_\_\_ Grade: \_\_\_\_\_

(These steps are normally completed and documented during the Student Support Team (SST) or Response to Intervention (RTI) process) **Note: The psychological evaluation will not begin until the items on the checklist are completed & submitted. – This form should be placed on the front of the Referral Packet.**

CHECK	DATE	Required Documentation
		Home Language survey
		Sensory Screening – Vision      Hearing
		Parent Conferences – (Minimum of 2 campus based conferences – Noted on SST and Archived)
		Behavioral Observations completed and documented- (Minimum of 2 campus based, related to the referral problem)
		Intervention Records(s) (Must be complete and include at least one Tier 3 cycle) <ul style="list-style-type: none"> <li>• Academic Intervention Record (include for all referrals for learning problems)</li> <li>• Behavior Intervention Record (include for all referrals for behavior problems)</li> </ul>
		School Counselor interventions – documented & archived
		School personal interventions - documented & archived
		Assessment personnel contacts - documented & archived documented & archived
		Teacher Log of classroom interventions & parent contacts - documented & archived
		Behavioral Interventions (required from all suspected ED/BD cases **Specific observations required for suspected ASD cases: they must address social interaction, communication skills, and stereotyped patterns of behavior, interests, or activities, across settings
		Based upon RtI, the SST is requesting additional evaluation information
		<b><u>Once the above items are completed, parent consent and the Parent Information Form are obtained.</u></b>
		<b><u>PARENT CONSENT</u></b>
		<b><u>PARENT Questionnaire or Psycho-Social Assessment</u></b>

### Canutillo Independent School District - Special Education Department

#### Psychological Services: Referral Packet Checklist

Student: \_\_\_\_\_ School: \_\_\_\_\_

### Documentation Needed for Initial Referrals

A Items- These steps are normally completed and documented during the Student Success Team (SST) or / Response to Intervention (RTI) process

\_\_\_\_\_ Language Dominance \_\_\_\_\_ Date of Classification \_\_\_\_\_

\_\_\_\_\_ Sensory Screening Vision (“passed”) \_\_\_\_\_ Date Hearing (“passed”) \_\_\_\_\_ Date

\_\_\_\_\_ Parent Conferences (minimum of 2, as noted on attached Intervention Record(s) – see below)

\*Social / developmental history (Psycho-Social) required for all suspected E/BD & ASD cases, optional for other referrals.

\_\_\_\_\_ Behavioral Observations (minimum of 2, related to the referral problem)

\_\_\_\_\_ Date (Counselor, School Psychologist, Assessment Personnel or other educator)

\_\_\_\_\_ Date (Student’s teacher)

\_\_\_\_\_ FBA and PBIS (required for all suspected E/BD cases)

\*\*Specific observations required for suspected ASD cases: they must address social interaction, communication skills, and stereotyped patterns of behavior, interests, or activities, across settings

\_\_\_\_\_ Intervention Records(s) (Must be complete and include at least one Tier 3 cycle)

\_\_\_\_\_ Academic Intervention Record (include for all referrals for learning problems)

\_\_\_\_\_ Behavior Intervention Record (include for all referrals for behavior problems)

\_\_\_\_\_ Based on RTI, the SST is requesting additional evaluation information \_\_\_\_\_

Date \_\_\_\_\_

Signature of Licensed Specialist in School Psychology

Items- Once the above items are completed, parent consent and the Parent Information Form are obtained.

\_\_\_\_\_ Parent Consent \_\_\_\_\_ Dated received by school

\_\_\_\_\_ Parent Information Form (PIF) or Psycho-Social Assessment \_\_\_\_\_ Date

### Consideration of an Independent Educational Evaluation (IEE)

The IEP Team will consider any Independent Educational Evaluation (IEE), whether paid for privately by the parent, or publicly by Canutillo ISD provided that it meets the Canutillo ISD’s criteria.

