

OPERATING PROCEDURES

AGES 0-5

International Leadership of Texas Inc.

057-848

Broad Category: CHILD FIND
Legal Framework: AGES 0-5

[Related Resources](#)
Template update May 2020

PROCEDURES:

What's Required:

All children with disabilities residing in the State, regardless of the severity of their disabilities who are in need of special education and related services, must be identified, located, and evaluated. In addition to children enrolled in public schools, the child find duty extends to children who are homeless or ward of the State or who are attending private schools 34 CFR 300.111.(a)(1)(i) and 20 USC 1412(a)(3)(A).

For private schools, each district must locate, identify, and evaluate all children with disabilities who are currently enrolled by their parents in private, including religious, elementary schools and secondary schools located in the district 20 USC 1412(a)(3)(A), conduct timely and meaningfully consultation with representatives of private schools; and maintain and provide to TEA the number of children evaluated, determined and served under this framework. 34 CFR 300.131(c), and 20 SC 412(a)(10)(A)(i)(V).

Board Policies for ILTexas (057-848)

Ages 0-5 6.5; State Funding: Special Allotments 6.20; Child Find Duty 6.6; Admission, Review, Dismissal (ARD) Committee Meeting 6.3; Evaluation Procedures 6.16; Eligibility 6.14; Prior Written Notice 6.9; Native Language 6.3, 6.9; Testing – Student Assessment 6.3, 6.16; Least Restrictive Environment 6.3, 6.1; Individual Education Program (IEP) 6.3.

What We Do:

Referral Process for Children Served Through ECI

A transfer or temporary meeting will be scheduled with the parent to discuss transitioning to Kindergarten at their enrolled ILTexas campus.

Referral Process for Children Not Served Through ECI

- The child's parents or guardian should contact the home school's Diagnostician or Speech-Language Therapist to initiate a special education referral for an evaluation of the child's needs for a preschool child who is at least 2 years and 9 months of age.
- The Diagnostician or Speech-Language Therapist will provide the parent or guardian a referral packet or to provide Prior Written Notice (English, Spanish) of the school's refusal to evaluate by email or physical address.
- After the referral packet is received by the Diagnostician or Speech-Language Therapist, the parent or guardian will be contacted to schedule an evaluation date.
- The evaluation will be completed within 45 school days of receipt of written initial parent consent.
- The ARD/IEP meeting will be held within 30 calendar days of the completion of the written Full Individual Evaluation.

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Child Find Procedures for Private Schools

- Students who attend private schools, who then enroll at ILTexas are eligible for referral, evaluation and determination of eligibility for special education regardless of the child’s district of residence.
- In Texas, homeschools are considered private schools.
- For students presently attending a private school, the referral source should request an evaluation by contracting the campus Diagnostician or Speech-Language Therapist.
- The evaluation will be completed within 45 school days of receipt of written initial parent consent.
- The ARD/IEP meeting will be held within 30 days of completion of the Full Individual Evaluation.

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Legal Framework: CHILD FIND DUTY

[Related Resources](#)

Broad Category: CHILD FIND

PROCEDURES:

What's Required:

All children with disabilities residing in the State regardless of the severity of their disabilities and who are in need of special education and related services, must be identified, located, and evaluated. In addition to children enrolled in public schools, the child find duty extends to children who are homeless or ward of the State or who are attending private schools 34 CFR 300.111.(a)(1)(i) and 20 USC 1412(a)(3)(A).

Child Find also must include: children who are suspected of being a child with a disability under § 300.8 and in need of special education, even though they are advancing from grade to grade; and highly mobile children, including migrant children. Nothing in the ACT requires that children be classified by their disability so long as each child who has a disability that is listed in §300.8 and who, by reason of that disability, needs special education and related services is regarded as a child with a disability under Part B of the Act. 20 USC 1401(3): 1412(a)(3).

For private schools, each district must locate, identify, and evaluate all children with disabilities who are currently enrolled by their parents in private, including religious, elementary schools and secondary schools located in the district 20 USC 1412(a)(3)(A), conduct timely and meaningfully consult with representatives of private schools; and maintain and provide to TEA the number of children evaluated, determined and served under this framework. 34 CFR 300.131(c), and 20 SC 412(a)(10)(A)(i)(V)

Board Policies for ILTexas (057-848)

State Funding: Special Allotments, 6.20; Open-Enrollment Charter Equal Education Opportunity, 6.3, 6.1; Applicability of Texas Education Code Relating to Special Education, 6.2; Compliance with Federal Funding Requirements: IDEA, 6.17; Free Appropriate Public Education, 6.1; Evaluation Procedures, 6.16; Child Find Duty, 6.6; Referral for Possible Special Education Services, 6.15; Ages 0-5, 6.5; Independent Evaluations, 6.16, Monitoring and Compliance, 6.2; Eligibility, 6.14.

What We Do:

Aiding Students Who Have Learning Difficulties or Who need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory and other academic or behavior support services that are

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available to all students, including a process based on Response to Intervention (RTI). The implementation of RTI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school’s overall general education referral or screening system for support services. The system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations or services A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent submits a written request to **ILTexas’s** Executive Director of Special Populations (or their designee) for a full individual and initial evaluation of a student, the **ILTexas** must, not later than the 15th school day after the date it receives the request: (1) provide the parent with prior written notice of its proposal to conduct an evaluation consistent with 34 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. 19 TAC § 89.1011(b).

Except as otherwise provided in this section, a written report of a full individual and initial evaluation of a student must be completed as follows: (1) not later than the 45th school day following the date on which the **ILTexas** receives written consent for the evaluation from the student’s parent, except that if a student has been absent from school during that period on three or more school 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 **ILTexas** receives written consent for the evaluation from the student’s parent. 19 TAC § 89.1011(c).

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the school district and a companion document entitled *Parent’s Guide to the Admission, Review, and Dismissal Process*.

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| CHILDREN WHO TRANSFER | |
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PROCEDURES:

What's Required

IEPs for children who transfer public agencies in the same State. If a child with a disability (who had an IEP that was in effect in a previous public agency in the same State) transfers to a new public agency in the same State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide FAPE to the child (including services comparable to those described in the child's IEP from the previous public agency), until the new public agency either:

- Adopts the child's IEP from the previous public agency; or
- Develops, adopts, and implements, a new IEP that meets the applicable requirements.

34 CFR §300.323

If a student was in the process of being evaluated for special education eligibility by a school district and enrolls in another school district before the previous school district completed the full individual and initial evaluation, the new school district must coordinate with the previous school district as necessary and as expeditiously as possible to ensure a prompt completion of the evaluation. The timelines in subsections of this section do not apply in such a situation if:

- the new school district is making sufficient progress to ensure a prompt completion of the evaluation;
- and the parent and the new school district agree to a specific time when the evaluation will be completed.

19 TAC § 89.1011

Board Policies for ILTexas (057-848)

Evaluations Procedures, 6.7,6.16; Records, 6.24; Individual Education Program (IEP), 6.7, 6.3; Admission, Review, and Dismissal (ARD) Committee Meeting, 6.7, 6.3; Transfer of Parental Rights at Age of Majority, 6.4; Consent, 6.9.

What We Do

Upon notification that the student has previously received special services under IDEA, the Educational Diagnostician/LSSP/Speech Pathologist (as appropriate) calls the student's previous district for verification that:

- The student has a current eligibility;
- The student was being served in special education; and
- Student records are being forwarded. Records should be sent within 10 working days. Check with your registrar about requesting records electronically through the TREX

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system. Reasonable steps must be taken and documented to promptly obtain the child’s records.

A transfer meeting is scheduled within 10 school days, including written notice requirements.

Within 30 school days from the date the child is verified as being a child eligible for special education services, an annual ARD committee meeting must be held to review all previous decisions based on new assessment data or records from the previous district and to develop a year-long IEP.

If the transfer student was being evaluated for special education eligibility in another school district before the initial evaluation was completed, the new school district will coordinate with the previous school district to ensure a prompt completion of the evaluation.

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| DYSLEXIA SERVICES | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: DYSLEXIA SERVICES Legal Framework: CHILD FIND | Related Resources Template update May 2020 |

PROCEDURES:

What's Required

"Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity TEC 38.003(d)(1). Because early intervention is critical, a program for early identification, intervention, and support for students with dyslexia and related disorders must be available in each district as outlined in the Dyslexia Handbook Procedures Concerning Dyslexia and Related Disorders, 19 TAC 74.28(g), TEC 38.003(b) and TEC 38.003(c).

The board of trustees of a school district must ensure that procedures for identifying a student with dyslexia or a related disorder are implemented in the district 19 TAC 74.28(a) and TEC 38.003(c). A school district's strategies for screening dyslexia and related disorders must be implemented in accordance with the Dyslexia Handbook Procedures Concerning Dyslexia and Related Disorders. A school district's techniques for treating dyslexia and related disorders must be implemented in accordance with the Dyslexia Handbook Procedures Concerning Dyslexia and Related Disorders. Screening should only be done by individuals/professionals who are trained to assess students for dyslexia and related disorders 19 TAC 74.28(b).

Board Policies for ILTexas (057-848)

Dyslexia Services, 6.13; Curriculum, 6.8; Public Education Information Management System (PEIMS), 6.2.

What We Do

Dyslexia's primary reading/spelling characteristics are:

- Difficulty reading words in isolation,
- Difficulty accurately decoding unfamiliar words,
- Difficulty with oral reading difficulties (slow, inaccurate, or labored without prosody) and/or
- Difficulty spelling.
- Support for students demonstrating these types of reading difficulties is provided through Response to Intervention (RTI), Section 504, and special education.
- A team of persons with knowledge of the student, instructional practices, and possible service options meets to discuss data collected and the implications of the data. If the team suspects the student has dyslexia or a related disorder, the team should consider the type of instruction that would best meet the student's needs. Schools must recommend evaluation for Dyslexia if the student demonstrates the following:
 - Poor performance in one or more areas of reading and spelling that is unexpected for the student's age/grade

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- Characteristics and risk factors of dyslexia indicated in Chapter I: Definitions & Characteristics of Dyslexia
- A student's reading difficulties alone may warrant evaluation under IDEA. At times, students may display additional, potential learning challenges, such as oral language deficits, written expression difficulties (dysgraphia), or math difficulties (dyscalculia), which may further impact student learning. These challenges may also warrant an evaluation under IDEA.
- Students who are currently eligible under IDEA and have an individualized education program (IEP) and who are not suspected of having dyslexia or a related disorder must undergo reevaluation under IDEA.
- When formal evaluation is recommended, the school must complete an evaluation process that is outlined in IDEA or Section 504. Procedural safeguards under IDEA and Section 504 must be followed.
- Once dyslexia has been identified, there are further eligibility questions the Section 504 or ARD committee must still consider.
- If a student is found eligible for special education or Section 504 for dyslexia, appropriate reading instruction must be included in the plan to meet the individual needs of the student. Appropriate reading instruction includes the components and delivery of dyslexia instruction as outlined in the Chapter IV: Critical, Evidence-Based Components of Dyslexia Instruction.

(Texas Education Agency. *The Dyslexia Handbook Procedures Concerning Dyslexia and Related Disorders 2018 Update*, pp. 1, 22, 25, 27, 28, 32-34.)

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| REFERRAL FOR POSSIBLE SPECIAL EDUCATION SERVICES | |
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PROCEDURES:

What's Required

Each public agency must conduct a full and individual initial evaluation before the initial provision of special education and related services to a child with a disability 34 CFR 300.301(a). The initial evaluation must be conducted within 45 school days of receiving written parental consent for the evaluation. The purpose of the evaluation is to determine if the child is a child with a disability 34 CFR 300.8(a)(1) under the Individuals with Disabilities Education Act (IDEA) and to determine the educational needs of the child 34 CFR 300.301(c)(2) Timeline | Child-Centered Special Education Process.

Board Policies for ILTexas (057-848)

Referrals for Possible Special Education Services, 6.25; Native Language, 6.3, 6.9; Consent, 6.9; Independent Educational Evaluations, 6.16; Prior Written Notice, 6.9; Child Find Duty, 6.6; Monitoring and Compliance, 6.2; Eligibility, 6.14.

What We Do

For those students who are having difficulty in the regular classroom, all school districts may consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the campus administrator or counselor to learn about the school's overall general education referral or screening system for support services. This process links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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| REFERRAL FOR POSSIBLE SPECIAL EDUCATION SERVICES | |
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Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.

Section 504 Referrals:

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

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| DISABILITIES CATEGORIES | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: EVALUATION Legal Framework: EVALUATION – Disabilities Categories | Related Resources: Autism ; Deaf-Blindness ; Deaf or Hard of Hearing ; Emotional Disturbance ; Intellectual Disability ; Multiple Disabilities ; Noncategorical Early Childhood ; Orthopedic Impairment ; Other Health Impairment ; Specific Learning Disability ; Speech or Language Impairment ; Traumatic Brain Injury ; Visual Impairment Template update May 2020 |

PROCEDURES:

What's Required

To assess children in all areas related to the suspected disability, including if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. For a child to be eligible for services under IDEA, the child must qualify in one or more of the thirteen areas of disability as listed below 34 CFR 300.304(c)(4) and 20 USC 1414(b)(3)(B).

Board Policies for ILTexas (057-848)

Free Appropriate Public Education, 6.1; Admission, Review, and Dismissal (ARD) Committee Meeting, 6.3; Evaluation Procedures, 6.16; Eligibility, 6.14; Autism Supplement, 6.14; Ages 0-5, 6.5; Referral for Possible Special Education Services, 6.15; Curriculum, 6.8; Dyslexia Services, 6.13.

Definitions

(1) Autism 300.8(c)(1)(i), 89.1040(c)(1), 1401(3)(A) 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. The characteristics of autism are generally evident before age three, but, could be appear after age three. Characteristics often associated with autism are:

- engagement in repetitive activities and stereotypical movements
- resistance to environmental change or change in daily routines
- unusual responses to sensory experiences

The child may be considered to be a child with autism if the child has a developmental disability significantly affecting verbal communication, nonverbal communication; and social interaction. Children with pervasive developmental disorders are included under the disability category of autism. The child may not be considered to be a child with autism if the child's educational performance is adversely affected primarily because the child has an emotional disturbance.

(2) Deaf-Blindness 300.8(c)(2), 89.1040(c)(2)(A), 1401(3)(A) means concomitant hearing and visual impairments, the combination of which causes such severe communication and other

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developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

(3) Deafness or Auditory Impairment TEC 29.310(c), 300.8(c)(3), 300.8(c)(5), 89.104(c)(3), 1401((3)(A) means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

(4) Emotional Disturbance 300.8(c)(4), 89.1040(c)(4), 1401(3)(A) means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Note: The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

(5) Intellectual Disability 300.8(c)(5), 89.1040(c)(6), 1401(3)(A) means significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

(6) Multiple Disabilities 300.8(c)(7), 89.104(c)(6)(A), 1401(3)(A) means concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities do not include deaf-blindness.

(7) Orthopedic Impairment 300.8(c)(8), 89.1040(c)(7), 1401(3)(A) means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes

OPERATING PROCEDURES

DISABILITIES CATEGORIES

International Leadership of Texas Inc.

057-848

Broad Category: EVALUATION
Legal Framework: EVALUATION – Disabilities Categories

Related Resources:

[Autism](#); [Deaf-Blindness](#); [Deaf or Hard of Hearing](#);
[Emotional Disturbance](#); [Intellectual Disability](#);
[Multiple Disabilities](#); [Noncategorical Early Childhood](#);
[Orthopedic Impairment](#); [Other Health Impairment](#);
[Specific Learning Disability](#);
[Speech or Language Impairment](#); [Traumatic Brain Injury](#); [Visual Impairment](#)

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impairments caused by congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

(8) Other Health Impairment 300.8(c)(9), 89.1040(c)(8), 1401(3)(A) means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia, and Tourette syndrome and adversely affects a child's educational performance.

(9) Specific Learning Disability 300.309(a)(1), 89.1040(c)(9)(B)(ii) means a disorder in one or more of the basic psychological process involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Note: Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, intellectual disability, emotional disturbance, environmental, cultural factors, or environmental or economic disadvantage; or limited English proficiency on the child's achievement level.

(10) Speech or Language Impairment 300.8(c)(11), 89.1040(c)(10), 1401(3)(A) means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

(11) Traumatic Brain Injury 300.8(c)(12), 89.1040(c)(11), 1401(3)(A) means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech.

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| DISABILITIES CATEGORIES | |
| International Leadership of Texas Inc. | 057-848 |
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Note: Traumatic Brain Injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

(12) Visual Impairment (including blindness 300.8(c)(13), 89.1040(c)(12), 1401(3)(A) means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

(13) Non categorical 89.1040(c)(13) refers to a student between the ages of three through five who is evaluated as having an intellectual disability, emotional disturbance, or autism impairments may be eligible for services as non-categorical early childhood (NCEC).

OPERATING PROCEDURES

AUTISM

International Leadership of Texas Inc.

057-848

Broad Category: EVALUATION
Legal Framework: AUTISM

[Related Resources](#)
Template update May 2020

PROCEDURES:

What's Required

Eligibility definitions:

(1) Autism - A student with autism is one who has been determined to meet the criteria for autism as stated in 34 CFR, 300.8(c)(1). Students with pervasive developmental disorders are included under this category. The IEP team's written report of evaluation shall include specific recommendations for behavioral interventions and strategies.

Board Policies for ILTexas (057-848)

Free Appropriate Public Education, 6.1; Admission, Review and Dismissal (ARD) Committee Meeting, 6.3; Evaluation Procedures, 6.16, Eligibility, 6.14; Autism Supplement, 6.14.

What We Do

- What are the service options for students with autism?
 - General education classroom with consultative support from campus and district staff
 - General education classroom with direct instructional services from a special education teacher
 - A combination of general education and self-contained special education classes with consultative and/or direct instructional services
 - Self-contained special education classroom with direct instructional services
- How are services determined?
 - Determined by the ARD/IEP Committee
 - Based upon individual needs of student
 - May include related services as determined by the ARD/IEP Committee
 - Includes technology support as determined by the ARD/IEP Committee
 - May include strategies as determined by the ARD/IEP Committee through the autism supplement
- What type of training is needed to work with students with autism?
 - The extent to which deficits in social, communication, and behavior impact academics and progress in the educational setting
 - Specially designed instruction
 - Accommodations and modifications
 - Technology supports including communication systems
 - Social skills instruction
 - Positive behavior support strategies
 - Principles of structured teaching
 - Data collection methods and tools
 - Student work systems
 - Behavior management principles

OPERATING PROCEDURES

DEAF BLINDNESS

International Leadership of Texas Inc.

