

Special Education Operating

Guidelines

Runge Independent School District

2010-2011

Special Education Operating Guidelines Overview

Local Education Agencies (LEA) are required to develop and implement policies, procedures and practices related to the provision of special education services to eligible students. Operating guidelines are the written guidelines developed locally which outline the implementation of these practices.

Furthermore, according to the requirements of IDEA (34 CFR 300.646(b) (1)), the State Education Agency must provide for review and, if appropriate, revision of the policies, procedures and practices related to serving student with disabilities. This process is conducted through the Special Education Monitoring unit of the Division of Program Monitoring and Interventions at the Texas Education Agency.

To assist in meeting the above requirement, the following Operating Guidelines document was developed. This document provides a framework for LEAs to utilize as they outline local practices. Each section provides the legal requirements for the identified area. At the end of each section there is an opportunity for the district to insert specific information related to the implementation at the local level. The LEA Specific Information box allows for district teams to tailor each operating guideline to best meet the district needs.

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Child Find

Child Find Duty

20 United States Code (USC) §1401(3)(A), 1401(29), 1412(a)(3)(A), 1412(a)(24)

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:

- The term "special education" means specially-designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education; and
- The term "child with a disability" means a child with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to as "emotional disturbance"), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services.

The duty extends to children who are homeless children or are wards of the state.

The duty extends to children who are attending private schools.

The local education agency (LEA) must comply with the state's policies and procedures designed to prevent the inappropriate over identification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

The member schools of the GSEC-SSA offer a comprehensive system of Child-Find in which all individuals birth through 21 who may or may not be in school and who fall within public school jurisdiction, regardless of the severity of the disability, will be located, identified, and evaluated to the extent possible. Efforts will include contact with private, parochial, home schools and nursing homes. Child Find activities will be comparable in all districts. The following are a few of the activities, which address the system of child identification:

- o Provide public awareness to inform citizens of educational opportunities available to individuals with disabilities and maintains documentation of such activities;
- o Maintain a list of the dissemination network including community agencies and facilities, individuals and locations that receive Child Find information;
- o Disseminate information regarding availability of services;

- o Track individuals with disabilities within the age range who may or may not be currently enrolled in an infant, early childhood, public, or private educational setting, to ensure the delivery of services;
- o Determine which individuals are currently receiving needed special education and related services and which individuals are not currently receiving needed services;
- o GSEC-SSA and the LEA assure confidentiality requirements are met in the collection and use of data;
- o Maintains the 60 calendar day time frame referrals to evaluation report set forth in TEC;
- o And that the referral, full and individual evaluation, and ARD/IEP placement process adheres to all state and federal requirements.

Early Intervening Services/Response to Intervention (RtI)

20 USC §1400(c)(5)(F), 1413(f)(2), 1413(f)(2)(A), 1413(f)(2)(B), 1413(f)(3) , 19 Texas Administrative Code (TAC) §89.1011, TEC §29.081(a)

The education of children with disabilities can be made more effective by providing incentives for whole-school approaches, scientifically-based early reading programs, positive behavioral interventions and supports, and early intervening services to reduce the need to label children as disabled in order to address the learning and behavioral needs of such children.

In implementing coordinated, early intervening services, an LEA may carry out activities that include:

- Professional development (which may be provided by entities other than LEAs) for teachers and other school staff to enable such personnel to deliver scientifically-based academic instruction and behavioral interventions, including scientifically-based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
- Providing educational and behavioral evaluations, services, and supports, including scientifically-based literacy instruction.

Prior to referral, the child should be considered for all support services available to all children, such as:

- Tutorial;
- Remedial services; and
- Compensatory services.

Each LEA must use the student performance data resulting from the basic skills assessment instruments and achievement test administered to design and implement appropriate compensatory, intensive, or accelerated instructional service for children in the LEA's schools that enable the children to be performing at grade level at the conclusion of the next regular school term.

The provision of early intervening services does not limit or create a right to a (Free Appropriate Public Education) FAPE under the Individuals with Disabilities Education Act (IDEA).

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

RTI – GSEC-SSA procedures:

- a. *The general education teacher will consider the student experiencing difficulty in the general classroom for all support services available to all students such as tutorial, remedial, compensatory, and other services.*
- b. *The general education teacher will discuss, consider, and document student educational concerns and all educational alternatives and options available and those tried and reasons why those tried did not work.*
- c. *If the options tried were not successful, the teacher may consider taking the student to the Campus Review Committee for consideration.*

GSEC-SSA recommends that the principal or school counselor discuss possible instructional alternatives with the teacher prior to the initiation of the Campus Review Committee to assure early intervening services and scientifically based programs are being implemented.

After ample time is given for interventions and after determining that the recommended interventions are not successful, The Campus Intervention Committee can request a Review of Existing Evaluation Data (REED) meeting. The REED Committee consists of a GSEC-SSA evaluation specialist (LSSP or Diagnostician), the general education teacher who best knows the student, a special education teacher, a campus representative (principal or counselor), the parent, and any other person who has pertinent knowledge of the student. The referral packet will be initiated at the REED if the committee agrees that a referral is needed. The process prior to a referral may be expedited when the likelihood of a disability is apparent.

Local Guidelines:

Runge ISD Response to Intervention Plan – See following pages for plan

Runge ISD Response to Intervention Plan Checklist for RTI Meetings

☐ **Contact Parents, set time, and place**

Date: _____ **Time:** _____ **Place:** _____

RTI Team Membership is the following:

- ☐ **Campus Administrator**
- ☐ **Guidance Counselor**
- ☐ **School Nurse**
- ☐ **Special Education Teacher/Content Mastery**
- ☐ **Counselor/504 Coordinator**
- ☐ **Classroom Teacher(s)**
- ☐ **Interventionist/Dyslexia Specialist**

Following paperwork must be completed and brought to the meeting:

- ☐ **Case Manager Checklist p. 12-School Personnel Initiating Meeting**
- ☐ **Referring Staff Feedback Form-p.16- Case Manager or staff making referral for RTI**
- ☐ **Behavior Observation Sheet-p.13-All who work with student**
- ☐ **Teacher Observation Comments-p.14 All teachers**
- ☐ **Nurse Response Form- Confidential p.17**
- ☐ **Counselor's Core Team Form-p.18**
- ☐ **Concerned Person Referral p. 19 by person making referral/Case Manager**
- ☐ **-----Previous Intervention Plan (p.20) copies if one has been completed previously**
- ☐ **Blank Intervention Plan-p.20 to be completed at meeting**

Response to Intervention

Core Principles of RTI:

- Effectively teach all students
- Early Intervention
- Use 3-Tier Model to deliver instruction
- Use a problem solving approach to make decisions within the 3-Tier Model
- Use Scientifically Research-Based Interventions and Curriculum
- Monitor student progress to inform instruction
- Use data to make decisions regarding 3-Tier placement and intervention
- Use assessment for:
 - o Screening all students to identify those not making academic or behavioral progress at expected rates
 - o Diagnosing and determining academic and/or behavioral Tier placement
 - o Progress monitoring to determine if academic or behavioral interventions are producing desired expectations

Tier I: Core Class Instruction

- Whole group receives high quality core curriculum instruction-a minimum of 90 minutes of core reading and math instruction in grades K-6 and a minimum of 55 minutes of core reading and math instruction in grades 7-8.
- Benchmarks given to determine at-risk and Tier placement
- Tier I Interventions should include universal interventions such as small flexible group instruction using manipulative based teaching strategies
- 80-85% of students should be performing academically with the regular core curriculum and Tier I Interventions
- Provided by the General Education Teacher
- Teacher utilizes positive classroom behavior management plan

Interventions for Tier I

Instructional Strategies May Include:

(Does not change the content of the curriculum)

- o Small flexible group instruction
- o Research-based intervention strategies
- o Manipulative-based strategies
- o Linking material to previous learning (connections)
- o Chunking
- o Mnemonics
- o Accommodations
- o Modifications
- o Positive Behavior Management System
- o Provided by the General Education Teacher

Accommodations (Tier I, II, or III) may include:

(A change in teaching or learning strategies based on the specific needs of a student, but does not change the content of the curriculum.)

- o More time to complete assignment
- o Shortened assignment
- o Word bank provided
- o Fewer answer choices
- o Use of technology (word processor, calculator...)
- o Copy of notes provided
- o Recorded texts
- o Highlighted texts

Modifications for identified Sp.Ed. students with IEP's may include:

(A change in curriculum or content of instruction)

- o Reducing the number of TEKS
- o Changing the grade level of certain TEKS to be mastered

Scaffolding may be used in any Tier. Scaffolding is a temporary support provided by the teacher to assist the learner during the initial instruction to bridge the gap between current abilities and learning expectations.

Tier II: Small Group Intervention

- o Provided by General Education Teacher or Interventionist
- o Students identified through screenings, benchmarks, and assessments with marked difficulties who have not responded to Tier I efforts
- o Small homogeneous groups (1:5), pairs, or individual intervention
- o Additional 30 minutes beyond the core curriculum instruction(may include tutorials)
- o Research-based Intervention designed to supplement, enhance, and support Tier I
- o Tutorial Intervention
- o ARI/AMI Curriculum utilized (TPRI Intervention Guide, FCRR (Florida Center for Reading Research), Study Island, Waterford, www.interventioncentral.org, Core Curriculum Intervention Guides, Math Connections)
- o Progress monitoring every 2-3 weeks
- o Teacher utilizes positive classroom behavior management plan
- o Two weeks of intense instruction during Optional Flexible Extended Year Time Frame
- o Differentiated Instruction
- o CSCOPE Curriculum

Tier III: Intensive Intervention

- o Provided by the General Education Teacher or Interventionist
- o Students identified through progress monitoring that shows little or no improvement in Tier I or Tier II
- o Specifically designed for individual, pairs, or small homogeneous groups (1:3) instruction
- o Additional 60 minutes beyond the core curriculum instruction (may include tutorials)
- o Research-based Intervention designed to supplement, enhance, and support Tier I and Tier II
- o ARI/AMI Curriculum utilized (TPRI Intervention Guide, FCRR (Florida Center for Reading Research), www.interventioncentral.org, Core Curriculum Intervention Guides, Study Island, Waterford, Math Connections)
- o Tutorial Intervention
- o Progress monitoring every 2-3 weeks
- o Two weeks of intense instruction during Optional Flexible Extended Year Time Frame
- o Teacher utilizes positive classroom behavior management plan
- o Refer to GIST (General Intervention Support Team) to meet and review previous Tier data to determine relevant interventions...Referral to special education or community behavioral health services.
- o Differentiated Instruction
- o CSCOPE Curriculum

Response to Intervention

Behavior System

Tier 1

Universal Behavior Interventions- all students

Classroom rules posted with consequences

Rewards for positive behavior posted-Preventative, proactive

Parent Contact Documentation

Tier II

Targeted Group Intervention

Some students (at-risk)

Rapid response

- Conferencing-student/parent

- Parent Contact Documentation

- Counseling opportunities

- Detention held by classroom teacher

- Time to Reflect on Behavior

- Rewards for positive behavior...Praise responses

 - 30 min. Fun Friday

 - Homework passes

 - Recess/breaks/ice cream/snacks

 - Stickers/ Praise Notes

 - Positive phone calls to parents

Tier III

Intensive Individual Interventions

- Behavior Improvement Plan (BIP)

- Conferencing

- Counseling

- CRCG-Community Resource Coordination Group

- Office Referrals

 - Detentions

 - Community Service

 - In School Suspension

 - DAEP

Refer to GIST (General Intervention Support Team) to meet and review previous Tier data to determine relevant interventions...Referral to special education or community behavioral health services.

Criteria for Entering Tier 2 and 3

Placement in any Tier can only be made by the RTI Team. The RTI Team consists of the classroom teacher, interventionist, LCC, special education teacher, and administrator. The RTI Team may refer students to the GIST Team (see pg.7).

Criteria for Tier 2 placement in Reading grades K-3 is based on the Reading First Guidelines using the TPRI. (See Appendix A) Grade levels 4-8 will use Reading Curriculum Based Measurement for reading placement. Grades K-8 will use Mathematics Curriculum Based Measurement for Math placement (www.AIMSWEB.com) or Sharon Wells Math Assessments.

Criteria for Tier 3 placement in Reading in grades K-3 is based on the Eligibility for Tier III Instruction for Runge Elementary. (See Appendix B) Criteria for entering Tier 3 placement for intense instruction for reading in grades 4-8 and for math in grades K-8 will occur if the student does not make sufficient progress after one semester of intervention in Tier 2. A student may also be placed in Tier 3 after one six week period of intervention in Tier 2 if the RTI team makes the recommendation. Student's daily work and assessments will also be considered.

Criteria for Exiting Tier 2 or 3

Following a semester of Tier 2 supplemental instruction, a decision will be made by the instructional RTI Team. The options include:

1. Exiting Tier 2 or 3 instruction if the student is able to meet benchmarks and maintenance has been shown through progress monitoring data.
2. Another round of Tier 2 or Tier 3 instruction.
3. Entrance to Tier 3 instruction for intensive intervention if Tier 2 instruction has proved insufficient.
4. Received Tier 2 or Tier 3 instruction in summer school.

Benchmarks, Progress Monitoring and RTI ...

Universal Screenings will help us quickly identify which students might be struggling. The earlier we identify these students the better because we can begin implementing the 3-Tier Intervention. Benchmark screenings will occur within the first five weeks of school. Universal Screens may include:

- TPRI (Benchmarks/Progress Monitoring)
- Curriculum Based Measurement-www.AIMSweb.com
- Sharon Wells Assessments
- Fluency Probes
- Written documentation on behavior management

At Tier 1 teachers hold a conference with parent(s) to discuss student's assessments. A letter will be sent to the parent(s) notifying them of the screening scores and placement into Tier 2 or Tier 3 based on the RTI Team's recommendation. Students identified for Tier 2 or 3 will receive intervention instruction from the classroom teacher or interventionist through differentiated instruction in small groups, pairs, or individually. Students placed in Tier 2 or 3 will also be progress monitored every 2 to 3 weeks to guide instruction. Benchmarks will be given 3 times a year to monitor progress and to provide the RTI Team data for instructional placement within the Tier system.

Students who have not responded successfully in Tiers 2 and 3 interventions will be referred by the classroom teacher, RTI Team, parent, or student to the General Intervention Support Team (GIST). The team will review student history to help the teacher develop an action plan for more intense intervention.

GIST Team Membership and Referral Process

Membership includes:

Campus Administrator

Guidance Counselor

School Nurse

Special Education Teacher

504 Coordinator

Classroom Teachers

Interventionist

Reading Coach

GIST Team Positions:

Coordinator-(usually is a principal or counselor) is responsible for:

- schedules meeting time and location
- Maintains communication between team members and principal
- Maintains documentation of the referral process and assigns case managers
- Schedules and attends parent meetings when necessary
- Participates in the district-wide GIST planning committee

Case Manager: Student's Classroom Teacher

Responsible for:

- Requesting and retrieving behavior observation sheets (BOS) from teachers/staff
- Tallying all behaviors onto one master copy
- Examining and collecting data from grades, attendance, conduct chart, cumulative folder, and discipline folder
- Consulting with nurse and other staff for feedback
- Presenting screening data and other data to the GIST Team
- Participating in parent meetings if schedule
- Documents grades, attendance, conduct charts, and discipline referrals for a period of time specified to determine if plan of action is effective.
- Requests another meeting to evaluate the effectiveness of the plan of action.

Time Keeper: responsible for taking notes and ensuring that the meeting does not become too lengthy.

Parent, Teacher, RTI Team, or student can make a referral to the coordinator who will assign a case manager. The case manager will collect the necessary data and report to the coordinator. The coordinator will then schedule a time and place for a GIST meeting.

Data will be reviewed and an intervention plan will be developed. The intervention plan will include a time frame for implementation, interventions, strategies, person responsible for implementation, and person responsible for reporting back to the case manager. The intervention must be done with fidelity and progress monitoring done every two weeks during the time frame set by the GIST Team for the intervention. At the follow-up meeting the GIST Team could develop a different intervention plan or refer the student for assessment for a special program.

Forms for Screening, Referrals, and Evaluations include:

- Case Manager Checklist- Appendix C
- Behavior Observation Sheet –Appendix D
- Teacher Observation Comments-Appendix E
- Student Referral Sheet-Appendix F
- GIST Referring Staff Feedback Form-Appendix G
- Nurse Response Form- Appendix H
- Counselor's Core Team Form- Appendix I
- Concerned Person Referral-Appendix J
- Student Assistance Team Intervention Plan-Appendix K

TEXAS READING FIRST

TPRI Criteria for Placement in TIER 2

GRADE TIME THE STUDENT QUALIFIES FOR TIER 2

BOY

1. Still Developing on TPRI KINDERGARTEN BOY SCREENING.

MOY

1. Use Informal Assessments, Progress Monitoring results and Teacher Judgment erring on the side of caution.

KINDER

EOY

1. Still Developing on TPRI KINDERGARTEN EOY SCREENING.

BOY

1. Still Developing on TPRI GRADE 1 SCREENING.

MOY

1. Listening Comprehension, **OR**
2. Reading Story 1 or Story 2, **OR**
3. Reading Story 3, 4, or 5 at a rate less than 40 WCPM.

GRADE 1

EOY

1. Still Developing on TPRI GRADE 1 EOY SCREENING, **OR**
2. Listening Comprehension, **OR**
3. Reading Story 1 or Story 2, **OR**
4. Reading Story 3, 4, or 5 at a rate less than 60 WCPM.

BOY

1. Still Developing on TPRI GRADE 2 BOY SCREENING, **OR**
2. Reading below Grade 2, Story 1.

MOY

1. Reading Grade 2, Story 4 or Story 5 less than 75 WCPM.

GRADE 2

EOY

1. Reading Grade 2, Story 4 or Story 5 less than 90 WCPM.

BOY

1. Still Developing on TPRI GRADE 3 SCREENING, **OR**
2. Frustrational on Grade 3, Story 1.

MOY

1. Reading any Grade 3 Story less than 100 WCPM.

GRADE 3

EOY

TAKS

**Eligibility for Tier III Instruction
for
Reading First
At Runge ISD**

1. May enter Tier III instruction if a student has participated in Tier II instruction for 2 semesters, has been screened for Irlen Syndrome/Scotopic Sensitivity and for Dyslexia, but has not made sufficient progress.

Or

2. May enter Tier III instruction after 1 semester of Tier 2 instruction if student shows a marked lack of progress that causes great concern after DIBELS and TPRI benchmarks or progress monitoring.

Or

3. May enter Tier III instruction due to lack of growth in acquiring early literacy skills as evidenced by continuing failure to meet DIBELS or TPRI benchmarks

Or

4. May enter Tier III instruction in conjunction with special education qualifications for a disability in reading.

Case Manager Checklist

Student's Name: _____ Grade: ____ Date Referred: _____
Assigned Case Manager: _____ Counselor: _____
Referring Staff: _____ Planning Period: _____

After the initial SAP referral, the following steps need to be taken:

☐ Request student's teachers to complete the B.O.S. no later than ()
☐ Compare previous report card with current grades
☐ Examine cumulative folder
☐ Look at attendance for patterns of absenteeism
☐ Examine discipline folder and note consequences received by the student
☐ Consult with nurse for pertinent information (if he or she has contact with student)
☐ Consult with counselor for pertinent information (if he or she has contact with student)
☐ Consult with administrator (if he or she has contact with student)
☐ Prepare to present the information at the next Core Team meeting

Questions to Consider When Presenting/Screening Student Info:

1. Do the observed classroom behaviors indicate some sort of problem exists?
2. Is there additional data that supports the teachers' observations?
3. What has been done at school to resolve the concerns?
4. Have the parents been contacted?
5. Have those efforts worked?

Action Plan:

Based on the team's findings and available resources, the following plan of action is recommended: _____

Behavior Observation Sheet

Appendix D

STUDENT: _____ M / F GRADE/AGE: _____ / DATE: _____
 COMPLETED BY: _____ SUBJECT: _____ PERIOD(s): _____
 Please check the patterns of behaviors you have observed and forward this to
 no later than _____

STUDENT'S STRENGTHS

- ___ Self motivated/self starter
- ___ Engaged in school/class
- ___ Displays sense of humor
- ___ Has creative outlet(s)
- ___ Asks for assistance
- ___ Shows integrity
- ___ Stands up to peer pressure
- ___ Responsible for self
- ___ Thinks before acting
- ___ Sound decision-making skills
- ___ Empathetic or sensitive
- ___ Respects cultural differences
- ___ Resolves conflicts peacefully
- ___ Tolerates change
- ___ High self-esteem
- ___ Positive view of future

INTERESTS: _____

COMMUNICATION

Have you communicated with the student's parents?

- ___ Yes,
- ___ Phone; date(s) _____
- ___ Conference; date(s) _____
- ___ No
- ___ (Write comments on back)

Student's current grade in your class _____

Student's last report card grade in your class _____

Number of absences in your class _____

Number of times you've referred the student for discipline violations? _____

Use the back to document any intervention or accommodations that have been tried with this student

BEHAVIORS

- ___ Inattentive
- ___ Easily distracted
- ___ Forgetful
- ___ Disorganized
- ___ Defiance of rules
- ___ Irresponsible
- ___ Blaming
- ___ Fighting/argumentative
- ___ Secretive behavior
- ___ Cheating
- ___ Dramatic attention-getting
- ___ Verbal abuse
- ___ Obscene language/gestures
- ___ Crying inappropriately
- ___ Physically aggressive
- ___ Bullying others
- ___ Impulsive
- ___ Stealing
- ___ Vandalism
- ___ Rigid obedience
- ___ Extremely negative
- ___ Anxious or nervous
- ___ Agitation/fidgety
- ___ Excessive demands on teacher
- ___ Day dreams regularly
- ___ Unresponsive to interaction
- ___ Easily led by others
- ___ Sudden change in peers
- ___ Refuses to comply with requests
- ___ Isolating/withdrawn
- ___ Apathetic
- ___ Expression does not match feelings
- ___ Excessive sadness
- ___ Expresses self-destructive thoughts/actions
- ___ Dishonesty
- ___ Excessive mood swings
- ___ Expresses fear for self or others
- ___ Less/more mature than peers
- ___ Expresses low self-esteem
- ___ Erratic behavior changes
- ___ Violates other's boundaries
- ___ Sexually preoccupied

ACADEMIC

- ___ Low grades
- ___ Drop in grades
- ___ Academic failure
- ___ Inconsistent daily work
- ___ Does not follow directions
- ___ Lack of motivation
- ___ Change in student to teacher

relationship

- ___ Change in participation
- ___ Overly sensitive to criticism
- ___ Compulsive over-achiever
- ___ Easily frustrated/gives up
- ___ Homework incomplete
- ___ Lacking English skills

CLASS

ATTENDANCE

- ___ Excessive absenteeism
- ___ Patterns of absences
- ___ Frequent tardiness
- ___ In jeopardy of losing credit
- ___ Frequent visits to restroom
- ___ Frequent visits to nurse
- ___ Frequent visits to counselor

EXTRACURRICULAR ACTIVITIES

- ___ Loss of interest
- ___ Increased non involvement
- ___ Loss of eligibility
- ___ Dropped out of activity
- ___ Over extended in activities
- ___ Unable to meet deadlines

PHYSICAL

CONCERNS

- ___ Frequently fatigued
- ___ Sleeping in class
- ___ Impaired coordination
- ___ Difficulty with vision/hearing
- ___ Poor hygiene
- ___ Rapid increase/drop in weight

(Back of Behavior Observation Sheet)

Appendix E

Student: _____ Date: _____

Is this referral in any way related to the child's ability to speak, read, or write English?
____yes ____no

What is the student *not able* to do that you want him or her to do? Be as specific as you can!

What is the student doing that you *do not* want him or her to do? Be as specific as you can!

What interventions or accommodations have been implemented consistently with this student?
Include description for each intervention along with frequency, duration and outcome.

Describe intervention:

1. _____

Date intervention started: _____ Date intervention ended: _____ Effective? ____

2. _____

Date intervention started: _____ Date intervention ended: _____ Effective? ____

3. _____

Date intervention started: _____ Date intervention ended: _____ Effective? ____

Student's interests: _____

Staff completing this form: _____

Student Referral Sheet

Appendix F

Name: _____ Grade: _____ Date: _____

Concerns in my life:	Often	Sometimes	Rarely	Never
My grades are low				
I don't get along with my teachers				
I get in trouble in school				
I have no friends or a few friends				
I fight with my friends				
I am picked on				
I don't fit in				
I want to hurt someone				
I want to hurt myself				
I get in trouble at home				
There are problems at home				
I drink alcohol				
I use other drugs				
I smoke cigarettes				
I make poor decisions				
I feel sad				
I feel angry				
I feel nervous				
I feel scared				
Other:				
Good things in my life:	Often	Sometimes	Rarely	Never
I have friends				
I handle peer pressure well				
I feel like I fit in				
I get good grades				
I complete my assigned schoolwork				
I pay attention in class				
I get along with my teachers				
I get along with my family				
I ask for help when I need it				
I have talents and abilities				
Other:				

Things I want to accomplish (check all that apply):	
I want to get along better with my teachers	
I want to improve my grades	
I want to be involved in extra curricular activities	
I want to have more friends	
I want to get along better with my friends	
I want to get along better with my family	
I want to have goals for my future	
I want to feel better about myself	
Other:	

Referring Staff Feedback Form

Confidential

To _____

Date _____

Subject: Recent GIST Referral

Student _____

In response to your recent GIST referral, the team has screened and recommended the following services for the student (see strategies that have been checked): If there is more you believe the team can do, please let us know.

- ☐ Participation in a campus-based support group
- ☐ Individual counseling with _____
- ☐ Mentor from the community or campus _____
- ☐ Involvement with student mediation process
- ☐ Assessment interview with community resource
- ☐ Serve as a mentor for _____
- ☐ Schedule staffing with teachers on (date) _____
- ☐ Academic modifications
- ☐ Classroom modifications
- ☐ Classroom observation by _____
- ☐ Tutorials with _____
- ☐ Participation in tutorials with _____
- ☐ Academic coaching with _____
- ☐ Serve as a tutor for _____
- ☐ Referral to special education
- ☐ Speech referral
- ☐ Content mastery
- ☐ Reading recovery
- ☐ Schedule change
- ☐ Alternative education
- ☐ Behavior management plan
- ☐ Positive re-enforcement
- ☐ Behavior modification
- ☐ No action; insufficient data available
- ☐ Refer again in _____ Date: _____
- ☐ Other: _____

Your participation in the Student Assistance Program is appreciated. Though the process of assisting the student has been activated, it may take time before positive change occurs; your concerns may continue for a while. If you have any questions or additional observations, please contact _____

_____, GIST Case manager

Thank You for Your Concern!

cc: Principal

This list should reflect the resources available to the Core Team when developing an intervention plan

**Student Assistance Program
Nurse Response Form
Confidential**

A referral to the GIST has been received on the below student. Please complete this form and return it to the GIST Coordinator _____ no later than _____

Student: _____ Age: _____ Grade: _____

Circle either N/A (not applicable), 1 (never), 2 (sometimes), or 3 (frequently) as it applies to the student.

_____ I have seen this student _____ I have not seen this student

Appropriate comments*: _____

The GIST Core Team is scheduled to meet on _____ to review the information gathered on this student. Can you attend this meeting?

_____ Yes

_____ No

Do you need time to present information related to this referral*?

_____ Yes

_____ No

Appendix I

**Student Assistance Program
Counselor's Core Team Form**

The following student has been referred to the GIST Core team for screening. In order to help us gather pertinent information, please complete this form as best you can.

Student's name: _____ Grade: _____ Date: _____

Counselor completing form: _____

Have you seen this student during the current school year? Yes No

Are you currently working with this student? Yes No

Have you had any contact with the parents/guardians? Yes No

If so, what services is he or she receiving from you? _____

What services do you think the student still needs? _____

Is there anything occurring in this student's life that can be shared with the Core Team?

Comments: _____

Can you attend the Core Team screening meeting for this student on _____?

The Core Team respects the confidentiality between a student and his or her counselor. At no time are you expected to divulge any confidential information.

Concerned Person Referral Form

Student: _____ Grade: _____ Age: _____

Reason for this referral (check all that apply):

____ Academic

____ Attendance

____ Behavior

____ Emotional

____ Social

____ Parent concerns

Does the student know you are making this referral?	Yes	No
---	-----	----

Have you communicated with the parents/guardian?	Yes	No
--	-----	----

Do you want to participate in the screening meeting?	Yes	No
--	-----	----

Comments:

Referring Faculty: _____ Date: _____

Please forward the completed form to the GIST referral box.

Student Assistance Team

Intervention Plan

Student: _____ **Grade:** _____ **Date:** _____

Counselor: _____ Case Manager: _____

Date Referred: _____ Date Screened: _____

The following intervention strategies are the results of an examination of existing school-related information, along with student and parent input.

Team Members Present

_____	_____
_____	_____
_____	_____

Intervention Plan:

The following are offered as a way to support students and parents and are not intended as a referral to any one specific resource, but rather several resources that may be helpful. The intent of these suggestions is to help student succeed academically, socially, and emotionally.

Intervention Strategy	Staff Responsible	Date Started	Date Ended	Effective Yes/No

Anticipated Review Date: _____

GIST Representative Signature_____
Parent's Signature_____
Student's Signature (if appropriate)_____
Date

Provide a copy for parents and keep on in Student Assistance folder

Resources:

Anonymous. (n.d.). "TPRI Criteria for Placement in Tier 2" Retrieved April 2, 2008 from

<http://www.tea.state.tx.us/curriculum/readingfirst/TPRIREADFIRSTTIERIICRITERIA.pdf>

Love, N.R. (2002). The Student Assistance Program: Core Team Guidebook. Rising Tide

Publications. Houston, Texas.