Requesting an IEE

A parent may request an IEE at Canutillo ISD's expense if the parent disagrees with an evaluation obtained by the District.

When a parent requests an IEE at Canutillo ISD's expense, Canutillo ISD must, without unnecessary delay, either:

1. Initiate a due process hearing to show that its evaluation is appropriate; or
2. Ensure that an IEE is provided at Canutillo ISD's expense, unless Canutillo ISD can demonstrate at a hearing that the evaluation obtained by the parent did not meet district criteria.

If the parent wants the District to make payment directly to the Evaluator, the procedures for payment described below must be followed.

### **One IEE per District Evaluation is Allowed**

Only one IEE may be reimbursed for each evaluation obtained by Canutillo ISD. This would include the three-year reevaluation or reevaluations conducted more frequently.

If the District has not conducted an evaluation, the parent does not have a right to an IEE at Canutillo ISD's expense. If the parent requests an IEE at Canutillo ISD's expense prior to the completion of the District's evaluation, Canutillo ISD may deny the request without initiating a due process hearing.

### **The Parent's Right to an IEE**

The right of a parent to obtain an IEE at Canutillo ISD's expense is triggered if the parent disagrees with a District-initiated evaluation. Therefore, if a parent refuses to consent to a proposed Canutillo ISD evaluation, then an IEE at the District's expense would not be available since there would be no Canutillo ISD evaluation with which the parent can disagree.

Canutillo ISD may ask but may not require the parent to state the reasons for the disagreement. A hearing officer or a court may find that there was no underlying disagreement with the evaluation, and therefore the parent is not entitled to an IEE at Canutillo ISD's expense.

Canutillo ISD will notify the parent within a reasonable time of its decision to either pay for the IEE or request a due process hearing. Parents are encouraged to contact Mr. Carey Chambers – Special Education Director to request an IEE prior to obtaining an IEE to obtain approval and assistance in ensuring that the criteria are met.

### **Notifying the ARD Committee**

Parents may also make their request known by informing the ARD Committee; however, the decision to pay for an IEE is not an ARD Committee decision. Therefore, if an IEE is requested, Canutillo ISD's representative of the ARD, the campus administrator, and/or diagnostician should promptly notify the Director of Special Education of the parent's request and send the documentation of the IEE request and a copy of the District evaluation for which an IEE was requested.

### **Response to Request for IEE**

Upon notification of the request for an IEE, the Special Education Office will make follow-up contact with the parent to confirm the request, including seeking written confirmation if the parent has failed to make a written request.

Parents who obtain an IEE and later seek reimbursement risk a finding by a hearing officer that the IEE did not meet Canutillo ISD's criteria, and therefore, does not have to be reimbursed by the District.

Upon receipt of a request for an IEE by the Special Education director, the Special Education Office will provide to the parent a copy of the District's Operating Guideline for an IEE and information on where an IEE may be obtained (list of qualified evaluators).

The list may not be exhaustive. Therefore, parents are free to select whomever they choose to perform the IEE so long as the evaluator meets the Canutillo ISD's criteria.

### **Canutillo ISD Criteria for an IEE**

The criteria for obtaining an IEE at Canutillo ISD's expense, including the location of the evaluation and the qualifications of the examiner, are the same criteria that the District uses when it conducts its own evaluation. The following constitute Canutillo ISD's criteria which must be followed.

### **The Evaluator**

1. Evaluators conducting an IEE of a child with a disability at public expense must be located within a 100-mile radius of the District.
2. Evaluators must possess current Texas licensure/certification. The components of an evaluation must be administered, reviewed, and/or gathered by personnel licensed by the State of Texas and/or the TEA to complete or collect each of the components respectively.

- Evaluators must be trained and qualified to administer the specific tests and other evaluation materials in conformance with the instructions provided by the producer.