057-848

Broad Category: EVALUATION
Legal Framework: DEAF BLINDNESS

[Related Resources](#)
Template update May 2020

PROCEDURES:

What's Required

Eligibility definitions.

Deaf-blindness. A student with deaf-blindness is one who has been determined to meet the criteria for deaf-blindness. In meeting the criteria, a student with deaf-blindness is one who:

(A) meets the eligibility criteria for auditory impairment specified in subsection (c)(3) of this section and visual impairment specified in subsection (c)(12) of this section

(B) meets the eligibility criteria for a student with a visual impairment and has a suspected hearing loss that cannot be demonstrated conclusively, but a speech/language therapist, a certified speech and language therapist, or a licensed speech language pathologist indicates there is no speech at an age when speech would normally be expected;

(C) has documented hearing and visual losses that, if considered individually, may not meet the requirements for auditory impairment or visual impairment, but the combination of such losses adversely affects the student's educational performance; or

(D) has a documented medical diagnosis of a progressive medical condition that will result in concomitant hearing and visual losses that, without special education intervention, will adversely affect the student's educational performance. 19 TAC §89.1040.

Other evaluation procedures. Each public agency must ensure that—

The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; 34 CFR §300.304.

Board Policies for ILTexas (057-848)

Free Appropriate Public Education, 6.1; Ages 0-5, 6.5; Admission, Review, and Dismissal (ARD) Committee Meeting, 6.3; Evaluation Procedures, 6.16; Eligibility, 6.14.

What We Do

If at any time during the usual referral process anyone suspects that the student may have both a visual and auditory impairment, a representative of the appropriate program will be contacted for assistance to determine the types, levels, and procedures for assessment of the student.

Evaluation for eligibility consists of:

- A State Eye Report by a licensed ophthalmologist or optometrist
- Functional Vision Evaluation completed by a professional certified in the education of students with visual impairments or a certified orientation and mobility instructor;
- Learning Media Assessment conducted by a professional certified in the education of students with visual impairments,
- An Expanded Core Curriculum Evaluation

OPERATING PROCEDURES

DEAF BLINDNESS

International Leadership of Texas Inc.

057-848

Broad Category: EVALUATION
Legal Framework: DEAF BLINDNESS

[Related Resources](#)
Template update May 2020

- An audiological evaluation performed by a licensed audiologist and a description of the implications of the hearing loss in a variety of circumstances with or without recommended amplification
- An otological exam performed by an otologist
- An assessment to determine the child's current and potential for communication through a variety of means. This includes oral (spoken) and aural (hearing) means, fingerspelling, and sign language

Eligibility requires the student (1) be identified as a student with a deafblindness, (2) the impairment is interfering with the student's ability to progress in light of his specific condition, and (3) requires specialized instruction because of the impairment.

For students who meet eligibility for Deafblindness, the following must occur.

- The VI professional will complete the IEP supplement for students with visual impairments indicating:
 - Appropriate learning and literacy media information
 - Orientation and mobility needs
 - If Blind, the need for Braille and the student's strengths and weaknesses in Braille reading and writing
 - The benefits of Braille
 - Whether other training from the expanded core curriculum for students with visual impairments is needed to compensate for severe visual loss
 - Access to special tools
 - Provide a list of resources in the community and state
 - Plans and arrangements for continuing services beyond the school hours if needed.
- The ARD Auditory Impairment Supplement must be completed outlining the communication needs, opportunities for communication with peers and professionals, the child's academic level, and the child's full range of needs, including opportunities for direct instruction in the child's language and communication mode
- Each year, the parent will be provided information about the Texas School for the Deaf and the Texas School for the Blind and Visually Impaired describing the program offered, eligibility and admissions, and the rights of the students.

Students with a Deafblindness may receive any services as appropriate in any setting available in the district to other students with or without disabilities.

An assessment to determine the child's current and potential for communication through a variety of means. This includes oral (spoken) and aural (hearing) means, fingerspelling, and sign language.

| OPERATING PROCEDURES | |
|--|---|
| DEAF OR HARD OF HEARING | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: EVALUATION Legal Framework: DEAF OR HARD OF HEARING | Related Resources Template update May 2020 |

PROCEDURES:

What's Required

The local educational agency (LEA) must ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled (34 CFR 300.114(a)(2)(i) and 20 USC 1412(a)(5)(A).

The LEA must ensure that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (34 CFR 300.114(a)(2)(ii) and 20 USC 1412(a)(5)(A).

The LEA must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services (34 CFR 300.115(a)).

The ARD committee must specify the appropriate instructional arrangement/setting as set forth in 19 TAC 89.63(c).

Board Policies for ILTexas (057-848)

Free Appropriate Public Education, 6.1, Ages 0-5, 6.5; Admission, Review, and Dismissal (ARD) Committee Meeting, 6.3; Evaluation Procedures, 6.16; Eligibility, 6.14.

What We Do

Continuum of options:

- General education classroom with consultative support from a teacher of the deaf/hard of hearing
- General education classroom with direct instructional services from a teacher of the deaf/hard of hearing
- Combination of general education and self-contained special education classes with consultative and/or direct instructional services from a teacher of the deaf/hard of hearing
- Self-contained special education classroom with the consultative and/or direct instructional services from a teacher of the deaf/hard of hearing
- Self-contained deaf education classroom at the various campuses
- Residential placement - Texas School for the Deaf

Components of services for students with Auditory Impairment:

- Determined by the ARD/IEP Committee based on assessment and classroom data
- Based upon individual needs of student
- Includes infants/toddlers as determined by the ARD/IEP Committee
- Includes services from a qualified interpreter as determined by ARD/IEP Committee
- Includes technology support including FM systems and Captioning

| OPERATING PROCEDURES | |
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| DEAF OR HARD OF HEARING | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: EVALUATION Legal Framework: DEAF OR HARD OF HEARING | Related Resources Template update May 2020 |

Personnel have knowledge and competencies in the following areas:

- Extent to which significant hearing loss impacts access to the general education curriculum;
- Extent to which significant hearing loss impacts communication and social skills;
- Alternative methods of communication;
- Specially designed instruction;
- Accommodations and modifications
- Technology supports including FM systems, cochlear implants and closed captioning

Interpreting Services

What's Required

Interpreting services include interpreting/transliterating receptively and expressively for persons who are deaf or hard of hearing.

What We Do

- If the ARD/IEP Committee, which includes a member of the Program for the Deaf and Hard of Hearing, indicates a student needs interpreting services to benefit from instruction, a referral to the Program for the Deaf and Hard of Hearing Office will be initiated.
- Referrals may be made through a variety of sources:
 - ARD/IEP Committee,
 - parents,
 - teachers,
 - audiologists,
 - other professionals.
- Each student's need for related services is determined by the student's ARD/IEP Committee as part of the individualized education program (IEP) process.
- In addressing placement decisions, the ARD/IEP Committee should "consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode including opportunities for direct instruction in the student's language and communication mode."
- The ARD/IEP Committee should consider the student's language and communication needs when making the decision regarding which interpreting model is best for the student and in what situations an interpreter will be used and submit a request accordingly.
- Interpreting services employs a direct service model using one of several Texas Education Agency recognized options:
 - Oral Transliteration,
 - Cued Language Transliteration,
 - Sign Language Transliteration,
 - Sign Language Interpreting,
 - Communication Access Realtime Transcription (CART),
 - C-Print,
 - TypeWell, and
 - Deaf-Blind Interpreting.

| OPERATING PROCEDURES | |
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| EMOTIONAL DISTURBANCE | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: EVALUATION Legal Framework: EMOTIONAL DISTURBANCE | Related Resources Template update May 2020 |

PROCEDURES:

What’s Required

Definitions of disability terms. The terms used in this definition of a child with a disability are defined as follows:

- Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:
 - An inability to learn that cannot be explained by intellectual, sensory, or health factors.
 - An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - Inappropriate types of behavior or feelings under normal circumstances.
 - A general pervasive mood of unhappiness or depression.
 - A tendency to develop physical symptoms or fears associated with personal or school problems.

34 CFR §300.8

Board Policies for ILTexas (057-848)

Free Appropriate Public Education, 6.1; Admission, Review, and Dismissal (ARD) Committee Meeting, 6.3; Evaluation Procedures, 6.16, Eligibility, 6.14.

What We Do

A referral for an emotional disturbance evaluation may be indicated when the local education agency (LEA) and/or legal guardian of the student suspects the behavioral characteristics of the student have been significant over time and adversely affects educational performance.

The initial step in the full and individual evaluation process is for the multidisciplinary team to plan for all areas of the evaluation (sociological, physical/medical, speech/language-communication, intellectual/ developmental, adaptive behavior, education performance levels, academic achievement, emotional/behavioral/social, assistive technology, and special assessments [functional behavioral assessment, in-home/parent training, vocational/transition, etc.]). The team should identify procedures/tests to be used in each area, identify the person(s) responsible for collecting the data, set a date for a follow-up meeting to review the data, and make plans as to how the various sections of the report will be integrated. The resulting report should present a coherent rationale to either support or negate the presence of an educational disability condition and provide recommendations for the continued support of the student.

The following are required components of a full and individual evaluation:

- Reason for Referral
- Sources of Data

| OPERATING PROCEDURES | |
|--|---|
| EMOTIONAL DISTURBANCE | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: EVALUATION Legal Framework: EMOTIONAL DISTURBANCE | Related Resources Template update May 2020 |

- Sociological
 - Family History
 - Educational History
- Test Conditions and Behavior
- Language/Communication
- Physical/Developmental/Medical
- Academic Achievement/Educational Performance Levels
- Intellectual/Cognitive Functioning
- Adaptive Behavior
- Emotional/Behavioral/Social Functioning
- Assistive Technology
- Post-Secondary Transition
- Conclusions
- Recommendations
- Assurances
- Signatures of multidisciplinary team members

Upon completion of the full and individual evaluation, an ARD meeting will be held to review the evaluation. Based on the results of the evaluation, the ARD committee will determine whether the student meets eligibility criteria for emotional disturbance, and if so, whether the student requires special education supports and related services. If the student qualifies and is in need of special education and related services, the following will be developed/considered by the ARD committee:

- Present levels of academic achievement and functional performance (PLAAFP) for all competency areas
- Develop/approve IEP goals and objectives, anticipating beginning and completion dates, mastery criteria, evaluation criteria, and a schedule for evaluating progress data
- Determine accommodations and/or modifications
- Address consideration for Least Restrictive Environment (LRE)
- Determine the instructional needs of the student (setting), ensuring minimal removal from instruction offered in general education
- Determine combination of instruction and related services to meet IEP needs
- Discuss state assessments and accommodations
- Extended School Year (ESY) considerations

| OPERATING PROCEDURES | |
|--|---|
| INTELLECTUAL DISABILITY | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: EVALUATION Legal Framework: INTELLECTUAL DISABILITY | Related Resources Template update May 2020 |

PROCEDURES:

What's Required

Eligibility definitions.

Intellectual disability. A student with an intellectual disability is one who has been determined to meet the criteria for an intellectual disability. In meeting the criteria, a student with an intellectual disability is one who:

- Has been determined to have significantly sub-average intellectual functioning as measured by a standardized, individually administered test of cognitive ability in which the overall test score is at least two standard deviations below the mean, when taking into consideration the standard error of measurement of the test; and
- Concurrently exhibits deficits in at least two of the following areas of adaptive behavior: communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health, and safety.

19 TAC §89.1040

Board Policies for ILTexas (057-848)

Free Appropriate Public Education, 6.1, Admission, Review, and Dismissal (ARD) Committee Meeting, 6.3; Evaluation Procedures, 6.16, Eligibility, 6.14.

What We Do

A referral for an intellectual disability evaluation may be indicated when the local education agency (LEA) and/or legal guardian of the student suspects the student is exhibiting significant intellectual and adaptive deficits that adversely affects educational performance.

The initial step in the full and individual evaluation process is for the multidisciplinary team to plan for all areas of the evaluation (sociological, physical/medical, speech/language-communication, intellectual/ developmental, adaptive behavior, education performance levels, academic achievement, emotional/behavioral/social, assistive technology, and special assessments [functional behavioral assessment, in-home/parent training, vocational/transition, etc.]). The team should identify procedures/tests to be used in each area, identify the person(s) responsible for collecting the data, set a date for a follow-up meeting to review the data, and make plans as to how the various sections of the report will be integrated. The resulting report should present a coherent rationale to either support or negate the presence of an educational disability condition and provide recommendations for the continued support of the student.

The following are required components of a full and individual evaluation:

- Reason for Referral
- Sources of Data
- Sociological
 - Family History

| OPERATING PROCEDURES | |
|--|---|
| INTELLECTUAL DISABILITY | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: EVALUATION Legal Framework: INTELLECTUAL DISABILITY | Related Resources Template update May 2020 |

- Educational History
- Test Conditions and Behavior
- Language/Communication
- Physical/Developmental/Medical
- Academic Achievement/Educational Performance Levels
- Intellectual/Cognitive Functioning
- Adaptive Behavior
- Emotional/Behavioral/Social Functioning
- Assistive Technology
- Post-Secondary Transition
- Conclusions
- Recommendations
- Assurances
- Signatures of multidisciplinary team members

Upon completion of the full and individual evaluation, an ARD meeting will be held to review the evaluation. Based on the results of the evaluation, the ARD committee will determine whether the student meets eligibility criteria for intellectual disability, and if so, whether the student requires special education supports and related services. If the student qualifies and is in need of special education and related services, the following will be developed/considered by the ARD committee:

- Present levels of academic achievement and functional performance (PLAAFP) for all competency areas
- Develop/approve IEP goals and objectives, anticipating beginning and completion dates, mastery criteria, evaluation criteria, and a schedule for evaluating progress data
- Determine accommodations and/or modifications
- Address consideration for Least Restrictive Environment (LRE)
- Determine the instructional needs of the student (setting), ensuring minimal removal from instruction offered in general education
- Determine combination of instruction and related services to meet IEP needs
- Discuss state assessments and accommodations
- Extended School Year (ESY) considerations

| OPERATING PROCEDURES | |
|--|---|
| MULTIPLE DISABILITIES | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: EVALUATION Legal Framework: MULTIPLE DISABILITIES | Related Resources Template update May 2020 |

PROCEDURES:

What' Required

Definitions of disability terms. The terms used in this definition of a child with a disability are defined as follows:

Multiple disabilities means concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.
34 CFR §300.8

Board Policies for ILTexas (057-848)

Free Appropriate Public Education, 6.1; Admission, Review, and Dismissal (ARD) Committee Meeting, 6.3; Evaluation Procedures, 6.16: Eligibility, 6.14.

What We Do

A referral for a multiple disability evaluation may be indicated when the local education agency (LEA) and/or legal guardian of the student suspects the student is exhibiting characteristics of more than one disability that adversely affects educational performance.

The initial step in the full and individual evaluation process is for the multidisciplinary team to plan for all areas of the evaluation (sociological, physical/medical, speech/language-communication, intellectual/ developmental, adaptive behavior, education performance levels, academic achievement, emotional/behavioral/social, assistive technology, and special assessments [functional behavioral assessment, in-home/parent training, vocational/transition, etc.]). The team should identify procedures/tests to be used in each area, identify the person(s) responsible for collecting the data, set a date for a follow-up meeting to review the data, and make plans as to how the various sections of the report will be integrated. The resulting report should present a coherent rationale to either support or negate the presence of an educational disability condition and provide recommendations for the continued support of the student.

The following are required components of a full and individual evaluation:

- Reason for Referral
- Sources of Data
- Sociological
 - Family History
 - Educational History
- Test Conditions and Behavior
- Language/Communication

OPERATING PROCEDURES

MULTIPLE DISABILITIES

International Leadership of Texas Inc.

057-848

Broad Category: EVALUATION

Legal Framework: MULTIPLE DISABILITIES

[Related Resources](#)

Template update May 2020

- Physical/Developmental/Medical
- Academic Achievement/Educational Performance Levels
- Intellectual/Cognitive Functioning
- Adaptive Behavior
- Emotional/Behavioral/Social Functioning
- Assistive Technology
- Post-Secondary Transition
- Conclusions
- Recommendations
- Assurances
- Signatures of multidisciplinary team members

Upon completion of the full and individual evaluation, an ARD meeting will be held to review the evaluation. Based on the results of the evaluation, the ARD committee will determine whether the student meets eligibility criteria for multiple disabilities, and if so, whether the student requires special education supports and related services. If the student qualifies and is in need of special education and related services, the following will be developed/considered by the ARD committee:

- Present levels of academic achievement and functional performance (PLAAFP) for all competency areas
- Develop/approve IEP goals and objectives, anticipating beginning and completion dates, mastery criteria, evaluation criteria, and a schedule for evaluating progress data
- Determine accommodations and/or modifications
- Address consideration for Least Restrictive Environment (LRE)
- Determine the instructional needs of the student (setting), ensuring minimal removal from instruction offered in general education
- Determine combination of instruction and related services to meet IEP needs
- Discuss state assessments and accommodations
- Extended School Year (ESY) considerations

| OPERATING PROCEDURES | |
|---|---|
| NONCATEGORICAL EARLY CHILDHOOD | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: EVALUATION Legal Framework: NONCATEGORICAL EARLY CHILDHOOD | Related Resources Template update May 2020 |

PROCEDURES:

What's Required

Eligibility definitions.

Noncategorical. A student between the ages of 3-5 who is evaluated as having an intellectual disability, an emotional disturbance, a specific learning disability, or autism may be described as noncategorical early childhood.

19 TAC §89.1040

Board Policies for ILTexas (057-848)

Free Appropriate Public Education, 6.1; Admission, Review, and Dismissal (ARD) Committee Meeting, 6.3; Evaluation Procedures, 6.16; Eligibility, 6.14.

What We Do

The group of professionals that collects or reviews evaluation data in connection with the determination of the child's eligibility based on noncategorical must include the applicable members for intellectual disability, emotional disturbance, specific learning disability, or autism.

The evaluation data reviewed by the group of qualified professionals in connection with the determination of the child's disability based on noncategorical must comply with the applicable evaluation procedures for auditory impairment and visual impairment.

Noncategorical early childhood disability means the child:

- Is between the ages of three to five, and
- Is evaluated as having an intellectual disability, and emotional disturbance, a specific learning disability, or autism.