Prohibition on Mandatory Medication

20 USC §1412(a)(25)(A), 1412(a)(25)(B), TEC §38.016

LEA personnel are prohibited from requiring a child to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school, receiving an evaluation, or receiving services under Individuals with Disabilities Education Act (IDEA).

Teachers and other school personnel are not prohibited from consulting or sharing classroom-based observations with parents or guardians regarding a child's academic and functional performance, or behavior in the classroom or school, or regarding the need for evaluation for special education or related services.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Dyslexia Services

TEC §38.003(a), 38.003(b), 38.003(d)(1), 38.003(d)(2)

"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.

"Related disorders" include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Children enrolling in public schools must be tested for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education (SBOE).

In accordance with the program approved by the SBOE, the board of trustees of each LEA must provide for the treatment of any child determined to have dyslexia or a related disorder.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Local Guidelines: Runge ISD Dyslexia Plan

RUNGE I.S.D.

District Dyslexia Plan



2008-2009

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I. Definition of Dyslexia

As defined in Texas Education Code §38.003

(1) “*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.

(2) “*Related disorders*” includes disorders similar to or related to dyslexia such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

The definition of the International Dyslexia Association states:

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (Adopted by the International Dyslexia Board of Directors, November 12, 2002).

The primary difficulties of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, and spelling. Secondary consequences of dyslexia may include difficulties in reading comprehension and/or written expression. These difficulties are unexpected for the student’s age, educational level, or cognitive abilities. Additionally, there is often a **family history** of similar difficulties.

II. Procedures Required by State Law Prior to Formal Assessment

In accordance with TEC §28.006, Runge ISD administers early reading instruments in kindergarten, first, and second grades to determine students’ reading development and comprehension. If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia and other reading difficulties, the students’ parents/guardians are notified. In addition, an accelerated (intensive) reading program that appropriately addresses students’ reading difficulties and enables them to “catch up” with their typically performing

peers is implemented. Should students continue to struggle with reading, writing, and spelling during the intensive reading instruction, then Runge ISD will initiate procedures to recommend these students for assessment for dyslexia. The information from the early reading instruments will be one source of information in deciding whether or not to recommend a student for assessment for dyslexia. Other sources may include, but are not limited to: performance on state mandated test(s), a student's grades/performance in reading and written spelling, and teachers' observations of the characteristics of dyslexia.

III. Referral Process

At any time that a student continues to struggle with one or more components of reading, Runge ISD will collect additional information about the student.

Data Gathering:

Information will be used to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. This information **should** include data that demonstrates the student was provided appropriate instruction and data-based documentation of repeated assessments of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction. Additional information to be considered includes the results from some or all of the following:

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Basal reading series assessment
- Accommodations provided by classroom teachers
- Academic progress reports and/or report cards
- Samples of school work
- Parent conferences
- Testing for limited English proficiency
- Speech and language screening through a referral process
- The K-2 reading instrument as described in TEC §28.006
- State student assessment program as described in TEC §39.002

Data that support the student received conventional (appropriate) instruction and that the difficulties are not primarily the result of sociocultural factors which include language differences, irregular attendance, or lack of experiential background.

Among the actions that Runge ISD has available for the student is a recommendation that the student be assessed for dyslexia. Runge ISD recommends assessment for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and/or the related area of spelling that is unexpected for the student's age/grade, and;
- Characteristics of dyslexia.

Primary Reading/Spelling Characteristics of Dyslexia:

- Difficulty reading real words in isolation
- Difficulty accurately decoding nonsense words
- Slow, inaccurate, or labored oral reading (lack of reading fluency)
- Difficulty with learning to spell

The reading/spelling characteristics are the result of difficulty with the following:

- The development of phonological awareness, including segmenting, blending, and manipulating sounds in words
- Learning the names of letters and their associated sounds
- Phonological memory (holding information about sounds and words in memory)
- Rapid naming of familiar objects, colors, or letters of the alphabet

Secondary consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written composition
- A limited amount of time spent in reading activities

The Student Assistance Team will evaluate the collected data and make a recommendation for further assessment when these criteria are met.

IV. Assessment for Dyslexia

Students enrolling in Runge ISD shall be assessed for dyslexia and related disorders at appropriate times (TEC §38.003(a)). The appropriate time depends upon multiple factors including the student's reading performance, reading difficulties, poor response to supplemental, scientifically based reading instruction, teachers' input, and parents' or guardians' input. Additionally, the appropriate time for assessing is early in a student's school career (19 TAC §74.28), the earlier the better. While earlier is better, students will be recommended for assessment for dyslexia even if the reading difficulties appear later in a student's school career.

The procedures followed for assessment include:

1. Notify parents or guardians of proposal to assess student for dyslexia
2. Inform parents or guardians of their rights under §504
3. Obtain parent or guardian permission to assess the student for dyslexia
4. Assess student, being sure that individuals/professionals who administer assessments have training in the evaluation of students for dyslexia and related disorders (19 TAC §74.28).

Tests, assessments, and other evaluation materials will (§504):

- Be validated for the specific purpose for which they are used
- Include material tailored to assess specific areas of educational need and not merely materials that are designed to provide a single general intelligence quotient
- Be selected and administered so as to ensure that, when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills
- Include multiple measures of a student's reading abilities such as informal assessment information (e.g., anecdotal records, lists of books the student has read, audio recordings of the student's oral reading)
- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials.

Domains to Assess

Runge ISD administers measures that are related to the student's educational needs. Depending upon the student's age and stage of reading development, the following are the areas related to reading that should be assessed:

- Reading real and nonsense words in isolation (decoding)
- Phonological awareness
- Letter knowledge (name and associated sound)
- Rapid naming
- Reading fluency (rate and accuracy)
- Reading comprehension
- Written spelling

Based on the student's academic difficulties and characteristics, additional areas that can be assessed include vocabulary, written expression, handwriting, and mathematics.

English Language Learners (This refers to students served in Bilingual and ESL programs as well as students designated Limited English Proficient (LEP) whose parents have denied services.)

Much diversity exists among English Language Learners (ELLs). The identification and service delivery process for dyslexia must be in step with the student's linguistic environment and educational background. In Runge ISD, the LPAC (Language Proficiency Assessment Committee) will be involved in the decision making process.

Additional data to be gathered when assessing English Language Learners:

- Language Proficiency Assessment Committee (LPAC) documentation which includes the following:
 - o Home language survey
 - o Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests)
 - o TAKS documentation when available
 - o Texas English Language Proficiency system (TELPAS) information (Reading Proficiency Test in English (RPTE) and Texas Observation Protocol (TOP).
 - o Type of language programming provided and language of instruction
 - o Linguistic environment and second-language acquisition development
 - o Previous schooling in and outside of the United States.

Additional assessment when assessing English Language Learners:

- Comprehensive oral language proficiency testing should be completed in English and the student's native language whenever possible
- If the student has received academic instruction in his/her native language, as well as English, then the "Domains to Assess" need to be completed in both languages to the appropriate extent.

Interpretation:

Test results of English Language Learners will be interpreted in light of the student's: language development (in both English and the student's native language), educational history, linguistic background, socioeconomic issues, and any other pertinent factors that affect learning.

V. Identification of Students with Dyslexia

A team or committee of knowledgeable persons determines whether the student has dyslexia. The team must be knowledgeable about:

- The student being assessed
- The reading process
- Dyslexia and related disorders
- Dyslexia instruction
- District or charter school, state, and federal guidelines for assessment
- The assessments used
- The meaning of the collected data

This committee determines the identification of dyslexia after reviewing all accumulated data including the following areas:

- The observations of the teacher, district school staff, and/or parent/guardian
- Data gathered from the classroom (including student work and the results of classroom measures) and information found in the student's cumulative folder (including the developmental and academic history of the student)
- Data-based documentation of student progress during instruction/intervention
- Language Assessment Proficiency Committee (LPAC) documentation, when applicable
- The results of administered assessments
- All other accumulated data regarding the development of the student's learning and his/her educational needs

Committee Decision Points for Dyslexia Identification:

1. The student's difficulties in the area of reading will reflect one or more of the primary characteristics of dyslexia with **unexpectedly** low performance for the student's age and educational level in the following areas:

- Reading real words in isolation
- Decoding nonsense words
- Reading fluency (both rate and accuracy)
- Written spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)

2. The **unexpectedly** low reading performance will be the result of a deficit in phonological processing, including the following:

- Phonological awareness
- Rapid naming
- Phonological memory

3. There should be documented evidence of unexpectedness: Unexpectedness is considered in relation to the student's other cognitive abilities, age, or educational level. This may include an average ability to learn in the absence of print or in other academic areas.

Many students with dyslexia will have difficulty with the secondary characteristics of dyslexia, including reading comprehension and written composition.

The committee of knowledgeable persons will also incorporate the following guidelines from TEC §38.003 and 19 TAC §74.28:

- The student has received conventional (appropriate) instruction
- The student has an unexpected lack of appropriate academic progress (in the areas of reading and spelling)
- The student has adequate intelligence (an average ability to learn in the absence of print or in other academic areas)
- The student exhibits characteristics associated with dyslexia
- The student's lack of progress is not due to sociocultural factors such as language differences, irregular attendance, or lack of experiential background.

If the committee determines that the student has dyslexia, the committee of knowledgeable persons also determines whether the student has a disability under the Rehabilitation Act of 1973, §504. Not all students with dyslexia are automatically eligible for §504. A student is considered to have a disability under §504 if the condition substantially limits the student's learning. Students with additional factors that complicate their dyslexia may require additional support or referral to special education. (See Flow Chart)

At any time during the assessment for dyslexia, identification process, or instruction related to dyslexia, students may be referred for evaluation for special education. At times, students will display additional factors/areas complicating their dyslexia and requiring more support than what is available

through dyslexia instruction. At other times, students with severe dyslexia or related disorders will be unable to make adequate academic progress within any of the programs for dyslexia or related disorders. In such cases, a referral to special education for evaluation and possible identification as a child with a disability within the Individuals with Disabilities Improvement Act of 2004 (IDEIA) will be made as needed.

Assessment of Special Education Students

If a student is already in special education, but exhibits the characteristics of dyslexia or related disorders and is referred for assessment, assessment procedures for students under the Individuals with Disabilities Act (IDEIA 2004) will be followed. Assessment data from prior special education assessments may be utilized, and/or additional assessment may be conducted by personnel trained in assessment to evaluate students for dyslexia and related disorders. In this case, the ARD committee will serve as the committee of knowledgeable persons.

Assessment of Students Identified Outside the District

Students identified as having dyslexia or related disorders from an outside source will be evaluated for eligibility in the district's program. Runge ISD may choose to accept the outside assessment, or may re-assess the student. In either situation, the committee of knowledgeable persons will determine the identification status of a student enrolled in Runge ISD, and the placement of the student in the dyslexia program(s).

VI. Program Description & Options

Once it has been determined that a student has dyslexia, Runge ISD shall provide an appropriate instructional program for the student (TEC §38.003).

The following procedures will be followed:

- Instructional decisions for a student with dyslexia are made by a team that is knowledgeable about the student, the meaning of the evaluation information, and instructional components and approaches for students with dyslexia.
- Runge ISD shall purchase a reading program or develop their own reading program for students with dyslexia and related disorders as long as the program is characterized by the descriptors found in the state dyslexia handbook 2007 (see Components of Instruction).
- Runge ISD will provide each identified student access at his/her campus to the services of a teacher trained in dyslexia and related disorders. The

district may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus (19 TAC§ 74.28).

- Parents/guardians of students eligible under the Rehabilitation Act of 1973, §504, will be informed of all services and options available to the student under that federal statute.
- Teachers who provide the appropriate instruction for students with dyslexia will be trained in the professional development activities specified by the district and/or campus decision making committee. As stated in 19 TAC, §74.28, the teachers who provide appropriate instruction for students with dyslexia must be trained and be prepared to implement instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components. They may serve as trainers and consultants in the area of dyslexia and related disorders to regular, remedial, and special education teachers.

Runge ISD will provide a parent education program for the parents/guardians of students with dyslexia and related disorders. The program will include:

- Characteristics of dyslexia and related disorders
- Information on assessment and diagnosis of dyslexia
- Information on effective strategies for teaching students with dyslexia
- Awareness of information on classroom modifications and especially of modifications allowed on standardized testing (19 TAC §74.28)

Components of Instruction

The instructional program will be offered in a small class setting and include reading, writing, and spelling as appropriate. The major instructional strategies will utilize individualized, intensive, and multisensory methods as appropriate. Components of instruction, as appropriate for the reading needs of the student, include:

- Phonemic awareness instruction that enables students to detect, segment, blend, and manipulate sounds in spoken language
- Graphophonemic knowledge (phonics) instruction that takes advantage of the letter-sound plan in which words that carry meaning are made of sounds and sounds are written with letters in the right order. Students with this understanding can blend sounds associated with letters into

words and can separate words into component sounds for spelling and writing

- Language structure instruction that encompasses morphology (the study of meaningful units of language such as prefixes, suffixes, and roots), semantics (ways that language conveys meaning), syntax (sentence structure), and pragmatics (how to use language in a particular context)
- Linguistic instruction directed toward proficiency and fluency with patterns of language so that words and sentences are carriers of meaning
- Strategy-oriented instruction in the strategies students use for decoding, encoding, word recognition, fluency, and comprehension that students need to become independent readers

Instructional approaches, as appropriate to meet the instructional needs of the student, include:

- Explicit, direct instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement. This instruction proceeds at a rate commensurate with students' needs, ability levels, and demonstration of progress
- Individualized instruction that meets the specific learning needs of each individual student in a small group setting; a reading curriculum that matches each student's individual ability level and contains all of the *Components of Instruction* mandated in 19 TAC §74.28
- Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, produces results, and contains all the components of instruction mandated in 19 TAC §74.28
- Meaning-based instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition
- Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice

VII. Timeline

The following timeline applies to students in regular education programs, or who may qualify as §504:

- Upon receipt of parent permission to assess until assessment is completed shall be 30 school days or less.

- From the completion of the assessment to the committee of knowledgeable persons meeting for determination of dyslexia and program placement shall be within two weeks.

Special education students shall follow the timelines required by federal law, under IDEA 2004.

VIII. Student Monitoring and Program Exit Criteria

Upon successful completion of the district dyslexia program(s), as measured by program mastery checks (assessments) completed at regular intervals, students will be exited from the district dyslexia program(s). Additional criteria for exit may include but is not limited to: grades from progress reports or report cards, state assessment data, benchmarks, progress monitoring data, teacher and/or parent observations/checklists, and individual dyslexia program requirements.

Students that have completed the Runge ISD dyslexia program will receive regular monitoring during the first year.

Monitoring may include, but is not limited to the collection/evaluation of:

- progress reports
- report cards
- state assessment data
- teacher reports/checklists
- parent reports/checklists
- counselor reports
- other program reports
- additional assessment data

Students qualifying for dyslexia services that are identified as §504 or Special Education will follow monitoring/re-evaluation requirements outlined in federal law.

No one factor is sufficient to warrant exiting a student from direct Dyslexia services. Dismissal is determined by consensus of the committee of knowledgeable persons. The committee considers the following factors when recommending exiting or reduction of dyslexic services:

- Completion of the district dyslexia program;

- The reevaluation and/or post-testing of student shows student growth to be closer to grade level proficiency standards;
- The student demonstrates self-monitoring/self-correction behaviors as evidenced through informal observation by teacher and/or dyslexia teacher;
- The student passed the reading portion of the state assessment;
- Committee recommendation;
- Parents request in writing that the student exit the program.

If a student has shown substantial progress and the committee of knowledgeable persons determines the student is ready to be dismissed completely from the program, the committee may recommend monitoring services instead of direct services. When a child is exited from the dyslexia program, a dismissal form will be completed and placed in the child's cumulative folder.

Forms for Runge ISD
Dyslexia Program Follow

Instruction for Students with Dyslexia
Descriptors Related to Instructional Components

	Yes	Some	Not addressed
Phonemic Awareness			
Oral activities for segmenting, blending, manipulating phonemes			
Graphophonemic Knowledge (phonics)			
Matching sounds to letters			
Use of six syllable types			
Common syllable-division patterns			
Procedure taught for learning to read irregular words			
Instruction in the orthographic pattern for spelling			
Practice for accuracy and fluency			
Language Structure: Morphology			
Instruction in morphemes – prefixes, suffixes, roots, and combining forms			
Training in recognizing and understanding word origins			
Semantics – vocabulary instruction			
Syntax			
Grammar, sentence structure, and the mechanics of language			
Pragmatics – social use of language			
Linguistic			
Proficiency and fluency with patterns of the language			
Process Oriented strategies			
Step-by-step logical techniques			
Precise sequence of steps			
Application to academic tasks			
Reliable procedures for decoding and spelling			
Other areas indicated by the National Reading Panel			
Fluency			
Comprehension			

Descriptors Related to Instructional Approaches for Dyslexia

	Yes	Some	Not addressed
Explicit, systematic and direct			
Individualized or differentiated to students' needs			
Intensive ~ Consider: time allotted for instruction; how often instruction is provided per week; number of students in the class; reading needs of students in the class;			
Meaning-based: application to reading and writing			
Simultaneous Multisensory			
Additional considerations:			
• Research based			

Other observations/comments:

Referral for Possible Special Education Services

20 USC §1412(a)(10)(A)(ii)(I), 1412(a)(10)(A)(ii)(II), 1412(a)(10)(A)(ii)(III), 1412(a)(10)(A)(ii)(IV), 1412(a)(10)(A)(ii)(V), 1414(a)(1)(B), 1414(b)(5), 6368(3), 19 TAC §89.1011, TEC §26.0081(c)

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

Refer the child for a full and individual evaluation if the child continued to experience difficulty in the general classroom after the provision of interventions.

Either a parent of a child, 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.

The TEA must produce and provide to LEAs a written explanation of the options and requirements for providing assistance to children who have learning difficulties or who need or may need special education:

- The explanation must state that a parent is entitled at any time to request an evaluation of the parent's child for special education services;
- Each school year, each LEA must provide the written explanation to a parent of each child in the LEA by including the explanation in the student handbook or by another means.

A child must not be determined 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 (ESEA);
- Lack of instruction in math; or
- Limited English proficiency.

The child find requirements apply with respect to children with disabilities in the state who are enrolled in private, including religious, elementary schools and secondary schools:

- The child find process must be designed to ensure the equitable participation of parentally placed private school children with disabilities and an accurate count of such children;
- The LEA, or where applicable, the SEA, must undertake activities similar to those activities undertaken for the agency's public school children;

- The cost of carrying out child find, including individual evaluations, may not be considered in determining whether an LEA has met its proportionate share obligations; and
- The child find process must be completed in a time period comparable to that for other children attending public schools in the LEA.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

- The membership in the DISTRICT'S overall general education screening system is determined by local district/ campus administration unless specified differently in GSEC-SSA member school district's policy.*
- GSEC-SSA personnel may participate on, but not be assigned primary responsibility for the Campus Intervention Committee.*
- GSEC-SSA personnel may be involved in collecting referral data ONLY for the following students:*
 - pre-kindergarten students*
 - students who are hospitalized, institutionalized, or admitted to treatment center*
 - students with multiple-disabilities*
 - eligible students with disabilities new to a district*
 - students referred to special education during the summer*

Local Guidelines:

Parent Request for a Referral

School Personnel Request for a Referral

Explanation in the Student Handbook

Services Birth through Age 5

Age Ranges for Eligibility

20 United States Code (USC) §1412(a)(1)(A), 19 Texas Administrative Code (TAC) §89.1035(a)(b), Texas Education Code (TEC) §29.003(b)

The Local Education Agency (LEA) must comply with the [Child Find](#) section.

A Free and Appropriate Public Education (FAPE) must be available to all eligible children with disabilities ages 3 through 21:

- Services must be made available to eligible children with disabilities on their third birthday.

A FAPE must be available from birth to children with visual or auditory impairments.

A child between the ages of 3 through 5 may be described as eligible for special education services based on Noncategorical Early Childhood guidelines if the criteria are met.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Individualized Family Services Plan (IFSP)

20 USC §1401(15), 1414(d)(2)(B), 1436(d), 19 TAC §89.1050(b)

For a child from 0 through 2 years of age with visual and/or auditory impairments, an IFSP meeting must be held in place of an ARD committee meeting.

In the case of a child with a disability aged 3 through 5, the ARD committee must:

- Comply with the [ARD Committee](#) sections; and
- If the child has an IFSP, consider the IFSP.

The IFSP may serve as the Individualized Education Program (IEP) of the child if using that plan as the IEP is agreed to by the LEA and the child's parent according to [Membership and Meeting](#).

The IFSP must contain:

- A statement of the infant's or toddler's present levels of physical development, cognitive development, communication development, social or emotional development, and adaptive development, based on objective criteria;
- A statement of the family's resources, priorities, and concerns relating to enhancing the development of the family's infant or toddler with a disability;
- A statement of the measurable results or outcomes expected to be achieved for the infant or toddler and the family, including pre-literacy and language skills, as developmentally appropriate for the child, and the criteria, procedures, and timelines used to determine the degree to which progress toward achieving the results or outcomes is being made and whether modifications or revisions of the results or outcomes or services are necessary;
- A statement of specific early intervention services based on peer-reviewed research, to the extent practicable, necessary to meet the unique needs of the infant or toddler and the family, including the frequency, intensity, and method of delivering services;
- A statement of the natural environments in which early intervention services will appropriately be provided, including a justification of the extent, if any, to which the services will not be provided in a natural environment;
- The projected dates for initiation of services and the anticipated length, duration, and frequency of the services;
- The identification of the service coordinator from the profession most immediately relevant to the infant's, toddler's or family's needs (or who is otherwise qualified to carry out all applicable responsibilities under Part C) who will be responsible for the implementation of the plan and coordination with other agencies and persons, including transition services; and

- The steps to be taken to support the transition of the toddler with a disability to preschool or other appropriate services.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Transition from Part C Early Childhood Intervention (ECI) to Part B Preschool Programs

20 USC §1412(a)(9), 1414(d)(1)(D), 1435(a)(10), 1437(a)(9)(A)(ii)

For children participating in ECI programs assisted under Part C, and who will participate in preschool programs assisted under Part B, the ECI and the LEA are responsible for ensuring a smooth and effective transition to those preschool programs.

The ECI lead agency must:

- Notify the LEA for the area in which such a child resides that the child will shortly reach the age of eligibility for preschool services under Part B; and
- In the case of a child who may be eligible for such preschool services:
 - With the approval of the family of the child; and
 - Convene a conference among the lead agency, the family, and the LEA not less than 90 days (and at the discretion of all such parties, not more than 9 months) before the child is eligible for the preschool services, to discuss any such services that the child may receive.

Policies must be in place to ensure that by the third birthday of such a child, an IEP or IFSP has been developed and is being implemented by the LEA for the child.

The LEA will participate in transition planning conferences arranged by the designated lead agency.

In the case of a child who was previously served under Part C, an invitation to the initial ARD meeting must, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services according to [Membership and Meeting](#) section.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Specific Information:

Early Childhood Intervention (ECI)

For the Memorandum of Understanding (MOU) with the TEA and specific referral information, refer to the MOU in its entirety at: <http://www.tea.state.tx.us/special.ed/mou/pdf/etmou.pdf>

ECI is a coordinated system of services available in every county within Texas for children birth to age three with disabilities or delays. ECI is funded through the federal Individuals with Disabilities Education Act (IDEA, Part C), P.L. 105-17 and through state appropriations. ECI supports families to help children reach potential through developmental services. ECI contracts with local agencies and organizations through a funding application process.

Approximately half of ECI contracts are with local mental health mental retardation facilities; about one-quarter are with school districts or regional Education Service Centers; and about one-quarter are non-profit organizations. The staff of these programs provides services to children and families. ECI staff may include physical therapists, occupational therapists, speech and language therapists, audiologists, educators, social workers, nurses, dieticians, psychologists, licensed professional counselors, and early intervention specialists. ECI programs must follow the Texas Early Childhood Intervention Policy Manual.

The local ECI program is funded and operated through Region III Education Service Center for the following districts: Austwell-Tivoli, Bloomington, Falls City, Goliad, Karnes City, Kenedy, Refugio, Runge, and Woodsboro. The telephone number is 361/573-0731. The ECI program in Stockdale ISD is operated through Camino Real MHMR.

The local ECI programs must identify, locate, and screen or evaluate all infants and toddlers, birth through two years of age, who have or are suspected of having developmental delays. ECI must notify the local educational agency, for the area in which the child resides, that the child will shortly reach the age of eligibility for preschool services for children with disabilities. By the child's second birthday, programs must notify the appropriate LEA child find personnel of the child's birth date. The notification must be written and include the following information: Child's name; Parent(s) or guardian(s) name; Address; Telephone listing; and Date of enrollment in ECI. The child find system must include procedures for use by primary referral sources for referring a child to the appropriate ECI program for evaluation and assessment. Once the local ECI program receives a referral, it shall appoint a service coordinator as soon as possible.

1. *Referral from ECI (Early Childhood Intervention) Programs (all decisions will occur collaboratively between ECI staff, school staff, and the parents)*
 - A. *GSEC-SSA will complete the child-centered process including evaluation and ARD. Review of existing evaluation data (REED), all time lines and referral requirements will be followed.*
 - i. When invited by the ECI service provider, the GSEC-SSA representative and district representative(s) will attend a face-to face-meeting held at between the child's ages of 27 months and 33 months, at least 3 months prior to the child's third birthday.
 - ii. *To avoid a gap in services and to assure a smooth effective transition to the preschool program, GSEC-SSA may accept appropriate evaluations from an infant program serving children with disabilities, such as ECI.*
 - iii. *GSEC will complete the referral, evaluation, and ARD/IEP process within the required time lines. (Typically, this occurs within three weeks, however, should not exceed sixty days from the date of the parent's consent for the evaluation and prior to the child's third birthday.)*
 - iv. *Eligible preschool children will receive the necessary services as determined by the ARD/IEP committee beginning on their third birthday.*
 - B. *The ARD/IEP committee will determine eligibility, educational need and develop an IEP to determine placement.*
 - C. *Services to auditory or visual impairments, birth through 2, are coordinated with ECI service providers in the development of the Individual Family Service Plan (IFSP) instead of an ARD/IEP.*
 - i. *The GSEC will document services were coordinated (including copies of progress reports), and*
 - ii. *The DISTRICT has the capacity to provide services to the student throughout the year.*
 - iii. *Services are provided only under IDEA-C guidelines, not IDEA-B. Typical procedures followed such as: distributing Notice of Procedural Safeguards, completing the Part B referral packets,*

obtaining consents, and completing full and individual evaluations may not be followed. This would conflict with Part C, and cause parent confusion and may place undue hardship on parents.

2. *Referral by Parents / Guardians / Others (children not previously served in ECI):*
 - A. *For children with suspected developmental delays birth through 2 years of age, the GSEC-SSA maintain logs that document:*
 - i. *within 2 working days from the date that a "Child Find" referral is received it is forwarded to an ECI program, (the GSEC will collaborate with the ECI program and determine appropriate steps based on the student age and needs), or*
 - ii. *the GSEC will follow up with the ECI program to assure evaluation is completed within 60 calendar days from the date the referral is received,*
 - iii. *the ARD/IEP committee will determine eligibility, educational need and develop an IEP to determine placement prior to the third birthday, if the child qualifies for special education services.*
 - B. *For children referred prior to age 3, but less than the 90 days prior to their 3rd birthday, the GSEC-SSA will complete the referral and evaluation process in a timely manner following the required referral timelines, making all efforts to determine the need for services and develop a program, if needed, prior to the child's third birthday.*
 - C. *For children referred for services after their 3rd birthday, the normal referral process will be followed. The GSEC-SSA may screen and use existing evaluation data to determine the child will meet eligibility. An ARD/IEP committee may temporarily place the child pending the 90 day timeline for referral, evaluation, and ARD completion.*
3. *Services*
 - A. *For eligible students 3 years of age and older, the GSEC-SSA will develop an IEP through the ARD process according to the initial referral timeline.*
 - B. *If a child's 3rd birthday occurs during summer and the referral was prior to the end of school, the ARD/IEP team will meet to develop the program prior to the child's 3rd birthday; however, the program will likely begin at the beginning of school in August.*

Instructional Arrangements and Settings

19 TAC §89.63(c)(2)(B), 89.63(d)

The LEA must comply with the ARD Committee including Least Restrictive Environment requirements.

Home instruction may also be used for services to infants and toddlers (0 through 2) and young children (ages 3 through 5) when determined appropriate by the child's IFSP committee or ARD committee.

The appropriate instructional arrangement for children from birth through the age of two with visual and/or auditory impairments must be determined in accordance with the IFSP, current attendance guidelines, and the agreement memorandum between the TEA and the Texas Interagency Council on Early Childhood Intervention.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Dual Enrollment

19 TAC §89.1096(c)

Dual enrollment is when a parent of a child with a disability enrolls the child in both the public and private school.

To dually enroll, the child must meet the age requirements set forth in the [Private Schools](#) section of this document.

When a parent wishes to dually enroll his or her eligible child, the LEA must comply with the [Private Schools](#) section.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Parents of an eligible student ages 3 or 4 shall have the right to "dual enroll" their student in both the public school and the private school beginning on the student's third birthday and continuing until the end of the school year in which the student turns five or until the student is eligible to attend a district's public school kindergarten program, whichever comes first, subject to the following.