### **The Evaluation**

- Evaluations must comply with all requirements specified in State and federal law.
- Evaluations must be completed a reasonable time after Canutillo ISD approves the IEE. If the IEE is not completed within sixty (60) calendar days from the date it is approved, the Canutillo ISD reserves the right to withdraw its approval for the IEE and file a Request for Due Process Hearing to prove the appropriateness of its own evaluation.
- If the parent signs consent to release confidential information to the independent evaluator, the independent evaluator shall have access to the student's education records upon request by the independent evaluator and the independent evaluator may meet with Canutillo ISD staff and/or provide assessment instruments to Canutillo ISD staff to gather information about a student as part of the evaluation upon request by the independent evaluator.
- If the IEE includes an observation of the child in the school setting, the independent evaluator must comply with all District policies, procedures and operating guidelines applicable to campus visitors.
- The content of the evaluation report must comply with all requirements of State and federal law, board policy, and these Operating Guidelines.
- The independent evaluator is requested to provide an original, typed evaluation report to the Director of Special Education in advance of an ARD Committee meeting where the report will be considered by the student's ARD Committee. The evaluation report will be forwarded to the student's campus and the parent for consideration by the ARD Committee.
- The report must include an original signature, title of all evaluation personnel involved in the evaluation, and licensures/certifications of each evaluator, including the evaluator's license and certification numbers.
- A copy of test protocols used by the independent evaluator must be provided to Canutillo ISD to be maintained in the student's records for the period of time in which educational decisions may be based on the findings in the IEE.
- Payment will not be made until the District has received the protocols from the independent evaluator.

### **The Cost**

The Canutillo ISD will pay a fee for an IEE that allows a parent to choose from among qualified professionals in the area.

- Canutillo ISD will not pay unreasonably excessive fees. An unreasonably excessive fee is one that is in excess of the greater of:
  - Canutillo ISD established contracted rate; or
  - In excess of 25% above the rates established by Medicaid/Medicare for the specific type of evaluation being conducted. If no Medicaid rate exists for a particular type of evaluation, the rate for the most similar evaluation will apply. A list of approved maximum Medicaid/Medicare rate is available upon request.
- When independent evaluators have a sliding scale fee based on parent income, Canutillo ISD will pay the amount charged to the parent.
- Reimbursement rates for travel costs for evaluators will not exceed Canutillo ISD's rates for travel as established by Canutillo ISD's policy or guidelines. Canutillo ISD will not cash advance any travel costs.

Parents will be allowed the opportunity to demonstrate that unique circumstances justify an IEE that does not fall within the Canutillo ISD's criteria.

### **Additional Information for Parents**

#### **Request for an IEE at Public Expense (Steps to Follow):**

- Contact the ARD Committee Representative or campus Principal to make the request in writing.
- Request the IEE as soon as possible following the Canutillo ISD's evaluation in question, although there is no time limit on when an evaluation may be requested.
- Identify the specific type of IEE that is being requested and the title and date of the District's evaluation with which the parent disagrees.
- Specify areas of disagreement with Canutillo ISD's evaluation and questions to be addressed by the IEE (requested, but not required).
- Provide the name of the selected independent evaluator to allow the Canutillo ISD to:
  - check certification/license of evaluator; and
  - contract directly with the evaluator.

**Reimbursement/Payment: CISD must be notified beforehand of the financial arrangement:**

Reimbursement/payment will be made directly to the independent evaluator upon receipt of an IEE report which meets all of the Canutillo ISD's evaluation criteria. Parents obtaining an IEE without following these procedures will risk non-payment.

Upon receipt of a the IEE report and verification of payment by the parent to the IEE evaluator for an IEE that meets Canutillo ISD's criteria, Canutillo ISD will reimburse the parent for the IEE, subject to the cost criteria.

If the parent wants Canutillo ISD to pay the IEE Evaluator directly, the following are required:

1. A signed Consent for Canutillo ISD to exchange confidential information with the Evaluator so that Canutillo ISD can arrange for a contract for payment to the Evaluator; and
2. A signed contract between Canutillo ISD and the IEE Evaluator identifying the scope of the evaluation and the amount of the payment.