NCEC is for students aged 3-5 who have general delays in their physical, cognitive, communication, social, emotional, or adaptive development; and who, because of these delays, need special education and related services. A child between the ages of 3-5 may be described as "NCEC" if he or she has been diagnosed as having one of the following:

- Intellectual Delay, **NCEC-ID**
- Emotional Disturbance, **NCEC-ED**
- Specific Learning Disability, or **NCEC-SLD**
- Autism, **NCEC-AU**

ILTexas will reassess before the child's 6th birthday, remove the NCEC label, and determine the updated eligibility/disability. The assessment team will take into consideration the following items:

| OPERATING PROCEDURES | |
|---|---|
| NONCATEGORICAL EARLY CHILDHOOD | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: EVALUATION Legal Framework: NONCATEGORICAL EARLY CHILDHOOD | Related Resources Template update May 2020 |

- Educational opportunities and support given to the child since entering school and how he/she has progressed i.e.: Preschool Programs for Children with Disabilities, Related services
- Current testing data
- Parent information including private or outside evaluations the family has gotten for their child

ORTHOPEDIC IMPAIRMENT

Template update May 2020

Legal Framework: ORTHOPEDIC IMPAIRMENT

[Related Resources](#)

Broad Category: EVALUATION

PROCEDURES:

What's Required

Definitions of disability terms. The terms used in this definition of a child with a disability are defined as follows:

- Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

34 CFR §300.8

Board Policies for ILTexas (057-848)

Free Appropriate Public Education, 6.1; Admission, Review, and Dismissal (ARD) Committee Meeting, 6.3; Evaluation Procedures, 6.16; Eligibility, 6.14.

What We Do

A referral for an orthopedic impairment evaluation may be indicated when the local education agency (LEA) and/or legal guardian of the student suspects the student is exhibiting physical deficits characteristics of orthopedic impairment that adversely affects educational performance.

The initial step in the full and individual evaluation process is for the multidisciplinary team to plan for all areas of the evaluation (sociological, physical/medical, speech/language-communication, intellectual/ developmental, adaptive behavior, education performance levels, academic achievement, emotional/behavioral/social, assistive technology, and special assessments [functional behavioral assessment, in-home/parent training, vocational/transition, etc.]). The team should identify procedures/tests to be used in each area, identify the person(s) responsible for collecting the data, set a date for a follow-up meeting to review the data, and make plans as to how the various sections of the report will be integrated. The resulting report should present a coherent rationale to either support or negate the presence of an educational disability condition and provide recommendations for the continued support of the student.

The following are required components of a full and individual evaluation:

- Reason for Referral
- Sources of Data
- Sociological

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|-----------------------|--|
| | |
| ORTHOPEDIC IMPAIRMENT | |
| | |

- Family History
- Educational History
- Test Conditions and Behavior
- Language/Communication
- Physical/Developmental/Medical
- Academic Achievement/Educational Performance Levels
- Intellectual/Cognitive Functioning
- Adaptive Behavior
- Emotional/Behavioral/Social Functioning
- Assistive Technology
- Post-Secondary Transition
- Conclusions
- Recommendations
- Assurances
- Signatures of multidisciplinary team members

Upon completion of the full and individual evaluation, an ARD meeting will be held to review the evaluation. Based on the results of the evaluation, the ARD committee will determine whether the student meets eligibility criteria for orthopedic impairment, and if so, whether the student requires special education supports and related services. If the student qualifies and is in need of special education and related services, the following will be developed/considered by the ARD committee:

- Present levels of academic achievement and functional performance (PLAAFP) for all competency areas
- Develop/approve IEP goals and objectives, anticipating beginning and completion dates, mastery criteria, evaluation criteria, and a schedule for evaluating progress data
- Determine accommodations and/or modifications
- Address consideration for Least Restrictive Environment (LRE)
- Determine the instructional needs of the student (setting), ensuring minimal removal from instruction offered in general education
- Determine combination of instruction and related services to meet IEP needs
- Discuss state assessments and accommodations
- Extended School Year (ESY) considerations

| OPERATING PROCEDURES | |
|--|---|
| OTHER HEALTH IMPAIRMENT | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: EVALUATION Legal Framework: OTHER HEALTH IMPAIRMENT | Related Resources Template update May 2020 |

PROCEDURES:

What's Required

Eligibility definitions.

Other health impairment. A student with other health impairment is one who has been determined to meet the criteria for other health impairment due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette's Disorder. The multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility based on other health impairment must include a licensed physician.

19 TAC §89.1040

Board Policies for ILTexas (057-848)

Free Appropriate Public Education 6.1; Admission, Review, and Dismissal (ARD) Committee Meeting, 6.3; Evaluation Procedures, 6.16; Eligibility, 6.14.

What We Do

A referral for an other health impairment evaluation may be indicated when the local education agency (LEA) and/or legal guardian of the student suspects the student is exhibiting health problems characteristics of an other health impairment that adversely affects educational performance.

The initial step in the full and individual evaluation process is for the multidisciplinary team to plan for all areas of the evaluation (sociological, physical/medical, speech/language-communication, intellectual/ developmental, adaptive behavior, education performance levels, academic achievement, emotional/behavioral/social, assistive technology, and special assessments [functional behavioral assessment, in-home/parent training, vocational/transition, etc.]). The team should identify procedures/tests to be used in each area, identify the person(s) responsible for collecting the data, set a date for a follow-up meeting to review the data, and make plans as to how the various sections of the report will be integrated. The resulting report should present a coherent rationale to either support or negate the presence of an educational disability condition and provide recommendations for the continued support of the student.

The following are required components of a full and individual evaluation:

- Reason for Referral
- Sources of Data
- Sociological
 - Family History
 - Educational History

| OPERATING PROCEDURES | |
|--|---|
| OTHER HEALTH IMPAIRMENT | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: EVALUATION Legal Framework: OTHER HEALTH IMPAIRMENT | Related Resources Template update May 2020 |

- Test Conditions and Behavior
- Language/Communication
- Physical/Developmental/Medical
- Academic Achievement/Educational Performance Levels
- Intellectual/Cognitive Functioning
- Adaptive Behavior
- Emotional/Behavioral/Social Functioning
- Assistive Technology
- Post-Secondary Transition
- Conclusions
- Recommendations
- Assurances
- Signatures of multidisciplinary team members

Upon completion of the full and individual evaluation, an ARD meeting will be held to review the evaluation. Based on the results of the evaluation, the ARD committee will determine whether the student meets eligibility criteria for an other health impairment, and if so, whether the student requires special education supports and related services. If the student qualifies and is in need of special education and related services, the following will be developed/considered by the ARD committee:

- Present levels of academic achievement and functional performance (PLAAFP) for all competency areas
- Develop/approve IEP goals and objectives, anticipating beginning and completion dates, mastery criteria, evaluation criteria, and a schedule for evaluating progress data
- Determine accommodations and/or modifications
- Address consideration for Least Restrictive Environment (LRE)
- Determine the instructional needs of the student (setting), ensuring minimal removal from instruction offered in general education
- Determine combination of instruction and related services to meet IEP needs
- Discuss state assessments and accommodations
- Extended School Year (ESY) considerations

| OPERATING PROCEDURES | |
|---|---|
| SPECIFIC LEARNING DISABILITY | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: EVALUATION Legal Framework: SPECIFIC LEARNING DISABILITY | Related Resources Template update May 2020 |

PROCEDURES:

What's Required

Definitions of disability terms. The terms used in this definition of a child with a disability are defined as follows:

- Specific learning disability—
 - General. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
 - Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

34 CFR §300.8

Board Policies for ILTexas (057-848)

Free Appropriate Public Education, 6.1; Referral for Possible Special Education Services, 6.15; Curriculum, 6.8; Dyslexia Services, 6.13; Admission, Review, and Dismissal (ARD) Committee Meeting, 6.3; Evaluation Procedures, 6.16; Eligibility, 6.14.

What We Do

A referral for a specific learning disability evaluation may be indicated when the local education agency (LEA) and/or legal guardian of the student suspects that learning issues are a result of a deficit in psychological processes characteristic of a learning disability that adversely affects educational performance.

The initial step in the full and individual evaluation process is for the multidisciplinary team to plan for all areas of the evaluation (sociological, physical/medical, speech/language-communication, intellectual/ developmental, adaptive behavior, education performance levels, academic achievement, emotional/behavioral/social, assistive technology, and special assessments [functional behavioral assessment, in-home/parent training, vocational/transition, etc.]). The team should identify procedures/tests to be used in each area, identify the person(s) responsible for collecting the data, set a date for a follow-up meeting to review the data, and make plans as to how the various sections of the report will be integrated. The resulting report should present a coherent rationale to either support or negate the presence of an educational disability condition and provide recommendations for the continued support of the student.

| OPERATING PROCEDURES | |
|---|---|
| SPECIFIC LEARNING DISABILITY | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: EVALUATION Legal Framework: SPECIFIC LEARNING DISABILITY | Related Resources Template update May 2020 |

The following are required components of a full and individual evaluation:

- Reason for Referral
- Sources of Data
- Sociological
 - Family History
 - Educational History
- Test Conditions and Behavior
- Language/Communication
- Physical/Developmental/Medical
- Academic Achievement/Educational Performance Levels
- Intellectual/Cognitive Functioning
- Adaptive Behavior
- Emotional/Behavioral/Social Functioning
- Assistive Technology
- Post-Secondary Transition
- Conclusions
- Recommendations
- Assurances
- Signatures of multidisciplinary team members

Upon completion of the full and individual evaluation, an ARD meeting will be held to review the evaluation. Based on the results of the evaluation, the ARD committee will determine whether the student meets eligibility criteria for specific learning disability, and if so, whether the student requires special education supports and related services. If the student qualifies and is in need of special education and related services, the following will be developed/considered by the ARD committee:

- Present levels of academic achievement and functional performance (PLAAFP) for all competency areas
- Develop/approve IEP goals and objectives, anticipating beginning and completion dates, mastery criteria, evaluation criteria, and a schedule for evaluating progress data
- Determine accommodations and/or modifications
- Address consideration for Least Restrictive Environment (LRE)
- Determine the instructional needs of the student (setting), ensuring minimal removal from instruction offered in general education
- Determine combination of instruction and related services to meet IEP needs
- Discuss state assessments and accommodations
- Extended School Year (ESY) considerations

| OPERATING PROCEDURES | |
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| SPEECH OR LANGUAGE IMPAIRMENT | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: EVALUATION Legal Framework: SPEECH OR LANGUAGE IMPAIRMENT | Related Resources Template update May 2020 |

PROCEDURES:

What's Required

In Texas, speech-language therapy is considered an instructional service. This means it can be a stand-alone service as well as a support in order to receive benefit from other special education services. However, in considering the delivery of speech services, all the same factors associated with the individual determination of related services, such as frequency, location, and duration of services, must be considered. A child may be determined to be a child with speech or language impairment if;

- The child has a communication disorder such as, stuttering, impaired articulation, a language impairment, or a voice impairment; (CFR 34 300.8(c)(11) and
- The speech or language impairment adversely affects the child's educational performance; 19 TAC89.1040(c)(10) and
- By reason of the speech or language impairment, the child needs special education and/or related services (20 USC1401(3)(A)).

Board Policies for ILTexas (057-848)

Free Appropriate Public Education, 6.1; Admission, Review, and Dismissal (ARD) Committee Meeting, 6.3; Evaluation Procedures, 6.16; Eligibility, 6.14.

What We Do

A child who has difficulty producing speech or understanding and communicating ideas may have a speech-language impairment. When a person is unable to produce speech sounds correctly or fluently, or has problems with his or her voice, he or she has a speech disorder. Difficulties pronouncing sounds, or articulation disorders, and stuttering are examples of speech disorders. When a person has trouble understanding others (receptive language) or sharing thoughts, ideas, and feelings completely (expressive language), he or she has a language disorder.

- Prior to referral, students experiencing language difficulty in the general education classroom should be considered for the support services available to all students such as tutorials, remedial services, and/or other support services.
- If the student continues to experience difficulty in the general education classroom after the provision of interventions, the Response to Intervention (RTI) Committee must refer the student for a full and individual initial evaluation.
- Students with suspected speech and/or language impairments are evaluated using a comprehensive battery that is conducted by a professional that is licensed and/or certified as a speech-language pathologist. Professionals may maintain the Texas state license in speech-language pathology, or may hold the Texas Education Agency (TEA) Speech and Hearing Therapy certificate as previously granted by the TEA. Many speech-language pathologists also hold the American Speech, Hearing, and Language Associations Certificate of Clinical Competence in Speech and Language Pathology.

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- When a student is determined eligible for speech-language services, the service delivery, and clinical methods must focus on achieving the speech and/or language goals in the child's Individualized Education Program (IEP). These services may be provided using a direct service delivery model, and may target one or more of the following areas:
 - Articulation - Abnormal production of speech sounds.
 - Stuttering - Abnormal flow of verbal expression characterized by impaired rate/rhythm.
 - Language - Impairment or delayed development of comprehension and/or use of a spoken/written or other symbol system.
 - Voice - Absence or abnormal production of vocal quality, pitch, loudness, and/or resonance.

Direct Service Delivery Models

- Generalization of skills to the natural setting is crucial for independent communication.
- The Least Restrictive Environment should be considered in the selection of a service delivery model.
 - Least Restrictive Environment (LRE), an IDEA mandate, provides that eligible students are educated with students without disabilities to the maximum extent appropriate.
- The following is a description of speech-language service models which are available based on the individual needs of the student.
 - Classroom-Based
 - This model of speech therapy provides direct services to students within the classroom setting.
 - Team teaching by the Speech-Language Pathologist and the regular and/or special education teacher(s) can be utilized within this model.
 - Classroom-based speech-language services involve the use of curriculum content and context for determining a student's communication intervention needs and progress.
 - Intervention is provided in natural environments such as the classroom or the community to integrate communication goals with the curriculum.
 - Traditional Pull-Out Service
 - In the traditional direct service pullout model, the Speech-Language Pathologist provides services to students (individually or in small groups) in the speech room or sometimes within the physical space of the classroom setting
 - The traditional pull-out model in the special education speech therapy classroom is the most restrictive environment for speech therapy services.

Feeding and Swallowing

A fundamental educational need for students is adequate nutrition and hydration during their school day. If a student is demonstrating difficulty with feeding and/or swallowing while at school, a consultation should be requested from the Speech-Language Pathologist (SLP) on the

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Dysphagia Team. The SLP will make a campus visit to review the student files and medical records. The SLP will observe the student during feeding. Recommendations for feeding and swallowing may be made to the classroom staff and training is provided to staff when needed. The school nurse may be part of the team when additional information is needed from the parents and the child's doctor.

Speech Therapy Services for Medically Fragile Students

Some medically fragile students may require home-bound services and/or may experience a temporary period of time when they are not medically stable enough to benefit from Speech Therapy services. The ARD committee will determine if speech therapy services during this time should be direct or consultative and will determine the frequency and duration of speech therapy services while home-bound. Service time provided while the student is home-bound is determined based on each individual situation and the student's ability to participate while ill.

Dismissal Considerations

The Speech-Language Pathologist must use sound professional judgment and competency, in addition to evaluation data, in recommending that services are no longer warranted. The following factors must be considered:

- Evaluation Data - Does evaluation data indicate that the student no longer qualifies for services according to ILTexas eligibility guidelines?
- Is a Speech/Language Pathologist necessary to provide the intervention required or can services be redirected through other special education providers?
- Feedback from teachers, parents, and student is considered.
- The justification for the decision to dismiss must be documented in detail in the ARD document.
- Determination of dismissal is made by the committee during an ARD meeting.

| OPERATING PROCEDURES | |
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| TRAUMATIC BRAIN INJURY | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: EVALUATION Legal Framework: TRAUMATIC BRAIN INJURY | Related Resources Template update May 2020 |

PROCEDURES:

What’s Required

Definitions of disability terms. The terms used in this definition of a child with a disability are defined as follows:

- Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

4 CFR §300.8

Board Policies for ILTexas (057-848)

Free Appropriate Public Education, 6.1; Admission, Review, and Dismissal (ARD) Committee Meeting, 6.3; Evaluation Procedures, 6.16; Eligibility, 6.14.

What We Do

A referral for a traumatic brain injury evaluation may be indicated when the local education agency (LEA) and/or legal guardian of the student suspects that functional and/or psychosocial deficits are the result of a brain injury caused by an external force characteristic of traumatic brain injury that adversely affects educational performance.

The initial step in the full and individual evaluation process is for the multidisciplinary team to plan for all areas of the evaluation (sociological, physical/medical, speech/language-communication, intellectual/ developmental, adaptive behavior, education performance levels, academic achievement, emotional/behavioral/social, assistive technology, and special assessments [functional behavioral assessment, in-home/parent training, vocational/transition, etc.]). The team should identify procedures/tests to be used in each area, identify the person(s) responsible for collecting the data, set a date for a follow-up meeting to review the data, and make plans as to how the various sections of the report will be integrated. The resulting report should present a coherent rationale to either support or negate the presence of an educational disability condition and provide recommendations for the continued support of the student.

The following are required components of a full and individual evaluation:

- Reason for Referral

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| TRAUMATIC BRAIN INJURY | |
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- Sources of Data
- Sociological
 - Family History
 - Educational History
- Test Conditions and Behavior
- Language/Communication
- Physical/Developmental/Medical
- Academic Achievement/Educational Performance Levels
- Intellectual/Cognitive Functioning
- Adaptive Behavior
- Emotional/Behavioral/Social Functioning
- Assistive Technology
- Post-Secondary Transition
- Conclusions
- Recommendations
- Assurances
- Signatures of multidisciplinary team members

Upon completion of the full and individual evaluation, an ARD meeting will be held to review the evaluation. Based on the results of the evaluation, the ARD committee will determine whether the student meets eligibility criteria for traumatic brain injury, and if so, whether the student requires special education supports and related services. If the student qualifies and is in need of special education and related services, the following will be developed/considered by the ARD committee:

- Present levels of academic achievement and functional performance (PLAAFP) for all competency areas
- Develop/approve IEP goals and objectives, anticipating beginning and completion dates, mastery criteria, evaluation criteria, and a schedule for evaluating progress data
- Determine accommodations and/or modifications
- Address consideration for Least Restrictive Environment (LRE)
- Determine the instructional needs of the student (setting), ensuring minimal removal from instruction offered in general education
- Determine combination of instruction and related services to meet IEP needs
- Discuss state assessments and accommodations
- Extended School Year (ESY) considerations

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| VISUAL IMPAIRMENT | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: EVALUATION Legal Framework: VISUAL IMPAIRMENT | Related Resources Template update May 2020 |

PROCEDURES:

What's Required

The local educational agency (LEA) must ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled (34 CFR 300.114(a)(2)(i) and 20 USC 1412(a)(5)(A).