- (1) The student's ARD committee shall develop an individualized education program (IEP) designed to provide the student with a FAPE in the least restrictive environment appropriate for the student.
- (2) From the IEP, the parent and the DISTRICT/GSEC shall determine which special education and/or related services will be provided to the student and the location where those services will be provided, based on the requirements concerning placement in the least restrictive environment set forth in 34 CFR, §§300.550-300.553, and the policies and procedures of the district.
- (3) For students served under the provisions of this subsection, the DISTRICT shall be responsible for the employment and supervision of the personnel providing the service, providing the needed instructional materials, and maintaining pupil accounting records. Materials and services provided shall be consistent with those provided for students enrolled only in the public school and shall remain the property of the DISTRICT.
- (d) The school district shall provide special transportation with federal funds only when the ARD committee determines that the condition of the student warrants the service in order for the student to receive the special education and related services (if any) set forth in the IEP.
- (e) Complaints regarding the implementation of the components of the student's IEP that have been selected by the parent and the district under subsection (c) of this section may be filed with the Texas Education Agency under the procedures in 34 CFR, §§300.660-300.662. The procedures in 34 CFR, §§300.504-300.515 (relating to due process hearings) do not apply to complaints regarding the implementation of the components of the student's IEP that have been selected by the parent and the district under subsection (c).

Parent

Identification of Parent

20 United States Code (USC) §1401(23), 1401(23)(A), 1401(23)(B), 1401(23)(C), 1401(23)(D), 34 Code of Federal Regulations (CFR) part 300.30(a), 300.30(a)(1), 300.30(a)(2), 300.30(a)(3), 300.30(a)(4), 300.30(a)(5)

The term "parent" means:

- A biological or adoptive parent of a child;
- A foster parent of a child who meets the requirements set forth below;
- A guardian (but not the state if the child is a ward of the state);
- An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or
- An individual assigned to be a surrogate parent.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Requirements for Foster Parent to Serve as Parent

19 Texas Administrative Code (TAC) §89.1047(a)(1), 89.1047(b)(1), 89.1047(b)(2), Texas Education Code (TEC) §29.015(b), 29.015(b)(1), 29.015(b)(2), 29.015(b)(3)(A), 29.015(b)(3)(B), 29.015(b)(4)

A foster parent may serve as a parent of a child with a disability if the following criteria are met:

- The Department of Family and Protective Services (DFPS) is appointed as the temporary or permanent managing conservator of the child;
- The child has been placed with the foster parent for at least 60 days;
- The foster parent agrees to participate in making educational decisions on the child's behalf;
- The foster parent has no interest that conflicts with the child's interests; and
- The foster parent agrees to complete a training program for surrogate parents that complies with the training program requirements of the [Parent](#) section.

The Local Education Agency (LEA) should provide or arrange for the provision of the training program prior to assigning a foster parent to act as a parent but no later than 90 calendar days after assignment.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

The LEA accesses the Surrogate Parent Training program offered by the GSEC-SSA by notifying the GSEC-SSA of the need for training as soon as a resident of the LEA becomes a foster parent of a child in need of special education services.

The LEA maintains documentation of the parents who have completed the Surrogate Parent Training Program.

Appointment of a Surrogate Parent

20 USC §1415(b)(2)(A), 1415(b)(2)(B), 42 USC §11434a(6), 34 Code of Federal Regulations (CFR) part 300.519(a), 300.519(a)(1), 300.519(a)(2), 300.519(a)(3), 300.519(a)(4), 300.519(c), 300.519(d)(2), 300.519(d)(2)(i), 300.519(d)(2)(ii), 300.519(d)(2)(iii), 300.519(h), 19 TAC §89.1047(a)(1), 89.1047(a)(3), 89.1047(a)(4), TEC §29.001(10), 29.001(10)(A), 29.001(10)(B), 29.001(10)(C), 29.001(10)(D), 29.001(10)(E), 29.001(10)(F)

The LEA must make reasonable efforts to appoint a surrogate parent not more than 30 days after there is a determination that the child needs a surrogate parent unless, alternatively, the judge overseeing the child's care appoints the surrogate.

Unless appointed by the judge overseeing the child's care, the LEA must appoint a surrogate parent whenever:

- The parents of the child are not known;
- The LEA cannot, after reasonable efforts, locate the parents;
- The child is a ward of the state; or
- The child is an unaccompanied homeless youth.

The LEA must ensure that a person selected as a surrogate parent is not:

- An employee of the Texas Education Agency (TEA);
- An employee of the LEA;
- An employee of any other agency that is involved in the education or care of the child; or
- A person with a personal or professional interest that conflicts with the interest of the child the surrogate parent represents.

The LEA must require the surrogate parent to:

- Visit the child and the child's school;
- Consult with persons involved in the child's education, including teachers, caseworkers, court-appointed volunteers, guardians ad litem, attorneys ad litem, foster parents, and caretakers;
- Review the child's educational records;
- Attend meetings of the child's [ARD Committee](#);
- Exercise independent judgment in pursuing the child's interests; and

- Complete a training program within 90 days of assignment as a surrogate parent.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

The LEA completes the following forms and maintains them for documentation purposes:

- "Designation of Surrogate Parent"
- "Determination of Conflict of Interest"
- "Surrogate Parent Letter of Agreement"
- "Surrogate Parent Visitation Log"

Training Program

34 CFR part 300.519(d)(2)(iii), 19 TAC §89.1047(a)(1), 89.1047(a)(1)(A), 89.1047(a)(1)(B), 89.1047(a)(1)(C), 89.1047(a)(1)(D), 89.1047(a)(1)(E), 89.1047(a)(1)(F), 89.1047(a)(1)(G), 89.1047(a)(1)(H), 89.1047(a)(2), 89.1047(a)(3), 89.1047(a)(4), TEC §29.001(10)(A)

The required training program must provide the individual with an explanation of the provisions of federal and state laws, rules, and regulations relating to:

- The identification of a child with a disability (see [Child Find](#));
- The collection of evaluation and reevaluation data relating to a child with a disability (see [Full and Individual Evaluation](#) sections);
- The [ARD Committee](#) process;
- The development of an individualized education program (IEP) and, for a child who is at least 16 years of age, [Transition Services](#);
- The determination of [Least Restrictive Environment](#);
- The implementation of an IEP (see [ARD Committee](#) sections);
- The [Procedural Safeguards](#); and
- The sources that the surrogate parent may contact to obtain assistance in understanding the provisions of federal and state laws, rules, and regulations relating to children with disabilities.

The surrogate parent training program must be provided in the native language or other mode of communication used by the individual who is to serve as a surrogate parent.

Once an individual has completed a training program, the individual must not be required by any LEA to complete additional training in order to continue serving as the child's surrogate parent or to serve as the surrogate parent for other children with disabilities.

LEAs may provide ongoing or additional training to surrogate parents and/or parents; however, the LEA cannot deny an individual who has not received the required training from serving as a surrogate parent on the grounds that the individual has not been trained.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

The LEA may obtain the Surrogate Parent Training within a reasonable amount of time through the GSEC-SSA by informing the GSEC-SSA of the need for the training and coordinating with the parent.

Adult Student

Transfer of Parental Rights at Age of Majority

20 USC §1415(m)(1), 1415(m)(1)(A), 1415(m)(1)(B), 1415(m)(1)(D); 34 CFR part 99.5(a), 99.31(a)(8); 34 CFR part 300.520(a), 300.520(a)(1)(i), 300.520(a)(1)(ii), 300.520(a)(2), 300.625(b); 300.625(c); 19 TAC §89.1049(b), 89.1049(e); TEC §29.017(b)

Beginning not later than one year prior to the child reaching the age of 18, the local educational agency (LEA) must comply with the [Transition Services](#) section.

For an adult student who is incarcerated in an adult or juvenile, state or local correctional institution, the LEA must comply with the [Incarcerated Students](#) section.

When a child with a disability reaches 18 years old (except for a child who has been determined to be incompetent under state law):

- All rights under the Individuals with Disabilities Act (IDEA) transfer from the parent to the adult student;
 - except that the LEA must provide any notice required under the IDEA to both the adult student and the parents; and
- All rights under Family Educational Rights and Privacy Act (FERPA) transfer;
 - except that consent is not required to disclose information to the parent of an adult student if the student is a dependent student, or another [When Consent is not Required to Disclose Information](#) exception applies.

An adult student who holds rights under the IDEA is not prohibited from executing a valid power of attorney.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Notification of the Transfer of Rights

20 USC §1415(m)(1); 34 CFR part 300.520(a)(3); 19 TAC §89.1049(c); TEC §29.017(c)

The Local Education Agency (LEA) must notify the adult student and the parents of the transfer of rights, including a statement (which need not contain the elements of [Prior Written Notice](#)):

- That parental rights have transferred to the adult student; and
- Of contact information for the parties to use in obtaining additional information.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Local Guidelines for distributing the "Happy 18th Birthday" letter:

Students are notified by a letter on their eighteen birthday by the district. A copy of the letter is housed in the counselor's office.

Right to Notice Following a Transfer of Rights

20 USC §1415(m)(1)(A); 300 CFR part 300.520(a)(1)(i); 19 TAC §89.1049(a), 89.1049(d); TEC §29.017(a)

Following a transfer of rights, the LEA must provide any notice required by the Individuals with Disabilities with Disabilities Education Act (IDEA) to both the adult student and the parents; however:

- A Prior Written Notice of an ARD Committee Meeting does not constitute an invitation to, or create a right for, the parent to attend the meeting; and
- Prior Written Notice given to an adult student and parent does not create a right for the parent to Consent or participate in the proposal or refusal to which the notice relates.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Parent Attendance at the ARD Meeting Following a Transfer of Rights

19 TAC §89.1049(d)

Regarding [ARD Committee Membership](#), the adult student or LEA may invite individuals who have knowledge or special expertise regarding the adult student, including the parent, to be a member of the admission, review and dismissal (ARD) committee.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Full and Individual Evaluation

Review of Existing Evaluation Data (REED)

Federal and State Requirements

20 United States Code (USC) §1414(a)(1)(E), 1414(c)(1)(A), 1414(c)(1)(B), 1414(c)(2), 300 CFR part 300.302, 300.305(a), 300.305(a)(1), 300.305(a)(1)(i), 300.305(a)(1)(ii), 300.305(a)(1)(iii), 300.305(a)(2), 300.305(a)(2)(i)(A), 300.305(a)(2)(i)(B), 300.305(a)(2)(ii), 300.305(a)(2)(iii)(A), 300.305(a)(2)(iii)(B), 300.305(a)(2)(iv), 300.305(b), 300.305(c)

The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services.

A Review of Existing Evaluation Data (REED) is required as part of an initial evaluation, if appropriate, and as part of any reevaluation.

The REED must be conducted by the admission, review, and dismissal (ARD) committee members (see [ARD Committee Membership](#) information) and other qualified professionals, as appropriate.

The ARD committee members may conduct its review without a meeting.

The ARD committee members must review existing evaluation data on the child, including:

- Evaluations and information provided by the parents of the child;
- Current classroom-based, local, or state assessments, and classroom-based observations; and
- Observations by teachers and related services providers.

On the basis of that review, and input from the child's parents, the ARD committee members must identify what additional data, if any, are needed to determine:

- Whether the child is a child with a disability, and the educational needs of the child, or, in case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child;
- Whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services;
- The present levels of academic achievement and related developmental needs of the child; and

- Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the individualized education plan (IEP) of the child and to participate, as appropriate, in the general education curriculum.

The local educational agency (LEA) must administer such assessments and other evaluation measures as may be needed to produce the data identified by the REED according to the [Evaluation Procedures](#) section of this document:

- The LEA must comply with the [Prior Written Notice](#) section, as appropriate; and
- The LEA must comply with the [Consent](#) sections, as appropriate.

Requirements if Additional Data are NOT Needed

20 USC §1414(c)(4), 300 Code of Federal Regulations (CFR) part 300.305(d)(1), 300.305(d)(1)(i), 300.305(d)(1)(ii), 300.305(d)(2)

If no additional data are needed to determine whether the child continues to be a child with a disability and to determine the child's educational needs, the LEA must notify the child's parents of:

- That determination and the reasons for the determination; and
- The right of the parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs.

The LEA is not required to conduct such an assessment unless requested to by the child's parents.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines for an Initial REED:

After determination by the Campus Review Committee that the recommended interventions are not successful, The Campus Review Committee can request a Review of Existing Evaluation Data (REED) meeting. The REED Committee consists of a GSEC-SSA evaluation specialist (LSSP or Diagnostician), the general education teacher who best knows the student, a special education teacher, a campus representative (principal or counselor), the parent, and any other person who has pertinent knowledge of the student. The referral packet will be initiated at the REED if the committee agrees that a referral is needed. The process prior to a referral may be expedited when the likelihood of a disability is apparent.

REED:

1. *When the Review of Existing Evaluation Data (REED) meeting is completed and a referral is initiated, a Referral Packet will be completed. The Referral Packet includes (but is not limited*

- to) Parental Receipt of Procedural Safeguards, Notice of Evaluation and Consent for Evaluation along with information from all pertinent sources.*
- 2. The special education designee marks on the Referral packet: the date parent signed Consent for Evaluation and it is received by the school and the date the FIE is due.*
 - 3. At the REED, the evaluation person determines the type(s) of evaluation needed and contacts the GSEC Director who contacts appropriate special education personnel to assist and/or conduct evaluation (if student is suspected of having an auditory impairment (AI), visual impairment (VI), bilingual, etc.)*
 - 4. The evaluation person conducts the evaluation and completes the Full and Individual Evaluation (FIE) written report. The appropriate campus personnel who send the Notice of ARD Meeting are notified when the report is completed.*

NOTE: If a parent requests a special education referral, it is best practice to hold a REED meeting in order to address the parent's concerns and to follow all required procedures. If the committee determines that the data does not warrant a referral, the parent must be provided a copy of the *Notice of Procedural Safeguards* and Prior Written Notice of Refusal. If no REED is held, the LEA must, with guidance from the GSEC-SSA evaluation personnel, provide the parent these two documents and maintain a receipt for the *Notice of Procedural Safeguards* and a copy of the Prior Written Notice of Refusal.

After the evaluation is completed, the GSEC evaluation specialist contacts campus personnel that the data collection is complete and ready for the ARD/IEP committee's review. The designated person schedules the ARD/IEP meeting and sends the Notice of ARD/IEP Meeting to the parent and notifies appropriate campus personnel and related service providers involved in the evaluation.

Local Guidelines:

The counselor's office notifies the parents.

Evaluation Procedures

Federal and State Requirements

20 USC §1414, 34 CFR part 300, 19 Texas Administrative Code (TAC) §89

The local education agency (LEA) must comply with the [Review of Existing Evaluation Data](#) section.

The LEA must comply with the [Prior Written Notice](#) section.

The LEA must comply with the [Consent](#) section.

Initial Evaluations

20 USC §1414(a)(1)(A), 1414(a)(1)(C)(i), 1414(a)(1)(C)(ii), 34 CFR part 300.8(a)(1), 300.301(a), 300.301(c)(1), 300.301(c)(2), 300.301(c)(2)(i), 300.301(c)(2)(ii), 300.301(d)(1), 300.301(d)(2), 300.301(e)

The LEA must conduct an initial full and individual evaluation (FIE) in accordance with the legal framework, before the initial provision of special education and related services to a child with a disability.

Such initial evaluation must consist of procedures to determine:

- Whether a child is a child with a disability; and
- The educational needs of such child.

Timeline: The initial evaluation must be conducted and the evaluation report completed within 60 days of receiving parental consent for the evaluation, unless:

- The parent of a child repeatedly fails or refuses to produce the child for the evaluation; or
- The child transfers from one LEA to another when an evaluation is pending and the LEA complies with the [Transfer Students](#) section.

Reevaluations

20 USC §1414(a)(2)(A), 1414(a)(2)(B), 1414(c)(5)(A), 1414(c)(5)(B)(i); 34 CFR part 300.303(a), 300.303(a)(1), 300.303(a)(2), 300.303(b), 300.303(b)(1), 300.303(b)(2), 300.305(e), 300.305(e)(2),

The LEA must ensure that a reevaluation of each child with a disability is conducted:

- If the LEA determines the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or
- If a reevaluation is requested by the child's parents or teacher; and
- Before determining that the child is no longer a child with a disability;

- The evaluation is not required (but a [Summary of Performance](#) is required) before the termination of a child's eligibility due to:
 - Graduation from secondary school with a regular diploma, or
 - Exceeding the age eligibility for a free appropriate public education (FAPE) under state law; and

A reevaluation must occur:

- Not more frequently than once a year, unless the parent and the LEA agree otherwise; and
- At least once every 3 years, unless the parent and the LEA agree that a reevaluation is unnecessary.

Group of Qualified Professionals

20 USC §1414(b)(4)(A); 34 CFR part 300.306(a)(1); 19 TAC §89.1040(b), 89.1040(b)(1), 89.1040(b)(2)

The group that collects or reviews evaluation data must include, but is not limited to the following members:

- A licensed specialist in school psychology (LSSP);
- An educational diagnostician;
- Other appropriately certified or licensed practitioner with experience and training in the area of the disability; or
- A licensed or certified professional for a specific eligibility category as specified in the applicable specific eligibility category section(s) of [Full and Individual Evaluation](#).

Evaluation Procedures

20 USC §1414(b)(2), 1414(b)(2)(A), 1414(b)(2)(B), 1414(b)(2)(C), 1414(b)(3), 1414(b)(3)(A), 1414(b)(3)(A)(i), 1414(b)(3)(A)(ii), 1414(b)(3)(A)(iii), 1414(b)(3)(A)(iv), 1414(b)(3)(A)(v), 1414(b)(3)(B), 1414(b)(3)(C), 34 CFR part 300.29, 300.304(b)(1), 300.304(b)(1)(i), 300.304(b)(1)(ii), 300.304(b)(2), 300.304(b)(3), 300.304(c), 300.304(c)(1), 300.304(c)(1)(i), 300.304(c)(1)(ii), 300.304(c)(1)(iii), 300.304(c)(1)(iv), 300.304(c)(1)(v), 300.304(c)(2), 300.304(c)(3), 300.304(c)(4), 300.304(c)(6), 300.304(c)(7); TEC §29.004(b), 29.310(a), 29.310(b); TAC §89.1230

The LEA must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent, that may assist in determining:

- Whether the child is a child with a disability; and

- The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum, or, for preschool children, to participate in appropriate activities.

The LEA must not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for the child.

The LEA must use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

The LEA must ensure that assessments and other evaluation materials used to assess a child under this section must be:

- Selected and administered so as not to be discriminatory on a racial, cultural or sexual basis;
- Provided and administered:
 - In the child's native language or other mode of communication; and
 - In a 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 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 such assessments.

Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

Assessments and instruments are selected and administered so as to best ensure that the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those are the skills the test purports to measure).

The child must be assessed in all areas of suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

For a child with limited English proficiency, the LEA differentiates between language proficiency and disability.

The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child must be provided.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

The GSEC-SSA evaluation personnel, speech therapists, and related services personnel evaluate the students who require an evaluation as part of the special education process. If a medical evaluation is needed, the diagnostician or LSSP facilitates obtaining the required information and eligibility reports from medical professionals.

Summary of Performance

Federal and State Requirements

20 USC §1414(c)(5)(B)(ii), 34 CFR part 300.305(e)(2), 300.305(e)(3), 19 TAC §89.1070(c), 89.1070(e)

A summary of performance is required for:

- A child who meets the criteria for Graduation and is graduating; or
- A child whose eligibility for special education and related services terminates due to exceeding age eligibility.

A summary of performance must be provided and included as part of a Full and Individual Evaluation for children who graduate due to having successfully completed an IEP and met the criteria for Graduation under an individualized education program (IEP).

Considerations

19 TAC §89.1070(e)

The summary of performance must consider, as appropriate:

- The views of the parent;
- The views of the child; and
- Written recommendations from adult service agencies on how to assist the child in meeting postsecondary goals.

Elements of Summary of Performance

20 USC §1414(c)(5)(B)(ii) , 34 CFR part 300.305(e)(3)

The local educational agency (LEA) must provide the child with a summary of performance that contains:

- A summary of the child's academic achievement;
- A summary of the child's functional performance; and
- Recommendations on how to assist the child in meeting the child's postsecondary goals.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Local Guidelines:

The counselor will complete this process.

The GSEC-SSA evaluation personnel and campus administrator assures that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Independent Educational Evaluations (IEE)

Federal and State Requirements

20 U.S.C. § 1415(b)(1); 34 C.F.R. Parts 300.502(a)(1), 300.502(a)(3)(i), 300.502(a)(2)

The parents of a child with a disability have the right to obtain an IEE of the child, subject to the provisions below:

- IEE means an evaluation conducted by a qualified examiner who is not employed by the local educational agency (LEA), which is responsible for the education of the child.

When the parent requests an IEE, the GSEC-SSA/LEA must provide:

- Information about where an IEE may be obtained; and
- The GSEC-SSA and [LEA Criteria](#) for an IEE.

IEE at Public Expense

34 C.F.R. Parts 300.502(b)(1), 300.502(a)(3)(ii), 300.502(b)(5)

A parent has the right to an IEE at public expense if the parent disagrees with an evaluation obtained by the GSEC-SSA/LEA:

- Public expense means that the GSEC-SSA and/or 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 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.

Conditions

34 C.F.R. Parts 300.502(b)(2), 300.502(b)(2)(i), 300.502(b)(2)(ii), 300.502(b)(3), 300.502(b)(4), 300.502(d), 300.507, 300.511, 300.514

If a parent requests an IEE at public expense, the LEA must, without unnecessary delay, either:

- File a due process complaint to request a hearing to show that its evaluation is appropriate; or
- Ensure that an IEE is provided at public expense, unless the LEA demonstrates in a due process hearing that the evaluation obtained by the parent does not meet [LEA Criteria](#).

The LEA may ask for the parent's reason why the parent objects to the public evaluation; however the LEA may not:

- Require the parent to provide an explanation; and
- Unreasonably delay either providing the IEE at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation.

If the final decision from a due process hearing officer is that the GSEC-SSA/LEA's evaluation is appropriate, the parent still has a right to an IEE, but not at public expense.

If a hearing officer requests an IEE as part of a hearing on a due process complaint, the cost of the evaluation must be at public expense.

LEA Criteria

34 C.F.R. Parts 300.502(e)(1), 300.502(e)(2)

If an IEE is at public expense, the criteria under which the evaluation is obtained must be:

The same as the criteria that the GSEC-SSA/LEA uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an IEE, including:

- The location of the evaluation; and
- The qualifications of the examiner.

Except for the [LEA Criteria](#), the GSEC-SSA/LEA may not impose conditions or timelines related to obtaining an IEE at public expense.

Results of IEE

34 C.F.R. Parts 300.502(c), 300.502(c)(1), 300.502(c)(2)

If the parent obtains an IEE at public expense or shares with the LEA an evaluation obtained at private expense, the results of the evaluation:

Must be considered by the GSEC-SSA and LEA, if it meets GSEC-SSA and [LEA Criteria](#), in any decision made with respect to the provision of a free appropriate public education to a child; and May be presented by any party as evidence at a due process regarding the child.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Admission, Review and Dismissal (ARD) Committee

Rule of Construction

Federal and State Requirements

20 United States Code (USC) §1414(b)(4), 1414(d)(1)(A)(i), 1414(d)(1)(A)(ii), 1414(d)(1)(B), 1414(e), 34 Code of Federal Regulations (CFR) part 300.116(a), 300.320(a), 300.320(d)(1), 300.320(d)(2), 300.321(a), 300.306(a)(1), 19 Texas Administrative Code (TAC) §89.1050(a)

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.

The ARD committee is the:

- Eligibility team defined in federal law;
- Individualized education program (IEP) team defined in federal law; and
- Placement team defined in federal law.

The term IEP means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with the ARD Committee sections.

Additional information need not be included in a child's IEP beyond what is explicitly required in the ARD Committee sections of this document.

The ARD committee need not include information under one component of a child's IEP that is already contained under another component.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA personnel will be responsible for compiling and processing the ARD/IEP paperwork. District personnel will be responsible for sending out the Prior Written Notice of ARD and notifying the appropriate ARD committee members of the ARD; gathering pertinent information for the ARD such as teacher input to the ARD, progress and behavior data, attendance, state assessment results, transition information, etc.; and drafting needed IEPs and BIP.

ARD Committee Membership

ARD Committee Team Composition

20 USC §1414(d)(1)(B)(i), 1414(d)(1)(B)(ii), 1414(d)(1)(B)(iii), 1414(d)(1)(B)(iv), 1414(d)(1)(B)(iv)(I), 1414(d)(1)(B)(iv)(II), 1414(d)(1)(B)(v), 1414(d)(1)(B)(vi), 1414(d)(1)(B)(vii), 1414(d)(1)(C)(i), 1414(d)(1)(C)(ii), 1414(d)(1)(C)(iii)(I), 1414(d)(1)(C)(iii)(II), 1414(d)(1)(C)(iii), 1414(d)(3)(C), 1414(d)(4)(B), 2301, 34 CFR part 300, 18, 300.156, 300.320(a), 300.321(a)(1), 300.321(a)(2), 300.321(a)(3), 300.321(a)(4), 300.321(a)(4)(i), 300.321(a)(4)(ii), 300.321(a)(4)(iii), 300.321(a)(5), 300.321(a)(6), 300.321(a)(7), 300.321(b), 300.321(b)(3), 300.321(e)(1), 300.321(e)(2), 300.321(e)(2)(i), 300.321(e)(2)(ii), 300.321(f), 300.324(a)(3), 19 TAC §§75.1023(d)(1), , 89.1050(a) 89.1050(c)(1)(A), 89.1050(c)(1)(B), 89.1050(c)(1)(C), 89.1050(c)(1)(D), 89.1050(c)(1)(D)(i), 89.1050(c)(1)(D)(ii), 89.1050(c)(1)(D)(iii), 89.1050(c)(1)(E), 89.1050(c)(1)(F), 89.1050(c)(1)(G), 89.1050(c)(2), 89.1050(c)(3), 89.1050(c)(4)(A), 89.1050(c)(4)(B), 89.1050(c)(4)(C), 89.1050(c)(5), 89.1131(b)(3), 89.1131(b)(4), 89.1225(f)(4), 89.1225(k), 101.1009

The ARD committee as described in [Rule of Construction](#) means a group of individuals composed of:

- The parents of a child with a disability:
 - Who, if neither parent can attend the ARD meeting, may participate through individual or conference telephone calls or other means agreed upon by the parent and LEA;
- Not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
 - Who is a regular education teacher responsible for implementing a portion of the child's IEP; and
 - Who, as a member of the ARD committee, to the extent appropriate, participates in the development, review and revision of the IEP, including the determination of appropriate positive behavior interventions and supports and other strategies for the child and supplementary aids and services, program modifications and supports for school personnel;
- Not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
 - Who is appropriately certified or licensed;
- A representative of the LEA:
 - Who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - Who is knowledgeable about the general education curriculum; and
 - Who is knowledgeable about the availability of resources of the LEA;

- An individual who can interpret the instructional implications of evaluation results;
 - Who may be one of the other members;
- Other individuals who have knowledge or special expertise regarding the child, at the discretion of the parent or the agency;
 - Including related services personnel as appropriate; and
 - Including, in the case of a child who was previously served under Early Childhood Intervention (ECI), at the request of the parent, by invitation to the initial ARD meeting, the ECI service coordinator or other representatives of the ECI system to assist with the smooth transition of services;
 - Including to the extent appropriate, with Consent for Disclosure of Confidential Information, a representative of any participating agency that is likely to be responsible for providing or paying for transition services;
- The child with a disability, whenever appropriate and when the purpose of the meeting will be the consideration of Transition Services and in compliance with the Adult Student requirements;
- For a child with a suspected or documented auditory impairment including suspected or documented deaf-blindness, a teacher who is certified in the education of children with auditory impairments;
- For a child with a suspected or documented visual impairment including suspected or documented deaf-blindness, a teacher who is certified in the education of children with visual impairments;
- For a child with limited English proficiency, a member of the language proficiency assessment committee (LPAC) when determining participation in State- and District-wide Assessments, to address the child's language needs; and
- When considering initial or continued placement of a student in career and technical education (CTE), a representative from CTE, preferably the teacher.

ARD Committee Meeting Attendance and Excusal

20 USC §1414(d)(1), 34 CFR part 300.321(e)

Excusal procedures do not have to be followed for the following ARD committee members:

- The parent;
- The child with a disability; and

- Other individuals who have knowledge and special expertise regarding the child who attend at the discretion of the parent or the LEA.

A member is not required to attend (in whole or in part) if the member's area of the curriculum or related services is not being modified or discussed in the meeting and the following conditions are satisfied:

- The parent and the LEA agree:
 - The member's attendance is not necessary; and
 - The member's area of the curriculum or related services is not being modified or discussed in the meeting; and
- The parent's agreement is in writing.

A member is excused from attending (in whole or in part) if the member's area of the curriculum or related services is being modified or discussed in the meeting, if the following conditions are met:

- The meeting involves a modification to or discussion of the member's area of the curriculum or related services;
- The parent and the LEA consent to the excusal;
- The parent's consent is in writing; and
- The member submits in writing to the parent and the ARD committee input into the development of the IEP prior to the meeting.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA personnel will be responsible for compiling and processing the ARD/IEP paperwork. District personnel will be responsible for sending out the Prior Written Notice of ARD and notifying the appropriate ARD committee members of the ARD, gathering pertinent information for the ARD, and drafting needed IEPs and BIP. District personnel will be responsible for disseminating information and paperwork to the appropriate people after the ARD Committee meeting.