If a parent believes that an IEE that falls outside Canutillo ISD's criteria is justified by the child's unique circumstances, the parent must request a waiver of the criteria with a description of the unique circumstances that justify an IEE that does not meet Canutillo ISD's criteria. Such request must be submitted in writing to the Director of Special Education.



### Canutillo ISD - GKC Local Policy – Volunteers in the classroom.

Visits to individual classrooms during instructional time shall be permitted only with the principal's and teacher's approval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal classroom environment.

#### CISD Special Education Office - Regulations/Expectations for volunteers in the classroom:

**Note:** The CISD Special Education Department is more than willing to collaborate with outside resources as appropriate when requested by parents. The object of the collaboration is to develop an improved individualized educational program for each student. ***Constant communication and professionalism are expected.***

The Canutillo staff are ready, willing, and able to work toward student success.

Persons who are not employed by Canutillo ISD and who have having contact with students in the classroom for purposes of observing and/or analyzing academic or behavioral performance must complete all volunteer paperwork with Human Resources before being allowed in the classroom.

#### This includes:

- Contracted services personnel who conduct evaluations for the purpose of identification of a student for possible special education services;
- Private individuals who observe a student at the request of the parent; and .
- Student Teachers and interns.
- Gathering of student academic or behavioral data designed to provide information to the ARD committee in order to make more informed decisions regarding a student is acceptable as long as the unedited information is shared with school personnel.
- Student Teachers or Interns must be supervised by their assigned Special Education Department Mentor.
- If the student receives special education services and is going to be the subject of any type of observation, evaluation or data gathering exercise, school personnel and special education personnel who work with the student must be notified. Either during a staffing or an ARD.

Please initial:

\_\_\_\_\_ The volunteer/contracted services person must maintain confidentiality and professionalism at all times, and shall not interfere with the delivery of instruction or cause a disruption of the normal classroom environment.

Failure to do so will result in termination of the access to the classroom.

\_\_\_\_\_ Classroom observations/visits must be approved by the Campus Principal.

\_\_\_\_\_ The classroom teacher is to be notified beforehand regarding visits to the classroom. If the visit may cause disruption of the classroom routine, the visit must be scheduled for another time.

\_\_\_\_\_ The volunteer will provide with the campus administrator and classroom teacher with an agenda or checklist as to the activity (s) he or she will be conducting with the student (s) in question.

\_\_\_\_\_ The volunteer is to work only with the student in question. (An exception may be if the teacher allows the volunteer to work with a small group in order to gather data on the individual student.)

\_\_\_\_\_ Copies of all notes and activities will be immediately provided to the classroom teacher for placement in the student's work file.

\_\_\_\_\_ Any violation of these Regulations/Expectations may result in the termination of the classroom visit.

I have read and understand these expectations and have met with the school administration and teacher to make sure we are all in accord with items 1-11

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Position/Description: \_\_\_\_\_