The LEA must ensure that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (34 CFR 300.114(a)(2)(ii) and 20 USC 1412(a)(5)(A).

The LEA must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services (34 CFR 300.115(a)).

The ARD committee must specify the appropriate instructional arrangement/setting as set forth in 19 TAC 89.63(c).

Board Policies for ILTexas (057-848)

Free Appropriate Public Education, 6.1; Admission, Review, and Dismissal (ARD) Committee Meeting, 6.3; Evaluation Procedures, 6.16; Eligibility, 6.14.

What We Do

Continuum of options:

- general education classroom with consultative support from a teacher of the visually impaired
- general education classroom with direct instructional services from a teacher of the visually impaired
- a combination of general education and self-contained special education classes with consultative and/or direct instructional services from a teacher of the visually impaired
- self-contained special education classroom with the consultative and/or direct instructional services from a teacher of the visually impaired
- residential placement - Texas School for the Blind and Visually Impaired

Components of services for students with Visual Impairment:

- determined by the ARD/IEP Committee
- based upon individual needs of student
- may Orientation and Mobility (O&M) as determined by the ARD/IEP Committee

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- may include services from a Braille specialist
- may include technology support
- expanded core curriculum

Personnel have knowledge and competencies in the following areas:

- extent to which significant visual loss impacts access to the general curriculum, social skills and skills for daily living
- specially designed instruction
- accommodations and modifications
- technology supports including use of Braille, magnification and travel training

Orientation and Mobility Services

What's Required

Orientation and Mobility (O&M) is a very important component in the spectrum of services provided to students with visual impairments. In addition to the general education that all students receive, students with visual impairments, starting at birth, also need the Expanded Core Curriculum to meet needs directly related to their vision disability (NASDSE, 1999, p. 70). O&M is one of the related services within the Expanded Core Curriculum for students with visual impairments. Movement, independent or supported, is critical for learning. Orientation & mobility (O&M) is recognized in IDEA 2004 as a related service, which may be required to assist a student with a visual impairment to benefit from special education. Orientation and mobility specialists provide instruction to students whose visual impairment has adversely affected their ability to travel. It is a necessary skill in the achievement of independence. "Orientation" is the ability to know where one is and how to get to a desired location. It includes body awareness concepts, spatial concepts, and environmental concepts. "Mobility" is the ability to safely navigate from one's present location in the environment to one's desired location in another part of the environment. It includes skills such as guide technique, self-protective techniques and cane skills 34 CFR § 300.304(c)(4) requires that "the student is assessed in all areas related to the suspected disability" and 34 CFR 300.304(c)(6) requires that "the evaluation is sufficiently comprehensive to identify all of the student's special education and related services needs".

What We Do

Referral Process for students with vision loss

- An evaluation of orientation and mobility skills by a Certified Orientation and Mobility Specialist (COMS) must be completed, along with the evaluation by a teacher of students with visual impairment (TVI), when establishing initial eligibility as a student with a visual impairment.
 - The Eye Medical Report should indicate whether the student has no vision or a serious visual loss after correction, or a progressive medical condition that will result in no vision or serious vision loss after correction. A Functional Vision Evaluation (FVE) analyzes how a student actually performs visually in a variety of

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- environments, including familiar and unfamiliar environments, in different lighting conditions, and requiring the use of both near and distance vision.
- Input from both a TVI and a COMS ensures consideration of all aspects of functional use of vision.
 - The Functional Vision Evaluation (FVE) must include recommendations concerning the need for an Orientation and Mobility Evaluation, to determine whether there is a need for specific instruction to ensure safe and efficient movement and travel in the home, school, and community.
 - Input from a COMS during the FVE provides informed decision-making regarding the need for an O&M evaluation.
 - An Orientation and Mobility Specialist teams with the VI teacher when a functional vision evaluation is performed, thus ensuring that all students with visual impairments are appropriately screened for this related service.

Service Delivery Models

- The types of service delivery models available include:
 - Monitoring/Consultation
 - Direct
 - Integrated
- The ARD/IEP committee determines the appropriate service delivery model and the frequency and duration of services based on the evaluation and recommendation from the O&M specialist.

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| EVALUATION PROCEDURES | |
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PROCEDURES:

What's Required

Either a parent of a child, or a state education agency (SEA), other State agency, or Local Education Agency (LEA) may initiate a request for an initial evaluation to determine if the child is a child with a disability 34 CFR 300.301(b)

Board Policies for ILTexas (057-848)

Evaluation Procedures, 6.16; Independent Education Evaluations, 6.16; Eligibility, 6.14.

What We Do

Federal law requires that any standardized tests given to the student must be validated for the specific purpose for which they are used and must be administered by trained personnel in conformance with the instructions supplied by their producer. The evaluator determines the degree of evaluation needed in each area depending on the eligibility criteria for the suspected disability. The area of language proficiency is evaluated first to determine the language that will be used in further evaluation.

Evaluation instruments must not be culturally or racially discriminatory and must be administered in accordance with standardized procedures in order to prevent inappropriate evaluations for specific cultural groups. A variety of evaluation instruments and strategies are used to gather relevant functional and developmental information about the student, including information provided by the parent. All data is reviewed, interpreted, and compiled into a Full and Individual Initial Evaluation (FIIE) report. All evaluation personnel are responsible for adhering to all auditable dates for initial evaluations, re-evaluations, and transfers where the student has been in special education in another district.

Tests and other evaluation materials include those tailored to evaluate specific areas of educational need and not merely those designed to provide a single general intelligence quotient. Tests are to be selected and administered so as to ensure that the test results of a student who has impaired sensory, manual, or speaking skills, will accurately reflect his or her aptitude or achievement level or whatever other factors the test purports to measure. Only tests approved by the Special Education Department will be used for evaluations.

Evaluation of the student covers all areas related to the suspected disability, including (where appropriate):

- health
- vision
- hearing
- social and emotional status

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- general intelligence
- academic performance
- communicative status
- motor abilities

The evaluation must be sufficiently comprehensive to identify all of the student's special education and related service needs. The instruments used and strategies must provide relevant information that directly assists persons in determining the educational needs of the student.

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| INDEPENDENT EDUCATIONAL EVALUATION | |
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| Broad Category: EVALUATION Legal Framework: INDEPENDENT EDUCATIONAL EVALUATION | Related Resources Template update May 2020 |

PROCEDURES:

What's Required

A parent has the right to an Independent Educational Evaluation (IEE) at public expense if the parent disagrees with an evaluation obtained by the LEA (34 CFR 300.502(b)(1)). Public expense means that the LEA either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent consistent with the provisions of the Individuals with Disabilities Education Act (IDEA) regarding the use of IDEA Part B formula amounts in general. A parent is limited to only one IEE at public expense each time the LEA conducts an evaluation with which the parent disagrees (34 CFR 300.502.(b)(5)).

Board Policies for ILTexas (057-848)

Independent Educational Evaluations, 6.16.

What We Do

Parents have a right to request and obtain an Independent Educational Evaluation or IEE at any time during their child's education and to have the FIE considered by the school district in any decision made with respect to providing a free, appropriate, public education (FAPE).

- An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the student's education.
- Submit a request for an IEE if he/she disagrees with the evaluation results (a) of testing conducted by ILTexas appraisal staff or (b) because the student was not assessed in a particular area. It is typical, but not a requirement, that a request for an IEE occurs in an ARD Committee meeting following an initial evaluation or reevaluation.
- When the parent presents the school with a parent initiated evaluation or an IEE, the data is given to the diagnostician for consideration by the Admission Review and Dismissal Committee (ARD).
- After the ARD Committee has reviewed the data, the ARD committee will report and take any action deemed appropriate by the district.
- While the parent has a right to obtain an IEE at his/her own expense, federal law provides a parent with the right to one IEE at public expense if the parent disagrees with the school district's evaluation. A parent may request a publicly funded IEE for each evaluation completed by the district. When a parent notifies the district that he or she disagrees with an evaluation and requests an IEE, the district must respond within a reasonable time, either by agreeing to provide the IEE or by initiating a due process hearing to show that the school district's FIE is appropriate.

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If request for an IEE is granted, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the school uses when it initiates an evaluation. The school may not impose any other conditions or timelines related to obtaining an IEE.

Estimated rates for IEEs and required credentials are below.

- Functional Behavioral Assessments not to exceed \$1,500. **(Required credential: Licensed Specialist in School Psychology (LSSP) or Board Certified Behavior Analyst (BCBA))**
- Psycho-educational Evaluations (including bilingual) not to exceed \$3,000. **(Required credential: LSSP or Educational Diagnostician's Certificate)**
- Psychological Evaluations (including bilingual) not to exceed \$3,000. **(Required credential: (LSSP))**
- Speech and Language Evaluations (including bilingual) not to exceed \$1,200. **(Required credential: Certificate of Clinical Competence (CCC))**
- Vocational Assessments not to exceed \$1,000. **(Required credential: LSSP, Educational Diagnostician's Certificate or other education related certificate)**
- Occupational and Physical Therapy Evaluations not to exceed \$750. **(Required credential: Occupational License, Physical Therapy License)**
- Functional Vision / Learning Media Assessment not to exceed \$650. **(Required credential: Certified Teacher of Visual Impairments)**

| OPERATING PROCEDURES | |
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| REVIEW OF EXISTING EVALUATION DATA | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: EVALUATION Legal Framework: REVIEW OF EXISTING EVALUATION DATA | Related Resources Template update May 2020 |

PROCEDURES:

What's Required

The LEA must ensure that a re-evaluation of each child with a disability is conducted (34 CFR 300.303(a) and 20 USC 1414(a)(2)(A)).

- If the LEA determines the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation (34 CFR 300.303(a)(1) and 20 USC 1414(a)(2)(A));
- If a re-evaluation is requested by the child's parents or teacher (34 CFR 300.303(a)(2)); or
- Before determining that the child is no longer a child with a disability (CFR 34.300.305(e) and 20 USC 1414(c)(5)(A)).
- A re-evaluation is not required (but a SUMMARY OF PERFORMANCE is required) before the termination of a child's eligibility due to (34 CFR 300.303(a)(2) and 20 USC 1414(c)(5)(B)(i));
- Graduation from secondary school with a regular diploma (34 CFR 300.305(e)(2) and 20 USC 1414(c)(5)(B)(i)); or
- Exceeding the age eligibility for a free appropriate public education under state law (34 CFR 300.305(e)(2) and 20 USC 1414(c)(5)(B)(i)).

A re-evaluation must occur:

- Not more frequently than once a year, unless the parent and the LEA agree otherwise (34 CFR 300.303(b)(1) and 20 USC 1414(a)(2)(B)); and
- At least once every three years, unless the parent and the LEA agree that a re-evaluation is unnecessary (34 CFR 300.303(b)(2) and 20 USC 1414(a)(2)(B)).

Board Policies for ILTexas (057-848)

Evaluation Procedures, 6.16.

What We Do

BEGINNING OF THE SCHOOL YEAR

- Each Diagnostic Specialist and Speech-Language Pathologist is responsible for compiling the list of students needing re-evaluation within the school year.
- The Diagnostic Specialist and Speech-Language Pathologist schedules a Review of Existing Evaluation Data (REED) meeting approximately one semester prior to the due date of the three-year re-evaluation date so that the evaluation can be completed within the timeline.

DATA COLLECTION

- The Diagnostic Specialist or Speech-Language Pathologist is responsible for collecting previous evaluations and information provided by the parents, current classroom-based,

OPERATING PROCEDURES

REVIEW OF EXISTING EVALUATION DATA

International Leadership of Texas Inc.

057-848

Broad Category: EVALUATION

Legal Framework: REVIEW OF EXISTING EVALUATION DATA

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local, and/or state assessments, classroom-based observations and related service providers, and health information provided by the school nurse.

- General education and/or special education personnel forms may be completed by multiple sources.
- Any personnel with relevant information concerning the student will be asked to complete, sign, and date the form.
- The person completing the form should address those competencies about which they have direct knowledge and/or observation.
- Information from parents should be sent home for completion by the parent(s)/guardian(s).
- The school nurse completes the health information form (all relevant health information should be addressed).

REVIEW OF DATA

- The Diagnostic Specialist or Speech-Language Pathologist convenes a REED (Review of Existing Evaluation Data) meeting to review the student's current eligibilities and current progress.
- Based on the available data, the determination of the need for a formal evaluation is made by the REED committee with the same membership as an ARD committee.
- If the decision is to formally evaluate, the parent, guardian, or adult student will be provided Notice of the Evaluation and asked to sign the Consent for Evaluation.
- If the decision is to continue the current disability identification without any additional formal evaluation information, the Diagnostic Specialist or Speech-Language Pathologist will complete the REED document and it will become the new Full and Individual Evaluation Report. This information is placed in the student's special education eligibility folder.
- The Diagnostic Specialist or Speech-Language Pathologist will schedule an ARD/IEP committee meeting, at which time the Diagnostic Specialist or Speech-Language Pathologist will review the re-evaluation data.
- The FIE will need to be finalized by the FIE due date.

ARD/IEP COMMITTEE

- The ARD/IEP Committee must include persons needed to establish eligibility for specific disabilities.
- For VI students, a representative of the Programs for the Visually Impaired must be present.
- For AI, a representative from the Program for the Deaf and Hard of Hearing must be a part of the ARD/IEP Committee.
- In determining whether or not additional data is needed, the committee should consider the following:
 - The specific disability: Certain disabilities may change over time and require formal evaluation to substantiate developmental changes.

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| REVIEW OF EXISTING EVALUATION DATA | |
| International Leadership of Texas Inc. | 057-848 |
| Broad Category: EVALUATION Legal Framework: REVIEW OF EXISTING EVALUATION DATA | Related Resources Template update May 2020 |

- Every three years, the REED committee will consider whether full, partial assessment, or a documented review of existing evaluation data should be completed. Depending on the student needs, formal and full evaluations could be completed more often but not more than once a year unless parent and school agree.
- Age of the student: Each case should be considered on an individual basis.
- Emotional/behavioral factors: Behavioral considerations should be documented in various settings for all students. Specific documentation and appropriate and current evaluations will impact future decisions if a Manifestation Determination Review (MDR) is needed.
- Special education services and supports provided: Special education services and supports that are in place and the effect of eliminating, reducing, or changing those services should be considered.
- Instructional demands of grade level standards: A major consideration should be the degree to which the student is able to meet the instructional demands of grade-level standards without special education and related services.

PARENTS

- The parent/guardian's right to request a formal evaluation always overrides the committee's decision to continue the disability identification.
- The parent has the right to request a formal evaluation to determine whether the student continues to be a student with a disability.

OPERATING PROCEDURES

ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEETING

International Leadership of Texas Inc.

057-848

Broad Category: FREE APPROPRIATE PUBLIC EDUCATION

[Related Resources](#)

Legal Framework: ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEETING

Template update May 2020

PROCEDURES:

What's Required

The LEA must ensure that an IEP be in effect for eligible children with disabilities on their third birthday in compliance with the ARD Committee_frameworks (CFR 300.301(b) and 19 TAC 89.1035(a)). If a child's third birthday occurs during the summer, the child's ARD committee must determine the date when services will begin (CFR 300.301(b)). The ARD committee must comply with the Least Restrictive Environment (LRE)_framework. Home instruction may be used for young children (ages three through five) when determined appropriate by the ARD committee (19 TAC 89.63(c)(2)(B)).

The IEP is a written statement for each child with a disability that includes the following information:

- a statement of the child's present levels of academic achievement and functional performance (34 CFR 300.320(a));
- how the child's disability affects involvement and progress in the general education curriculum (34 CFR 300.320(b));
- measurable annual goals, including academic and functional goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum;
- a description of how the child's progress will be measured and when the progress will be provided;
- a statement of the special education and related services and supplementary aids and services, program modifications or supports that will be provided to the child (34 CFR 300.320 (a));
- an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class;
- a statement of accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments;
- if the child must take an alternate assessment instead of a regular State or district wide assessment of student achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate;
- the projected date for the beginning of the services and the anticipated frequency, location, and duration of the services;
- for students age 14 and older, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services needed to assist the child in reaching those goals.

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When developing the IEP, the ARD committee must consider (34 CFR 300.324):

- The strengths of the child;
- The concerns of the parents for enhancing the education of their child;
- The results of the initial or most recent evaluation of the child;
- The academic, developmental, and functional needs of the child.

Additional information can be found here: [US DOE Topical Brief on Individualized Education Plans \(IEP\)](#).

Board Policies for ILTexas (057-848)

Admission, Review, and Dismissal (ARD) Committee Meeting, 6.3; Native Language, 6.3, 6.9; Teacher Requested Review, 6.2; Independent Education Program (IEP), 6.3; Procedural Safeguards, 6.3, 6.9, 6.16, 6.15; Prior Written Notice, 6.9; Consent, 6.9; Foster and Surrogate Parents, 6.22; Evaluation procedures, 6.16; Least Restrictive Environment (LRE), 6.3, 6.1; Graduation, 6.3, 6.21; Independent Education Evaluations, 6.16.

What We Do

The Individualized Education Program (IEP) is developed by the ARD Committee. The IEP must include certain information about the child and the educational program designed to meet his or her unique needs.

Present Levels of Academic Achievement and Functional Performance

What We Do

Developing the IEP begins with a careful analysis of the student's present levels of academic achievement and functional performance, including:

- How the child's disability affects that child's involvement and progress in the general education curriculum
- For preschool children, as appropriate, how the disability affects the child's participation in age-appropriate activities

NOTE: There should be a direct relationship between the annual goals and the present level of academic achievement and functional performance.

Standards-Based Measurable Annual Goals

What's Required

A standards-based IEP is "a process and document that is framed by the state standards and that contains goals aligned with, and chose to facilitate, the student's achievement of state grade-level academic standards".