Parent Participation

Federal and State Requirements

20 USC §1414(d)(1)(B)(i), 34 CFR part 300.322(a), 300.322(a)(1), 300.322(a)(2), 300.501(b)(1), 300.501(b)(2), 300.501(b)(3), 19 TAC §89.1015, 89.1045(b)

The local education agency (LEA) must comply with [Prior Written Notice](#).

The LEA must take steps to ensure that the [Parent](#) of a child with a disability is present at each [ARD Committee Meeting](#) or is afforded the opportunity to participate.

The LEA must provide at least 5 school days prior written notice:

- Notifying the parent of the meeting early enough to ensure that they will have opportunity to attend; and
- Scheduling the meeting at a mutually agreed on time and place.

A meeting does not include informal or unscheduled conversations involving LEA personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision.

A meeting does not include preparatory activities that LEA personnel engage in to develop a proposal or preparatory activities to develop a response to a parent proposal that will be discussed at a later meeting.

Other Methods to Ensure Parent Participation

34 CFR part 300.322(c), 300.328, 300.501(c)(3)

If neither parent can attend the admission, review and dismissal (ARD) committee meeting, the LEA must use other methods to ensure parent participation:

- Such as individual telephone calls;
- Such as conference calls; or
- Such as video conferences as an alternative means of participation, if the LEA and parent agree.

Conducting an ARD Committee Meeting Without a Parent in Attendance

34 CFR part 300.322(d), 300.322(d)(1), 300.322(d)(2), 300.322(d)(3), 300.501(c)(4), 19 TAC §89.1075(a)

The LEA may conduct an ARD committee meeting without a parent in attendance if unable to convince the [Parent](#) to attend.

The LEA must keep a record of its attempts to arrange a mutually agreed on time and place:

- Such as detailed records of telephone calls made or attempted and results of those calls;
- Such as copies of correspondence sent to the parents and any responses received; and
- Such as detailed records of visits made to the parent's home or place of employment and the results of those visits.

The LEA must keep documentation of notices consistent with the [Special Education Eligibility Folder](#).

Use of Interpreters

34 CFR part 300.322(e)

The LEA must take action to ensure that the [Parent](#) understands the proceedings of the [ARD Committee Meeting](#):

- Including arranging for an interpreter for parents with deafness; or
- Including whose native language is other than English.

Parent Copy of the Child's IEP

34 CFR part 300.322(f), Texas Education Code (TEC) §29.005(d), 29.005(d)(1), 29.005(d)(2)

The LEA must give the [Parent](#) a copy of the child's individualized education program (IEP) at no cost.

If the child's parent is unable to speak English:

- The LEA must:
 - Provide the parent with a written or audio taped copy of the child's IEP translated into Spanish if Spanish is the parent's native language; or
 - If the parent's native language is a language other than Spanish, make a good faith effort to provide the parent with a written or audio taped copy of the child's IEP translated into the parent's native language.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA personnel will be responsible for compiling and processing the ARD/IEP paperwork. District personnel will be responsible for sending out the Prior Written Notice of ARD, following up with reminders, notifying the appropriate ARD committee members of the ARD, and disseminating the ARD/IEP paperwork after the ARD Committee meeting.

If an interpreter is needed, the LEA administrator or designee will arrange for the interpreter to attend the ARD committee meeting.

District Guidelines:

Who sends the notices? Who sends the ARD to the parent?

The notices are sent by the Counselor's office and the GSEC-SSA evaluator sends the ARD to the parent.

ARD Committee Meeting

Initial Meeting

20 USC §1414(d)(2)(A), 1414(d)(3)(E), 1414(d)(4)(A)(i), 34 CFR Parts 300.116(b)(1), 300.323(c)(1), 300.323(c)(2)

The admission, review and dismissal (ARD) committee must meet to develop an IEP within 30 days of a [Determination of Eligibility](#).

As soon as possible following development of the individualized education program (IEP), the local education agency (LEA) must ensure that special education and related services are made available to the child in accordance with the child's IEP.

Annual Meeting

20 USC §1414(d)(2)(A), 1414(d)(3)(E), 1414(d)(4)(A)(i), 34 CFR part 200.1(f)(2)(v), 300.116(b)(1), 300.320, 300.323(a), 300.324(a)(5), 300.324(b)(1)(i)

The admission, review and dismissal (ARD) committee must review the child's individualized education program (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.

The IEP, as defined in the [ARD Committee](#) sections, must be in effect at the beginning of each school year for each child with a disability.

To the extent possible, the local education agency (LEA) must encourage the consolidation of reevaluation meetings for the child and other ARD committee meetings for the child.

In the case of a child with a disability who transfers, LEAs must comply with the information in the [Transfer Students](#) section of this document.

Developing the IEP

20 USC §1414(d)(3)(A), 34 CFR part 300.324(a)(1), 300.324(a)(1)(i), 300.324(a)(1)(ii), 300.324(a)(1)(iii), 300.324(a)(1)(iv)

In developing each child's IEP, the ARD committee must consider:

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

Revising the IEP

20 USC §1414(c)(1)(B), 1414(d)(1)(A)(i)(VIII)(cc), 1414(d)(4)(A)(ii), 1414(d)(4)(A)(ii)(I), 1414(d)(4)(A)(ii)(II), 1414(d)(4)(A)(ii)(III), 1414(d)(4)(A)(ii)(IV), 1414(d)(4)(A)(ii)(V), 1414(d)(6), 34 CFR part 300.305(a)(2), 300.324(b)(1)(ii), 300.324(b)(1)(ii)(A), 300.324(b)(1)(ii)(B), 300.324(b)(1)(ii)(C), 300.324(b)(1)(ii)(D), 300.324(b)(1)(ii)(E), 300.324(c)(1), 19 TAC §89.1070(h)

Except when accomplished through an [Amendment Without a Meeting](#), the ARD committee must revise the IEP as appropriate.

Circumstances that trigger revising the IEP include the need to address:

- Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate;
- The results of any reevaluation;
- Information about the child provided to, or by, the parents, in the [Review of Existing Evaluation Data](#);
- The child's anticipated needs;
- Other matters;
- The failure of a participating agency to provide the [Transition Services](#) described in the IEP to comply with the [Transition Services](#) section; and
- For a child who graduated and received a diploma pursuant to an IEP according to the [Graduation](#) information, upon the request of the child or parent to resume services, as long as the child meets age eligibility requirements.

Meeting at Parent Request

19 TAC §89.1045(b)

A parent may request an ARD committee meeting at any mutually agreeable time to address specific concerns about his or her child's special education services.

The LEA must respond to the parent's request either by:

- Holding the requested meeting; or
- By requesting assistance through the Texas Education Agency's mediation process.

The LEA should inform parents of the functions of the ARD committee and the circumstances or types of problems for which requesting an ARD committee meeting would be appropriate.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

GSEC-SSA personnel will be responsible for compiling and processing the ARD/IEP paperwork. District personnel will be responsible for sending out the Prior Written Notice of ARD and notifying the appropriate ARD committee members of the ARD, gathering pertinent information for the ARD, and drafting needed IEPs and BIP. District personnel will be responsible for disseminating information and paperwork to the appropriate people after the ARD Committee meeting.

If an ARD is revised without an ARD Committee meeting, the LEA personnel will notify the GSEC-SSA case manager of the student to review the request and to initiate the required paperwork.

District Guidelines for Revising the IEP:

Who is responsible for notifying the diag or LSSP of a transfer student?

The campus principal and counselor's office is responsible for notifying the diagnostician and LSSP of a transfer student.

Who is responsible for acquiring needed information from the previous school?

The counselor's secretary/peims clerk is responsible for acquiring the needed information from the previous school.

Who is responsible for notifying the case manager, parent and administrator? The teacher/special education teacher will notify the case manager, parent, and administrator of any changes or any revisions to paperwork compiled after an ARD meeting. The teacher/special education teacher will also be responsible for informing all those who need to know.

Determination of Eligibility

20 USC §1401(3)(A), 1414(b)(4)(A), 1414(b)(4)(B), 1414(b)(5), 6368(3), 300 CFR part 300. 8(a)(1), 300.8 (a)(2), 300.306(a)(1), 300.306(a)(2), 300.306(b), 300.306(b)(1)(i), 300.306(b)(1)(ii), 300.306(b)(1)(iii), 19 TAC §89.1050(a)

Upon completion of the Full and Individual Evaluation the admission, review and dismissal (ARD) committee must determine:

- Whether the child has a disability; and
- Who, by reason thereof, needs special education and related services.

If it is determined, through an appropriate Full and Individual Evaluation, 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 (IDEA).

A child must not be determined by the ARD 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 (ESEA) which means explicit and systematic instruction in:
 - Phonemic awareness;
 - Phonics;
 - Vocabulary development;
 - Reading fluency, including oral reading skills, and
 - Reading comprehension strategies;
- Lack of appropriate instruction in math; or
- Limited English proficiency.

When determining the presence of a specific learning disability:

- The local educational agency (LEA) is not required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving; and instead
- The LEA may use a process that determines if the child responds to scientific, research-based intervention as a part of the Evaluation Procedures.

The LEA must provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines for Determination of a Specific Learning Disability:

In determining the presence of a specific learning disability, the GSEC-SSA evaluation personnel in coordination with the multidisciplinary team consider and use data from campus-level interventions that are part of the RtI process. In addition, data from individually administered, formal intellectual and academic achievement tests is used to determine if the presence of a pattern of strengths and weaknesses exists. The data from these sources are combined with teacher information, parent information, grades, state assessment results, attendance, and educational history as a basis of the multidisciplinary team's determination of the presence of a specific learning disability.

Present Levels

Federal and State Requirements

20 USC §1414(d)(1)(A)(i)(I), 34 CFR part 300.320(a)(1), 300.320(a)(1)(ii),

The admission, review and dismissal (ARD) committee must provide a statement of the child's present levels of academic achievement.

The ARD committee must provide a statement of the child's present levels of functional performance.

The ARD committee's present levels statement must include:

- How the child's disability affects the child's involvement and progress in the general education curriculum; or
- How the disability affects the preschool child's participation in appropriate activities.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

District Guidelines:

Competency testing such as CLASS or benchmarks is the regular education teacher's responsibility, but the special ed teacher needs to gather the information.

State- and District-wide Assessments

Federal and State Requirements

20 USC §1412(a)(16)(A), 6311(b)(3)(C)(i), 19 TAC §101.1009(b), [*Texas Student Assessment Program 2009-2010 Accommodations Manual, pgs. 7-12*](#)

In general, all children with disabilities are included in all general state-and district-wide assessment programs, including assessments described under the Elementary and Secondary Education Act (ESEA), with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs (IEPs).

District-wide Assessments

20 USC §1412(a)(16)(B), 1414(d)(1)(A)(i)(VI)(aa), 1414(d)(1)(A)(i)(VI)(bb), 34 CFR part 300.320(a)(6)(i), 300.320(a)(6)(ii), 300.320(a)(6)(ii)(A), 19 TAC §89.1055(b), 89.1055(b)(1), 89.1055(b)(2), [*Texas Student Assessment Program 2009-2010 Accommodations Manual*](#)

If the district administers any optional district-wide assessments of achievement, the admission, review, and dismissal (ARD) committee must provide a statement of any individualized appropriate and allowable accommodations that are necessary to measure the academic achievement and functional performance of the child on such assessment:

- The statement must be consistent with accommodation guidelines that the state or the local educational agency (LEA) has developed for the provision of appropriate accommodations.

If the ARD committee determines that the child must take an alternate assessment on a particular district-wide assessment of achievement, provide a statement of:

- Why the child cannot participate in the regular assessment; and
- Why the particular alternate assessment selected is appropriate for the child.

Early Reading Assessments as Part of the Texas Reading Initiative

20 USC §1412(a)(16)(B), 1414(d)(1)(A)(i)(VI)(bb), 34 CFR part 300.320(a)(6)(i), 300.320(a)(6)(ii), 300.320(a)(6)(ii)(A), 300.320(a)(6)(ii)(B), 19 TAC §89.1055(b), 89.1055(b)(1), 89.1055(b)(2), [*Texas Student Assessment Program 2009-2010 Accommodations Manual*](#)

If the district administers an early reading assessment as part of the Texas Reading Initiative, the ARD committee must provide a statement of any individualized appropriate and allowable accommodations that are necessary to measure the academic achievement and functional performance of the child on such assessment:

- The statement must be consistent with accommodation guidelines that the state has developed for the provision of appropriate accommodations.

If the ARD committee determines that the child must take an alternate assessment on a particular state- or district-wide assessment of achievement, provide a statement of:

- Why the child cannot participate in the regular assessment; and
- Why the particular alternate assessment selected is appropriate for the child.

End-of-Course State-Wide Assessments

20 USC §1412(a)(16)(A), 1414(d)(1)(A)(i)(VI)(bb), 34 CFR part 300.320(a)(6)(i), 300.320(a)(6)(ii), 300.320(a)(6)(ii)(A), 300.320(a)(6)(ii)(B), 19 TAC §89.1055(b), 89.1055(b)(1), 89.1055(b)(2), [Texas Student Assessment Program 2009-2010 Accommodations Manual](#)

The ARD committee must provide a statement of any individualized appropriate and allowable accommodations that are necessary to measure the academic achievement and functional performance of the child on any state-wide assessment:

- The statement must be consistent with accommodation guidelines that the state or LEA has developed for the provision of appropriate accommodations.

If the ARD committee determines that the child must take an alternate assessment on a particular state- or district-wide assessment of achievement, provide a statement of:

- Why the child cannot participate in the regular assessment; and
- Why the particular alternate assessment selected is appropriate for the child.

Assessments to Identify Children as Limited English Proficient

20 USC §1412(a)(16)(B), 1414(d)(1)(A)(i)(VI)(aa), 1414(d)(1)(A)(i)(VI)(bb), 34 CFR part 300.320(a)(6)(i), 300.320(a)(6)(ii)(A), 19 TAC §89.1055(b), 89.1055(b)(1), 89.1225(d), 89.1225(f)(4), [Texas Student Assessment Program 2009-2010 Accommodations Manual](#)

The ARD committee must provide a statement of any individualized appropriate and allowable accommodations that are necessary to measure the academic achievement and functional performance of the child on any state-wide assessment:

- The statement must be consistent with accommodation guidelines that the state has developed for the provision of appropriate accommodations.

For entry of a child into a bilingual education or English as a second language (ESL) program, if the tests approved by the Commissioner of Education would be inappropriate as part of the child's IEP, the child with a disability must be identified as limited English proficient using the following criteria:

- The ARD committee in conjunction with the language proficiency assessment committee (LPAC) must:

- Provide a statement of why the child cannot participate in the regular assessment;
 - Determine an appropriate assessment instrument for indicating limited English proficiency;
 - Provide a statement of why the particular alternate assessment selected is appropriate for the child; and
 - Designate the grade level and scores for indicating limited English proficiency.
- The ARD committee must comply with the [Special Factors](#) information to determine entry into a bilingual education or ESL program.

Assessment for Exit of a Child from Bilingual or ESL Program

20 USC §1412(a)(16)(B), 1414(d)(1)(A)(i)(VI)(bb), 34 CFR part 300.320(a)(6)(i), 300.320(a)(6)(ii)(A), 300.320(a)(6)(ii)(B), 19 TAC §89.1055(b), 89.1055(b)(1), 89.1055(b)(2), 89.1225(h), 89.1225(k), [Texas Student Assessment Program 2009-2010 Accommodations Manual](#)

The ARD committee must provide a statement of any individualized appropriate and allowable accommodations that are necessary to measure the academic achievement and functional performance of the child on any state-wide assessment:

- The statement must be consistent with accommodation guidelines that the state has developed for the provision of appropriate accommodations.

For exit from a bilingual education to ESL program of a child with disabilities for whom the tests would be inappropriate as part of the IEP:

- The ARD committee in conjunction with the LPAC must:
 - Provide a statement of why the child cannot participate in the regular assessment;
 - Determine an appropriate assessment instrument for exit from a bilingual education or ESL program;
 - Provide a statement of why the particular assessment selected is appropriate for the child; and
 - Determine the performance standard on the assessment instrument required for exit.
- The ARD committee must comply with the [Special Factors](#) information to determine exit from a bilingual education or ESL program.

Texas Assessment of Knowledge and Skills (TAKS)

20 USC §1412(a)(16)(A), 1412(a)(16)(B), 1414(d)(1)(A)(i)(VI)(aa), 34 CFR part 200.1(c), 200.1(b)(3), 200.1(b)(2), 200.6(a)(1), 200.6(a)(1)(i)(A), 200.6(a)(1)(ii)(A), 200.6(a)(1)(ii)(B), 300.320(a)(6)(i), 19 TAC §89.1055(b), [Texas Student Assessment Program 2009-2010 Accommodations Manual](#)

The state must:

- Provide for each child with a disability appropriate accommodations that the child's ARD committee determines are necessary to measure the academic achievement of the child relative to the state's academic content and academic achievement standards for the grade in which the child is enrolled;
- Develop, disseminate information on, and promote the use of appropriate accommodations to increase the number of children with disabilities who are tested against academic achievement standards for the grade in which the child is enrolled; and
- Ensure that regular and special education teachers and other appropriate staff know how to administer assessments, including making appropriate use of accommodations, for children with disabilities.

The ARD committee must provide a statement of any individualized appropriate and allowable accommodations that are necessary to measure the academic achievement and functional performance of the child on the assessment.

A [Personal Graduation Plan](#) must be developed for any middle school, junior high, or high school child who does not perform satisfactorily on a state-wide assessment.

Texas Assessment of Knowledge and Skills with Accommodations (TAKS Accommodated)

20 USC §1412(a)(16)(C)(ii)(I), 1412(a)(16)(C)(ii)(I), 1414(d)(1)(A)(i)(VI)(bb), 34 CFR part 200.6(a)(2)(i), 200.6(a)(2)(ii), 200.6(a)(2)(ii)(A), 300.320(a)(6)(ii), 300.320(a)(6)(ii)(A), 300.320(a)(6)(ii)(B), 19 TAC §89.1055(b), 89.1055(b)(1), 89.1055(b)(2), [A Guide to the Admission, Review and Dismissal Process](#)

For children with disabilities who cannot participate in the Texas Assessment of Knowledge and Skills (TAKS) with accommodations as indicated in their respective IEPs, the state has the TAKS (Accommodated) that is aligned with the state's challenging academic content standards and challenging academic achievement standards.

The TAKS (Accommodated) yields results for the grade in which the child is enrolled. If the ARD committee determines that the child must take the TAKS (Accommodated), provide a statement of:

- Why the child cannot participate in the regular TAKS with or without allowable accommodations; and
- Why the TAKS (Accommodated) is appropriate for the child.

A Personal Graduation Plan must be developed for any middle school, junior high, or high school child who does not perform satisfactorily on a state-wide assessment.

Texas Assessment of Knowledge and Skills Based on Modified Academic Achievement Standards (TAKS-M)

20 USC §1412(a)(16)(A), 1412(a)(16)(C), 1414(d)(1)(A)(i)(VI)(bb), 34 CFR part 200.1(e)(1), 200.1(e)(2), 200.1(f)(1)(i)(B), 200.1(f)(1)(ii), 200.1(f)(1)(iv), 200.6(a)(2)(i), 200.6(a)(3)(i), 200.6(a)(3)(ii)(A), 200.6(a)(3)(ii)(B), 200.6(a)(3)(ii)(C), 200.6(a)(3)(ii)(D), 300.320(a)(6)(ii), 300.320(a)(6)(ii)(A), 300.320(a)(6)(ii)(B), 19 TAC §89.1055(b), [Texas Student Assessment Program 2009-2010 Accommodations Manual](#)

The state's academic assessment system must provide for one or more alternate assessments for a child with a disability whom the child's ARD committee determines cannot participate in all or part of the TAKS, even with appropriate accommodations.

The state has developed the TAKS-M to assess children with disabilities based on modified academic achievement standards, which:

- Is aligned with the state's grade-level academic content standards;
- Yields results that measure the achievement of those children separately in reading/language arts and mathematics relative to the modified academic achievement standards;
- Meets the requirements for state-wide assessments including the requirements relating to validity, reliability, and high technical quality; and
- Fits coherently in the state's overall assessment system.

The state must establish and monitor implementation of clear and appropriate guidelines for ARD committees to apply in determining children with disabilities who meet the criteria to take an alternate assessment based on modified academic achievement standards, and children who meet these criteria may be assessed using the TAKS-M.

Children eligible to be assessed on the TAKS-M may be from any of the disability categories listed in the Individuals with Disabilities Education Act (IDEA).

The LEA must inform parents of children selected to be assessed with the TAKS-M under the state's guidelines that their child's achievement will be measured based on modified academic achievement standards.

Children receiving special education services who have a disability that significantly affects academic progress in the grade-level curriculum and precludes the achievement of grade-level proficiency within a school year will be assessed with TAKS-M if the child meets all of the participation criteria established by the state.

If the ARD committee determines that the child must take the TAKS-M, the committee must provide a statement of:

- Why the child cannot participate in the regular TAKS with or without allowable accommodations; and
- Why the TAKS-M is appropriate for the child, including that the following criteria have been met:
 - The child needs extensive modifications and/or accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level Texas Essential Knowledge and Skills (TEKS);
 - The child demonstrates academic progress in such a way that even if significant growth occurs during the school year, the ARD committee is reasonably certain that the child will not achieve grade-level proficiency as demonstrated by multiple valid measures of evidence;
 - The child meets some but not all of the participation criteria of TAKS-Alt; and
 - The child requires an alternate form of TAKS which is more closely aligned with instructional modifications in order to demonstrate knowledge of the grade-level TEKS.

A [Personal Graduation Plan](#) must be developed for any middle school, junior high, or high school child who does not perform satisfactorily on a state-wide assessment.

Texas Assessment of Knowledge and Skills Based on Alternate Academic Achievement Standards (TAKS-Alternate)

20 USC §1412(a)(16)(A), 1412(a)(16)(C), 1412(a)(16)(C)(ii)(II), 1414(d)(1)(A)(i)(VI)(bb), 34 CFR part 200.1(d), 200.1(d)(1), 200.1(d)(2), 200.1(d)(3), 200.1(f)(1)(i)(A), 200.1(f)(1)(ii), 200.1(f)(1)(iv), 200.6(a)(2)(i), 300.320(a)(6)(ii), 300.320(a)(6)(ii)(A), 300.320(a)(6)(ii)(B), 19 TAC §89.1055(b), [A Guide to the Admission, Review and Dismissal Process](#)

The state's academic assessment system must provide for one or more alternate assessments for a child with a disability whom the child's ARD committee determines cannot participate in all or part of the TAKS, even with appropriate accommodations.

For children with the most significant cognitive disabilities, the state has, through a documented and validated standards-setting process, defined alternate academic achievement standards that meet the following criteria:

- Are aligned with the state's academic content standards;
- Promote access to the general curriculum; and
- Reflect professional judgment of the highest achievement standards possible.

The state has developed the TAKS-Alt to assess children with the most significant cognitive disabilities based on alternate achievement standards.

The state must establish and monitor implementation of clear and appropriate guidelines for ARD committees to apply in determining children with the most significant cognitive disabilities who will be assessed on alternate academic achievement standards using the TAKS-Alt.

Children eligible to be assessed on the TAKS-Alt may be from any of the disability categories listed in the IDEA.

The LEA must inform parents of children selected to be assessed with TAKS-Alt under the state's guidelines that their child's achievement will be measured based on alternate achievement standards.

Children receiving special education services who have the most significant cognitive disabilities and are unable to participate in the other state-wide assessments even with substantial accommodations and/or modifications will be assessed with TAKS-Alt if the state's participation criteria are met.

If the ARD committee determines that the child must take the TAKS-Alt, provide a statement of:

- Why the child cannot participate in the regular TAKS with or without allowable accommodations; and
- Why the TAKS-Alt is appropriate for the child, including that the following criteria have been met:
 - The child requires supports to access the general curriculum that may include assistance involving communication, response style, physical access, or daily living skills;
 - The child requires direct, intensive, individualized instruction in a variety of settings to accomplish the acquisition, maintenance and generalization of skills;
 - The child accesses and participates in the grade-level TEKS through activities that focus on prerequisite skills;
 - The child demonstrates knowledge and skills routinely in class by methods other than paper-and-pencil tasks; and
 - The child demonstrates performance objectives that may include real-life applications of the grade-level TEKS as appropriate to the child's abilities and needs.

A [Personal Graduation Plan](#) must be developed for any middle school, junior high, or high school child who does not perform satisfactorily on a state-wide assessment.

Student Success Initiative

TAC §89.1050, 101.2003, TEC §28.0211

Under the SSI grade advancement requirements, a student who takes TAKS, TAKS (Accommodated), or TAKS-M in grades 5 and 8 reading and mathematics is allowed three testing opportunities to meet the passing standard. If the student does not meet the passing standard, a Grade Placement Committee (GPC) is formed to develop an Accelerated Instruction Plan (AIP) and make promotion decisions for the student. This system of support is structured to ensure that all students gain sufficient understanding of the knowledge and skills in the Texas Essential Knowledge and Skills (TEKS) curriculum. For students receiving special education services, the ARD committee functions as the GPC.

The role of the ARD committee in making decisions about students subject to SSI requirements is defined in the following Texas Administrative Code:

TAC §101.2003 Grade Advancement Testing Requirements (d) A student receiving special education services under the TEC, Chapter 29, Subchapter A, enrolled in Grades 3, 5, or 8 and who is receiving instruction in the essential knowledge and skills in a subject specified under subsection (a) of this section is eligible under this section. In accordance with §101.5(b) of this title (relating to Student Testing Requirements) and TEC §28.0211(i), the students admission, review, and dismissal (ARD) committee shall determine appropriate assessment and acceleration options for each eligible student. Assessment decisions must be made on an individual basis and in accordance with administrative procedure established by the Texas Education Agency (TEA). These decisions shall be documented in the student's individualized education program (IEP).

In view of the above state code, districts are encouraged to carefully weigh the individual needs of students with disabilities as they consider decisions pertaining to the procedures outlined in this manual. For the students described above, a duly constituted ARD committee must make decisions regarding appropriate 1) assessment, 2) accelerated instruction, and 3) grade placement based on a student's specific disability-related needs. The ARD committee decision regarding grade placement does not have to be unanimous but must follow the general rules governing ARD committee decision-making as set forth in 19 TAC §89.1050. For more information about the SSI grade advancement requirements for all students, including those receiving special education services, consult the Grade Placement Committee Manual for Grade Advancement Requirements of the Student Success Initiative (GPC manual) located on the TEA Student Assessment Division website at:

<http://www.tea.state.tx.us/student.assessment/resources/ssi/>.

Accelerated Instruction

42 USC §11434a, TEC §28.0211(c), 28.0211(f), 29.081(b), 29.081(d), 29.081(d)(1), 29.081(d)(2), 29.081(d)(3), 29.081(d)(4), 29.081(d)(5), 29.081(d)(6), 29.081(d)(7), 29.081(d)(8), 29.081(d)(9), 29.052, 29.081(d)(10), 29.081(d)(11), 29.081(d)(12), 29.081(d)(13), 37.006, 37.007

Each time a child fails to perform satisfactorily on a state-wide assessment instrument, the LEA must provide to the child accelerated instruction in the applicable subject area:

- Including reading instruction for a child who fails to perform satisfactorily on a reading assessment instrument; and
- An accelerated instruction group administered by an LEA may not have a ratio of more than 10 children for each teacher.

Grade Placement Committee (ARD Committee)

After a child fails to perform satisfactorily on a state-wide assessment instrument a second time, a grade placement committee must be established to prescribe the accelerated instruction the LEA will provide to the child before the child is administered the assessment instrument the third time:

- The grade placement committee must be composed of the principal or the principal's designee, the child's parent or guardian, and the teacher of the subject of an assessment instrument on which the child failed to perform satisfactorily; and
- The LEA must notify the parent or guardian of the time and place for convening the grade placement committee and the purpose of the committee.

After a child fails to perform satisfactorily on a state-wide assessment instrument a third time, the LEA must provide:

- Accelerated instruction during the next school year as prescribed by an educational plan developed for the child by the child's grade placement committee;
 - Regardless of whether the child has been promoted or retained;
- An educational plan designed to enable the child to perform at the appropriate grade level by the conclusion of the school year; and
- Monitoring of the child during the school year to ensure that the child is progressing in accordance with the plan.

Each LEA must provide accelerated instruction to a child enrolled in the LEA who has taken the secondary exit-level assessment instrument and has not performed satisfactorily on each section or who is at risk of dropping out of school:

- Each LEA must evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on state-wide assessment instruments, or disparity in the rates of high school completion between children at risk of dropping out of school and all other LEA children;
- "Student at risk of dropping out of school" includes each child who is under 21 years of age and who:
 - Was not advanced from one grade level to the next for one or more school years;
 - If the child is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
 - Did not perform satisfactorily on a state-wide assessment instrument, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
 - If the child is in prekindergarten, kindergarten, or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
 - Is pregnant or is a parent;
 - Has been placed in a disciplinary alternative education program during the preceding or current school year;
 - Has been expelled during the preceding or current school year;
 - Is currently on parole, probation, deferred prosecution, or other conditional release;
 - Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
 - Is a child of limited English proficiency;
 - Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
 - Is homeless; or

- Resided in the preceding school year or resides in the current school year in a residential placement facility in the LEA, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

State Assessment - A copy of the Confidential Student Report for each student who receives special education services should be sent to the GSEC-SSA, Goliad office, for placement in the student's respective eligibility folder.