Site Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

## Linking CHC (Cattell/Horn/Carrell Theory) Rubric to Individual Student Intervention:

Student: \_\_\_\_\_ ID: \_\_\_\_\_

Date: \_\_\_\_\_

<i>Cognitive Ability</i>	<i>Implications for Academics</i>	<i>Related Achievement Normative Weaknesses</i>	<i>Possible Interventions</i>	<i>Possible Accommodations</i>
<b><i>Crystallized Intelligence (Gc)</i></b> A person's level of acquired knowledge, including main knowledge obtained through life experiences, school and work.  <b>Gc Cluster Average:</b> Strength Weakness	Highly predictive of academic success. Strong & consistent relationship to reading, writing, and math throughout school years: learning vocabulary, answering factual questions, comprehending oral/written language.	Standard Score Basic Reading Reading Comprehension Math Calculations Math Reasoning _____ Written Expression _____ Oral Expression Listening Comprehension	Relate new information to acquired knowledge; assess prior knowledge before introducing new topics, concepts; pre-teach relevant vocabulary or background knowledge; provide specific vocabulary instruction such as the meaning of common prefixes, suffixes, and root words; incorporate interests and prior knowledge areas into instructional activities; when presenting directions and discussing concepts, use vocabulary that is understood by the individual.	Provide preferential seating to enhance monitoring of comprehension. Check with the student to insure comprehension of task demands. Provide oral communication that is individualized clear, concise language vocabulary that is comprehensible. Provide resources from which a student can draw information for discussions or written expression. Insure that test items do not include vocabulary which has not been taught or is not familiar to the student.
<b><i>Auditory Processing (Ga)</i></b> The ability to perceive, analyze, & synthesize patterns among auditory stimuli (sounds) and to discriminate subtle nuances in patterns of sound and speech when presented under distortion conditions.  <b>Ga Cluster Average:</b> _____ Normative: Strength Weakness	Significant relationship to reading & writing, especially during early stages of skill acquisition: acquiring phonics, sequencing sounds, listening, learning foreign language, musical skill. A weakness in phonological processing is a common factor among individuals with early reading problems.	Standard Score Basic Reading Written Expression Listening Comprehension	Provide phonological awareness activities (e.g., rhyming, alliteration, imitation, songs); provide specific training in sound discrimination, blending, and segmentation; emphasize sound-symbol associations in teaching decoding and spelling; provide study guides for listening activities; provide assistance with note taking; accompany oral information with visual materials.	Check for comprehension after group directions are given. Provide a well managed classroom with control of extraneous distractions and competing background noise. Provide preferential seating that supports monitoring of student comprehension. Provide a peer assistant or buddy to provide information when the student did not understand an oral communication.
<b><i>Short-Term, Memory (Gsm)</i></b> The ability to apprehend and hold information in one's mind and then use it within a few seconds; includes working memory (ability to attend to, process, & respond to information).  <b>Gsm Cluster Average:</b> _____ Normative: Strength Weakness	Significant relationship to reading, writing, & math (Working Memory in particular): attending/following directions, recalling sequences, memorizing factual information, listening & comprehending, taking notes.	Standard Score Basic Reading Reading/Comp Math Calculations Math Reasoning Written Expression Oral Expression Listening Comprehension	Keep oral directions short and simple; ensure directions are understood; have student or paraphrase directions; provide compensatory aids (e.g., write directions, procedures, and assignments on board or paper), provide lecture notes or arrange for peer-shared notes, provide study guide to be filled out during pauses in presentation; provide over-learning, review and repetition; teach memory strategies (e.g., chunking, verbal rehearsal, visual imagery)	Seat the student in a location away from distractions in order to optimize attention. Insure that you have the student's attention before stating a direction. Provide visual guides during oral presentations. Encourage the student to ask for directions or information to be repeated if not understood or remembered. Provide extra time to copy information, provide information already in copied form or reduce the demands of copying on tasks.