OPERATING PROCEDURES

ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEETING

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What We Do

Implications for Practice:

- Continue emphasis on knowledge of enrolled grade level curriculum to ensure drafting of goals which are aligned with enrolled grade level TEKS
- Draft annual goals and short term objectives/benchmarks (when appropriate) in standards-based format aligned to enrolled grade level TEKS
- Utilize TEA Curriculum Framework and Vertical Alignment documents as a resource for enrolled grade level curriculum standards

Because students with disabilities 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 have standards-based goals. Standards-based goals are defined as annual, measurable goals aligned to enrolled grade level TEKS or Pre-Kindergarten Guidelines.

The IEP must include a statement of measurable annual goals, which relate to:

- Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum AND
- Meeting each of the student's other educational needs that result from the student's disability.

Each measurable annual goal must contain each of the following components:

- Timeframe: Identifies the amount of time in the goal period and is usually specified in the number of weeks or a certain date for completion
- Conditions: Describe the specific resources that must be present for a child to reach the goal. The condition of the goal should relate to the behavior being measured
- Behavior: Represents an action that can be directly observed, measured and monitored
- Criterion: Identifies how much, how often, or to what standard the behavior must occur in order to demonstrate that the goal has been met

Every student receiving special education services must have at least one measurable annual goal.

- All students whose course content is modified and/or who take alternate assessments aligned to alternate assessment standards must have both annual goals and short-term objectives/benchmarks.

In the development of standards-based measurable annual goals for a student, the ARD Committee should:

- Specify the specially designed instruction that the student requires to achieve his/her annual goal(s)
- Develop strategies that will assist the student in achieving his/her annual goal(s)
- ILTexas will draft measurable, intermediate steps (short-term objectives/benchmarks) for each annual goal to assist families, students, and educators in monitoring progress during the year, and, if appropriate, revising the IEP to address the student's instructional needs.

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PROCEDURES:

What's Required

Each local educational agency (LEA) must establish an admission, review and dismissal (ARD) committee for each eligible child with a disability and for each child for whom an initial Full and Individual Evaluation is conducted 19 TAC 89.1050. The ARD/IEP Committee is the: (1) Eligibility team defined in federal law IDEA 2004, 34 CFR 300.306. (2) Individualized education program (IEP) team defined in federal law IDEA 2004, 34 CFR 300.321. (3) Placement team defined in federal law IDEA 2004, 34 CFR 300.116. The term IEP means a written statement for each child with a disability that is developed, reviewed and revised in accordance with the ARD/IEP committee framework. The ARD committee must review the child's IEP periodically, but not less frequently than annually, to determine whether the annual goals are being achieved. The ARD committee must determine the child's placement at least annually 34 CFR 300.116(b)(1). The ARD/IEP Committee may meet more often than annually to revise the student's IEP, as appropriate, to address: (1) any lack of expected progress toward the annual goals, (2) the results of any reevaluation, (3) information about the student provided to, or by the parents, (4) anticipated needs of the student or (5) other concerns. A parent may request an ARD/IEP committee meeting (at a mutually agreeable time) at any time to discuss educational concerns such as placement, IEP goals and objectives, and the extent of services being provided to the student. The school must either grant the parent's request to have a meeting or contact the Texas Education Agency (TEA) to ask for assistance through mediation.

ARD/IEP Committee Membership: The ARD/IEP committee means a group of individuals composed of: 34 CFR 300.321; 19 TAC 89.1050

- The parents of a child with a disability
- Not less than one regular education teacher of the child
- Not less than one special education teacher
- A representative of the local education agency (LEA)
- An individual who can interpret the instructional implications of the evaluation
- Other individuals who have knowledge or special expertise regarding the child
- The child with a disability, whenever appropriate
- A teacher who is certified in the education of children with auditory impairments for a child with a suspected or documented auditory impairment including suspected or documented deaf-blindness
- A member of the language proficiency assessment committee (LPAC) when determining participation in state and district wide assessments for a child with limited English proficiency, to address the child's language needs; and
- A representative from Career and Technical Education (CTE), preferably the teacher when considering initial or continued placement of a child in CTE.

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See Legal Framework References to Attendance and Excusal: ARD Committee Membership and Legal Framework References to the: ARD/IEP Committee

Board Policies for ILTexas (057-848)

Admission, Review, and Dismissal (ARD) Committee Meeting, 6.3.

What We Do

The ARD/IEP must be in effect at the beginning of each school year for every child with a disability. The ARD/IEP Committee includes the following participants (general composition):

- A representative from the school district who is qualified to supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, who is knowledgeable about the general education curriculum, and who is knowledgeable about the availability of resources in the school district
- The student's current special education teacher or special education provider who must be appropriately certified or licensed
- The appropriate general education teacher(s) who is responsible for implementing a portion of the student's IEP for those students who are receiving, or who are expected to receive, instruction in general education
- The student, the student's parent(s), and/or a designated representative participates as follows:
 - A student 18 years of age or older who has not been judged by a court of law to be incompetent to manage personal affairs or who has not relinquished rights to parents in writing will participate in his/her ARD/IEP meeting.
 - A parent participates if the student is younger than 18 years of age, if the student is 18 years of age or older and has been judged by an appropriate court of law to be incompetent to manage personal affairs, or if an adult student has relinquished rights to his/her parent(s) in writing.
 - The district must be notified of a designated representative.
- Other professional certified specialists as required:
 - Speech therapist when students with speech impairments are being considered
- An individual who can interpret the instructional implications of evaluation results
 - A professional certified in the education of students with auditory impairments when students with auditory impairments are being considered
 - A professional certified in the education of the visually impaired when students with visual impairments are being considered
 - The Career and Technical Education (CTE) teacher who will instruct the student is a member when the committee is considering placement in a CTE program.
 - The Life Skills or Work Based Learning teacher if work based learning is being proposed or discussed
 - The appropriate related services personnel (occupational and physical therapists, in-home trainer, etc.) when necessary

OPERATING PROCEDURES

ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEMBERSHIP

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- A professional representing the Language Proficiency Advisory Committee (LPAC) when a student with disabilities and limited English proficiency is being considered

Duties of the ARD/IEP Committee

The ARD/IEP Committee makes decisions concerning the educational program for students who are eligible to receive special education services. Among other responsibilities, the ARD/IEP Committee performs the following functions:

- Reviews data from the student's assessment
- Establishes eligibility for special education services
- Develops and reviews the IEP and the Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP), completes the transition information section of the ARD/IEP Committee Report document, and incorporates information in the ARD/IEP Supplement: Personal Graduation Plan Addressing Needed Transition Services
- Provides an audio-taped copy of the student's ARD/IEP committee meeting in the parent's native language if the parent does not speak and understand English. Provides an interpreter in the parent's native language.
- Provide for educational placement in the least restrictive environment appropriate to meet the needs of the student
- Makes decisions regarding promotion or retention of students with disabilities receiving special education services
- Makes decisions about student participation in local and state assessments.

Duties of the Diagnostic Specialist

- Will coordinate with the case manager in scheduling of ARD/IEP committee meetings at a time mutually acceptable to the parent/adult student and other members.
- Will coordinate with the case manager to provide the parent/adult student with written notice of ARD/IEP committee meetings at least 5 school days prior to the meeting.
- Will coordinate with the case manager to ensure the Notice of Procedural Safeguards Booklet is provided to parent/adult student or guardian with the Notice of ARD/IEP committee meeting for an initial or evaluation ARD/IEP committee meeting and at least annually thereafter.
- Will coordinate with the case manager to ensure the Record the Notice of the ARD/IEP committee meeting and Notice of Procedural Safeguards booklet in the IEP/ARD software management system.
- Will ensure the campus administrator, who conducts the ARD/IEP committee meeting has the ARD Agenda.
- Will take minutes of the meeting.
- Facilitate resolution of problematic ARD/IEP committee meetings.
- Monitor the input of information in an ARD/IEP data management system (Frontline).
- Ensure that proceedings of the ARD/IEP committee meetings are recorded (written/audio).
- Ensure all issues are followed up.

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ARD/IEP Committee Training

A representative of the central special education support staff will provide training for administrators in how to take effective deliberations at ARD/IEP Committee meetings and Public Agency Representative in an ARD/IEP meeting.

Guidelines for ARD/IEP Meetings

- ARD/IEP meetings should be conducted efficiently.
- ARD/IEP meetings will have a clear agenda.
- A copy of the draft IEP will be sent to parents, particularly the PLAAFP, goals, and accommodations, two weeks prior to the ARD.
- The campus staff, along with the Diagnostic Specialist will need to determine if there is a need for a staffing prior to the ARD. The purpose of the staffing is to review any new assessments, the PLAAFP, proposed goals and objectives and discuss proposals for schedule of services, state assessment, transition, appropriate ARD supplements and any other items relevant to the student.
- Parents have a right to bring advocates to ARD/IEP meetings. All participants are expected to exhibit professional conduct during the meeting. Rudeness and abusive language cannot be tolerated and such behavior can be cause for discontinuing the meeting. When the parent notifies the staff that they are bringing an advocate to the meetings, please ensure the Confidentiality of Information Form is completed and sent to the parent for signature prior to meeting.

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PROCEDURES:

What's Required:

Amendments §300.324(a)(4) - Changes to the IEP may be made either by the entire IEP Team at an IEP Team meeting, or as provided in paragraph (a)(4) of this section, by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.

Board Policies for ILTexas (057-848)

Admission, Review, and Dismissal (ARD) Committee Meeting, 6.3; Independent Education Program (IEP), 6.3.

What We Do

WHAT IS AN ARD/IEP AMENDMENT?

An ARD/IEP amendment is a change to a student's IEP without holding a full ARD committee meeting. According to law, after the annual admission, review and dismissal (ARD) meeting, changes to the individualized education program (IEP) may be made by either:

- the entire ARD committee, or
- amending the IEP rather than redrafting the entire IEP.

WHEN AN ARD/IEP AMENDMENT IS APPROPRIATE:

There are special circumstances under which an ARD/IEP Amendment is appropriate, which include:

- Fix clerical errors in the ARD/IEP
 - incorrectly noted goal and objective dates
 - missing checkbox that should have been checked based on ARD meeting discussion (ex. interpreter was used but checkbox was not selected)
 - incorrectly identified accommodations based on the ARD Committee discussion and decision
- Addition of an IPI or AIP that does not constitute a change of service to the Schedule of Services
- Adjustments to the Co-teach minutes outlined in the Schedule of Services page

ARD/IEP amendments are not appropriate in the following circumstances:

- Eligibility determination (review completed assessments)
- Changes of placement and special education services
- Manifestation Determination Reviews

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COMPONENTS OF A LEGALLY COMPLIANT AMENDMENT:

To amend an IEP without an ARD meeting, the parent of a child with a disability and ILTexas must agree not to convene an ARD committee meeting for the purpose of making changes to the IEP; and ILTexas must develop a written document to amend or modify the child’s IEP (§ 300.324(a)(4)(i)). If the IEP is amended without an ARD committee meeting, the ARD committee membership must be informed of those changes. A parent must be provided with a revised copy of the IEP with the revised changes.

There are two persons who are always required to sign and date the IEP Amendment Report:

- The parent, or when appropriate a guardian, surrogate parent, or an adult student. This individual may agree for the change over the phone, but a copy of the signature page should still be sent home with a request of return.
- A Special Education Support Staff member completing the IEP Amendment and/or an administrative representative, such as the principal or an assistant principal.

This is the only instance in which all ARD committee members are not required to attend a meeting. These staff members sign agreement to the proposed change with agreement from the parent.

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Related Resources:

[DETERMINATION OF ELIGIBILITY; PRESENT LEVELS;
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SPECIAL FACTORS:

[Assistive Technology; Autism; Behavior](#)

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PROCEDURES:

Free Appropriate Public Education (FAPE) – Special education and related services that have been provided at public expense, under public supervision and direction and without charge; meet the standards of the Texas Education Agency (TEA); include an appropriate preschool, elementary school, or secondary school education in the State involved; and are provided in conformity with the individualized education program (IEP).

Eligibility Determination and Documentation

What's Required

Upon completion of the administration of assessments and other evaluation measures a group of qualified professionals and the parent of the child determines whether the child is a child with a disability and the educational needs of the child 34 CFR 300.306(a)(1).

What We Do

There is a two-part test for determining whether a student is eligible for special education services: (1) a student must have a disability, and (2) as a result of the disability, the student must need special education services to benefit from education. In Texas, an ARD/IEP Committee makes decisions about eligibility. Within 30 calendar days of completing the Full Individual Evaluation (FIE), the ARD/IEP Committee must meet to review the written report and determine whether the student is eligible for special education services. A copy of the evaluation report must be provided to the parent at no cost.

A child must not be determined by the ARD/IEP Committee to be a child with a disability if the determinant factor for such determination is:

- Lack of appropriate instruction in reading, including in the essential components of reading instruction as defined in the Elementary and Secondary Education Act (IDEA) which means

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explicit and systematic instruction in (a) Phonemic awareness, (b) Phonics, (c) Vocabulary development, (d) Reading fluency, including oral reading skills, and (e) Reading comprehension strategies

- Lack of appropriate instruction in math
- Limited English proficiency

Not all struggling learners have a disability. In these situations, the campus-based support team may meet and recommend other services or programs in general education to help the student. In the Response to Intervention (RTI) process, the campus-based support team may recommend additional interventions available to non-disabled students.

If the evaluation shows that the student has a disability, the ARD/IEP Committee must then decide whether the student needs special education services to benefit from education. If the student does not have an educational need for special education services, he or she is not eligible for any such services.

If it is determined, through an appropriate evaluation under the full and individual evaluation frameworks, that a child has one of the disabilities but only needs a related service and not special education, the child is not a child with a disability under the Individuals with Disabilities Education Act.

Individualized Education Program

What's Required

The Individualized Education Program (IEP) is developed by the ARD Committee. The IEP must include certain information about the child and the educational program designed to meet his or her unique needs.

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Present Levels of Academic Achievement and Functional Performance

What We Do

Developing the IEP begins with a careful analysis of the student's present levels of academic achievement and functional performance, including:

- How the child's disability affects that child's involvement and progress in the general education curriculum
- For preschool children, as appropriate, how the disability affects the child's participation in age-appropriate activities

NOTE: There should be a direct relationship between the annual goals and the present level of academic achievement and functional performance.

Standards-Based Measurable Annual Goals

What's Required

A standards-based IEP is "a process and document that is framed by the state standards and that contains goals aligned with, and chose to facilitate, the student's achievement of state grade-level academic standards".

What We Do

Implications for Practice:

- Continue emphasis on knowledge of enrolled grade level curriculum to ensure drafting of goals which are aligned with enrolled grade level TEKS
- Draft annual goals and short term objectives/benchmarks (when appropriate) in standards-based format aligned to enrolled grade level TEKS
- Utilize TEA Curriculum Framework and Vertical Alignment documents as a resource for enrolled grade level curriculum standards

Because students with disabilities 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

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these requirements, all students must have standards-based goals. Standards-based goals are defined as annual, measurable goals aligned to enrolled grade level TEKS or Pre-Kindergarten Guidelines.

The IEP must include a statement of measurable annual goals, which relate to:

- Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum AND
- Meeting each of the student's other educational needs that result from the student's disability.
- Each measurable annual goal must contain each of the following components:
 - Timeframe: Identifies the amount of time in the goal period and is usually specified in the number of weeks or a certain date for completion
 - Conditions: Describe the specific resources that must be present for a child to reach the goal. The condition of the goal should relate to the behavior being measured
 - Behavior: Represents an action that can be directly observed, measured and monitored
 - Criterion: Identifies how much, how often, or to what standard the behavior must occur in order to demonstrate that the goal has been met

Every student receiving special education services must have at least one measurable annual goal.

- All students whose course content is modified and/or who take alternate assessments aligned to alternate assessment standards must have both annual goals and short-term objectives/benchmarks.
- In the development of standards-based measurable annual goals for a student, the ARD Committee should:
- Specify the specially designed instruction that the student requires to achieve his/her annual goal(s)
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- KISD will draft measurable, intermediate steps (short-term objectives/benchmarks) for each annual goal to assist families, students, and educators in monitoring progress during the year, and, if appropriate, revising the IEP to address the student's instructional needs.

Special Factors

Behavior

What's Required

34 CFR 300.530 (f), IDEA states, the determination that behavior was a manifestation. If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must—

1. Either—
 - a. Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
 - b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
2. Except as provided in paragraph (g) of this section, return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

What We do

Functional Behavior Assessment (FBA)

Functional Behavioral Assessment (FBA) The purpose of the FBA is to operationalize the behavior problem and determine the contingencies maintaining the behavior in order to develop a function based intervention plan. According to IDEA, it is required only "as appropriate" except when a problem behavior is found to be a manifestation of a disability and an FBA has not been done previously.

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As a best practice, the FBA is recommended for developing Behavior Intervention Plans.

1. Use a variety of data sources that will provide information about the student and all factors impacting his/her behavioral functioning when conducting a Functional Behavioral Assessment such as:
 - Review of behavior history, conduct grades, discipline records, etc.
 - Observations of the student in multiple settings and in interactions with adults and peers
 - Interviews with teachers
 - Interview with parents – may include information about presence or absence of behavior at home, history of any behavior concerns, medications prescribed, involvement in any kind of therapy, etc.
 - Available information from outside agencies
 - Review of psychological reports, previous Behavior Intervention Plans, etc.
 - Interview with the student
2. Identify specific behaviors of concern to school staff and to parents, keeping the list to no more than three high priority behaviors to be addressed. Provide an operational definition of each behavior.
3. Consider the antecedents to the occurrence of the problem behaviors including distal and/or proximal events. Include the most likely settings, situations, and/or times the problem behaviors might occur.
4. Consider the consequences that typically follow the problem behavior and may be maintaining the behavior.
5. Identify reinforcers and negative consequences that have been used with the student over the previous year to address the problem behavior and consider the effectiveness of each of those. Consider any new information that has been obtained that might suggest a potential reinforcer or consequence that has not yet been tried.
6. Formulate a hypothesis as to what the function of each identified problem behavior is likely to be, i.e. attempts to gain control, attention, revenge, or sensory stimulation; attempts to

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escape responsibilities or activities such as classwork, social situations, etc.; efforts to communicate, etc.

7. Consider any additional information provided by the student that helps explain the purpose for the problem behavior.
8. Identify the student’s behavioral strengths to assist with identification of prosocial or replacement behaviors.

Behavior Intervention Plan (BIP)

Behavior Intervention Plan (BIP) The Behavior Intervention Plan (BIP) is designed to provide options for interventions when specifically identified problem behaviors interfere with the student’s learning or the learning of others. Typically, a Functional Behavioral Assessment will have been conducted prior to the development of the BIP. This will provide information about the antecedents and consequences that may be underlying and/or maintaining the behavior, a hypothesized function of each behavior, and results of efforts used previously to address the behavior concerns.