Transition Services

Federal and State Requirements

20 USC §1401(34), 1414(d)(1)(A)(i)(VIII), 1414(d)(6), 34 CFR 300.320(b), 300.320(c), 300.322(b)(2), 300.324(c)(1), 300.43(a), 300.43(b), 19 TAC §89.1050(a), 89.1050(h)(6), 89.1053(g)(2), 89.1055(g), TEC §29.017

Beginning not later than the first individualized education program (IEP) to be in effect when the child turns 16, or younger if determined appropriate by the Admission, Review & Dismissal (ARD) committee, and updated annually thereafter, the ARD committee must address transition services as part of the IEP:

- This information applies to children for whom transition services is included as part of the IEP.

"Transition services" means a coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including:
 - Post-secondary education;
 - Vocational education;
 - Integrated employment (including supported employment);
 - Continuing and adult education;
 - Adult services;
 - Independent living; or
 - Community participation; and
- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes:
 - Instruction;
 - Related services;
 - Community experiences;
 - 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.

If the child does not attend the [ARD Committee Meeting](#) where transition services are discussed (as set forth in the [ARD Committee Membership](#) section), the local education agency (LEA) must take other steps to ensure the child's preferences and interests are considered.

Development of Postsecondary Goals

The ARD committee must develop appropriate measurable postsecondary goals, based upon age-appropriate transition assessments, related to:

- Training;
- Education;
- Employment; and
- Where appropriate, independent living skills.

Development of a Coordinated Set of Activities

20 USC §1414(d)(1)(A)(i)(VIII)(bb), 1414(d)(1)(A)(i)(VIII)(cc), 1414(d)(6), 34 CFR part 300.43(b), 300.320(b)(2), 300.320(c), 300.324(c)(1), 19 TAC §89.1055(g), 89.1050(h)(6), TEC §29.017

Transition services may be special education, if provided as specially designed instruction, or a related service, if required to assist the child with a disability to benefit from special education as described in [Special Education, Related Services, Supplementary Aids and Services](#).

The ARD committee must determine transition services (including courses of study) needed to assist the child in reaching those postsecondary goals.

The following issues must be considered in the development of the IEP, and, if appropriate, integrated into the IEP:

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

If a participating agency fails to provide the transition services described in the IEP:

- Identify alternative strategies to meet the transition objectives set out in the IEP.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

The counselor and special education teacher will gather information for postsecondary goals.

Annual Goals

20 USC §1412(a)(16), 1414(d)(1)(A)(i)(I), 1414(d)(1)(A)(i)(II), 1414(d)(1)(A)(i)(III), 34 CFR part 200.1(f)(2)(ii), 200.1(e)(2)(ii)(A), 200.1(f)(2)(ii)(B), 200.1(f)(2)(iii), 300.320(a)(2)(i), 300.320(a)(2)(i)(A), 300.320(a)(2)(i)(B), 300.320(a)(2)(i)(B), 300.320(a)(2)(ii), 300.320(a)(3), 300.320(a)(3)(i), 300.320(a)(3)(ii)

The admission, review, and dismissal (ARD) committee must provide a statement of measurable annual academic goals:

- Designed to meet the child's needs that result from the child's disability to enable the child to be involved in and to make progress in the general education curriculum;
- Designed to meet each of the child's other educational needs that result from the child's disability; and
- For a child who takes a Texas Assessment of Knowledge and Skills-Modified (TAKS-M), based on the academic content standards for the grade in which the child is enrolled.

The ARD committee must provide a statement of measurable annual 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 to make progress in the general education curriculum; and
- Designed to meet each of the child's other educational needs that result from the child's disability.

For a child who takes an alternate assessment aligned to alternate achievement standards, the ARD committee must provide a description of benchmarks or short-term objectives:

- Including for a child who takes the Texas Assessment of Knowledge and Skills--Alternate (TAKS-Alt);
- Including for a child who takes a an alternate assessment judged against modified achievement standards instead of a state-wide assessment for which the state has not developed a state-wide alternate assessment (such as an alternate assessment to one of the state approved language proficiency tests); and
- Including for a child who takes a locally developed alternate assessment judged against modified achievement standards instead of a district-wide assessment.

The ARD committee must provide a description of:

- How the child's progress toward meeting the annual goals will be measured; and
- When periodic reports on the progress the child is making toward meeting the annual goals will be provided:

- Such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

The special education teacher, speech therapist, or related services provider will provide an updated IEP(s) as well as a proposed draft IEP(s) for consideration by the ARD committee. The special education teacher, speech therapist, and/or related services provider will update their respective IEP(s) on the appropriate schedule, i.e. every 6 or 9 weeks, and send an IEP progress report home, concurrent with the issuance of report cards.

Each student receiving special education instruction has an individual education program (IEP) which addresses the student's educational needs, educational goals and objectives.

- 1. The special education teacher will utilize a lesson plan which reflects the Goals as stated on the IEP and follows the TEKS. Grades should evolve from the Goals with supporting documentation of how the grade was determined.*
- 2. Numerical grades will be recorded for each subject area in a grade book. If it is not feasible that a student can achieve a minimum mastery level on an IEP objective of 70%, as a grade of 70 is required for passing for nondisabled student, then goals and objectives should be reviewed. If 70% is too high for mastery, the appropriateness of the goal should be reconsidered.*
- 3. Care should be taken to ensure that goals are written at a level which continues to challenge the student's abilities. This may necessitate accommodations in curriculum, methods, pacing, materials, criteria, etc.*
- 4. If the student with disabilities fails to meet the expectations addressed in the IEP, the responsible teacher will review the IEP for appropriateness of goals/objectives, instructional levels, materials, and methods. The teacher must document on the IEP the efforts made to try to help the student achieve success.*
- 5. If a student with disabilities should not be progressing toward mastery of the goal by the annual ARD, the ARD/IEP committee must convene to discuss the student's needs and make recommendations to help the student achieve success.*
- 6. If a student is not attending school, the school will follow attendance policies that apply to all students. The special education teacher should review the IEP program and confer with general education staff to discuss the appropriateness of the IEP, need for additional testing, and progress or regression. An ARD should be called if there is a possibility that IEPs are not appropriate and/or further evaluation needs consideration.*
- 7. The grading of a special education student in a general education classroom is based upon the ARD/IEP committee recommendations for, if any, accommodations of TEKS and other accommodations of pacing, methods, and materials needed. When accommodations have been recommended by the ARD/IEP committee, the special education teacher is responsible for:
 - a. informing the general education teacher of the recommended accommodations;**

- b. providing information concerning the student's achievement levels, learning style, and behavioral needs;*
 - c. offering assistance to the general education teacher on a scheduled basis, as recommended by the ARD/IEP committee; and*
 - d. documenting contacts with the general education teacher.*
- 8. On occasion, the ARD/IEP committee will recommend that a specific subject be taught in a combination general education/special education instructional arrangement. The special education student's grade, in this situation, may be determined proportionately by the general and special education teachers who provide the instruction, as determined by the ARD/IEP committee.*
- 9. Unless the ARD/IEP committee designates otherwise,*
 - a. when a student is enrolled in the homebound program, the general classroom teacher will be responsible for grading all assignments and recording grades on the report card and permanent record for all subject areas.*
 - b. the progress of children enrolled in PPCD will be based upon advancement toward mastery of IEP goals and objectives. Report cards will be issued to PPCD children on the same schedule as non-disabled students on their campus.*

Special Factors

Behavior

20 USC §1414(d)(3)(B)(i), 34 CFR part 300.324(a)(2)(i)

In the case of a child whose behavior impedes the child's learning or that of others, the admission, review and dismissal (ARD) committee must consider:

- The use of positive behavioral interventions and supports; and
- Other strategies to address that behavior.

When considering the use of time-out, see [Restraint and Time-Out](#).

Communication

20 USC §1414(d)(3)(B)(iv), 34 CFR part 300.324(a)(2)(iv)

The ARD committee must consider the communication needs of the child.

Limited English Proficiency (LEP)

20 USC §1414(d)(3)(B)(ii), 34 CFR part 300.324(a)(2)(ii), 19 TAC §89.1210, 89.1220(g), 89.1225

For identification of a child with a disability as LEP and before entry into a bilingual education or English as a second language (ESL) program, the ARD committee in conjunction with the language proficiency assessment committee (LPAC) must:

- Review all pertinent information including the results of the appropriate assessment instrument identified in accordance with [State-and District-wide Assessments](#) for indicating LEP;
- Designate the language proficiency level of the child and determine whether the child has met the score criteria determined in accordance with [State-and District-wide Assessments](#) for identification of the child as LEP;
- Designate the level of academic achievement of the child and determine whether the child has met the grade level determined in accordance with [State-and District-wide Assessments](#) for identification of the child as LEP;
- Designate, subject to parental approval, the initial instructional placement of the LEP child who is a child with a disability in a bilingual or ESL program; and
- Facilitate the participation of the LEP child who is a child with a disability in other special programs for which the child is eligible provided by the LEA with either state or federal funds.

In the case of a child identified as LEP, the ARD committee must:

- Consider the language needs of the child as such needs relate to the child's individualized education program (IEP).

The child may be exited from a bilingual education or ESL program at the end of the school year in which the child received special language services from a bilingual education or ESL program.

To exit a child with a disability from a bilingual education or ESL program, the ARD committee in conjunction with the LPAC committee must:

- Review the results of the appropriate assessment instrument identified in accordance with [State-and District-wide Assessments](#) for exit of a child from a bilingual or ESL program;
- Determine that the child has met the performance standard established in accordance with [State-and District-wide Assessments](#) for exit of the child from a bilingual or ESL program; and
- Determine that the child will be able to participate equally in an all-English, instructional program that does not provide special language services from the bilingual education or ESL program.

Deaf or Hard of Hearing

20 USC §1414(d)(3)(B)(iv), 34 CFR part 300.324(a)(2)(iv), TEC §29.303, 30.004

In the case of a child who is deaf or hard of hearing, the ARD committee must consider the child's:

- Language and communication needs;
- Opportunities for direct communications with peers and professional personnel in the child's language and communication mode;
- Academic level; and
- Full range of needs, including opportunities for direct instruction in the child's language and communication mode.

The ARD committee must provide each parent with the state-adopted form that contains written information about programs offered by state institutions.

Additional Reference

- [Texas School for the Deaf Frequently Asked Questions](#)

Blind or Visually Impaired

20 USC §1414(d)(3)(B)(iii), 34 CFR part 300.324(a)(2)(iii), 19 TAC §89.1055(d), TEC §30.002, 30.004

In the case of a child who is blind or visually impaired, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), the ARD committee must:

- Either:
 - Provide for reading and writing instruction in Braille and the use of Braille that is sufficient to enable the child to communicate with the same level of proficiency as other children of comparable ability who are at the same grade; or
 - Determine that instruction in Braille or the use of Braille is not appropriate;
- Provide a detailed description of the arrangements made to provide the child with orientation and mobility training, instruction in Braille or use of large print, other training to compensate for serious visual loss, access to special media and special tools, appliances, aids, or devices commonly used by individuals with serious visual impairments;
- Set forth the plans and arrangements made for contacts with and continuing services to the child beyond regular school hours to ensure the child learns the skills and receives the training specified above;
- For a child who is functionally blind, specify the appropriate learning medium based on the assessment;
- Indicate that the child has been provided a detailed explanation of the various service resources available in the community and throughout the state; and
- Provide each parent with the state-adopted form that contains written information about programs offered by state institutions.

Each person assisting in the development of the IEP for a child who is functionally blind must receive information describing the benefits of Braille instruction.

Before placing a child with a visual impairment in a classroom setting, or within a reasonable period of time after placement (as required for the child to succeed in classroom settings and derive lasting, practical benefits from the education in the local educational agency [LEA]), the ARD committee must:

- Provide for training in compensatory skills;
- Provide for training in communicative skills;

- Provide for training in orientation and mobility;
- Provide for training in social adjustment; and
- Provide for vocational or career counseling.

Additional Reference

- [Texas School for the Blind and Visually Impaired](#)

Assistive Technology

20 USC §1401(1), 1401(1)(B), 1401(2), 1414(d)(3)(B)(v), 34 CFR part 300.5, 300.6, 300.324(a)(2)(v)

The ARD committee must consider whether the child needs assistive technology devices.

- The term "assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.
- The term does not include a medical device that is surgically implanted, or the replacement of such device.

The ARD committee must consider whether the child needs assistive technology services.

- The term "assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.
- Such term includes:
 - The evaluation of the needs of such child, including a functional evaluation of the child in the child's customary environment;
 - Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by such child;
 - 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 such child, or, where appropriate, the family of such child; and
 - Training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other individuals who provide

services to, employ, or are otherwise substantially involved in the major life functions of such child.

Autism

20 USC §1414(d)(1)(A)(i)(IV), 34 CFR part 300.320(a)(4), 19 TAC §89.1055

In the case of a child with autism, the strategies below must be considered by the ARD committee, based on peer-reviewed research-based educational programming practices to the extent practicable.

When needed, the ARD committee must address the strategies below in the IEP.

If the ARD committee determines that services are not needed in one or more of the strategy areas specified below, the ARD/IEP must include a statement to that effect and the basis upon which the determination was made.

The strategies to be addressed are as follows:

- Social skills supports and strategies based on social skills assessment/curriculum and provided across settings:
 - For example, trained peer facilitators (e.g., circle of friends), video modeling, social stories, and role playing;
- Positive behavior support strategies based on relevant information:
 - For example, antecedent manipulation, replacement behaviors, reinforcement strategies, and data-based decisions; and a behavior intervention plan (BIP) developed from a functional behavioral assessment (FBA) that uses current data related to target behaviors and addresses behavioral programming across home, school, and community-based settings;
- In-home and community-based training or viable alternatives that assist the child with acquisition of social/behavioral skills:
 - For example, strategies that facilitate maintenance and generalization of such skills from home to school, school to home, home to community, and school to community;
- Suitable staff-to-child ratio appropriate to identified activities and as needed to achieve social/behavioral progress based on the child's developmental and learning level (acquisition, fluency, maintenance, generalization) that encourages work towards individual independence:
 - As determined by, for example, adaptive behavior evaluation results; behavioral accommodation needs across settings; and transitions within the school day;

- Daily schedules reflecting minimal unstructured time and active engagement in learning activities:
 - For example, lunch, snack, and recess periods that provide flexibility within routines; adapt to individual skill levels; and assist with schedule changes, such as changes involving substitute teachers and pep rallies;
- Communication interventions, including language forms and functions that enhance effective communication across settings:
 - For example, augmentative, incidental, and naturalistic teaching;
- Extended educational programming:
 - For example, extended day and/or extended school year services that consider the duration of programs/settings based on assessment of behavior, social skills, communication, academics, and self-help skills;
- Teaching strategies based on peer-reviewed research-based practices for children with Autism Spectrum Disorder:
 - For example, those associated with discrete-trial training; visual supports, applied behavior analysis, structured learning, augmentative communication, or social skills training;
- Beginning at any age, consistent with [Transition Services](#), futures planning for integrated living, work, community, and educational environments that considers skills necessary to function in current and post-secondary environments;
- Parent/family training and support, provided by qualified personnel with experience in autism spectrum disorders:
 - That for example, provides a family with skills necessary for a child to succeed in the home/community setting;
 - That for example, includes information regarding resources:
 - o For example, parent support groups, workshops, videos, conferences, and materials designed to increase parent knowledge of specific teaching/management techniques related to the child's curriculum;
 - That for example, facilitates parental carryover of in-home training;

- o For example, strategies for behavior management and developing structured home environments and/or communication training so that parents are active participants in promoting the continuity of interventions across all settings; and
- Professional educator/staff support:
 - For example, training provided to personnel who work with the child to assure the correct implementation of techniques and strategies described in the IEP.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

Behavior - If the student exhibits behavior that is interfering with learning or the learning of others, the ARD Committee will consider completing a Functional Behavior Assessment (FBA) and develop a Behavioral Intervention Plan (BIP). In addition, Social/Emotional Goals/Objectives would be appropriate.

Restraint – If restraint measures are used, in addition to other documentation requirements, a copy of the restraint report must be sent to the GSEC-SSA Goliad office to be filed in the student's audit folder.

Assistive Technology devices – The LEA is responsible for purchasing any needed assistive technology devices required for the educational program of their students.

LEP - For all LEP (Limited English Proficient) Students receiving Special Education:

- A. *The LPAC report, must have been completed within the past year for each Annual ARD to review.*
- B. *The ARD/IEP committee will determine placement based on current assessment and IEP Goals and Objectives needed.*
- C. *The ARD/IEP committee will include the LPAC representative and will ensure that placement in a bilingual education or English as a second language program, if appropriate, is not refused solely because the student has a disability.*

Least Restrictive Environment (LRE)

Federal and State Requirements

20 USC §1412(a)(5)(A), 34 CFR part 300.114(a)(2)(i), 300.117

The local education 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 not disabled.

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.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, the LEA must ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of the child.

Preschool-aged Children

34 CFR part 300.101(a), 300.101(b), 300.102(a)(1), 300.116, [Office of Special Education Programs Letter to Neveldine](#), Office of Special Education Programs Policy Memo 89-23

The LEA must provide a free appropriate public education (FAPE) in the LRE to preschool-aged children even if the LEA does not provide free preschool programs to all preschool-aged children:

- LEAs that do not operate preschool programs for nondisabled preschool children may use some alternative methods for meeting the LRE requirements including:
 - Providing opportunities for the participation (even part-time) of preschool children with disabilities in other preschool programs operated by public agencies (such as Head Start);
 - Placing children with disabilities in private school programs for nondisabled preschool children or private school preschool programs that integrate children with disabilities and non-disabled children; and
 - Locating classes for preschool children with disabilities in regular elementary schools;
- LEAs are not required to initiate preschool programs solely to satisfy the requirements regarding placement in the LRE;
- LEAs are not required to establish extensive contract programs with private schools which serve both children with disabilities and children without disabling conditions solely to implement LRE requirements; and

- The use of facilities which are separate or otherwise solely devoted to children with disabilities is generally permissible only when necessary to meet an individual child's specific needs and should not be the only option available.

Factors for Consideration

34 CFR part 300.116, Daniel R.R. v. SBOE (5th Cir. 1989)

The admission, review and dismissal (ARD) committee must determine whether education in the regular classroom, with the use of supplementary aids and services, can be achieved satisfactorily by considering the following factors:

- Whether the LEA provided supplementary aids and services;
- Whether the LEA modified the regular education program:
 - A child with a disability may not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum;
- Whether the efforts to modify and supplement regular education were sufficient:
 - The LEA need not provide every conceivable supplementary aid or service to assist the child;
 - The Individuals with Disabilities Education Act (IDEA) does not require regular education instructors to devote all or most of their time to one disabled child or to modify the regular education program beyond recognition;
- Whether the child will receive an educational benefit from regular education (including nonacademic benefit);
- The child's overall educational experience in the mainstreamed environment, balancing the benefits of regular and special education for the individual child:
 - For example, a child may be able to absorb only a minimal amount of the regular education program, but may benefit enormously from the language models that his or her nondisabled peers provide (in such a case, the benefit that the child receives from mainstreaming may tip the balance in favor of mainstreaming); and
- The effect the disabled child's presence has on the regular classroom, and thus, on the education that the other children are receiving.

If the ARD committee determines that education in the regular classroom cannot be achieved satisfactorily, then the ARD committee must determine whether the child has been mainstreamed to the maximum extent appropriate:

- The IDEA and its regulations do not contemplate an all-or-nothing educational system in which disabled children attend either regular or special education;
- The IDEA and its regulations require LEAs to offer a continuum of services; and
- The LEA must take intermediate steps where appropriate, such as placing the child in regular education for some academic classes only, or providing interaction with nondisabled children during lunch and recess.

In selecting the LRE, the ARD committee must consider any potential harmful effect:

- On the child; or
- On the quality of services that the child needs.

Placement Determination

20 USC §1414(d)(1)(A)(i), 34 CFR part 300.116(b), 300.320, 300.321(a)(4)(ii), 19 TAC §89.63, 89.1075, 89.1080

The ARD committee must determine the child's placement.

The ARD committee's placement decision must be based on the child's individualized education program (IEP) in compliance with the [Supplementary Aids and Services, Special Education and Related Services](#) section of this document.

The ARD committee must provide an explanation of the extent, if any, to which the child will participate with nondisabled children:

- In the regular class;
- In the general curriculum; and
- In extracurricular and other nonacademic activities.

The ARD committee must determine the appropriate length of school day:

- Children with disabilities must have available an instructional day commensurate with that of children without disabilities.

Instructional Arrangements

34 CFR part 300.115, 19 TAC §89.63(c), 89.1075(d)

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.

The ARD committee must specify the appropriate instructional arrangement/setting:

- Mainstream;
- Homebound;
- Hospital class;
- Speech therapy;
- Resource room/services;
- Self-contained (mild, moderate, or severe);
- Off home campus;
- Nonpublic day school;
- Vocational adjustment class/program;
- State school for persons with mental retardation; or
- Residential care and treatment facility (not LEA resident).

Any student who has a hearing impairment which adversely affects educational performance shall be eligible for consideration for the Regional Day School Program for the Deaf, subject to the ARD committee recommendations.

Children Residing in a Residential Facility

19 TAC §89.1115(d)(3)(B), 89.1115(d)(4)

The ARD committee's educational placement determination must be individualized, based on need, and not made on a categorical basis, such as the disability or residence in the residential facility.

The ARD committee must not determine educational placement on the basis of what is most convenient to the LEA or residential facility.

The ARD committee must determine the appropriate educational placement for the child, considering:

- All available information regarding the educational needs of the student;
- Non-educational needs that may restrict the ability of the LEA to serve the child on a public school campus or other instructional setting:
 - Which could include the child's health and safety (e.g. substance abuse); and/or
 - The child's placement in a restrictive residential facility program (e.g., juvenile incarceration or restrictive court-ordered placements).

When educational services will be provided at the residential facility, the ARD committee must determine appropriate educational space as follows:

- Whether space available at the residential facility is appropriate for the provision of a FAPE based on the individual child's needs and the residential facility's available space; or
- If the ARD committee or residential facility determines that the residential facility has no appropriate available space, identify alternative locations for providing educational services.

Residential Placement at Public Expense

19 TAC §89.61(a)(4)(A), 89.61(a)(4)(B), 89.61(a)(4)(C), 89.61(a)(4)(F)

When making a residential educational placement, the ARD committee must:

- List the services which the LEA is unable to provide and which the facility will provide;
- Establish criteria and estimated timelines for the child's return to the LEA;
- Verify residential placement is needed;
- Verify the placement is the LRE for the child;
- Comply with Supplementary Aids and Services, Special Education, Related Services when selecting the facility; and
- Comply with the Use of Funds for Contract Services Including Residential Placements.

Texas School for the Blind and Visually Impaired (TSBVI) and Texas School for the Deaf (TSD)

19 TAC §89.1085, 89.1090, TEC §30.057(a)(2)

When placing the student at the TSBVI or TSD, the ARD committee must:

- List those services in the child's individualized education program (IEP) which the LEA cannot appropriately provide in a local program and which the TSBVI or the TSD can appropriately provide;
- Include in the child's IEP the criteria and estimated time lines for returning the child to the resident LEA; and
- Determine whether it is necessary for the safety of the child:
 - For an adult to accompany the child when transporting the child at the beginning and end of the term for regularly scheduled school holidays when children are expected to leave the residential campus; and
 - If the child must be accompanied, designate the adult to accompany the child.

When placing a child at the TSBVI or TSD, the LEA may make an on-site visit to verify that the TSBVI or the TSD can and will offer the services listed in the individual child's IEP and to ensure that the school offers an appropriate educational program for the child.

For children placed by their parents or legal guardians at the TSD, the TSD shall be responsible for assuring that a FAPE is provided to the child at the TSD.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

If an ARD committee is recommending placement in a residential facility, TSD, or TSBVI, the Director of Special Education must be notified and involved in the discussion before a final decision is made.

Special Education, Related Services, Supplementary Aids and Services

Federal and State Requirements

20 USC §1401(26), 1401(29), 1401(33), 1414(d)(1)(A)(i)(IV), 1414(d)(4)(A)(ii)(V), 1414(d)(1)(A)(i)(VII), 34 CFR part 300.34(a), 300.34(b), 300.39(a), 300.42, 300.107, 300.107(b), 300.116(b)(3), 300.116(c), 300.117, 300.320(a)(4), 300.320(a)(4)(i), 300.320(a)(4)(ii), 300.320(a)(4)(iii), 300.320(a)(7), 19 TAC §89.61(a)(4), 89.61(a)(4)(D), 89.61(a)(4)(E), 89.61(a)(4)(F), 89.63(c), 89.1050 (a)(1), 89.1050(a)(7), 89.1050(a)(8), 89.1050(a)(10), TEC §25.0343, 25.0343(a), 25.0343(a)(1), 25.0343(a)(2), 25.0343(b), 25.0343 (c) 25.0343(d), 28.006(a)(1), 28.006(c), 28.006(g), 28.0211, 28.0211 (a)(1), 28.0211(a)(2), 28.0211(c), 28.0211(i)(1), 28.021 (i)(2), 28.0213(a), 28.0213(e) 28.0213(e)(1), 28.0213(e)(2), White v. Ascension Parish School Board (5th Cir. 2003)

Special education and related services and supplementary aids and services must be based on peer-reviewed research to the extent practicable.

The ARD committee must determine needed special education services:

- The term "special education" means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability.

The ARD committee must determine needed related services:

- The term "related services" means transportation, and such developmental, corrective, and other supportive services as may be required to assist a child with a disability to benefit from special education.

The ARD committee must determine needed supplementary aids and services to be provided to the child, or on behalf of the child:

- The term "supplementary aids and services" means aids, services, and other supports that are provided in regular education classes or 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.

The ARD committee must determine needed program modifications or supports for school personnel that will be provided 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 to the maximum extent appropriate, in nonacademic settings and services such as:
 - meals;
 - recess periods;

- counseling services;
 - athletics;
 - transportation;
 - health services;
 - recreational activities;
 - special interest groups or clubs sponsored by the LEA;
 - referrals to other agencies;
 - employment of students, including both employment by the LEA and assistance in making outside employment available; and
- Be educated and participate with other children with disabilities and nondisabled children.

For a child who did not perform satisfactorily on the Texas Assessment of Knowledge and Skills (TAKS), the TAKS (Accommodated), TAKS-Modified (TAKS-M), and the TAKS-Alternate (TAKS-Alt):

- The ARD committee must design the intensive program of instruction:
 - To enable the child to attain a standard of annual growth on the basis of the child's IEP; and
 - If applicable, to carry out the purposes of the [Student Success Initiative](#).

For a child who did not perform satisfactorily on an end-of-course assessment instrument for secondary-level courses in Algebra I, Algebra II, geometry, biology, chemistry, physics, English I, English II, English III, world geography, world history, or United States history:

- The ARD committee must design the intensive program of instruction:
 - To enable the child to attain a standard of annual growth on the basis of the child's IEP; and
 - If applicable, to carry out the purposes of the [Student Success Initiative](#).

For children in kindergarten, first, and second grade who do not perform satisfactorily on an early reading assessment administered as part of the Texas Reading Initiative:

- The ARD committee must determine the manner in which the child will participate in an accelerated reading instruction program.

Student Success Initiative

For a child in the fifth grade, each time the child fails to perform satisfactorily on the reading or mathematics assessment of the TAKS, TAKS (Accommodated), TAKS-M, or TAKS-Alt:

- The ARD committee must determine the manner in which the child will participate in accelerated instruction in the applicable subject area, including reading instruction for a child who fails to perform satisfactorily on a reading assessment instrument; and
- After the third attempt, the ARD committee must determine whether the child will be promoted or retained.

For a child in the eighth grade, each time the child fails to perform satisfactorily on the reading or mathematics assessment of the TAKS, TAKS (Accommodated), TAKS-M, or TAKS-Alt:

- The ARD committee must determine the manner in which the child will participate in accelerated instruction in the applicable subject area, including reading instruction for a child who fails to perform satisfactorily on a reading assessment instrument; and
- After the third attempt, the ARD committee must determine whether the child will be promoted or retained.

The ARD committee must provide:

- The projected date for the beginning of the services and modifications;
- The anticipated frequency of those services and modifications;
- The anticipated duration of those services and modifications;
- The anticipated location of those services and modifications:
 - Except that these provisions do not explicitly require parental participation in selection of campus location;
 - The requirement that parents must be involved in determining "educational placement" according to the Least Restrictive Environment does not necessarily mean they must be involved in selection of campus location;
 - The campus location must be as close as possible to the child's home;
 - Unless the IEP requires some other arrangement, the child is educated at the campus location that he or she would attend if nondisabled;
 - The provision that requires the IEP to specify the location is primarily administrative.

If, for the purpose of receiving special education services, the LEA assigns a child to a campus location other than the campus location the child would attend based on the child's residence:

- The LEA must permit the child's parent, guardian, or other person standing in parental relation to the child to obtain a transfer to the assigned campus for any other child residing in the household of the child receiving special education services, provided that:
 - The other child is entitled to attend school in the LEA;
 - The appropriate grade level for the other student is offered at the campus;
 - The child receiving special education services does not reside in a residential facility; and
 - The LEA is not required to provide transportation to the other child who transfers to another campus location under (however, this does not affect any transportation services provided by the LEA in accordance with other laws for the child receiving special education services).