<i>Cognitive Ability</i>	<i>Implications for Academics</i>	<i>Related Achievement Normative Weakness</i>	<i>Possible Interventions</i>	<i>Possible Accommodations</i>
<p><b>Long-Term Retrieval (Glr)</b> Ability to take &amp; store a variety of information (ideas, names, concepts) in one's mind, then later retrieve it quickly and easily using association.</p> <p><b>Glr Cluster Average:</b></p> <p>Normative: Strength Weakness</p>	<p>Significant relationship with reading, writing, &amp; math, especially during early stages of skill acquisition: basic skill acquisition; organizing for retrieval, strategies for recall, learning &amp; retrieving information.</p>	<p>Standard Score Basic Reading</p> <p>Reading Fluency</p> <p>Math Calculations</p> <p>Written Expression</p> <p>Oral Expression</p>	<p>Provide over-learning, review, and repetition; provide immediate feedback; provide a list of steps that will help organize behavior and facilitate recall; teach memory aids such as verbal mediation or rehearsal, and mnemonic strategies; provide multi-sensory learning; use visual, kinesthetic, vocal, and auditory channels as appropriate; provide context and meaning-based instruction; limit the number of new facts, words, concepts presented in one session.</p>	<p>Limit the amount of information to be learned during an instructional session. Provide reference sheets, a calculator during math computation, Employ test formats that require recognition in favor of test formats that require recall. Emphasize concepts understood instead of memory for rote information in grading rubrics. Provide source of external memory. Check to insure that the student has retained sufficient information to work independently.</p>
<p><b>Visual Processing (Gv)</b></p> <p>The ability to think about &amp; generate, perceive, analyze, synthesize, store, retrieve, manipulate, transform, and think with visual patterns &amp; visual stimuli.</p> <p><b>Gv Cluster Average:</b></p> <p>Normative: Strength Weakness</p>	<p>No significant relationship to academics as measured by current IQ tests. Some relationship noted to higher level math: using patterns &amp; designs, sensing spatial orientation &amp; boundaries, noting visual detail.</p>	<p>Standard Score Basic Reading</p> <p>Math Calculations</p> <p>Math Reasoning</p>	<p>Provide activities with manipulatives; provide copying, tracing, drawing activities; provide activities involving construction and design; verbally describe graphics and visually-based concepts; provide support for tasks requiring spatial organization.</p>	<p>Reduce extraneous visual stimuli on a page. Provide spatial and sequential guides. Provide visual markers to indicate starting location and organization. Improve rate of task completion. Reduce expectations on tasks that require spatial organization such as art projects. Consider grading on skills gained rather than in comparison to peers.</p>
<p><b>Fluid Reasoning (Gf)</b></p> <p>The type of thinking an individual may use when faced with a relatively new task that cannot be performed automatically; a problem solving type of intelligence.</p> <p><b>Gf Cluster Average:</b></p> <p>Normative: Strength Weakness</p>	<p>Significant relationship to higher level skills in reading, writing, &amp; math: problem solving, drawing inferences, mental flexibility, transferring &amp; generalizing, thinking conceptually.</p>	<p>Standard Score Reading</p> <p>Comprehension</p> <p>Math Reasoning</p> <p>Written Expression</p>	<p>Teach problem-solving strategies; provide over-learning, repetition, and review of concepts; use real objects and manipulatives to develop concepts; teach strategies to increase understanding and retention of concepts (e.g., self talk, lists of procedures or steps); encourage creativity with solution; teach problem-solving techniques in the contexts in which they are most likely to be applied.</p>	<p>Monitor for understanding and provide assistance in a timely manner and functioning throughout a task and particularly when there are changes in task demands. Seat the student next to a peer helper who can provide assistance. Weight grades in favor of concrete information and skills acquired.</p>
<p><b>Processing Speed (Gs)</b></p> <p>The ability to fluently and automatically perform cognitive tasks, especially when under pressure to maintain focused attention and concentration.</p> <p><b>Gs Cluster Average:</b></p> <p>Normative: Strength Weakness</p>	<p>Significant relationship to reading, writing, &amp; math especially during early stages of learning: completing assignments on time, processing information quickly, taking timed tests, copying from board.</p>	<p>Standard Score Basic Reading</p> <p>Reading Fluency</p> <p>Math Calculations</p> <p>Written Expression</p>	<p>Provide more time to complete assignments; reduce quantity of work in favor of quality; limit or structure copying activities; provide activities to increase rate and fluency (e.g., flash cards, speed drills, educational software).</p>	<p>In grading, emphasize accuracy and quality of items completed on an assignment. Provide oral discussions. Consider individualizing test taking. Provide lecture notes, a formatted script of notes in which only key words need to be added, extra time to read a text.</p>