The BIP includes specific, individualized methods designed to prevent the occurrence of problem behaviors while promoting pro-social replacement behaviors. This forms the basis of positive behavior interventions and supports to meet the specific needs of an individual student.

1. List the target behaviors to be addressed in the BIP including an operational definition of each.
2. List the hypothesized function of each behavior.
3. Identify any antecedent strategies to be used that might prevent the occurrence of the behavior.
4. Identify any consequence strategies that might be used and/or put in place to discourage the occurrence of the behavior.
5. Identify any behavior management techniques or situations to be avoided with the student.

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6. Keeping in mind the hypothesized function of the behaviors, identify any special skills that should be taught to facilitate development and demonstration of prosocial behaviors. Consider any training for staff, student, or the parent that will be necessary to support the demonstration of pro-social behaviors.
7. Specify any necessary adaptations to the setting or any actions, prompting, or cuing to be used as antecedents to promote the pro-social behaviors.
8. Specify any classroom strategies and/or reinforcement or reward systems to be used to increase or maintain pro-social behaviors. It is important to remember that reinforcement or rewards may or may not be tangible items.
9. Specify consequences to be used following the target behaviors that are reasonably calculated to decrease frequency, duration, and/or intensity of target behavior.

Limited English Proficiency

What's Required

The LEA must ensure that assessments and other evaluation materials used to assess the child are selected and administered so as not to be discriminatory on a racial or cultural basis; Provided and administered:

- In the child's native language or other mode of communication; and
- In the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to so provide or administer;
- Used for the purposes for which the assessments or measures are valid and reliable;
- Administered by trained and knowledgeable personnel; and
- Administered in accordance with any instructions provided by the producer of the assessments

What We Do

Referral

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The campus review team facilitates all campus referrals for Special Education evaluations, including evaluation referrals involving students that are limited English proficient. The purpose of the review team is to collect informal data to distinguish if the student's learning deficits are likely caused by a language difference or a suspected disability. In order for the review team to suspect a disability may exist for a limited English speaking student, the learning deficits must be evident in the native language as well as in English. Common campus assessments available to distinguish a language difference versus a possible disability could include, but not limited to:

- Running records; fluency probes (English, Spanish, or other language)
- Assessments associated with Esperanza
- Istation probes (English and/or Spanish)
- Texas English Language Proficiency Assessments System (TELPAS)
- STAAR L (Linguistically Accommodated)
- STAAR (English and/or Spanish)
- Formative assessments (English and/or Spanish)
- Writing samples (English, Spanish, or other language)
- School attendance history
- Teacher observations
- Home Language Survey (HLS)
- Parent information

Evaluation

All Special Education evaluations are managed by the campus Diagnostician, LSSP, or Speech Therapist (if the suspected disability is for a speech impairment only). If based on the referral information, there is any influence of a language other than English a request is made through use of an AP1 for a bilingual Diagnostician, LSSP, or Speech Therapist to be assigned as an ancillary evaluator. The bilingual Diagnostician, LSSP, or Speech Therapist will determine the extent to which the Special Education evaluation will be conducted in the student's native language and English. In order for the evaluation team to determine if a disability exists, the academic need caused by the disability must be evident in the student's native language and in

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English. In the event a bilingual Diagnostician, LSSP, or Speech Therapist is not available for languages other than English or Spanish, the evaluation will be conducted with the support of a trained translator.

Bilingual Program and Services

For those ELLs being considered for special education, schools must ensure that each campus LPAC coordinates with the ARD/IEP committee in determining the most appropriate placement of ELLs with disabilities. When a student needs both language and disability related services, the LPAC administrator must participate in the ARD/IEP meetings.

The LPAC is required to offer the required bilingual or ESL program to ELL students who also qualify for Special Education services. If a campus does not have bilingual certified/Special Education teachers, the campus is required to find the means to provide both services either through a model where the Special Education teacher provides instructional support in the bilingual classroom or provide other options for serving the student's needs.

Students cannot be denied the required language services when they also qualify for Special Education services. A parent shall not be asked to choose between a language or Special Education program.

Participation in Dual Language Program

Benefits of the Dual Language bilingual program extends to students with disabilities. It is often thought that an ELL who is identified as having a disability, should only be instructed in English, so as not to confuse the student. Emerging evidence shows that children with speech, language, or learning impairment can become fully bilingual (Genesee, Paradis, & Crago, 2004; Perozzi, 1985; Perozzi & Sanchez, 1992) and will benefit from participation in the Dual Language program.

Benefits of Dual Language for Students with Disabilities

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Students who are dual language learners with disabilities and receive interventions in their home language and English fair as well or better than children who receive services in English alone (Paradis, et al 2011).

There are no regulations that prohibit a student from participating in both special education and Dual Language programs. Once a child qualifies for special education services, the ARD/IEP committee, in conjunction with the LPAC, must look at his or her specific social, language, and academic needs and select the appropriate instructional program that best meets those needs.

Blind or Visually Impaired
What’s Required

The local educational agency (LEA) must ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled (34 CFR 300.114(a)(2)(i) and 20 USC 1412(a)(5)(A).

The LEA must ensure that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (34 CFR 300.114(a)(2)(ii) and 20 USC 1412(a)(5)(A).

The LEA must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services (34 CFR 300.115(a)).

The ARD committee must specify the appropriate instructional arrangement/setting as set forth in 19 TAC 89.63(c).

Board Policies:

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What We Do

Continuum of options:

- general education classroom with consultative support from a teacher of the visually impaired
- general education classroom with direct instructional services from a teacher of the visually impaired
- a combination of general education and self-contained special education classes with consultative and/or direct instructional services from a teacher of the visually impaired
- self-contained special education classroom with the consultative and/or direct instructional services from a teacher of the visually impaired
- residential placement - Texas School for the Blind and Visually Impaired

Components of services for students with Visual Impairment:

- determined by the ARD/IEP Committee
- based upon individual needs of student
- may Orientation and Mobility (O&M) as determined by the ARD/IEP Committee
- may include services from a Braille specialist
- may include technology support
- expanded core curriculum

Personnel have knowledge and competencies in the following areas:

- extent to which significant visual loss impacts access to the general curriculum, social skills and skills for daily living
- specially designed instruction
- accommodations and modifications
- technology supports including use of Braille, magnification and travel training

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Orientation and Mobility Services

What's Required

Orientation and Mobility (O&M) is a very important component in the spectrum of services provided to students with visual impairments. In addition to the general education that all students receive, students with visual impairments, starting at birth, also need the Expanded Core Curriculum to meet needs directly related to their vision disability (NASDSE, 1999, p. 70). O&M is one of the related services within the Expanded Core Curriculum for students with visual impairments. Movement, independent or supported, is critical for learning. Orientation & mobility (O&M) is recognized in IDEA 2004 as a related service, which may be required to assist a student with a visual impairment to benefit from special education. Orientation and mobility specialists provide instruction to students whose visual impairment has adversely affected their ability to travel. It is a necessary skill in the achievement of independence. "Orientation" is the ability to know where one is and how to get to a desired location. It includes body awareness concepts, spatial concepts, and environmental concepts. "Mobility" is the ability to safely navigate from one's present location in the environment to one's desired location in another part of the environment. It includes skills such as guide technique, self-protective techniques and cane skills 34 CFR § 300.304(c)(4) requires that "the student is assessed in all areas related to the suspected disability" and 34 CFR 300.304(c)(6) requires that "the evaluation is sufficiently comprehensive to identify all of the student's special education and related services needs".

What We Do

Referral Process for students with vision loss

- An evaluation of orientation and mobility skills by a Certified Orientation and Mobility Specialist (COMS) must be completed, along with the evaluation by a teacher of students with visual impairment (TVI), when establishing initial eligibility as a student with a visual impairment.
 - The Eye Medical Report should indicate whether the student has no vision or a serious visual loss after correction, or a progressive medical condition that will result in no vision or serious vision loss after correction. A Functional Vision Evaluation

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(FVE) analyzes how a student actually performs visually in a variety of environments, including familiar and unfamiliar environments, in different lighting conditions, and requiring the use of both near and distance vision.

- Input from both a TVI and a COMS ensures consideration of all aspects of functional use of vision.
- The Functional Vision Evaluation (FVE) must include recommendations concerning the need for an Orientation and Mobility Evaluation, to determine whether there is a need for specific instruction to ensure safe and efficient movement and travel in the home, school, and community.
- Input from a COMS during the FVE provides informed decision-making regarding the need for an O&M evaluation.
- An Orientation and Mobility Specialist teams with the VI teacher when a functional vision evaluation is performed, thus ensuring that all students with visual impairments are appropriately screened for this related service.

Service Delivery Models

- The types of service delivery models available include:
 - Monitoring/Consultation
 - Direct
 - Integrated
- The ARD/IEP committee determines the appropriate service delivery model and the frequency and duration of services based on the evaluation and recommendation from the O&M specialist.

Communication

What's Required:

School-based speech-language pathologists (SLPs) provide services within the context of public education. Decisions regarding speech-language pathology services, including assessment and evaluation, are made within the framework of the mandates of this

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social institution. [IDEA 2004](#) defines speech or language impairment as relevant to the context of schooling.

The child has a communication disorder such as, stuttering, impaired articulation, a language impairment, or a voice impairment; ([CFR 34 300.8\(c\)\(11\)](#) and

- The speech or language impairment adversely affects the child's educational performance; [19 TAC89.1040\(c\)\(10\)](#) and
- By reason of the speech or language impairment, the child needs special education and/or related services.

What We Do

A child who has difficulty producing speech or understanding and communicating ideas may have a speech-language impairment. When a person is unable to produce speech sounds correctly or fluently, or has problems with his or her voice, he or she has a speech disorder. Difficulties pronouncing sounds, or articulation disorders, and stuttering are examples of speech disorders. When a person has trouble understanding others (receptive language), or sharing thoughts, ideas, and feelings completely (expressive language), difficulty in social situations (pragmatic language) he or she has a language disorder.

- Prior to referral, students experiencing language difficulty in the general education classroom should be considered for the support services available to all students such as tutorials, remedial services, and/or other support services.
- If the student continues to experience difficulty in the general education classroom after the provision of interventions, the student should be considered for a full individual and initial evaluation.
- Students with suspected speech and/or language impairments are evaluated using a comprehensive speech battery that is conducted by a professional that is licensed and/or certified as a Speech-Language Pathologist. Some professionals

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may hold Speech and Hearing Therapy certificates as previously granted by the [Texas Education Agency](#). Legal Framework [9.1131\(b\)\(81\)](#)

- When a student is determined eligible for speech-language services, the service delivery and clinical methods must focus on achieving the speech and/or language goals in the child’s Individualized Education Program (IEP). These services are provided using a direct service delivery model, and may target one or more of the following areas:
 - Articulation – Abnormal production of speech sounds.
 - Stuttering – Abnormal flow of verbal expression characterized by impaired rate/rhythm.
 - Language – Impairment or delayed development of comprehension and/or use of a spoken/written or other symbol system.
 - Voice – Absence or abnormal production of vocal quality, pitch, loudness, and/or resonance.

Direct Service Delivery Models

Generalization of skills to the natural setting is crucial for independent communication. Issues that should be considered in the selection of a service delivery model are the Least Restrictive Environment and the Regular Education Initiative.

Least Restrictive Environment (LRE), an IDEA mandate, provides that eligible students are educated with students without disabilities to the maximum extent appropriate. LRE should be considered in the selection of a service delivery model as the ability to generalize skills to the natural setting is crucial for independent communication. It should be noted that all educators address communication development throughout the student’s day.

Service Delivery Models – The following is a description of speech-language service delivery models that are available based on the individual needs of the student.

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1. Direct Pull Out – Speech-language services occur with students in the speech room or sometimes within the physical space of the classroom setting. This is the most restrictive environment for speech therapy services.
2. Direct Push In – Speech-language services occur within the classroom setting. Team teaching with the classroom teacher (General Education or Special Education) can be utilized to support the curriculum content and communication intervention needs in a natural environment such as the classroom or community.

Dismissal Considerations

The Speech-Language Pathologist must use sound professional judgment and competency, in addition to evaluation data, in recommending that services are no longer warranted. The following factors must be considered:

Evaluation Data- Does evaluation data indicate that the student no longer qualifies for services according to KISD's eligibility guidelines? (see above three bullet points "What is Required")

Duration of Services- How long has the student been receiving speech therapy services?

Capacity of student for change- Is the student receiving meaningful benefit from services? What is the Speech-Language Pathologist's reasonable statement of prognosis? Does the student's primary disability limit their ability to benefit from the specialized services of the SLP?

The following are situations in which a student who continues to have a speech impairment may be dismissed from speech therapy:

1. Progress is no longer made towards goals?

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2. Lack of motivation and interest prevents them from benefiting from the specialized services?
3. The primary disability limits their ability to benefit from the specialized services of the SLP?

Determination of dismissal is made by the ARD committee during an ARD meeting.

Feeding and Swallowing

A fundamental educational need for students is adequate nutrition and hydration during their school day. To notify support staff of a student who is having difficulty with feeding and/or swallowing while at school, please contact the campus SLP.

Speech Therapy Services for Medically Fragile Students

Medically Fragile Students who require Homebound Services may experience a temporary period of time when they are not medically stable enough to benefit from Speech Therapy services. During this time, the Speech-Language Pathologist's role would be to consult with the student's nurse and Homebound teacher periodically to determine when the student is stable enough to benefit from services. The ARD/IEP committee will determine the frequency and duration of the consultative speech therapy services during this time.

Assistive Technology

What's Required

CFR §300.324(a)(2)(v) According to federal regulations each public agency must ensure that an assistive technology device and or an assistive technology service is made available to a student with a disability if such device or service is required as a part of the student's IEP. All ARD/IEP Committees are required by federal regulation to consider the student's need for assistive technology (AT) devices and services in the development of the IEP. This does not mean that the AT needs of a child with a disability must be considered in every ARD/IEP Committee meeting,

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but it does mean that the AT needs of a child with a disability must be considered every time the IEP is being developed.

The first step in considering a student’s need for assistive technology is to understand that assistive technology is defined under federal and state legislation as both a device and a service.

Assistive technology device means any item, piece of high and low technology equipment or product system, whether acquired commercially off the shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities or increase the independence of a student with a disability so that he or she can participate more fully in all settings. On a case-by-case basis, the use of a school-purchased assistive technology device in a student’s home or in other settings is required if the ARD/IEP Committee determines that the student needs access to those devices in order to receive FAPE. The term, assistive technology, does not include a medical device that is surgically implanted or the replacement of such device.

Assistive technology service means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- the evaluation of the needs of a student with a disability, including a functional evaluation of the student in the student’s customary environment;
- purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children/adult students with disabilities;
- selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
- coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- training or technical assistance for a student with a disability or, if appropriate, that student’s family; and

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- training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that student.

Assistive technology devices and services are provided when necessary to assist a student with a disability to participate in and benefit from his/her educational program.

What We Do

The ILTexas AT Team is made up of a group of individuals (speech language pathologists, occupational therapists, physical therapists, diagnosticians, special education teachers, etc.) who have participated in training specifically in the area of assistive technology and are equipped to conduct evaluations, make recommendations regarding assistive technology in their specific area of expertise, and plan implementation of assistive technology.

AT evaluations for communication are conducted by a speech language pathologist with a minimum of 3 years' experience in public school speech therapy and 30 hours of AT specific training. A multidisciplinary team approach (SLP, OT, PT, classroom teacher, other personnel) is used if the student has both communication impairment and motor access issues.

The goals of the ILTexas AT Team include:

- Providing tools for campus teams to informally evaluate special education student's needs for assistive technology and/or need for an evaluation from the district team
- Evaluate special education student needs for assistive technology when referred to the district team
- Provide interpretation of evaluation results to parents and staff members who work with the student
- Coordinate the purchase, maintenance, and replacement of assistive technology devices
- Provide training and assistance to parents and professionals in the use of assistive devices with students
- Provide training about Assistive Technology topics to campus staff members

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- Provide consultation to professionals and parents in integrating assistive technology into student's IEPs
- Treat assistive technology assessments as an ongoing process
- Remain current regarding technology and trends in assistive technology

ASSISTIVE TECHNOLOGY CONSULT PROCEDURES

An AT consultation is done by a member of the District AT Team when a campus team needs more information, ideas, and solutions for a particular student regarding AT. An AT consult precedes an AT assessment. A consult does not have to go through an ARD committee. An AT consult does not require parent permission. A consult generally involves discussion between the district AT team member and the campus team to brainstorm ideas. Decisions are generally made as a result of these discussions and observation of the student in his environment and often without the District AT Team member directly working with the student.

An AT consult or training may be requested when:

- the campus team needs additional input regarding assistive technology for a student due to the student's lack of progress with current methods in place
- the campus team needs additional input regarding assistive technology for a student because he is unsuccessful with the current level of AT and a higher level of AT might be considered
- the parents or campus team need additional information or training regarding the types of AT available for a particular student and implementation of that AT

Steps to request and complete an AT consult are as follows:

- To request an AT consult for communication, contact the Lead Assistive Technology Specialist
- For communication AT consults, the campus team completes the top of the AT Speech Collaboration form.

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- To request AT consult for reading, writing, or math contact the Lead Occupational Therapist

AT CONSULT RESULT

- The AT Team member visits the student's campus to observe, talk to the teacher and others as needed. Some direct work may or may not be done with the student.
- A written summary of the consultation is given to the campus personnel and provided for the review by the ARD-Committee at the next ARD.

ASSISTIVE TECHNOLOGY ASSESSMENT PROCEDURES

An AT assessment is done to identify the need for AT, especially use of a high tech device. An assessment is done for the purpose of making recommendations for the type of AT the student needs, a plan for implementing the AT, and defining measurable expected outcomes of the use of AT. An AT assessment is done if a high tech device is in place and there is consideration for discontinuing use of the device.

An AT assessment must be initiated by an ARD committee (ARD) and requires parent permission. An assessment consists of gathering information about the student, environment, tasks expected of him, and tools currently used and those tools or devices to be considered. An assessment requires the student to be assessed in his natural environment and for data to be collected by the assessor and the campus team over time. The parents and the teachers are considered to be part of the team approach to AT assessment.