If the ARD committee has determined that a residential facility is the Least Restrictive Environment:

- The ARD committee must document the appropriateness of the particular residential facility selected by the LEA including:
 - The appropriateness of the facility for the child;
 - That the facility meets minimum standards for health and safety;
 - That the educational program provided at the residential facility is appropriate; and
- The LEA must make an initial and an annual on-site visit to verify that the residential facility can, and will, provide the services listed in the child's IEP which the facility has agreed to provide to the child.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Graduation

Graduation due to Satisfactory Completion of Regular Curriculum and Credit Requirements

34 CFR part 300.102(a)(3), 19 TAC §89.1070(a), 89.1070(b), 89.1070(b)(1), 89.1070(b)(2)

For a child graduating and being awarded a high school diploma under this part, graduation terminates the child's eligibility for special education services and entitlement to the benefits of the [Foundation School Program](#).

A child receiving special education services may graduate and be awarded a regular high school diploma if:

- The child has satisfactorily completed the state's or local educational agency's (whichever is greater) minimum curriculum and credit requirements for graduation (under the recommended or distinguished achievement high school program curriculum requirements) applicable to children in general education; and
- The child has had satisfactory performance on the exit-level assessment instrument.

A child receiving special education services may also graduate and be awarded a regular high school diploma if:

- The child has satisfactorily completed the state's or LEA's (whichever is greater) minimum curriculum and credit requirements for graduation (under the minimum high school program curriculum requirements) applicable to children in general education;
- Participated in required state assessments; and
- The ARD committee has determined as part of participation in [State-and District-wide Assessments](#) whether satisfactory performance on a required state assessment will be required for graduation, and the child has met those expectations.

Graduation due to Successful Completion of the IEP

34 CFR part 300.102(a)(3)(iii), 300.305(e)(1), 19 TAC §89.1070(e), 89.1070(c)(1), 89.1070(c)(2), 89.1070(c)(2)(A), 89.1070(c)(2)(B), 89.1070(c)(2)(C), 89.1070(c)(3), 89.1070(c)(4), 89.1070(g), 89.1070(h), 1414(c)(5)(A)

For a child receiving special education services to graduate and receive a regular high school diploma pursuant to an individualized education program (IEP):

- The LEA must provide a [Summary of Performance](#) that is included as part of a [Full and Individual Evaluation](#) of the child; and

- The admission, review and dismissal (ARD) committee must determine the child has successfully completed the child's IEP;
- The ARD committee must determine that the child has successfully completed the state's or LEA's (whichever is greater) minimum credit requirements for children without disabilities;
- The ARD committee must determine that the child has successfully completed the state's or LEA's minimum curriculum requirements to the extent possible with modifications/substitutions only when it is determined necessary by the ARD committee for the child to receive an appropriate education; and
- The ARD committee must determine the child has successfully completed one of the following conditions consistent with the child's IEP:
 - Full-time employment, based on the child's abilities and local employment opportunities, in addition to sufficient self-help skills to maintain the employment without direct and ongoing educational support of the LEA;
 - Access to services which are not within the legal responsibility of public education, or employment or educational options for which the child has been prepared by the academic program; or
 - Demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the LEA.

Employability and self-help skills are those skills directly related to the preparation of children for employment, including general skills necessary to obtain or retain employment.

For children who receive a diploma under this part, upon the request of the child or parent to resume services, the [ARD Committee](#) must determine needed educational services as long as the child meets the age eligibility requirements.

Graduation due to Successful Completion of the IEP and No Longer Meeting Age Eligibility Requirements

19 TAC §89.1035, 89.1070(d)

For the child receiving special education services to graduate and receive a regular high school diploma under this part, the ARD committee must determine:

- The child no longer meets age eligibility requirements; and
- The child has completed the requirements specified in the IEP.

Children Who Have Completed Four Years of High School but Have Not Met Graduation Requirements

20 USC §1412(a)(1)(A), 34 CFR part 300.101(a), 19 TAC §89.1070(f), TEC §28.025(f)

The LEA must issue a certificate of attendance to a child who receives special education services and who has completed four years of high school but has not completed the child's IEP.

Children who participate in graduation ceremonies but who are not receiving a high school diploma and who will remain in school to complete their education do not have to be evaluated prior to participating in the ceremonies.

The LEA must allow the child who receives a certificate of attendance to participate in a graduation ceremony with children receiving high school diplomas.

The child may participate in only one graduation ceremony to receive a certificate of attendance.

The child who receives a certificate of attendance is not prevented from meeting graduation requirements and receiving a diploma as long as the child continues to be age eligible for special education services.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Extended School Year (ESY) Services

Definition and Provision

34 CFR part 300.106(b), 300.106(b)(1), 300.106(b)(1)(i), 300.106(b)(1)(ii), 300.106(b)(1)(iii), 300.106(b)(2), 19 TAC §89.1065(8)

"Extended school year services" (ESY) means special education and related services that:

- Are provided to a child with a disability:
 - Beyond the normal school year of the public agency;
 - In accordance with the child's individualized education program (IEP); and
 - At no cost to the parents of the child; and
- Meet the standards of the Texas Education Agency (TEA).

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 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.

No child will be denied ESY services because the child receives care and treatment services under the auspices of other agencies.

Limitations

34 CFR part 300.106(a)(3), 300.106(a)(3)(i), 300.106(a)(3)(ii), 19 TAC §89.1065(1), 89.1065(1)(A), 89.1065(1)(B)

In determining the need for and in providing ESY services, the local education agency (LEA) may not:

- Limit ESY services to particular categories of disability; or
- Unilaterally limit the type, amount, or duration of ESY services.

Determination of Need

34 CFR part 300.106(a)(1), 300.106(a)(2), 19 TAC §89.1065(1), 89.1065(5)

The need for ESY services must be determined on an individual basis by the admission, review and dismissal (ARD) committee:

- Each LEA must ensure that ESY services are available as necessary to provide free appropriate public education (FAPE); 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.

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.

Data to Make the Decision

19 TAC §89.1065(2), 89.1065(7)

The ARD committee must determine the need for ESY from formal and/or informal evaluations provided by the district or the parents:

- 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.

Regression in Critical Areas

19 TAC §89.1065(2), 89.1065(4), 89.1065(4)(A), 89.1065(4)(B), 89.1065(4)(C), 89.1065(4)(D), 89.1065(4)(E)

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 substantial regression that cannot be recouped within a reasonable period of time:

- 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:
 - Placement in a more restrictive instructional arrangement;
 - Significant loss of acquired skills necessary for the child to appropriately progress in the general curriculum;
 - Significant loss of self-sufficiency in self-help skill areas as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special education or related services;
 - Loss of access to community-based independent living skills instruction or an independent living environment provided by noneducational sources as a result of regression in skills; or
 - Loss of access to on-the-job training or productive employment as a result of regression in skills; 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.

Recoupment of Acquired Skills

19 TAC §89.1065(3)

The ARD committee must determine the reasonable period of time for recoupment of acquired skills on the basis of needs identified in the child's IEP:

- If the loss of acquired critical skills would be particularly severe or substantial, or if such loss results, or reasonably may be expected to result, in immediate physical harm to the child or to others, ESY services may be justified without consideration of the period of time for recoupment of such skills. In any case, the period of time for recoupment shall not exceed eight weeks.

Goals and Objectives

19 TAC §89.1055(C), 89.1065(6)

If the ARD committee determines that the child is in need of ESY services, then the IEP must also include goals and objectives for ESY services from the child's current IEP.

If a child for whom ESY services were considered and rejected loses critical skills because of the decision not to provide ESY services, and if those skills are not regained after the reasonable period of time for recoupment, the ARD committee shall reconsider the current IEP if the child's loss of critical skills interferes with the implementation of the child's IEP.

Funding for ESY

The LEA must comply with the Distribution of State Special Education Funds to LEAs.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA and District Guidelines: Review for financial responsibility for ESY

Reaching Closure and Consensus

Reaching Closure

19 TAC §89.1050(e), TEC §29.005(d)

The admission, review and dismissal (ARD) committee documentation must include:

- The date of the meeting;
- The names, positions, and signatures of the members participating in each meeting; and
- Each member's agreement or disagreement with the committee's decisions.

If the student's parent is unable to speak English, either:

- Provide the parent with a written or audio taped copy of the student's individualized education program (IEP) as record of the ARD meeting translated into Spanish if Spanish is the parent's native language; or
- If the parent's native language is a language other than Spanish, make a good faith effort to provide the parent with a written or audio taped copy of the student's IEP as record of the ARD meeting translated into the parent's native language.

Reaching Consensus

19 TAC §89.1050(h), 89.1050(h)(1), 89.1050(h)(2), 89.1050(h)(3), 89.1050(h)(5)

A decision of the committee concerning required elements of the IEP must be made by mutual agreement of the required members if possible.

When mutual agreement about all required elements of the IEP is not achieved, the ARD committee must:

- Offer the parents or adult student who disagrees a single opportunity to have the committee recess for a period of time not to exceed ten school days:
 - Except when the student's presence on the campus presents a danger of physical harm to the student or others or when the student has committed an expellable offense or an offense which may lead to a placement in an alternative education program (AEP);
- Provide a written statement of the basis for the disagreement;
- Offer the members who disagree the opportunity to write their own statements; and

- When the parent accepts the offer to reconvene, determine by mutual agreement prior to the recess, the date, time, and place for continuing the ARD committee meeting.

During a recess, the ARD committee members must:

- Consider alternatives;
- Gather additional data;
- Prepare further documentation; and/or
- Obtain additional resource persons which may assist in enabling the ARD committee to reach mutual agreement.

If a ten-day recess is implemented and the ARD committee still cannot reach mutual agreement, the local educational agency (LEA) must:

- Provide the parent with [Prior Written Notice](#); and
- Implement the IEP which it has determined to be appropriate for the child.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

If consensus is not reached in an ARD, the GSEC-SSA personnel present at the ARD will inform the Director of Special Education.

Amendment Without A Meeting

Federal and State Requirements

20 USC §1414(b)(4)(A), 1414(d)(3)(F), 1414(e), 1415(k)(1)(E)(i), 34 CFR part 300.306, 300.116, 300.324(a)(4), 300.324(a)(6), 300.530(e)

After the annual admission, review and dismissal (ARD) meeting, changes to the individualized education program (IEP) may be made either:

- By the entire ARD committee; or
- By amending the IEP rather than by redrafting the entire IEP.

Eligibility determinations, changes of placement, and manifestation determination reviews may not be conducted through the amendment without a meeting process.

Amendment Process

20 USC §1414(d)(3)(D), 34 CFR part 300.324(a)(4)(i)

To amend the IEP without an ARD Committee Meeting:

- The parent of a child with a disability and the local educational agency (LEA) must agree not to convene an ARD committee meeting for the purpose of making changes to the IEP; and
- The GSEC-SSA and LEA must develop a written document to amend or modify the child's current IEP.

Revised IEP

20 USC §1414(d)(3)(F), 34 CFR part 300.324(a)(4)(ii), 300.324(a)(6)

If the IEP is amended without an ARD Committee Meeting, the ARD Committee Membership must be informed of those changes.

Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

To amend the IEP without an ARD/IEP meeting, the parent of the child with a disability and the local educational agency (LEA) must agree not to convene an ARD meeting for the purpose of making changes to the IEP; and the LEA must develop a written document to amend or modify the child's current IEP.

- a. The campus administrator, the evaluation personnel, special education teacher, and parent must approve the decision to complete a proposed amendment to the IEP.*
- b. Discuss the proposed amendment with any other appropriate IEP team members including discussion with the parents in person or by phone.*
- c. Complete the GSEC form provided to you and obtain parent signature of agreement to amend the IEP.*
- d. Distribute the signed amendment to all IEP team members and implementers.*
- e. File the original amendment with the parent signature in the student's eligibility form with the Annual IEP being amended.*

Changes that require an ARD/IEP meeting. The amendment procedure *MAY NOT* be used for the following changes:

- *Change in placement decisions*
- *Manifestation Determination, FBA or development of BIP*
- *Change services, time of services, add/drop services (excluding transportation)*
- *Eligibility determination or change*

Changes that DO NOT require an ARD/IEP meeting. The amendment procedure *MAY* be used for the following changes:

- *State and district testing including grade level, expected achievement level*
- *Transportation*
- *Accommodations or revision of existing modifications*

If neither parent can attend an ARD meeting, the district must use alternative means of meeting participation, such as individual or conference telephone calls.

An ARD meeting may be conducted without a parent in attendance if the district is unable to convince the parents that they should attend, but the district shall have a record of its attempts to arrange a mutually agreed on time and place, such as detailed records of telephone calls, correspondence, or visits made or attempted.

Prior Written Notice

Conditions when Required

20 United States Code (USC) §1415(a), 1415(b)(3), 34 Code of Federal Regulations (CFR) part 300.503(a), 300.504, 300.300, 19 Texas Administrative Code (TAC) §89.1045(a), 89.1050(h)(6)

The GSEC-SSA or LEA must provide prior written notice to the parent whenever it:

- Proposes or refuses to initiate or change the identification of the child;
- Proposes or refuses to initiate or change the evaluation of the child;
- Proposes or refuses to initiate or change the educational placement of the child;
- Proposes or refuses to initiate or change the provision of a free appropriate public education (FAPE) to the child;
- Proposes to convene an [ARD Committee Meeting](#) as part of the invitation to the admission, review and dismissal (ARD) meeting;
- Implements an individualized education program (IEP) with which the parent or adult student disagrees, pursuant to the information found within [Reaching Consensus](#); or
- Propose to initiate the withdrawal of a child with a disability from continued special education and related services due to written revocation by the parent.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines – All notices with the exception of the Proposal to convene an ARD Committee Meeting will be generated by GSEC-SSA personnel.

The district shall take steps to ensure that one or both parents of a student with a disability are present at each ARD committee meeting or are afforded the opportunity to participate including:

1. Notifying the parents of the meeting early enough to ensure that they will have the opportunity to attend. The notice shall include the purpose, time, and location of the meeting, who will be in attendance, and that the special ed representative will be there.
2. Scheduling the meeting at a mutually agreed on time and place.

Timeline and Manner

20 USC §1415(b)(4), 1415(n), 34 CFR part 300.322(a)(1), 300.503(c)(1)(ii), 300.505, 19 TAC §89.1015

The LEA must provide at least five school days prior written notice:

- In the native language of the parents, unless it clearly is not feasible to do so;
- By an electronic mail (e-mail) communication, if the LEA makes such option available and the Parent elects to receive notices required by IDEA Part B through e-mail; and
- Of an ARD Committee Meeting early enough to ensure that the Parent will have an opportunity to attend in compliance with Parent Participation.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Required Contents

20 USC §1415(c)(1), 1415(c)(1)(A), 1415(c)(1)(B), 1415(c)(1)(C), 1415(c)(1)(D), 1415(c)(1)(E), 1415(c)(1)(F), 34 CFR part 300.503(b), 300.503(b)(1), 300.503(b)(2), 300.503(b)(3), 300.503(b)(4), 300.503(b)(5), 300.503(b)(6), 300.503(b)(7)

The prior written notice must include:

- A description of the action proposed or refused by the LEA;
- An explanation of why the agency proposes or refuses to take the action;
- A description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action;
- A description of other options considered by the ARD committee and the reason why those options were rejected;
- A description of the factors that are relevant to the agency's proposal or refusal;
- Sources for parents to contact to obtain assistance in understanding the provisions of Individuals with Disabilities Education Act (IDEA) Part B;
- A statement that the parents of a child with a disability have protection under the [Procedural Safeguards](#) of this part; and
- The means by which a copy of a description of the [Procedural Safeguards](#) can be obtained if not an initial referral for evaluation.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Additional Content Requirements for a Proposal to Evaluation

34 CFR part 300.304(a), 20 USC §1414(b)(1)

If the LEA is proposing to conduct a Full and Individual Evaluation, the prior written notice must also include:

- A description of any evaluation procedures the LEA proposes to conduct.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA/LEA Guidelines: If an evaluation is proposed the evaluation personnel or speech therapist will generate the Prior Written Notice of Evaluation and Consent for Evaluation

Additional Content Requirements for a Proposal to Convene an ARD Committee Meeting

34 CFR part 300.322(b)(1), 300.322(b)(1)(i), 300.322(b)(1)(ii), 300.322(b)(2), 300.322(b)(2)(i)(A), 300.322(b)(2)(i)(B), 300.322(b)(2)(ii), 19 TAC §89.1055(g)

If the LEA is proposing to convene an ARD committee meeting, the prior written notice must also include:

- Purpose, time, and location of the meeting;
- Who will be in attendance;
- Information relating to [ARD Committee Membership](#) of other individuals who have knowledge or special expertise about the child;
- Information relating to the participation of the Part C service coordinator or other representatives of the Part C system at the initial ARD committee meeting for a child previously served under Part C of the Act; and
- Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team:
 - That a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child, in accordance with [Transition Services](#);
 - That the LEA will invite the student; and
 - Any other agency that will be invited to send a representative in accordance with the [Consent](#) section of this document.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Consent

Consent for Initial Evaluation

Actions that Do Not Constitute Evaluation

20 USC §1414(a)(1)(D)(i)(I), 1414(a)(1)(E), 1414(c)(1), 34 CFR part 300.300(a)(1)(ii), 300.300(d)(1), 300.300(d)(1)(i), 300.300(d)(1)(ii), 300.302

The following actions do not constitute evaluation:

- Screening to determine strategies for curriculum implementation;
- Conducting a [Review of Existing Evaluation Data](#) (REED) as part of an initial evaluation or a reevaluation; and
- Administering a test or other evaluation that is administered to all children.

Elements of Consent

20 USC §1414(a)(1)(D), 1414(a)(1)(D)(i)(I), 34 CFR part 300.300(a)(1)(ii), 300.300(a)(1)(iii), 300.300(d)(5), 300.322(d), 300.9(a), 300.9(b), 300.9(c)(1), 300.9(c)(2)

The LEA must make reasonable efforts to obtain informed consent.

The LEA must obtain informed consent from the [Parent](#) before conducting an initial evaluation, which means:

- The parent has been fully informed of all information relevant to the initial evaluation in his or her native language or other mode of communication;
- The consent describes the initial evaluation;
- The consent lists the records (if any) that will be released and to whom;
- The parent understands and agrees in writing to the LEA carrying out the initial evaluation;
- The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at anytime; and
- The parent understands that if the parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

When Consent is not Obtained, Despite Reasonable Efforts

20 USC §1414(a)(1)(D)(ii)(I), 1414(a)(1)(D)(iii)(II), 1414(a)(1)(D)(ii)(III), 34 CFR part 300.300(a)(2), 300.300(a)(2)(i), 300.300(a)(2)(ii), 300.300(a)(2)(iii), 300.300(a)(3)(i), 300.300(a)(3)(ii), 300.300(d)(5), 300.322(d)

If the child is a ward of the state and is not residing with child's Parent, the LEA is not required to obtain informed consent from the parent if:

- Despite reasonable efforts to do so, the LEA cannot discover the whereabouts of the parent of the child;
- The rights of the parents of the child have been terminated in accordance with state law; or
- The rights of the parent to make educational decisions have been substituted by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

If the parent fails to respond or does not provide consent for an initial evaluation:

- The LEA may, but it is not required to, pursue the initial evaluation of the child by utilizing the Procedural Safeguards (including the mediation or the due process procedures) in order to obtain agreement or a ruling that the evaluation may be conducted;
- The LEA does not violate its Child Find and Full and Individual Evaluation obligations if it declines to pursue the evaluation.

If the parent of a child who is homeschooled or placed in a private school at parent expense does not provide consent for the initial evaluation, the LEA must comply with the Private Schools section of this document.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines: The evaluation personnel or speech therapist will obtain Consent for Evaluation at the initial REED meeting if the parent is present. GSEC-SSA personnel and LEA personnel will coordinate to obtain consent from a parent who is not present at the meeting.

District Guidelines for Obtaining Consent for Initial Evaluation: (if the parent is not present at the REED) The district must use alternative methods of meeting participation, such as individual or conference telephone calls. The meeting may be conducted without a parent in attendance if the district is unable to convince the parents that they should attend; however, records must be maintained detailing how and when the attempts were made.

Consent for Services

Elements of Consent

20 USC §1414(a)(1)(D), 1414(a)(1)(D)(i)(II), 34 CFR part 300.300(b)(1), 300.300(b)(2), 300.300(d)(5), 300.322(d), 300.9(a), 300.9(b), 300.9(c)(1), 300.9(c)(2)

The LEA must make reasonable efforts to obtain informed consent.

The LEA must obtain informed consent from the Parent before initially providing special education and related services to the child, which means:

- The parent has been fully informed of all information relevant to the initial provision of special education and related services in his or her native language or other mode of communication;
- The consent describes the initial provision of special education and related services;
- The consent lists the records (if any) that will be released and to whom;
- The parent understands and agrees in writing to the LEA carrying out the initial provision of special education and related services;
- The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at anytime; and
- The parent understands that if the parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

When Consent is not Obtained, Despite Reasonable Efforts

20 USC §1414(a)(1)(D)(ii)(II), 1414(a)(1)(D)(ii)(III), 34 CFR part 300.300(b)(3), 300.300(b)(4), 300.300(b)(4)(i), 300.300(b)(4)(ii)

If the parent refuses to respond to a request to provide consent or refuses to consent to the receipt of special education and related services, the LEA:

- May not use the Procedural Safeguards (including the mediation or the due process procedures) in order to obtain agreement or a ruling that services may be provided to the child;
- Will not be considered to be in violation of the requirement to make available a free appropriate public education (FAPE) to the child for the failure to provide the child with the special education and related services for which the LEA requests consent; and

- Is not required to convene an admission, review, and dismissal (ARD) committee or develop an individualized education program (IEP) for the child for the special education and related services for which the LEA requests such consent.

When Consent for Services is Revoked

34 CFR Part 300.300

The Department of Education has issued final regulations that will give parents of students with disabilities the right to pull their children out of special education programs unilaterally. The school will be obligated to grant the parent's request, as long as the request is put in writing.

The regulations do not call for the student to be abruptly dropped from your special education program upon parent request. The school must first prepare and provide to the parents a "prior written notice," outlining the services that will no longer be provided. Then, after a reasonable period of time, special education services are to be discontinued.

At this point, the student is considered to be a general education student. The student will not be entitled to FAPE, an IEP or any special education services. The student will not be entitled to any of the special disciplinary procedures available under IDEA. The district will not be considered to be in violations of the providing FAPE to the child because of the failure to provide the child with further special education and related services after written revocation by the parent.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

When consent is not obtained to provide services:

If the DISTRICT campus staff is aware that the parent does not intend to give consent for services, contact the Special Education Department administrator to assure appropriate documentation is planned and also to determine if mediation should be offered. If campus staff is aware and the parent refuses in the ARD/IEP meeting, contact the Special Education Department administrator after the ARD/IEP meeting to assure all efforts is exhausted.

When the parent revokes consent for services:

• Prior written notice

- (1) Revocation of consent must be in writing.
- (2) Once the LEA receives the parent/adult student's written revocation, the LEA must honor the decision.
- (3) Before the LEA discontinues services, it must provide the parent/adult student with prior written notice (Notice of Refusal or Proposal) that services will cease.
- (4) The prior written notice must be given to the parent/adult student a reasonable amount of time (at

least 5 school days) before the services cease.

- **Consent for the Initial Provision of Services**

The LEA is not required to amend the student's education records to remove any references to the student having received special education and related services in the past.

- **ARD Committee**

- (1) Upon the parent/adult student revoking consent for continued provision of special education or related services, the LEA is not required to convene an ARD committee meeting or develop an IEP for the student.
- (2) Once the parent/adult student revokes consent, the student will be considered a general education student.
- (3) Since the student will no longer have an IEP, the LEA will no longer be required to provide accommodations that were previously included in the student's IEP.
- (4) The LEA will not be considered to be in violation of the IDEA requirement to provide FAPE.

- **Discipline**

Upon revocation of consent, the student will not be entitled to protection in the IDEA relating to discipline.

- **Mediation**

Upon revocation of consent, the LEA may not use the mediation process to try to obtain an agreement that services may continue to be provided to the student.

- **Due Process**

Upon revocation of consent, the LEA may not use the due process hearing procedures to challenge the parent/adult student's decision.

Consent for Reevaluation

Actions that do not Constitute Evaluation

20 USC §1414(a)(1)(E), 1414(c)(1), 34 CFR part 300.302, 300.300(d)(1), 300.300(d)(1)(i), 300.300(d)(1)(ii)

The following actions do not constitute evaluation:

- Screening to determine strategies for curriculum implementation;
- Conducting a Review of Existing Evaluation Data as a part of an initial evaluation or a reevaluation; and
- Administering a test or other evaluation that is administered to all children.

Elements of Consent

20 USC §1414(c)(3), 34 CFR part 300.9(a), 300.9(b), 300.9(c)(1), 300.9(c)(2), 300.300(a)(1)(iii), 300.300(c)(1)(i), 300.300(d)(5), 300.322(d)

The GSEC-SSA and LEA must make reasonable efforts to obtain informed consent.

The GSEC-SSA and LEA must obtain informed consent from the Parent prior to conducting any reevaluation of a child with a disability, which means:

- The parent has been fully informed of all information relevant to the reevaluation in his or her native language or other mode of communication;
- The consent describes the reevaluation;
- The consent lists the records (if any) that will be released and to whom;
- The parent understands and agrees in writing to the LEA carrying out the reevaluation;
- The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at anytime; and
- The parent understands that if the parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

When Consent is not Obtained, Despite Reasonable Efforts

20 USC §1414(a)(1)(D)(ii)(III), 1414(c)(3), 34 CFR part 300.300(a)(3), 300.300(c)(1)(ii), 300.300(c)(1)(iii), 300.300(c)(2), 300.300(c)(2)(i), 300.300(c)(2)(ii), 300.300(d)(5), 300.322(d)

Parental consent need not be obtained if the GSEC-SSA and/or LEA can demonstrate:

- The GSEC-SSA and/or LEA has taken reasonable measures to obtain such consent; and
- The parent failed to respond.

If the parent refuses to consent to the reevaluation:

- The LEA may, but is not required to, pursue the reevaluation by using the Procedural Safeguards (including the mediation or due process procedures) in order to obtain agreement or a ruling that the evaluation may be conducted; and
- The GSEC-SSA and LEA do not violate its obligation under Child Find and Full and Individual Evaluation if it declines to pursue the reevaluation.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA personnel and LEA personnel will coordinate in the measures to obtain parental consent for reevaluation.

Consent to Excuse Member from Attending ARD Committee Meeting

34 CFR part 300.9, 300.9(a), 300.9(b), 300.9(c)(1), 300.9(c)(2), 300.321(e)(2)(i), 19 Texas Administrative Code (TAC) §89.1050(c)(5)

The local educational agency (LEA) must comply with [Prior Written Notice](#).

The LEA must comply with the [Parent](#) and [Adult Student](#) sections of this document, as appropriate.

When [ARD Committee Membership](#) specifies that consent must be obtained from the [Parent](#) before excusing a member from attending an admission, review, and dismissal (ARD) meeting (in whole or in part), consent means:

- The parent has been fully informed of all information relevant to the excusal of the member from attending the ARD meeting in his or her native language or other mode of communication;
- The parent understands and agrees in writing to the LEA excusing the ARD member from attending the ARD meeting (in whole or in part);
- The consent describes the excusal of the member from attending the ARD meeting;
- The consent lists the records (if any) that will be released, and to whom;
- The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at anytime; and
- The parent understands that if the parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA and LEA Guidelines:

The LEA ARD chairperson will explain the Excusal of an ARD Committee Member process to the parent and will provide documentation for the parent to sign permitting the excusal. However, the required members of the ARD committee may not be excused. The documentation signed by the parent for the excusal will be included in the ARD, and the minutes will document the event.

Consent to Access Public Benefits

Federal and State Requirements

20 USC §1412(a)12(B)(i), 1412(e), 34 CFR part 300.154(d)

The local educational agency (LEA) must comply with the [Parent](#) and [Adult Student](#) sections of this document, as appropriate.

The GSEC-SSA and LEA may use the Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under the Individuals with Disabilities Education Act (IDEA), as permitted under the public benefits or insurance program, except as provided below.

Elements of Consent

20 USC §1412(a)12(B)(i), 1412(e), 34 CFR part 300.154(d)(2)(i), 300.154(d)(2)(ii), 300.154(d)(2)(iii)(A), 300.154(d)(2)(iii)(B), 300.154(d)(2)(iii)(C), 300.154(d)(2)(iii)(D), 300.154(d)(2)(iv)(A), 300.154(d)(2)(iv)(B), 300.9(a), 300.9(b), 300.9(c)(1), 300.9(c)(2), [Office of Special Education Programs Letter to State Directors of Special Education \(May 3, 2007\)](#)

The GSEC-SSA and LEA must obtain informed consent from the [Parent](#) each time that access to public benefits or an insurance program is sought.

The “informed consent” that the GSEC-SSA and LEA must obtain to access public benefits means:

- The parent has been fully informed of all information relevant to the GSEC-SSA’s and LEA’s use of public benefits or insurance in his or her native language or other mode of communication, including that:
 - The GSEC-SSA and LEA may not require parents to sign up for or enroll in public benefits or insurance programs in order for their child to receive a free appropriate public education (FAPE);
 - The GSEC-SSA and LEA may not require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim;
 - The GSEC-SSA and LEA may not use a child’s benefits under a public benefits or insurance program if that use would decrease available lifetime coverage or any other insured benefit;
 - The GSEC-SSA and LEA may not use a child’s benefits under a public benefits or insurance program if that use would result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school;

- The GSEC-SSA and LEA may not use a child's benefits under a public benefits or insurance program if that use would increase premiums or lead to the discontinuation of benefits or insurance; and
- The GSEC-SSA and LEA may not use a child's benefits under a public benefits or insurance program if that use would risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures;
- The parent is informed that the parents' refusal to allow access to public benefits or an insurance program in which the child participates does not relieve the LEA of its responsibility to ensure that all required services are provided at no cost to the parents;
- The consent describes the activity of the GSEC-SSA and LEA accessing public benefits or an insurance program;
- The consent lists the records (if any) that will be released and to whom;
- The parent understands and agrees in writing to the GSEC-SSA and LEA accessing the public benefits or insurance program in which the child participates;
- The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time; and
- The parent understands that if the parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

The LEA must comply with the Use of Idea Part B Formula Amounts in General.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

A letter is sent from the GSEC-SSA office in September of each school year that explains the above provisions and requests that the parents sign the letter and return to GSEC-SSA. The letter is maintained in the student's eligibility folder.

A GSEC-SSA personnel also has the parent to sign another letter at the Annual ARD to assure that each student's parent is aware of the policy and has signed the letter.

Consent to Access Private Insurance

Elements of Consent

34 CFR part 300.9(a), 300.9(b), 300.9(c)(1), 300.9(c)(2), 300.154(e)(1), 300.154(e)(2)(i), 300.154(e)(2)(ii)

The GSEC-SSA and LEA must obtain informed consent from the Parent each time the GSEC-SSA and LEA proposes to access the parents' private insurance proceeds.

The "informed consent" that the GSEC-SSA and LEA must obtain to access private insurance means:

- The parent has been fully informed of all information relevant to the GSEC-SSA and LEA accessing the parent's private insurance in his or her native language or other mode of communication;
- The parent is informed that the parent's refusal to permit the GSEC-SSA and LEA to access their private insurance does not relieve the GSEC-SSA and LEA of its responsibility to ensure that all required services are provided at no cost to the parents;
- The consent describes the activity of the GSEC-SSA and LEA accessing the parent's private insurance;
- The consent lists the records (if any) that will be released and to whom;
- The parent understands and agrees in writing to the LEA carrying out accessing the parent's private insurance;
- The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time; and
- The parent understands that if the parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

The GSEC-SSA and LEA must comply with the Use of Idea Part B Formula Amounts in General.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

A letter is sent from the GSEC-SSA office in September of each school year that explains the above provisions and requests that the parents sign the letter and return to GSEC-SSA. The letter is maintained in the student's eligibility folder. The use of private insurance for medical evaluations is at the prerogative of the parent.

Consent to Transfer Assistive Technology Devices Federal and State Requirements

34 CFR part 300.9(a), 300.9(b), 300.9(c)(1), 300.9(c)(2), 19 TAC §89.1056(b), Texas Education Code (TEC) §30.0015(a)(3), 30.0015(b), 30.0015(b)(1), 30.0015(b)(2), 30.0015(b)(3), 30.0015(c)(3)

The local educational agency (LEA) must comply with the [Parent](#) and [Adult Student](#) sections of this document, as appropriate.

"Transfer" means the process by which the LEA that has purchased an assistive technology device may sell, lease, or loan the device for the continuing use of a student with a disability who is changing the school of attendance in the LEA or leaving the LEA.

The assistive technology device may be transferred to:

- The school or LEA in which the student enrolls;
- A state agency, including the Texas Rehabilitation Commission and the Texas Department of Mental Health and Mental Retardation, that provides services to the student following the student's graduation from high school; or
- The student's parents, or the student if the student has the legal capacity to enter into a contract.

Before transferring an assistive technology device, the LEA must, through a [Uniform Transfer Agreement](#) that incorporates the standards of the state, obtain informed consent from the [Parent](#) which means:

- The parent has been fully informed of all information relevant to the transfer of the assistive technology device in his or her native language or other mode of communication;
- The parent understands and agrees in writing to the LEA carrying out the transfer of the assistive technology device;
- The consent describes the transfer of the assistive technology device;
- The consent lists the records (if any) that will be released and to whom;
- The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at anytime; and
- The parent understands that if the parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

When Consent is not Obtained, Despite Reasonable Efforts

34 CFR part 300.300(c)(2), 300.300(d)(5), 300.322(d), 19 TAC §89.1056(b)(2)

Parental consent need not be obtained if the LEA can demonstrate:

- The LEA has taken reasonable measures to obtain that consent; and
- The parent failed to respond.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Consent for Disclosure of Confidential Information

When Prior Consent is Required to Disclose Information

20 USC §1417(c), 34 CFR part 99.3, 300.321(b)(3), 300.622(a), 300.622(b)(2), 300.622(b)(3)

"Disclosure" means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records to any party, by any means, including oral, written, or electronic means.

The LEA must obtain informed consent from the Parent before personally identifiable information is disclosed to parties except When Consent is Not Required to Disclose Information, including:

- To officials of agencies providing or paying for transition services; and
- If a child is enrolled, or is going to enroll in a private school that is not located in the LEA of the parent's residence, between LEA officials where the private school is located and LEA officials of the parent's residence.

Elements of Consent

34 CFR part 99.30(a), 99.30(b)(1), 99.30(b)(2), 99.30(b)(3), 99.30(d), 300.9, 300.9(a), 300.9(b), 300.9(c)(1), 300.9(c)(2)

Parental consent means:

- The parent has been fully informed of all information relevant to the disclosure of confidential information in his or her native language or other mode of communication, including by:
 - Specifying the records that may be disclosed;
 - Stating the purpose of the disclosure; and
 - Identifying the party or class of parties to whom the disclosure may be made;
- The parent understands and agrees in writing to the LEA disclosing the confidential information;
- The consent is signed and dated;
- The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at anytime; and
- The parent understands that if the parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

Transfer Students

Transmittal of Records (TREx)

20 United States Code (USC) §1414(d)(2)(C)(ii), 1414(d)(2)(C)(ii)(I), 34 Code of Federal Regulations (CFR) part 99.31(a)(2), 99.34, 300.323(g), 300.323(g)(1), 300.323(g)(2), Texas Education Code (TEC) §25.002

To facilitate the transition for a child with a disability:

- The new LEA in which the child enrolls must take reasonable steps to promptly obtain the child's record from the previous LEA in which the child was enrolled, including:
 - The individualized education program (IEP) and supporting documents; and
 - Any other records relating to the provision of special education or related services to the child;
- The previous LEA in which the child was enrolled must take reasonable steps to promptly respond to such request from the new LEA.

The Texas Record Exchange System (TREx) was created for the transmittal of records. Within 10 school days of the receipt of a record request, the sending district must send the most recent ARD documentation via TREx and all additional special education documentation may be sent via postal service. However, all special education records must be sent within the 10-day timeframe.

Enrollment in a new school district constitutes consent to send records with NO separate signature required under FERPA.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

A request for records for incoming students is generated at the LEA campus level via the TREx system. For students transferring out of one of the GSEC-SSA districts, the request for records is received by GSEC-SSA via the TREx system. Special education records are sent to the receiving district from the GSEC-SSA via the TREx system within the 10 school day timeline.

If a student transfers districts, and the student had a previous IEP in place, the District will provide the child with FAPE until the previous IEP is adopted or an evaluation is completed and another IEP is developed.

When an Evaluation is Pending

20 USC §1414(a)(1)(C)(ii), 1414(b)(3)(D), 34 CFR part 300.301(d), 300.301(e), 300.301(d)(2), 300.304(c)(5)

Assessments of children with disabilities who transfer from one LEA to another LEA in the same academic year must be coordinated, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.

The 60-day [Evaluation Procedures](#) timeframe for initial evaluations does not apply if:

- A child enrolls in a school served by the LEA after the timeframe has begun and prior to a determination by the child's previous LEA as to whether the child is a child with a disability;
- The parent and LEA agree to a specific time when the evaluation will be completed; and
- The LEA is making sufficient progress to ensure a prompt completion of the evaluation.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA and LEA Guidelines: The district in which the child enrolls shall take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the previous district.

The previous district shall take reasonable steps to promptly respond to the request from the new district.

IEP for a Child with a Disability who Transfers Within the State

20 USC §1414(d)(2)(C)(i)(I), 34 CFR part 300.323(e)

The LEA must verify that the child with a disability:

- Transferred LEAs within the same academic year; and
- Had an IEP in effect.

The LEA must provide such child with a free appropriate public education (FAPE):

- Including services comparable to those described in the previously held IEP;
- In consultation with the parents; and
- Until such time as the LEA:
 - Adopts the previously held IEP; or
 - Develops, adopts, and implements a new IEP that is consistent with the ARD Committee portions of this document.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

STATE GUIDANCE:

TAC §89.1050

(f) For a student who is new to the DISTRICT:

- (1) when a student transfers within the state, the ARD committee may, but is not required to, meet when the student enrolls and a copy of the student's IEP is available, the parent(s) indicate in writing that they are satisfied with the current IEP, and the district determines that the current IEP is appropriate and can be implemented as written; or
- (2) if the conditions of subsection (f)(1) of this section are not met, then the ARD committee must meet when the student enrolls and the parents verify that the student was receiving special education services in the previous school district, or the previous school district verifies in writing or by telephone that the student was receiving special education services. At this meeting, the ARD committee must do one of the following:
 - (A) determine that it has appropriate evaluation data and other information to develop and begin implementation of a complete IEP for the student; or
 - (B) determine that valid evaluation data and other information from the previous school district are insufficient or unavailable to develop a complete IEP. In this event, the ARD committee may authorize the provision of temporary special education services pending receipt of valid evaluation data from the previous school district or the collection of new

evaluation data by the current school district. In this situation, a second ARD committee meeting must be held within 30 school days from the date of the first ARD committee meeting to finalize or develop an IEP based on current information.

If the conditions of subsection (f)(1) are met, the LEA/GSEC-SSA will continue to conduct an ARD/IEP committee meeting in order to document in writing the services to be implemented by the DISTRICT.

- (3) In accordance with TEC §25.002 Admission and Enrollment requirements, information a school district furnishes under Subsections (a)(1) and (2) must be furnished by the district not later than the 10th working day after the date a request for the information is received by the district. Information a parent or other person with legal control of a child under a court order furnishes under Subsections (a)(1) and (2) must be furnished by the parent or other person not later than the 30th day after the date a child is enrolled in a public school. If a parent or other person with legal control of a child under a court order requests that a district transfer a child's student records, the district to which the request is made shall notify the parent or other person as soon as practicable that the parent or other person may request and receive an unofficial copy of the records for delivery in person to a school in another district.

<http://tlo2.tlc.state.tx.us/statutes/docs/ED/content/htm/ed.002.00.000025.00.htm#25.002.00>

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C., §1232g, does not require the student's current and previous school districts to obtain parental consent before requesting or sending the student's special education records if the disclosure is conducted in accordance with 34 CFR, §99.31(a)(2) and §99.34. (FERPA)

GSEC-SSA and LEA Guidelines: Transfer ARD procedures. Who calls the previous school? Who sets up the transfer ARD? Do you always have a transfer ARD? The counselor's secretary calls the previous school to request all records. Once these are received, the counselor looks over them and sets up the ARD with the special education teacher and parent. There will always be a transfer ARD.

IEP for a Child with a Disability who Transfers from Outside the State

20 USC §1414(d)(2)(C)(i)(II), 34 CFR part 300.323(f), 300.323(f)(1), 300.323(f)(2)

The LEA must verify that the child with a disability:

- Transferred LEAs within the same academic year; and
- Had an IEP that was in effect in another state.

The LEA must provide such child with a free appropriate public education (FAPE):

- Including services comparable to those described in the previously held IEP;
- In consultation with the parents;
- Until such time as the LEA:
 - Conducts an evaluation pursuant to [Evaluation Procedures](#), if determined to be necessary by the LEA; and
 - Develops a new IEP, if appropriate, that is consistent with [ARD Committee](#) requirements

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA and LEA Guidance:

- If a child with a disability (who had an IEP that was in effect in a previous public agency in another State) transfers to a public agency in a new State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency), until the new public agency--
 - (1) Conducts an evaluation pursuant to §§300.304 through 300.306 (if determined to be necessary by the new public agency); and
 - (2) Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §§300.320 through 300.324.

Procedures for setting up the transfer ARD: Once prior paperwork is received, counselor will schedule meeting for all participants at a time that is suitable for parents.

Incarcerated Students

Limitations to FAPE

20 United States Code (USC) §1412(a)(1)(A), 1412(a)(1)(B)(ii), 1412(a)(1)(B)(ii)(I), 1412(a)(1)(B)(ii)(II), 34 CFR part 300.8, 300.101(a), 300.102(a)(2)(i), 300.102(a)(2)(i)(A), 300.102(a)(2)(i)(B), 300.102(a)(2)(ii)(A), 300.102(a)(2)(ii)(B)

The obligation to make a free appropriate public education (FAPE) available to all children with disabilities does not apply to children aged 18 through 21 who, in the last educational placement prior to incarceration in an adult correctional facility:

- Were not actually identified as being a child with a disability; and
- Did not have an individualized education program (IEP) as defined in the [Rule of Construction](#).

The obligation to make a FAPE available to children with disabilities aged 18 through 21 does apply to children who:

- Had been identified as a child with a disability and had received services in accordance with an IEP, but who left school prior to their incarceration; or
- Did not have an IEP in their last educational setting, but who had actually been identified as a child with a disability.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

LEA Guidelines for Providing FAPE: Paperwork will be provided the facility where student is incarcerated so that the IEP can be followed.

Children in Adult Prisons

20 USC §1412(a)(5)(A), 1414(d)(1)(A), 1414(d)(7)(A)(i), 1414(d)(7)(A)(ii), 1414(d)(7)(B), 34 Code of Federal Regulations (CFR) part 300.324(d)(1), 300.324(d)(1)(i), 300.324(d)(1)(ii), 300.324(d)(2)

For children with disabilities who are convicted as adults and incarcerated in adult prisons:

- The requirements of [State-and District-wide Assessments](#) do not apply;
- The requirements of [Transition Services](#) do not apply if the student will be released from prison after he or she is no longer age eligible under the Individuals with Disabilities Education Act (IDEA) based on consideration of:
 - The sentence; and
 - Eligibility for early release; and
- If the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated, the student's admission, review and dismissal (ARD) committee may modify the child's IEP or placement notwithstanding the least restrictive environment (LRE) and IEP content requirements of the IDEA.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Transfer of Parental Rights

20 USC §1415(m)(1), 1415(m)(1)(D), 34 CFR part 300.520(a)(2)

All rights accorded to parents under the Individuals with Disabilities Education Act (IDEA), including the right to receive notice, transfer to students who are incarcerated and have reached the age of majority under State law. This applies to all children (except for a child with a disability who has been determined to be incompetent under State law) in an adult or juvenile Federal, state, or local correctional institution.

Notice of the transfer of parental rights to the incarcerated student must be given to the parent and the incarcerated student (which need not contain the elements of [Prior Written Notice](#)).

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Private Schools

Child Find in Private Schools

20 United States Code (USC) §1412(a)(10)(A)(i)(II), 1412(a)(10)(A)(i)(V), 1412(a)(10)(A)(ii)(IV)

To determine the number of parentally placed children with disabilities attending private schools located in the LEA, the LEA must:

- Timely and meaningfully consult with representatives of private schools; and
- Conduct a thorough and complete [Child Find](#) process.

Each LEA must maintain in its records and provide to the Texas Education Agency (TEA):

- The number of children evaluated; and
- The number of children determined to be children with disabilities.

The cost of carrying out [Child Find](#), including evaluation, may not come out of the proportionate amount of funds required to be spent on services to children with disabilities who are placed by their parents in private schools.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

The Director of Special Education contacts private and home schools located within the GSEC-SSA districts in the fall of each school year:

- An invitation/information letter is mailed to the private and home schools informing them of an upcoming informational meeting.
- At the meeting, information is provided including an agenda, a brochure "Guidance on Parentally-Placed Private School Children with Disabilities", "Proportionate Share Information" document, survey, and a page for the parents to sign documenting receipt of the materials.
- The materials are mailed to those who were unable to attend.

- **Applicability**

20 USC §1412(a)(10)(A)(i), 1401(6), 1401(27)

This section concerns children with disabilities who are enrolled by their parents in private elementary schools and secondary schools:

- The term "elementary school" means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under state law; and
- The term "secondary school" means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under state law, except that it does not include any education beyond grade 12.

Except for dual enrollment, the LEA where the private elementary or secondary school is located is responsible for carrying out the activities described in this document.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

For the 3 – 5 year old child who would be eligible for dual enrollment, the residing LEA and GSEC-SSA is responsible for the Child Find and Evaluation process.

For the child who is not eligible for dual enrollment due to the age of the child, the LEA where the private school is located is responsible for the described activities. If one of the LEA's in the GSEC-SSA becomes aware of a child who possibly has or does have a disability and resides within the boundaries of an LEA in the GSEC-SSA but attends a private school in another LEA, either a representative of the LEA or of GSEC-SSA will contact a representative of the LEA in which the private school is located with the Child Find information.

Amounts to be Expended for Services (Proportionate Amount of IDEA Part B Funds)

20 USC §1412(a)(10)(A)(i)(I), 1412(a)(10)(A)(i)(IV), 1412(a)(10)(A)(vii)

Amounts to be expended for the provision of services must be equal to a proportionate amount of IDEA Part B federal funds.

The LEA must control and administer for the purposes provided in this document:

- The funds used to provide special education and related services; and
- The title to materials, equipment, and property purchased with those funds.

State and local funds may supplement but not supplant the proportionate amount of funds.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

To meet the requirement of §300.132(a), the GSEC-SSA must spend the following on providing special education and related services (including direct services) to parentally-placed private school children with disabilities:

- (1) For children aged 3 through 21, an amount that is the same proportion of the GSEC-SSA's total subgrant under section 611(f) of the Act as the number of private school children with disabilities aged 3 through 21 who are enrolled by their parents in private, including religious, elementary and secondary schools located in the school district served by the GSEC-SSA, is to the total number of children with disabilities in its jurisdiction aged 3 through 21.
- (2) (i) For children aged three through five, an amount that is the same proportion of the GSEC-SSA's total subgrant under section 619(g) of the Act as the number of parentally-placed private school children with disabilities aged three through five who are enrolled by their parents in private, including religious, elementary schools located in the school district served by the GSEC-SSA, is to the total number of children with disabilities in its jurisdiction aged three through five.
(ii) As described in paragraph (a)(2)(i) of this section, children aged three through five are considered to be parentally-placed private school children with disabilities enrolled by their parents in private, including religious, elementary schools, if they are enrolled in a private school that meets the definition of elementary school in §300.13.
- (3) If an LEA (or SSA) has not expended for equitable services all of the funds described in paragraphs (a)(1) and (a)(2) of this section by the end of the fiscal year for which Congress appropriated the funds, the LEA must obligate the remaining funds for special education and related services (including direct services) to parentally-placed private school children with disabilities during a carry-over period of one additional year.

(b) Calculating proportionate amount. In calculating the proportionate amount of Federal funds to be provided for parentally-placed private school children with disabilities, the GSEC-SSA and LEA, after timely and meaningful consultation with representatives of private schools under §300.134, must conduct a thorough and complete child find process to determine the number of parentally-placed children with disabilities attending private schools located in the GSEC-SSA's districts.

Services to be Provided (With the Proportionate Amount of Funds)

20 USC §1412(a)(10)(A)(i), 1412(a)(10)(A)(i)(I), 1412(a)(10)(A)(i)(III), 1412(a)(10)(A)(i)(V), 1412(a)(10)(A)(vi)(I), 1412(a)(10)(A)(vi)(II)

Special education and related services must be provided in accordance with this document.

Services may be direct to parentally placed private school children.

Services may be provided:

- On the premises of private, including religious, schools, to the extent consistent with law;
- Directly by employees of a public agency; or
- Through contract by the public agency with an individual, association, agency, organization, or other entity.

Services, including materials and equipment, must be secular, neutral, and nonideological.

Each LEA must maintain in its records and provide to the TEA:

- The number of children served under this document.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA and LEA follow these guidelines and requirements:

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

- (a) Except as specifically provided in this section, in accordance with 34 Code of Federal Regulations (CFR), §300.454, no eligible student who has been placed by his or her parent(s) in a private school or facility has an individual right to receive some or all of the special education and related services that the student would receive if he or she were enrolled in a public school district. Except as specifically set forth in this section, the DISTRICT's obligations with respect to students placed by their parents in private schools are governed by 34 CFR, §§300.450-300.462.
- (b) When a student with a disability who has been placed by his or her parents directly in a private school or facility is referred to the DISTRICT, the local district shall convene an admission, review, and dismissal (ARD) committee meeting to determine whether the district can offer the student a free appropriate public education (FAPE). If the DISTRICT determines that it can offer a FAPE to the student, the district is not responsible for providing educational services to the student, except as provided in 34 CFR, §§300.450-300.462 or subsection (d) of this section, until such time as the parents choose to enroll the student in public school full-time.

- (c) Parents of an eligible student ages 3 or 4 shall have the right to "dual enroll" their student in both the public school and the private school beginning on the student's third birthday and continuing until the end of the school year in which the student turns five or until the student is eligible to attend a district's public school kindergarten program, whichever comes first, subject to the following.
- (1) The student's ARD committee shall develop an individualized education program (IEP) designed to provide the student with a FAPE in the least restrictive environment appropriate for the student.
 - (2) From the IEP, the parent and the DISTRICT/GSEC shall determine which special education and/or related services will be provided to the student and the location where those services will be provided, based on the requirements concerning placement in the least restrictive environment set forth in 34 CFR, §§300.550-300.553, and the policies and procedures of the district.
 - (3) For students served under the provisions of this subsection, the DISTRICT shall be responsible for the employment and supervision of the personnel providing the service, providing the needed instructional materials, and maintaining pupil accounting records. Materials and services provided shall be consistent with those provided for students enrolled only in the public school and shall remain the property of the DISTRICT.
- (d) The school district shall provide special transportation with federal funds only when the ARD committee determines that the condition of the student warrants the service in order for the student to receive the special education and related services (if any) set forth in the IEP.
- (e) Complaints regarding the implementation of the components of the student's IEP that have been selected by the parent and the district under subsection (c) of this section may be filed with the Texas Education Agency under the procedures in 34 CFR, §§300.660-300.662. The procedures in 34 CFR, §§300.504-300.515 (relating to due process hearings) do not apply to complaints regarding the implementation of the components of the student's IEP that have been selected by the parent and the district under subsection (c).

The LEA must keep the Director of Special Education informed about those students who reside in the LEA and receive their education in a private or home setting.

Consultation

20 USC §1412(a)(10)(A)(iii), 1412(a)(10)(A)(iii)(I), 1412(a)(10)(A)(iii)(II), 1412(a)(10)(A)(iii)(III), 1412(a)(10)(A)(iii)(IV), 1412(a)(10)(A)(iii)(V)

Consultation must occur during the design and development of special education and related services for parentally placed private school children.

The LEA must consult with private school representatives and representatives of parents of parentally placed private school children with disabilities, including regarding:

- The child find process and how parentally placed private school children suspected of having a disability can participate equitably;
- How parents, teachers, and private school officials will be informed of the process;
- The determination of the proportionate amount of federal funds available to serve parentally placed private school children with disabilities under this document;
- The determination of how the amount was calculated;
- The consultation process among the LEA, private school officials, and representatives of parents of parentally placed private school children with disabilities;
- How the consultation process will operate throughout the school year to ensure that parentally placed private school children with disabilities identified through the child find process can meaningfully participate in special education and related services;
- How, where, and by whom special education and related services will be provided for parentally placed private school children with disabilities;
- A discussion of types of services, including direct services and alternate service delivery mechanisms, how such services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and
- How, if the LEA disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the LEA must provide to the private school officials a written explanation of the reasons why the LEA chose not to provide services directly or through a contract.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

The GSEC-SSA Director of Special Education mails an invitation to an informational meeting to be held at on a specific date and time. At the meeting, a survey, Survey for Interested Parties of Parentally-Placed Private School Children with Disabilities Regarding IDEA Part B Federal Funding. The survey and information is mailed to those who are unable to attend.

Written Affirmation

20 USC §1412(a)(10)(A)(iv)

When timely and meaningful consultation has occurred, the LEA must:

- Obtain a written affirmation signed by the representatives of participating private schools; or
- If such representatives do not provide written affirmation within a reasonable period of time, forward the documentation of the consultation process to the TEA.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

Information is provided to TEA through the IDEA Part B Grant application submitted by the GSEC-SSA Director of Special Education.

Right of the Private School Official to Complain

20 USC §1412(a)(10)(A)(v)(I), 1412(a)(10)(A)(v)(II)

A private school official has the right to submit a complaint to the TEA that the LEA did not:

- Engage in consultation that was meaningful and timely; or
- Give due consideration to the views of the private school official.

The complaining private school official must provide the basis of the noncompliance to the TEA.

The LEA must forward the appropriate documentation to the TEA.

If the private school official is dissatisfied with the decision of the TEA:

- The official may submit a complaint to the U.S. Secretary of Education by providing the basis of the noncompliance to the Secretary; and
- In the event of a complaint to the Secretary, the TEA must forward the appropriate documentation to the Secretary.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Dual Enrollment

19 Texas Administrative Code (TAC) §89.1096(c), 89.1096(c)(1), 89.1096(c)(2), 89.1096(d), 89.1096(e)

Dual enrollment is when a parent of a child with a disability enrolls the child in both the public and private school.

To dually enroll, the child must meet the age requirements:

- Begins on the child's third birthday;
- Continues until whichever comes first:
 - The end of the school year in which the child turns five; or
 - When the child is eligible to attend the LEA's kindergarten program.

The LEA must comply with the [ARD Committee](#) information in this document.

From the individualized education program (IEP), the parent and the LEA must determine:

- Based on the requirements concerning placement in the [Least Restrictive Environment](#), and the policies and procedures of the LEA:
 - Which special education and/or related services will be provided to the child; and
 - The location where those services will be provided.

The LEA must provide special transportation with federal funds only when the [ARD Committee](#) determines that the condition of the child warrants the service in order for the child to receive the special education and related services (if any) set forth in the IEP.

Complaints regarding the implementation of the components of the child's IEP that have been selected by the parent and the LEA may be filed with the TEA.

The procedures relating to due process hearings do not apply to complaints regarding the implementation of the components of the child's IEP that have been selected by the parent and the LEA.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Discipline

Authority of School Personnel

Authority to Remove for Less than 10 Consecutive School Days

20 United States Code (USC) §1415(k)(1)(B), 34 Code of Federal Regulations (CFR) part 300.530(b)(1)

School personnel may remove a child with a disability who violates a student code of conduct from his or her current placement to an appropriate interim alternative educational setting (IAES), another setting, or suspension, for not more than 10 consecutive school days to the extent those alternatives are applied to children without disabilities.

School personnel may remove a child with a disability who violates a student code of conduct from his or her current placement for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a [Change of Placement](#).

Authority to Remove for More than 10 Consecutive School Days

20 USC §1415(k)(1)(C), 1415(k)(1)(D), 1415(k)(1)(G), 1415(k)(1)(H), 34 CFR part 300.530(c), 300.530(d), 300.530(g), 300.530(h)

School personnel may apply the relevant disciplinary procedures that would be applied to children without disabilities in the same manner and for the same duration as the procedures that would be applied to children without disabilities, if:

- In the [Manifestation Determination](#) review, the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability;
- Notification of a [Change of Placement](#) is given; and
- [Services During Periods of Removal](#) are provided.

School personnel may remove a student to an IAES without regard to whether the behavior is determined to be a manifestation of the child's disability, if:

- There are [Special Circumstances](#); and
- The removal is for not more than 45 school days.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Change of Placement

Federal and State Requirements

20 USC §1415(k)(1)(A), 34 CFR part 300.530(a), 300.536(a)(1), 300.536(a)(2)

School personnel must consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a student code of conduct.

A change of placement occurs if:

- The removal is for more than 10 consecutive school days; or
- The child has been subjected to a series of removals that constitute a pattern.

Pattern

34 CFR part 300.536(a)(2), 300.536(a)(2)(i), 300.536(a)(2)(ii), 300.536(a)(2)(iii)

The child has been subjected to a series of removals that constitute a pattern when:

- The series of removals total more than 10 school days in a school year;
- The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
- Additional factors to be considered are:
 - The length of each removal;
 - The total amount of time the child has been removed; and
 - The proximity of the removals to one another.

Decision

34 CFR part 300.536(b)(1), 300.536(b)(2)

The local educational agency's (LEA's) determination is subject to review through due process and judicial proceedings.

The LEA determines, on a case-by-case basis, whether a pattern of removals constitutes a change of placement.

Notification

20 USC §1415(k)(1)(E), 1415(k)(1)(H), 34 CFR part 300.530(e), 300.530(h), 300.536

On the date on which the decision is made to make a removal that constitutes a change of placement, the LEA must:

- Notify the parents of that decision; and
- Provide the parents the [Procedural Safeguards](#) notice.

A [Manifestation Determination](#) must be made within 10 school days of any decision to make a change of placement of a child with a disability because of a violation of a student code of conduct.

The LEA must comply with the [Services During Periods of Removal](#).

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Manifestation Determination

Federal and State Requirements

20 USC §1415(k)(1)(E), 34 CFR part 300.530(e)(1)

A manifestation determination must be made within 10 school days of any decision to make a Change of Placement of a child with a disability because of a violation of a student code of conduct.