An assessment not only looks at the student's abilities, but also his level of interest and motivation to use assistive technology. Furthermore, an assessment considers the level of knowledge, training, and motivation to use technology on the part of adults in the student's environment.

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All of this information is gathered and trials using different devices and strategies may be implemented with data collection used as the basis of decision making.

An AT assessment is requested when:

- A student moves into the district with a privately owned Assistive Technology device or an AT report from a previous district stating that he/she was using an AT device
- An ILTexas student obtains a dedicated AT device through funding or parent purchase and the parent wants the student to use the device at school
- An AT consult has been done and consideration is being given to a high tech communication device for the student
- Consideration is being given to remove a device from a student
- It is determined that the campus team needs additional support for a student beyond a consult

When an AT assessment is completed, an ARD meeting will be held to review the evaluation and recommendations. If a decision is made for a specific type of device and/or strategies, the team will formulate a plan which includes training, an implementation schedule, ongoing modifications and accommodations, as well as plans for device maintenance and repair.

Steps for initiating a request for AT assessment and completing the assessment process are as follows:

1. A Pre-assessment ARD is held for an AT assessment. The timelines for completion of the AT assessment are variable based on the needs of the student and the AT considerations. The AT consult will help determine how long will be needed to set up adequate trials and a data collection period in order to complete the assessment.
2. Parent is given the AT Parent Questionnaire.
3. The AT Team member visits the student's campus to observe, talk to the teacher and staff and assess the student's need for AT. The campus team will be given tasks to do in order to implement trials and collect data during the assessment process.

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4. The District AT team and campus team will use data to discuss recommendations to be made to the ARD committee and the assessor will write the AT report.
5. The District AT team will contact the parent and review the results and recommendations of the AT assessment.
6. The ARD committee will meet. The District AT Team member may or may not be present depending on the circumstances. If the District AT Team member is not present, she will be notified after the ARD regarding acceptance of the recommendations.
7. The District AT Team member will notify the District AT Team Leader if an AT device is recommended, as well as no tech and low tech recommendations.
8. The District AT Team Leader will notify the Director of Special Education regarding the need for ordering AT equipment by submitting a purchase order request and documentation of need.
9. When the AT device is received by the district, the District AT Team assessor will set up training with the campus team and all relevant persons as outlined in the ARD.
10. The campus team will be responsible for implementing the use of the recommended assistive technology, contacting the District AT Team when help is needed or the device is not working, or any issues regarding the recommended AT come up which cannot be handled at the campus level.
11. The campus team will be responsible for collecting ongoing data to determine measurable outcomes of the use of AT.

DOCUMENTING USE OF AT IN THE ARD

The Individuals with Disabilities Education Act (IDEA) requires that the ARD/IEP team consider AT needs in the development of **every** Individualized Education Program (IEP). Once the ARD/IEP team has reviewed assessment results and determined that AT is needed for provision of a free, appropriate, public education (FAPE), it is important that the IEP document reflects the team's determination in as clear a fashion as possible.

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The following indicators for AT in the IEP help the team describe the role of AT in the child's education program.

1. The education agency has guidelines for documenting assistive technology needs in the IEP and requires their consistent application.
2. All services that the ARD/IEP team determines are needed to support the selection, acquisition, and use of assistive technology devices are designated in the IEP.
3. The IEP illustrates that assistive technology is a tool to support achievement of goals and progress in the general curriculum by establishing a clear relationship between student needs, assistive technology devices and services, and the student's goals and objectives.
4. IEP content regarding assistive technology use is written in language that describes how assistive technology contributes to the achievement of measurable and observable outcomes.
5. Assistive technology is included in the IEP in a manner that provides a clear and complete description of the devices and services to be provided and used to address student needs and achieve expected results.

Autism

What We Do

Development of Autism Supplement Texas regulations require that ARD committees consider 11 strategies for students with autism. An "autism supplement" may be used to address these strategies. While all 11 strategies, at least 1 must be considered, TEA does not require that all be implemented. The ARD committee determines which strategies should be included in a child's IEP. If it is decided that services are not needed in one or more area, the IEP must include a statement to that effect and the "basis upon which the determination was made." "The statement may address the services collectively or individually." It is important that this document support and not contradict other parts of the IEP. The autism supplement can help ensure the unique needs mentioned of students with autism are addressed in the student's goals and objectives. Yearly training of staff working with students with autism should be conducted, and autism supplements should be completed for all students with autism.

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**State Assessment
What's Required**

Federal law requires that schools be held accountable for educational results so that each student can meet his/her academic potential. State assessments are to be given to determine whether schools have been successful in teaching students the knowledge and skills for their enrolled grade as defined by the state content standards (the Texas Essential Knowledge and Skills or TEKS). In determining which assessment is appropriate the ARD committee should refer to the State and District wide Assessment Framework.

**What We Do
Participation in State/District Assessments**

Decisions regarding assessments should be made by the ARD Committee and should be based on the instruction the student is receiving and the accommodations/modifications the student requires in order to be successful. Assessment decisions should not be made solely on the disability category or placement.

The IEP must include a statement of any individual appropriate and allowable accommodations in the administration of state-wide assessment instruments or district-wide assessments of student achievement (if the district administers such optional assessments) that are necessary to measure academic achievement and functional performance of the child on the assessments.

ILTexas will propose accommodations that are appropriate to the needs of each student and that accurately reflect student achievement.

The ARD Committee should also include in the IEP, if appropriate, documentation regarding a student's current interpersonal skills level and preferred functional communication system/modes (i.e., sign, oral language, picture exchange system, etc.) when considering alternate assessments and accommodations.

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It should be noted that students receiving special education services are no longer permitted to be exempted from the state assessment program required to graduate and must take at least the first attempt of the assessment instrument that the ARD/IEP Committee has determined is appropriate. The student's ARD committee determines whether the student is required to achieve satisfactory performance on the EOC assessments. If the ARD committee determines that a student is not required to achieve satisfactory performance on the EOC assessments, the student is considered to be in compliance with assessment requirements under TEC §39.025. Information regarding the state assessment instrument and the alternate assessment instruments is available on the TEA website.

Document the appropriate assessment and all allowable or approved accommodations that the student will need during testing.

Prior to selecting an assessment instrument, the student's ARD Committee must be knowledgeable regarding all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. **STAAR** (paper and online).

The student is accessing the grade-level TEKS curriculum with or without allowable accommodations. Information regarding currently allowable accommodations is available at: [http://tea.texas.gov/student.assessment/accommodations/STAAR Alternate 2](http://tea.texas.gov/student.assessment/accommodations/STAAR%20Alternate%202)

If STAAR Alternate 2 is being considered, the student's ARD Committee must review the five criteria below and provide evidence that the student meets each criterion:

- The student's ARD Committee has determined that, based on evaluation information performed by a qualified evaluation team, the student has a significant cognitive disability. The significant cognitive disability must affect the student's intellectual potential and be documented as such in the student's IEP. A student with a significant cognitive disability has limited potential to reach grade-level expectations whereas a student with a learning

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disability has the potential to reach grade-level expectations, but has difficulty doing so due to his or her disability.

- The student requires specialized supports to access the state-mandated grade-level curriculum and environment. The student needs specialized academic instruction as well as support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations and/or taking care of personal needs.
- The student requires intensive, individualized instruction in a variety of instructional settings. The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information and transfer skills to other settings.
- The student accesses and participates in the grade-level TEKS through prerequisite skills that are linked to the grade level curriculum. A student with a significant cognitive disability requires a highly specialized educational program with intensive supports and modifications to the curriculum to access the TEKS through prerequisite skills that are significantly below grade-level instruction. For instance, an elementary student may be 3-4 levels below grade-level instruction while a student in high school may be 7-9 levels below.
- The STAAR ALT 2 determination is based on the student’s significant cognitive disability and not on any other factor. The decision to administer STAAR Alternate 2 is NOT based on the student’s racial or economic background, English learner status, excessive or extended absences, location of service delivery, anticipated disruptive behavior or emotional distress, or any other such factors.

Under 34 Code of Federal Regulations (CFR) § 300.320(a)(6) and 19 Texas Administrative Code (TAC) §89.1055, if the ARD committee determines that the student will take STAAR Alternate 2, the IEP must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all five eligibility criteria are met.

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- Under 34 Code of Federal Regulations (CFR) § 300.320(a)(6) and 19 Texas Administrative Code (TAC) §89.1055, if the ARD committee determines that the student will take STAAR Alternate 2, the IEP must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all five eligibility criteria are met.
- The decision to administer STAAR Alternate 2 is made by the ARD committee based solely on the student's educational need, not administratively based on the federal accountability requirements, which limit the number of students assessed with an alternate assessment to no more than 1.0% of the total number of students in the State who are assessed in a subject.
- For a student who the ARD committee deems eligible to take STAAR Alternate 2, the committee understands that instructional and assessment decisions made may impact a student's graduation plan in high school, as described in 19 Texas Administrative Code (TAC) §89.1070.
- According to 19 (TAC) §101.27(b), school districts are required to follow the procedures specified in the applicable test administration materials. If the ARD committee determines that the student will take STAAR Alternate 2, justification that is based on the information in this form and the student's individual allowable accommodations must be documented in the student's IEP.

The student's ARD committee must also provide one of the following assurances.

- Students in grades 3-8 who are eligible for STAAR Alternate 2 should be assessed only in the grade/subjects in which they are enrolled and should NOT be assessed in above-grade enrolled curriculum.
- For a student in high school, the student is enrolled in a course that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is accessed through prerequisite skills.

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NOTE: High school students are required to participate in all STAAR Alternate 2 assessments at some time during high school. The ARD Committee can determine which courses and corresponding assessments will be taken in a given year.

No Authentic Academic Response Eligibility Requirements

If the ARD Committee has previously determined that a student meets the eligibility requirements for STAAR Alternate 2 and the student is being considered for a No Authentic Academic Response (NAAR) designation, the ARD Committee must determine that the student meets at least one of the two eligibility criteria below.

- Because of multiple impairments, the student is unable to receive information during instruction and assessment. For example, the student may have a combination of visual, auditory and/or tactile impairments or
- The student is consistently unable to provide an authentic academic response during instruction. The student exhibits one or more of the following characteristics.
 - Is unable to demonstrate any observable reaction to a specific stimulus
 - Exhibits only startle responses
 - Tracks or fixates on objects at random and not for a purpose
 - Moves or responds only to internal stimuli
 - Vocalizes intermittently regardless of changes in the environment around him/her
- If the student's ARD Committee agrees that the student meets at least one of the criteria described above, each of the following assurances must be initialed by district personnel.
- The student is unable to receive information during instruction and assessment and/or the student is unable to provide an authentic academic response.
- The NAAR designation is based on educational records and describes the student in all settings.

The student's ARD Committee must ensure that the NAAR designation is documented in his/her IEP.

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Medical Exception Eligibility Requirements

Students qualifying for a medical exception will not be required to participate in the administration of STAAR Alternate 2 for any course or subject for which they are enrolled in the current year. A score code of 'M' must be recorded for all tests the student would have taken.

The ARD Committee must ensure the medical exception of documented in the student's IEP.

If the ARD Committee has previously determined that a student meets the eligibility requirements for STAAR Alternate 2 and the student is being considered for a medical exception designation, the ARD Committee must determine that the student meets at least one of the two eligibility criteria below.

- The student is unable to respond to test questions due to a chronic illness.
- The student is receiving extensive short-term medical treatment due to a medical emergency or serious injury in an accident.
- The student is unable to interact with peers or educators without risk of infection or contamination to himself/herself or others.
- The student is unable to receive sufficient or consistent homebound services due to medical issues.
- If the student's ARD Committee agrees that the student meets at least one of the criteria described above, each of the following assurances must be initialed by district personnel.
- The medical incident or condition must prevent the student from participating in sufficient instruction offered at school, at home, at a hospital, or at a residential facility.
- The information used to make the medical exception determination must reflect the student's situation just prior to and throughout the testing window.
- The medical incident or condition must be identified and verified in writing by a licensed physician and kept on file by the local district.

Accelerated Instruction

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For students in grades 5 and 8 who do not perform satisfactorily on STAAR™, the ARD student's Committee will determine the manner in which the student will participate in an accelerated instruction program.

For students receiving special education services, the ARD Committee determines the accelerated instruction plan. When determining the type of accelerated instruction needed, the ARD Committee must compare a student's test results with his or her IEP to make sure areas of weakness identified on the test align with the goals and objectives in the IEP. A continuation of the student's current IEP goals and areas of need may be an appropriate type of accelerated instruction.

NOTE: The AIP must be put in place through the ARD process. An ARD Committee meeting must be convened if the accelerated instruction plan involves a change in placement or decisions regarding retention.

In determining the most appropriate accommodations for statewide assessments, the student's ARD Committee must determine which of the classroom accommodations currently provided for the student are allowable for use on statewide assessments. The Committee must then determine if the student meets eligibility requirements, if any, for the proposed accommodation. Information is available on the TEA website below.

Supplementary Aids and Services, Special Education, Related Services What's Required

Supplementary aids and services, special education, and related services must be based on peer-reviewed research to the extent practicable. The admission, review, and dismissal (ARD) committee must determine needed supplementary aids and services to be provided to the child, or on behalf of the child (34 CFR 300.320(a)(4), 20 USC 1414(d)(1)(A)(i)(IV)19, TAC 89.1050(a)(1)).

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The term "supplementary aids and services " means aids, services, and other supports that are provided in general education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable the child with a disability to be educated with nondisabled children to the maximum extent appropriate (34 CFR 300.42 and 20 USC 1401(33)).

The ARD committee must determine needed program modifications or supports for school personnel that will be provided to the child to enable the child to: advance appropriately toward attaining the annual goals; be involved in and make progress in the general education curriculum, and be afforded an equal opportunity to participate in extracurricular and other nonacademic activities including meals, recess periods, counseling services, athletics, transportation, health services, recreational activities; special interest groups or clubs sponsored by the local educational agency (LEA), referrals to other agencies that provide assistance to individuals with disabilities, and employment of children, including both employment by the LEA and assistance in making outside employment available (34 CFR 300.117, [34](#) CFR 300.107, 20 USC 1414(d)(1)(A)(i)(IV)).

The LEA is required to provide training to an educator who works primarily outside the area of special education only if the educator does not possess the knowledge and skills necessary to implement the IEP developed for the child receiving instruction from the educator (TEC 21.451(e) and TEC 21.451(d)(2)).

What We Do
Accommodations/Modifications:
Accommodations

An accommodation is a change in the teaching or testing procedures in order to provide students access to information and to create an equal opportunity to demonstrate content knowledge and skills.

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Broad Category: FREE APPROPRIATE
PUBLIC EDUCATION

Legal Framework: FREE APPROPRIATE
PUBLIC EDUCATION
COMPOSITE

Related Resources:

[DETERMINATION OF ELIGIBILITY; PRESENT LEVELS;
ANNUAL GOALS](#)

SPECIAL FACTORS:

[Assistive Technology; Autism; Behavior](#)

[Blind or Visually Impaired; Deaf or Hard of Hearing;](#)

[Limited English Proficiency](#)

[STATE AND DISTRICTWIDE ASSESSMENTS](#)

[SUPPLEMENTARY AIDS AND SERVICES, SPECIAL EDUCATION, AND
RELATED SERVICES](#)

[EXTENDED SCHOOL YEAR SERVICES](#)

Template update May 2020

An instructional accommodation does not change what the student is expected to master; therefore, curriculum content remains intact.

In Texas, an accommodation is defined as practices and procedures that are "intended to reduce or even eliminate the effects of student's disability, but do not reduce learning expectations".

Modifications

A modification is a change in what the student is expected to learn and/or demonstrate.

An instructional modification indicates what is being taught the - curriculum content - is altered.

As an example, students may not be required to learn all of the course objectives but only targeted objectives.

A curriculum modification reduces content and skills the student is required to learn.

In Texas, a modification is defined as "practices and procedures that change the nature of the task or target skill".

Accommodations and modifications should be individualized and routinely used during classroom instruction and testing. Data regarding the use of accommodations and modifications, such as observational reports and/or assignment/test scores with/without the use of accommodations should be collected and analyzed on a regular basis to determine (a) if the accommodations are being implemented as specified by the student's ARD Committee and (b) if the student is benefitting from the use of the accommodations and modifications.

Supplementary Aids and Services:

Supplementary aids and services are provided in general education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

OPERATING PROCEDURES

FREE APPROPRIATE PUBLIC EDUCATION COMPOSITE

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Frequency, Duration, and Location of Services:

The student's IEP must include information about the amount of services that will be provided so that the level of ILTexas's commitment of resources will be clear to parents and other ARD Committee members. The ARD Committee is responsible for documenting in the student's IEP the projected date for the beginning of services and the anticipated frequency, location, and duration of those services. Requirements for documenting the provision of related services include:

- **Frequency:** Describes how often the child will receive the service(s), e.g., number of times per day or week. If the services is provided less than daily then the conditions for the provision of services must be clearly specified within the ARD documents using a weekly reference (ex: 1 hour per week, 30 minutes every two weeks)
- **Duration:** Describes how long each "session" will last (number of minutes) and when the services will begin and end (starting and ending dates)
- **Location:** Describes where the services will be provided (in the general education classroom or another setting such as a special education resource room)

Students with disabilities must have available an instructional day commensurate with that of students without disabilities. The ARD Committee will determine the appropriate instructional setting and length of day for each student.

ESY Services

What's Required

"Extended school year services (ESY) services" means special education and related services that (34 CFR 300.106(b)) are provided to a child with a disability (34 CFR 300.106(b)(1)) beyond the normal school year of the public agency (CFR 300.106(b)(1)(i)) in accordance with the child's individualized education program (IEP) (CFR 300.106(b)(1)(ii)) at no cost to the child (CFR 300.106(b)(1)(iii)).

The provision of ESY services is limited to the educational needs of the child and must not supplant or limit the responsibility of other public agencies to continue to provide care and

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treatment services pursuant to policy or practice, even when those services are similar to, or the same as, the services addressed in the child's IEP (19 TAC 89.1065(8)).

No child will be denied ESY services because the child receives care and treatment services under the auspices of other agencies (19 TAC 89.1065(8)).

In determining the need for and in providing ESY services, the local educational agency (LEA) may not (CFR 34 300.106(a)(3)) and (19 TAC 89.1065(1)) limit ESY services to particular categories of disability (CFR 300.106(a)(3)(i) and 19 TAC 89.1065(1)(A)) or unilaterally limit the type, amount, or duration of ESY services (CFR 300.106(a)(3)(ii) and TAC 89.1065(1)(B)).

The need for ESY services must be determined on an individual basis by the admission, review and dismissal (ARD) committee (19 TAC 89.1065(1)). Each LEA must ensure that ESY services are available as necessary to provide free appropriate public education (FAPE) (CFR 300.106(a)(1)) and ESY services must be provided only if a child's ARD committee determines, on an individual basis, that the services are necessary for the provision of FAPE (34 CFR 300.106(a)(2)). If the LEA does not propose ESY services for discussion at the annual review of a child's IEP, the parent may request that the ARD committee discuss ESY services (19 TAC 89.1065(5)).

The ARD committee must determine the need for ESY from formal and/or informal evaluations provided by the district or the parents (19 TAC 89.1065(2)). For a child enrolling in the LEA during the school year, information obtained from the prior LEA as well as information collected during the current year may be used to determine the need for ESY services (19 TAC 89.1065(7)).

The ARD committee must identify the critical areas addressed in the current IEP objectives, if any, in which the child has exhibited, or reasonably may be expected to exhibit, severe or

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substantial regression that cannot be recouped within a reasonable period of time (19 TAC 89.1065(2)).

- A skill is critical when the loss of that skill results, or is reasonably expected to result, in any of the following occurrences during the first eight weeks of the next regular school year (19 TAC 89.1065(4)): Placement in a more restrictive instructional arrangement (19 TAC89.1065(4)(A)); Significant loss of acquired skills necessary for the child to appropriately progress in the general curriculum (19 TAC89.1065(4)(A)); Significant loss of self-sufficiency in self-help skill areas as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special education or related services (19 TAC89.1065(4)(A)); Loss of access to community-based independent living skills instruction or an independent living environment provided by non-educational sources as a result of regression in skills (19 TAC89.1065(4)(D)); or Loss of access to on-the-job training or productive employment as a result of regression in skills (19 TAC89.1065(4)(E)); and
- "Severe or substantial regression" means that the child has been, or will be, unable to maintain one or more acquired critical skills in the absence of ESY services (19 TAC89.1065(2)).

What We Do

Extended School Year (ESY) services are considered for all students with disabilities. The need for ESY must be determined on an individual student basis by the ARD Committee.

Components of ESY Services:

- The student qualifies for ESY services if, in one or more critical areas addressed in the student's current IEP, that he or she has exhibited, or reasonably may be expected to exhibit, severe or substantial regression that cannot be regained within a reasonable period of time.
- The term "severe or substantial regression" means that the student has been, or will be, unable to maintain one or more acquired critical skills in the absence of ESY services.

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- A skill is critical when the loss of that skill results, or is reasonably expected to result, in any of the following occurrences to the student during the six weeks of the next regular school year:
 1. placement in a more restrictive instructional arrangement,
 2. a significant loss of skills needed to progress in the general curriculum,
 3. a significant loss of self-help skills, and therefore requires more direct services and support,
 4. loss of access to non-educational community-based independent living skill instruction or an independent living environment as a result of losing skills, or
 5. loss of access to on-the-job training or productive employment due to losing skills.
- If the loss of acquired critical skills would be particularly severe or substantial, or if such loss results may be expected to result in immediate physical harm to the student or to others, ESY services may be justified without consideration of the period of time for regaining such skills.
- In any case, the period of time for regaining a critical skill shall not exceed six weeks. If the ARD/IEP Committee determines that the student is in need of ESY services, then the IEP must include goals and objectives for ESY services from the student's current IEP in the ARD/IEP Extended School Year Supplement.
- For students who qualify under Autism Spectrum Disorders, ESY is included as one of the possible services offered through the Autism Supplement that is reviewed by the ARD committee.

NOTE: If an ARD Committee believes that a situation warrants an exception to these guidelines, guidance should be sought from the appropriate Special Education Director and/or the Executive Director for Special Education.

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| LEAST RESTRICTIVE ENVIRONMENT COMPOSITE | |
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PROCEDURES:

What's Required

The IDEA guarantees that a student with a disability will be educated in the Least Restrictive Environment (LRE).

This means that to the maximum extent appropriate, student with a disability must be educated with students who do not have disabilities. Therefore, removal of a student from the regular educational environment may only occur if 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. Federal law requires that a school district must ensure a continuum of placements is available to meet the needs of students with disabilities (34 CFR 300.115I(b)).

Board Policies for ILTexas (057-848)

Least Restrictive Environment, 6.3, 6.1; Curriculum, 6.8; Extracurricular Activities, 6.3; Admission, Review, and Dismissal (ARD) Committee Meeting, 6.3; Independent Education Program (IEP) 6.3; Residential Treatment, 6.18; Free Appropriate Public Education, 6.1

What We Do

When developing the IEP, the ARD/IEP Committee must determine the placement of a student served through special education. Placement considerations:

- placement must be in the least restrictive environment (LRE), which means to the maximum extent appropriate, the student will be educated with students who do not have disabilities;
- placement is not the specific physical location or site where the services will be delivered.

Special education services are provided on a continuum as follows:

- general education with consultation services from special education
- general education with instructional modifications and/or accommodations with supplementary aids and services from special education
- special education instructional services less than 21 percent of the school day
- special education instructional services at least 21 percent of the school day and less than 50 percent of the school day
- special education instructional services at least 50 percent and no more than 60 percent of the school day
- special education instructional services more than 60 percent of the school day.

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| PARENT PARTICIPATION | |
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PROCEDURES:

What’s Required

The school district must take steps to ensure that one or both parents or legal guardian are present at each ARD committee meeting or are afforded the opportunity to participate, including notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. Additionally, a school district must allow parents who cannot attend an ARD committee meeting to participate in the meeting through other methods such as through telephone calls or video conferencing. The school district must provide the parents with written notice of the ARD committee meeting at least five school days before the meeting unless the parents agree to a shorter time frame.
19 TAC §89.1050

Board Policies for ILTexas (057-848)

Prior Written Notice, 6.9; Native Language, 6.3, 6.9; Consent, 6.9; Foster and Surrogate Parents, 6.22; Procedural Safeguards, 6.9, 6.15; Referral for Possible Special Education Services, 6.15; Transfer of Parental Rights at Age of Majority, 6.4; Admission, Review, and Dismissal (ARD) Committee Meeting, 6.3.

What We Do

ILTexas has a distinct responsibility to ensure parent participation. District staff will make multiple attempts (to include but not limited to the following: emails, phone calls, certified letter, home visit) to ensure parent participation which includes an option to participate by phone.

District staff will make phone contact with the parent attempting to schedule a meeting at a mutually agreeable time and place. If the parent’s request for a specific time is reasonable, it will be honored. A written notice will be sent at least 5 days before the scheduled ARD.

If the parent responds to the notice indicating that he/she plans to attend but fails to appear, the ARD committee meeting will be rescheduled once. If the parent fails to appear at the rescheduled time, the meeting may be held without the parent and the ARD/IEP committee report will be sent to the parent.

NOTE: The parent may request an ARD committee meeting at any time. The campus should accommodate the parent’s request for an ARD within a reasonable amount of time, and at a mutually agreeable time and place.

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What is Transition for a Student with Special Needs

"Transition refers to a change in status from behaving primarily as a student to assuming emergent adult roles in the community. These roles include employment, participating in post-secondary training/education, maintaining a home, becoming appropriately involved in the community, and experiencing satisfactory personal and social relationships. The process of enhancing transition involves the participation and coordination of school programs, adult agency services and natural supports within the community.

The foundation for transition should be laid during the elementary and middle school years, guided by the broad concept of career development. Transition planning should begin no later than age 14, and students should be encouraged, to the full extent of their capabilities, to assume a maximum amount of responsibility for such planning." (Halpern, 1994)

Transition and Employment Guide

ILTexas must:

- Post the Texas Transition and Employment Guide on the district's website.
- Provide written information and, if necessary, assistance to the parent regarding how to access the electronic version of the guide at
 - The ARD Committee meeting at which transition is discussed or
 - The first ARD Committee meeting that occurs after the guide becomes available if the student's ARD Committee has already met previously to discuss transition.

What's Required

Federal Requirements

Transition services and activities must be included in the development of the IEP no later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team, and must include appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills.

State Requirements (note the main difference between Federal and state requirements is the age a full Transition Plan development is required)

Texas requirements for transition services are aligned to the federal requirements included in IDEA 2004. However, state law and guidance include additional requirements for the provision of transition services for students receiving special education services in Texas. A new state law passed in the summer of 2011 requires that "appropriate state transition planning must begin for

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a student not later than when the student reaches 14 years of age" (*SB 1788, 06/17/2011*). The Texas Administrative Code (TAC) describes the following nine issues important to the development of the Individualized Education Program (IEP) for students receiving special education services.

- Appropriate student involvement in the student's transition to life outside the public school system
- If the student is younger than 18 years of age, appropriate parental involvement in the student's transition
- If the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district in which the student is enrolled
- Any postsecondary education options
- A functional vocational evaluation
- Employment goals and objectives
- If the student is at least 18 years of age, the availability of age-appropriate instructional environments
- Independent living goals and objectives
- Appropriate circumstances for referring a student or the student's parents to a governmental agency for services

What We Do

- Transition services means working as a team with the student, parent, school staff and outside agencies or community service to develop a coordinated set of activities for a student with a disability that is based on the individual student's needs, taking into account:
 - the student's strengths,
 - preferences,
 - interests,
 - which includes instruction,
 - related services,
 - community experience,
 - the development of employment and other post school adult living objectives, and
 - if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- All of these activities will be considered for each student, however specific activities will be determined by the needs of each student.
- Transition is a results oriented process that is focused on improving the academic and functional achievement of a child with disabilities to facilitate the movement from school to post-school activities.
- These activities, through state guidelines, begins on or before the student turns 14 years old with postsecondary goals in education or training, employment and if appropriate,

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independent living skills based on age-appropriate transition assessments and, an examination of transition issues including the appropriate courses of study based on transition goals.

- The IEP will include transition services which are needed to assist the student in reaching those post-secondary goals.
- The Case Manager is responsible for providing, when appropriate, parent, teacher and student input forms for transition planning and/or as a portion of transition assessment.
- Although transition planning must be in place by age 14, it can be completed earlier, depending on the needs of the student.
 - Earlier transition planning, when appropriate, can be considered for students with moderate to severe disabilities who may need additional services from outside agencies with long waiting lists.
- Appropriate student involvement in the student's transition to life outside the public school system includes student's participation in the ARD/IEP committee.
 - Best practices would indicate that to the extent possible, the student should lead a portion of the ARD/IEP meeting taking into consideration his or her capabilities.
- The student will be invited to the ARD/IEP Committee meeting when transition services will be discussed.
- The ARD/IEP Committee will make decisions regarding transition goals and services based on age-appropriate transition assessments.
 - The transition goals and services in the student's IEP will be updated annually.
- An ARD/IEP Committee will consider, and if appropriate, address the issue of a formal functional vocational evaluation.
 - A formal functional vocational evaluation is an assessment process that provides information about job or career interests, aptitudes, and skills. Information is gathered through situational assessments in the setting where the job is performed and takes ARD Committee input and parent permission.
 - The ARD/IEP Committee identifies students who will benefit from services in a vocational program such as Community Based Instruction (CBI). Community Based Vocational Instruction (CBVI) or Work Based Learning (WBL).
 - The informal or formal functional vocational evaluation can be a useful tool in assessing progress for these students. The informal functional vocational evaluation is an ongoing data collection process and is part of a student in special education services ongoing data collection process.
- Age-appropriate instructional environments will be available for students who are 18 years of age and older.
 - The ARD/IEP committee must determine the appropriate environment for each student in this age category on a case-by-case basis, but decisions should be made by taking into consideration what typical students in general education are doing at that age (e.g. college, technical school, employment, volunteer positions, etc.) and the comparable environments available.

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- Formal transition planning is completed during the ARD/IEP committee meeting and focuses on assisting students with disabilities to become independent within the community, to the greatest extent possible.
- For students with Autism Spectrum Disorders (ASD), IEP goals and objectives will address the skills necessary to function in current and future environments.
 - Transition (or futures) planning for students with ASD, at any age, includes ARD/IEP Committee determination of need, and establishment of a plan, if appropriate, to support the student's successful transition from current to next environment(s).
 - Such support might also include assisting students to transition from elementary to middle school level, from middle to high school, and/or across instructional settings.
- Prior to the student's 17th birthday the Notice of Transfer of Parental Rights must be completed. Refer to current the Individuals with Disabilities Education Act (IDEA) for more detailed information regarding this subject.
- Plan Addressing Needed Transition Services. (This is not the purpose of a Personal Graduation Plan)
- By age 17, inform student/parent of transfer of rights to student when students reach age 18 and complete the transfer of rights statement in the ARD/IEP Supplement: Personal Graduation Plan Addressing Needed Transition Services. (This is not the purpose of a Personal Graduation Plan)
- If a student's goal is to be employed after graduation from high school, the appropriate courses should be included in the IEP and addressed on the Graduation Options supplement; this begins documentation of the student's goals after graduation.
- Adult service providers (agencies) should be included at the transition meeting prior to graduation, depending upon services needed by the individual student. If an agency commits to providing a service and that service is never provided, the ARD/IEP committee must reconvene to determine how that need will be met.

A Report for Students Exiting Public School or Graduating Seniors: The Summary of Performance (SOP)

- For all graduating seniors or students exiting public school because of age eligibilities, a Summary of Performance will be provided to the student, which includes the student's: postsecondary goals, academic achievement, functional performance, recommendations on how to assist the student in achieving his or her postsecondary goals, written recommendations of the agencies, and views of the parents and students.
- If the student graduates under option "c" or b3" (depending upon the year, the student entered ninth grade) an evaluation will be included.
- Best practices include the student in creating the SOP when possible and making the student aware of its contents.

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- The SOP will be provided to the student for use with agency and post-secondary educational environments to facilitate the student's post-secondary transition success.
- The Summary of Performance should include the following:
 - Demographics: Enter campus, year of graduation, student's name, date of birth, primary and other disabilities, dominant language and date of most recent ARD/IEP committee meeting in the appropriate spaces.
 - Student's Interest: Select the student's post-secondary interest. Both employment and education may apply. If the student is interested in employment, select part time or full time. Complete career interest section. "College" is not acceptable, because this section requires a career goal. If the student is identified as MR or MI and will not be attending college or seeking employment complete this section with "day activities" and proceed accordingly.
 - Student's Strengths: Review PLAAFPs, also ask the student in what course he/she does best. (i.e. What are your favorite courses?). Attendance can also be included. Prompt the student if he/she cannot answer the question. If the student will be seeking employment, relate his/her strengths to the post-secondary career goal. This is more specific than student strengths and can include extra-curricular/community activities and other student accomplishments.
 - Recommendations/modifications/accommodations to consider for meeting post-secondary education/training goals and/or employment goals: Ask the student what supports have worked for him/her in the past? (i.e. extended time, assignment notebook, etc.) and relate to the student's goal. If the student will be working with a job coach, place in this section.
 - Agency Information: Indicate how the student was linked to an agency, e.g. student is a client with (DARS, MHIDD), Student has completed an application with, student has met with a counselor at, student/parent received information about DARS on, etc.
- The school will ensure all graduating seniors have a graduation option identified and a Summary of Performance completed.

STATE PERFORMANCE PLAN INDICATORS:

State Performance Plan Indicator 13

"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

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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."

State Performance Plan Indicator 14

"Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: enrolled in higher education within one year of leaving high school, enrolled in higher education or competitively employed within one year of leaving high school or enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school."

SPP Indicator 14 - Definitions

- Enrolled in higher education - the student has been enrolled on a full-time or part-time basis in a community college (2-year) or college/university (4 or more years) for at least one complete term, at any time in the year since leaving high school.
- Competitive employment - the student has worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.
- Enrolled in other postsecondary education or training - the student has been enrolled on a full-time or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a 2-year program).
- Some other employment - the student has worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family.

Grade Placement Committee and Graduation

What's Required

Senate Bill (SB) 673 (Scooter's Law) and TEC 28.025 (f) ensures that students who receive special education services but who have not yet completed the requirements of their IEPs have the opportunity to participate in a graduation ceremony upon completion of four years of high school. Upon completion of IEP graduation requirements, a student may participate in a second ceremony if the district's local graduation policy allows a student to participate in two graduation ceremonies.

What We Do

- Graduation requirements vary depending upon the year that the student entered ninth grade.
- Make sure to take the ninth grade entry date into consideration when determining the student's graduation option (for specifics, see Graduation Options for Students with Disabilities Entering Ninth Grade Before 2011-2012).

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- It should be noted that students receiving special education services are no longer permitted to be exempted from the state assessment program required to graduate and must take at least the first attempt of the assessment instrument that the ARD/IEP Committee has determined is appropriate. The student's ARD committee determines whether the student is required to achieve satisfactory performance on the EOC assessments. If the ARD committee determines that a student is not required to achieve satisfactory performance on the EOC assessments, the student is considered to be in compliance with assessment requirements under TEC §39.025. Information regarding the state assessment instrument and the alternate assessment instruments is available on the TEA website.
- A student who is dismissed from special education services must perform satisfactorily on the required state assessment, as only students receiving special education are eligible to participate in the Accommodated or Alternate versions of the assessment instruments.
- ARD/IEP Committees should carefully consider whether a student is capable of passing the statewide exit-level assessment before dismissing the student from special education services.
- An ARD/IEP Committee should have confidence that a student who is dismissed from special education will be able to successfully complete all of the requirements for high school graduation, including satisfactory performance on the statewide exit-level assessment.

The state's goal is that all Texas children finish high school with the skills designed to meet their unique needs and prepare them for further education, employment, and independent living. Because graduation is a change of placement, the ARD/IEP Committee decides whether a student has met graduation criteria.

- Graduation ends the school's obligation to provide services to the student with the exception of graduation under Option (b)(3) (Option C).
- When a student graduates under Option (b)(3)(Option C), the ARD committee will determine needed educational services upon the request of the student or parent(s) to resume services, as long as the student meets the age eligibility requirements.
- Under this option an evaluation is not required, but the school must give the student a summary of performance to include an evaluation or Review of Existing Evaluation Data (REED).

A student receiving special education services who is 21 on September 1 of a school year will be eligible for services through the end of that school year or until graduation, whichever comes first. The student who graduates due to aging out and meeting his or her IEP requirements must be given a summary of performance.