Membership and Meeting

20 USC §1415(k)(1)(E)(i), 34 CFR part 300.530(e)(1), Texas Education Code (TEC) §37.004(b)(4)

The manifestation determination must be made by the ARD Committee with the following members:

- The local educational agency (LEA);
- The parent; and
- The relevant members of the child's admission, review, and dismissal (ARD) committee:
 - As determined by the parent and the LEA.

Information

20 USC §1415(k)(1)(E)(i), 34 CFR part 300.530(e)(1)

The committee must review all relevant information in the student's file, including:

- The child's individualized education program (IEP);
- Any teacher observations; and
- Any relevant information provided by the parents.

Determination

20 USC §1415(k)(1)(E)(i), 1415(k)(1)(E)(i)(I), 1415(k)(1)(E)(i)(II), 34 CFR part 300.530(e)(1), 300.530(e)(1)(i), 300.530(e)(1)(ii), 300.530(e)(2)

The conduct is a manifestation of the child's disability if the committee determines that either one of the following conditions is met:

- If the conduct was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the LEA's failure to implement the IEP.

When Behavior is a Manifestation of the child's disability, the LEA must comply with the applicable guidelines.

When Behavior is Not a Manifestation of the child's disability, the LEA must comply with the applicable guidelines.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

When Behavior is a Manifestation

20 USC §1415(k)(1)(F), 1415(k)(1)(F)(i), 1415(k)(1)(F)(ii), 1415(k)(1)(F)(iii), 34 CFR part 300.530(e)(3), 300.530(f)(1), 300.530(f)(1)(i), 300.530(f)(1)(ii), 300.530(f)(2), TEC §37.004(b)

If the admission, review, and dismissal (ARD) committee determines in a [Manifestation Determination](#) review that the conduct was the direct result of the failure of the local education agency (LEA) to implement the individualized education program (IEP), the LEA must take immediate steps to remedy those deficiencies.

If the ARD committee determines in a [Manifestation Determination](#) review that the conduct was a manifestation of the child's disability, the ARD committee must either:

- Conduct a functional behavioral assessment (FBA):
 - Unless the LEA had conducted a FBA before the behavior that resulted in the change of placement occurred; and
 - Implement a behavioral intervention plan (BIP) for the child; or
- If a BIP already has been developed:
 - Review the BIP; and
 - Modify it, as necessary, to address the behavior.

If the ARD committee determines in a [Manifestation Determination](#) review that the conduct was a manifestation of the child's disability, the ARD committee must also:

- Return the child to the placement from which the child was removed:
 - Except as provided under [Special Circumstances](#);
 - Unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

When Behavior is Not a Manifestation

20 USC §1415(k)(1)(C), 34 CFR part 300.530(c)

For a disciplinary change in placement that would exceed 10 consecutive school days, if the admission, review, and dismissal (ARD) committee determines in a [Manifestation Determination](#) review that the conduct was not a manifestation of the child's disability:

- School personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities;
 - Except that [Services During Periods of Removal](#) must be provided.

The local educational agency (LEA) must comply with the [Services During Periods of Removal](#).

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Services During Periods of Removal

Removals for Less than 10 Cumulative Days

34 CFR part 300.530(d)(2), 300.530(d)(3)

A local educational agency (LEA) is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who is similarly removed.

Removals for More than 10 Cumulative Days that are Not a Change of Placement

34 CFR part 300.101(a), 300.530(b)(2), 300.530(d)(2), 300.530(d)(4)

The LEA must conduct a change of placement analysis and comply with the [Change of Placement](#) information.

After a child with disability has been removed from his or her current placement for 10 school days in the same school year, if the current removal is for not more than 10 consecutive school days and is not a change of placement:

- School personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed for a free appropriate public education (FAPE):
 - To enable the child to continue to participate in the general education curriculum, although in another setting;
 - To enable the child to progress toward meeting the goals set out in the child's individualized education program IEP; and
- Services may be provided in an interim alternative educational setting (IAES).

Removals that Are a Change of Placement

20 USC §1415(k)(1)(D)(i), 1415(k)(1)(D)(ii), 1415(k)(2), 34 CFR part 300.530(d)(1)(i), 300.530(d)(1)(ii), 300.530(d)(2), 300.530(d)(5), 300.531, TEC §37.004(b)

The LEA must comply with the [Manifestation Determination](#).

[When Behavior is Not a Manifestation](#) of the child's disability, or when a child with a disability is removed from the child's current placement due to [Special Circumstances](#), the [ARD Committee](#) must determine:

- Educational services for a Free Appropriate Public Education (FAPE) which may be provided in an interim alternative education setting (IAES):

- To enable the child to continue to participate in the general education curriculum, although in another setting; and/or
 - To enable the child to progress toward meeting the goals set out in the child's IEP;
- As appropriate, a functional behavioral assessment;
- Behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur; and
- The interim alternative educational setting (IAES).

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Special Circumstances

18 USC §930(g)(2), 1365(h)(3), 20 USC §1415(k)(1)(G), 1415(k)(1)(G)(i), 1415(k)(1)(G)(ii), 1415(k)(1)(G)(iii), 21 USC §812 (Schedule I, Schedule II, Schedule III, Schedule IV, Schedule V), 34 CFR part 300.530(g), 300.530(g)(1), 300.530(g)(2), 300.530(g)(3), 300.530(i)(1), 300.530(i)(2), 300.530(i)(3), 300.530(i)(4)

Special circumstances exist if the child:

- Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the state educational agency (SEA) or the local educational agency (LEA):
 - The term "dangerous weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA:
 - Controlled substance means a drug or other substance identified under 21 USC §812 schedules I, II, III, IV, or V;
 - Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of federal law; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state education agency (SEA) or the LEA:
 - The term "serious bodily injury" means bodily injury which involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

If special circumstances exist, the LEA may remove a child with a disability under the special circumstances provisions of [Authority of School Personnel](#).

If the removal is for more than 10 consecutive school days, the LEA must comply with the [Change of Placement](#) and conduct a [Manifestation Determination](#) review:

- School personnel may remove a student to an interim alternative educational setting (IAES) without regard to whether the behavior is determined to be a manifestation of the child's disability;

- As long as the removal is for not more than 45 school days if the behavior is a manifestation of the child's disability; and
- Services During Periods of Removal must be determined and provided.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Restraint and Time-Out

Federal and State Requirements

19 Texas Administrative Code (TAC) §89.1053(j), 89.1053(l), Texas Education Code (TEC) §37.0021(g)

Any behavior management technique and/or discipline management practice must be implemented in such a way as to protect the health and safety of the student and others. No discipline management practice may be calculated to inflict injury, cause harm, demean, or deprive the student of basic human necessities.

This section and any rules or procedures adopted under this section do not apply to

- A peace officer while performing law enforcement duties;
- Juvenile probation, detention, or corrections personnel; or
- An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of a school district.

Confinement

Texas Penal Code (TPC) §46.01(3), 46.01(6), 46.01(1), 46.05, 19 TAC §89.1053(a), TEC §37.0021(a), 37.007(a)(1), 37.0021(f), 37.0021(f)(1), 37.0021(f)(2)

It is the policy of this state to treat with dignity and respect all students, including students with disabilities who receive special education services. A student with a disability, who receives special education services must not be confined in a locked box, locked closet or other specially designed locked space as either a discipline management practice or a behavior management technique.

This section does not prevent a student's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:

- The student possesses a weapon as described under TEC 37.007(a)(1); or
- The confinement is necessary to prevent the student from causing bodily harm to the student or another person.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA and LEA Guidance:

- (1) "Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body.
- (2) "Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:
 - (A) is designed solely to seclude a person; and
 - (B) contains less than 50 square feet of space.
- (3) "Time-out" means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:
 - (A) that is not locked; and
 - (B) from which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.
- (c) A DISTRICT employee or volunteer or an independent contractor of a district may not place a student in seclusion. This subsection does not apply to the use of seclusion in a court-ordered placement, other than a placement in an educational program of the DISTRICT, or in a placement or facility to which the following law, rules, or regulations apply:
 - (1) the Children's Health Act of 2000, Pub. L. No. 106-310, any subsequent amendments to that Act, any regulations adopted under that Act, or any subsequent amendments to those regulations;
 - (2) 40 T.A.C. Sections 720.1001-720.1013; or
 - (3) 25 T.A.C. Section 412.308(e).
- (d) The commissioner by rule shall adopt procedures for the use of restraint and time-out by a DISTRICT employee or volunteer or an independent contractor of a district in the case of a student with a disability receiving special education services under Subchapter A, Chapter 29. A procedure adopted under this subsection must:
 - (1) be consistent with:
 - (A) professionally accepted practices and standards of student discipline and techniques for behavior management; and
 - (B) relevant health and safety standards; and
 - (2) identify any discipline management practice or behavior management technique that requires a district employee or volunteer or an independent contractor of a district to be trained before using that practice or technique.
- (e) In the case of a conflict between a rule adopted under Subsection (d) and a rule adopted under Subchapter A, Chapter 29, the rule adopted under Subsection (d) controls.
- (f) For purposes of this subsection, "weapon" includes any weapon described under Section 37.007(a)(1). This section does not prevent a student's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:
 - (1) the student possesses a weapon; and
 - (2) the confinement is necessary to prevent the student from causing bodily harm to the student or another person.
- (g) This section and any rules or procedures adopted under this section do not apply to:
 - (1) a peace officer while performing law enforcement duties;
 - (2) juvenile probation, detention, or corrections personnel; or

- (3) an educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of the DISTRICT.

A. Procedures for Use of Restraint and Time-out

TAC §89.1053. Procedures for Use of Restraint and Time-Out.

- (a) Requirement to implement. In addition to the requirements of 34 Code of Federal Regulations (CFR), §300.346(a)(2)(i) and (c), school districts and charter schools must implement the provisions of this section regarding the use of restraint and time-out. In accordance with the provisions of Texas Education Code (TEC), §37.0021 (Use of Confinement, Restraint, Seclusion, and Time-Out), it is the policy of the state to treat with dignity and respect all students, including students with disabilities who receive special education services under TEC, Chapter 29, Subchapter A.
- (b) Definitions.
 - (1) Emergency means a situation in which a student's behavior poses a threat of:
 - (A) imminent, serious physical harm to the student or others; or
 - (B) imminent, serious property destruction.
 - (2) Restraint means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of the student's body.
 - (3) Time-out means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:
 - (A) that is not locked; and
 - (B) from which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.
- (c) Use of restraint. A school employee, volunteer, or independent contractor may use restraint only in an emergency as defined in subsection (b) of this section and with the following limitations.
 - (1) Restraint shall be limited to the use of such reasonable force as is necessary to address the emergency.
 - (2) Restraint shall be discontinued at the point at which the emergency no longer exists.
 - (3) Restraint shall be implemented in such a way as to protect the health and safety of the student and others.
 - (4) Restraint shall not deprive the student of basic human necessities.
- (d) Training on use of restraint. Training for school employees, volunteers, or independent contractors shall be provided according to the following requirements.
 - (1) Not later than April 1, 2003, a core team of personnel on each campus must be trained in the use of restraint, and the team must include a campus administrator or designee and any general or special education personnel likely to use restraint.
 - (2) After April 1, 2003, personnel called upon to use restraint in an emergency and who have not received prior training must receive training within 30 school days following the use of restraint.
 - (3) Training on use of restraint must include prevention and de-escalation techniques and provide alternatives to the use of restraint.
 - (4) All trained personnel shall receive instruction in current professionally accepted practices and standards regarding behavior management and the use of restraint.
- (e) Documentation and notification on use of restraint. In a case in which restraint is used, school employees, volunteers, or independent contractors shall implement the following documentation requirements.
 - (1) On the day restraint is utilized, the campus administrator or designee must be notified verbally or in writing regarding the use of restraint.

- (2) On the day restraint is utilized, a good faith effort shall be made to verbally notify the parent(s) regarding the use of restraint.
- (3) Written notification of the use of restraint must be placed in the mail or otherwise provided to the parent within one school day of the use of restraint.
- (4) Written documentation regarding the use of restraint must be placed in the student's special education eligibility folder in a timely manner so the information is available to the ARD committee when it considers the impact of the student's behavior on the student's learning and/or the creation or revision of a behavioral intervention plan (BIP).
- (5) Written notification to the parent(s) and documentation to the student's special education eligibility folder shall include the following:
 - (A) name of the student;
 - (B) name of the staff member(s) administering the restraint;
 - (C) date of the restraint and the time the restraint began and ended;
 - (D) location of the restraint;
 - (E) nature of the restraint;
 - (F) a description of the activity in which the student was engaged immediately preceding the use of restraint;
 - (G) the behavior that prompted the restraint;
 - (H) the efforts made to de-escalate the situation and alternatives to restraint that were attempted; and
 - (I) information documenting parent contact and notification.
- (f) Clarification regarding restraint. The provisions adopted under this section do not apply to the use of physical force or a mechanical device which does not significantly restrict the free movement of all or a portion of the student's body. Restraint that involves significant restriction as referenced in subsection (b)(2) of this section does not include:
 - (1) physical contact or appropriately prescribed adaptive equipment to promote normative body positioning and/or physical functioning;
 - (2) limited physical contact with a student to promote safety (e.g., holding a student's hand), prevent a potentially harmful action (e.g., running into the street), teach a skill, redirect attention, provide guidance to a location, or provide comfort;
 - (3) limited physical contact or appropriately prescribed adaptive equipment to prevent a student from engaging in ongoing, repetitive self-injurious behaviors, with the expectation that instruction will be reflected in the individualized education program (IEP) as required by 34 CFR §300.346(a)(2)(i) and (c) to promote student learning and reduce and/or prevent the need for ongoing intervention; or
 - (4) seat belts and other safety equipment used to secure students during transportation.
- (g) Use of time-out. A school employee, volunteer, or independent contractor may use time-out in accordance with subsection (b)(3) of this section with the following limitations.
 - (1) Physical force or threat of physical force shall not be used to place a student in time-out.
 - (2) Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student's IEP and/or BIP if it is utilized on a recurrent basis to increase or decrease a targeted behavior.
 - (3) Use of time-out shall not be implemented in a fashion that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.
- (h) Training on use of time-out. Training for school employees, volunteers, or independent contractors shall be provided according to the following requirements.
 - (1) Not later than April 1, 2003, general or special education personnel who implement time-out based on requirements established in a student's IEP and/or BIP must be trained in the use of time-out.

- (2) After April 1, 2003, newly-identified personnel called upon to implement time-out based on requirements established in a student's IEP and/or BIP must receive training in the use of time-out within 30 school days of being assigned the responsibility for implementing time-out.
- (3) Training on the use of time-out must be provided as part of a program which addresses a full continuum of positive behavioral intervention strategies, and must address the impact of time-out on the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.
- (4) All trained personnel shall receive instruction in current professionally accepted practices and standards regarding behavior management and the use of time-out.
- (i) Documentation on use of time-out. Necessary documentation or data collection regarding the use of time-out, if any, must be addressed in the IEP or BIP. The admission, review, and dismissal (ARD) committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.
- (j) Student safety. Any behavior management technique and/or discipline management practice must be implemented in such a way as to protect the health and safety of the student and others. No discipline management practice may be calculated to inflict injury, cause harm, demean, or deprive the student of basic human necessities.
- (k) Data reporting. Beginning with the 2003-2004 school year, with the exception of actions covered by subsection (f) of this section, data regarding the use of restraint must be electronically reported to the Texas Education Agency in accordance with reporting standards specified by the Agency.
- (l) The provisions adopted under this section do not apply to:
 - (1) a peace officer while performing law enforcement duties;
 - (2) juvenile probation, detention, or corrections personnel; or
 - (3) an educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of the DISTRICT.

B. Time-out Guidelines

The staff of the DISTRICT will be trained and all rules above will be followed. The guidelines below are for the use of time-out. Time-out is outlined below as either Non-exclusionary, which is the least restrictive, or Exclusionary time-out which results from more serious behaviors. Exclusionary time-out should be used when Non-exclusionary attempts are not successful.

1. Non-exclusionary time-out:

- *Planned Ignoring: This is the simplest form of Non-exclusionary time-out. Planned ignoring involves the systematic removal of social reinforcement (attention) by the teacher for a specific amount of time. When the student misbehaves, the teacher breaks eye contact, turns away, and stops all social interaction with the student. Planned ignoring assumes that the teacher's social attention is reinforcing. If it is not, then this will not work to decrease the behavior. If planned ignoring is the appropriate response, the teacher should prepare initially for an increase in the behavior before the behavior will decrease.*
- *Head down on desk: This has been used by teachers for a long time. The student is simply told to put his head down on his desk for a short period of time. (timer may be used)*
- *Observation time-out: The student is removed from his/her desk for misbehaving and is usually placed in a desk away from the main classroom activities for a short period of time. The student is allowed/required to observe the classroom discussion/activities, but is not allowed to actively participate in them. (use of timer recommended – 5 minutes and may reset once)*

- *Non-observation time-out (instructional isolation): This is basically the same as observation time-out, except the student is not allowed to observe the classroom activities. Usually, the student is placed in a particular part of the classroom that does not provide for viewing other students. (use of timer recommended – 10 minutes and may reset once)*
2. *Exclusionary time-out: The student is removed from the classroom and placed in a separate environment for cooling down and instructional activities to resume. Clearly, this is more restrictive and other types of time-out should be attempted first.*
- *Isolated instruction: This is extended time-out from the classroom. The student is required to complete class work in an isolated area in the classroom, another classroom, or the office.*
 - *In-school Suspension: This program is designed to supervise and assist students who have problems related to their general education setting. Reference the campus Student Code of Conduct for complete guidelines.*

Physical Restraint

19 TAC §89.1053(b)(1), 89.1053(b)(2), 89.1053(b)(1)(A), 89.1053(b)(1)(B), 89.1053(b)(2), 89.1053(c), 89.1053(c)(1), 89.1053(c)(2), 89.1053(c)(3), 89.1053(c)(4), 89.1053(d), 89.1053(d)(1), 89.1053(d)(2), 89.1053(d)(3), 89.1053(d)(4), 89.1053(e), 89.1053(e)(1), 89.1053(e)(2), 89.1053(e)(3), 89.1053(e)(4), 89.1053(e)(5), 89.1053(e)(5)(A), 89.1053(e)(5)(B), 89.1053(e)(5)(C), 89.1053(e)(5)(D), 89.1053(e)(5)(E), 89.1053(e)(5)(F), 89.1053(e)(5)(G), 89.1053(e)(5)(H), 89.1053(e)(5)(I), 89.1053(f), 89.1053(f)(1), 89.1053(f)(2), 89.1053(f)(3), 89.1053(f)(4), 89.1053(k), TEC §37.0021(b)(1)

"Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of the student's body.

"Emergency" means a situation in which a student's behavior poses a threat of:

- Imminent, serious physical harm to the student or others; or
- Imminent, serious property destruction.

A school employee, volunteer or independent contractor may use restraint only in an "emergency" and with the following limitations:

- Restraint must be limited to the use of such reasonable force as is necessary to address the emergency;
- Restraint must be discontinued at the point at which the emergency no longer exists;
- Restraint must be implemented in such a way as to protect the health and safety of the student and others; and
- Restraint must not deprive the student of basic human necessities.

Training for school employees, volunteers, or independent contractors must be provided according to the following requirements:

- A core team of personnel on each campus must be trained in the use of restraint; and the team must include a campus administrator or designee and any general or special education personnel likely to use restraint;
- Personnel called upon to use restraint in an emergency and who have not received prior training must receive training within 30 school days following the use of restraint;
- Training on use of restraint must include prevention and de-escalation techniques and provide alternatives to the use of restraint; and
- All trained personnel must receive instruction in current professionally accepted practices and standards regarding behavior management and the use of restraint.

The following documentation requirements must be met in a case in which restraint is used by school employees, volunteers, or independent contractors:

- On the day restraint is utilized, the campus administrator or designee must be notified verbally or in writing regarding the use of restraint;
- On the day restraint is utilized, a good faith effort must be made to verbally notify the parent(s) regarding the use of restraint;
- Written notification of the use of restraint must be placed in the mail or otherwise provided to the parent within one school day of the use of restraint;
- Written documentation regarding the use of restraint must be placed in the student's special education eligibility folder in a timely manner so the information is available to the admission, review, and dismissal (ARD) committee when it considers the impact of the student's behavior on the student's learning and/or the creation or revision of a behavioral intervention plan (BIP); and
- Written notification to the parent(s) and documentation to the student's special education eligibility folder must include the following:
 - Name of the student;
 - Name of the staff member(s) administering the restraint;
 - Date of the restraint and the time the restraint began and ended;
 - Location of the restraint;
 - Nature of the restraint;
 - A description of the activity in which the student was engaged immediately preceding the use of restraint;
 - The behavior that prompted the restraint;
 - The efforts made to de-escalate the situation and alternatives to restraint that were attempted; and
 - Information documenting parent contact and notification.

Physical restraint does not include the use of:

- Physical contact or appropriately prescribed adaptive equipment to promote normative body positioning and/or physical functioning;

- Limited physical contact with a student to promote safety (e.g., holding a student's hand), prevent a potentially harmful action (e.g., running into the street), teach a skill, or provide comfort;
- Limited physical contact or appropriately prescribed adaptive equipment to prevent a student from engaging in ongoing, repetitive self-injurious behaviors; or
- Seat belts and other safety equipment used to secure students during transportation.

Cumulative data regarding the use of restraint must be reported through the Public Education Information Management System (PEIMS).

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Time-out

19 TAC §89.1053(b)(3), 89.1053(b)(3)(A), 89.1053(b)(3)(B), 89.1053(g)(2), 89.1053(g)(3), 89.1053(g), 89.1053(g)(1), 89.1053(h), 89.1053(h)(1), 89.1053(h)(2), 89.1053(h)(3), 89.1053(h)(4), 89.1053(i), TEC §37.0021(b)(3), 37.0021(b)(3)(A), 37.0021(b)(3)(B)

"Time-out" means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:

- That is not locked; and
- From which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.

A school employee, volunteer or independent contractor may use time-out with the following limitations:

- Physical force or threat of physical force must not be used to place a student in time-out;
- Time-out must only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student's individualized education program (IEP) and/or BIP if it is utilized on a recurrent basis to increase or decrease a targeted behavior; and
- Use of time-out must not be implemented in a fashion that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.

Training for school employees, volunteers, or independent contractors must be provided according to the following requirements:

- General or special education personnel who implement time-out based on requirements established in a student's IEP and/or BIP must be trained in the use of time-out;
- Newly identified personnel called upon to implement time-out based on requirements established in a student's IEP and/or BIP must receive training in the use of time-out within 30 school days of being assigned the responsibility for implementing time-out;
- Training on the use of time-out must be provided as part of a program which addresses a full continuum of positive behavioral intervention strategies, and must address the impact of time-out on the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP; and
- All trained personnel must receive instruction in current professionally accepted practices and standards regarding behavior management and the use of time-out.

Necessary documentation or data collection regarding the use of time-out, if any, must be addressed in the IEP or BIP. The ARD committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Personal Graduation Plan

19 Texas Administrative Code (TAC) §89.1050(a)(9), Texas Education Code (TEC) §28.0212(a), 28.0212(a)(1), 28.0212(a)(2), 28.0212(c), 28.0212(b), 28.0212(b)(1), 28.0212(b)(2), 28.0212(b)(3), 28.0212(b)(4), 28.0212(b)(5), 28.0213

A child's individualized education program (IEP) may be used as the child's personal graduation plan.

A principal must designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan for each child who requires a personal graduation plan.

A personal graduation plan must be developed for any middle school, junior high, or high school child who:

- Does not perform satisfactorily on [State-wide Assessment](#); or
- Is not likely to receive a high school diploma before the fifth school year following the child's enrollment in grade level nine, as determined by the local educational agency (LEA).

A personal graduation plan must address participation of the parent:

- Including consideration of the parent's educational expectations for the child.

A personal graduation plan must include:

- Educational goals for the child;
- Diagnostic information;
- Appropriate monitoring and intervention;
- Other evaluation strategies; and
- An intensive program of instruction.

A personal graduation plan must provide innovative methods to promote the child's advancement, including:

- Flexible scheduling;
- Alternate learning environments;
- On-line instruction; and
- Other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

District Guidelines: A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student who:

Does not perform satisfactorily on a state assessment instrument or;

Is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine, as determined by the district.

Intensive Program of Instruction

TEC §28.0211, 28.0213(a), 28.0213(b), 28.0213(b)(1), 28.0213(b)(1)(A), 28.0213(b)(1)(B), 28.0213(b)(2), 28.0213(c), 28.0213(c)(1), 28.0213(c)(2),

An LEA must offer an intensive program of instruction to a child who does not perform satisfactorily on a state-wide assessment instrument.

An LEA must design the intensive program of instruction to:

- Enable a child to:
 - To the extent practicable, perform at the child's grade level at the conclusion of the next regular school term; or
 - Attain a standard of annual growth specified by the LEA and reported by the LEA to the agency; and
- If applicable, carry out the purposes of satisfactory performance on assessment instruments.

An LEA must use funds appropriated by the legislature for an intensive program of instruction to plan and implement intensive instruction and other activities aimed at helping a child satisfy state and local high school graduation requirements.

The Commissioner must distribute funds to LEAs that implement a program under this section based on the number of children identified by the LEA who:

- Do not perform satisfactorily on a state-wide assessment instrument; or
- Are not likely to receive a high school diploma before the fifth school year following the child's enrollment in grade nine, as determined by the LEA.

An LEA's determination of the appropriateness of a program for a child under this section is final and does not create a cause of action.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

District Guidelines: Individual tutorials, after school program (ACE) for homework assistance and tutorials. Computer programs are available for individual instruction.

Program Administration

Data Collection and Submission

Information for the Texas Education Agency

20 United States Code (USC) §1412(a), 1413(a)(7), [Performance Based Monitoring Analysis System 2009 Manual](#)

The LEA *will* provide the Texas Education Agency (TEA) with information relating to the performance of children with disabilities participating in programs carried out under Individuals with Disabilities Education Act (IDEA) in order for TEA to carry out its duties.

Information Regarding Disproportionality

20 USC §1418(d)

The LEA *will* comply with [Child Find](#) guidelines.

The LEA *will* comply with the [Full and Individual Evaluation](#) section of this document.

The LEA *will* comply with the [ARD Committee](#) section of this document.

The TEA provides for the collection and examination of data through Public Education Information Management System (PEIMS) to determine if significant disproportionality based on race and ethnicity is occurring in the state and the LEAs of the state with respect to:

- The identification of children as children with disabilities in accordance with a particular impairment;
- The placement in particular educational settings of such children; and
- The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

In the case of a determination of significant disproportionality with respect to the identification of children as children with disabilities, or the placement in particular educational settings of such children, the state requires the LEA to publicly report on the revision of policies, practices, and procedures.

Information Regarding the Provision of a Free Appropriate Public Education

20 USC §1418(a)

The LEA *will* comply with the [ARD Committee](#) section of this document.

Data *will* be provided each year by the LEA through PEIMS to the TEA who, in turn, reports to the Secretary of Education and the public the number and percentage of children with disabilities:

- By race, ethnicity, limited English proficiency status, gender, and disability category, who are in the following category:
 - Receiving a free appropriate public education (FAPE).

Information Regarding Least Restrictive Environment

20 USC §1418(a)

The LEA *will* comply with the [ARD Committee](#) including the section on [Least Restrictive Environment](#).

Data *will* be provided each year by the LEA through PEIMS to the TEA who, in turn, reports to the Secretary of Education and the public the number and percentage of children with disabilities:

- By race, ethnicity, limited English proficiency status, gender, and disability category, who are in each of the following separate categories:
 - Participating in regular education; and
 - In separate classes, separate schools or facilities, or public or private residential facilities.

Information Regarding Termination of Services

20 USC §1418(a)

The LEA *will* comply with the [Full and Individual Evaluation](#).

The LEA *will* comply with the [ARD Committee](#) including the sections on [Determination of Eligibility and Educational Need](#) and [Graduation](#).

Data *will* be provided each year by the LEA through PEIMS to the TEA who, in turn, reports to the Secretary of Education and the public the number and percentage of children with disabilities:

- By race, ethnicity, limited English proficiency status, gender, and disability category, who are in the following category:
 - For each year of age from age 14-21, stopped receiving special education and related services because of program completion (including graduation with a regular secondary school diploma), or other reasons, and the reasons why those children stopped receiving special education and related services.

Information Regarding Parentally-Placed Private School Children

20 USC §1412(a)(10)(A)(i)(V)

The LEA *will* comply with the [Private Schools](#) sections of this document.

Each LEA *will* maintain in its records and provide to the TEA the number of parentally-placed private school children evaluated, the number of parentally-placed private school children determined to be children with disabilities, and the number of parentally-placed private school children served.

Information Regarding Participation in State-or District-Wide Assessments

20 USC §1412(a)(16)

The LEA *will* comply with the [ARD Committee](#) including [State- and District-Wide Assessments](#).

The TEA (or, in the case of a district-wide assessment, the LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children, the following:

- The number of children with disabilities participating in regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments;
- The number of children with disabilities participating in alternate assessments aligned to the state's content and achievement standards;
- The number of children with disabilities participating in alternate assessments aligned to alternate achievement standards (i.e., below enrolled grade level); and
- The performance of children with disabilities on regular assessments and on alternate assessments (if statistically reliable information does not reveal personally identifiable information about an individual child), compared with the achievement of all children, including children with disabilities, on those assessments.

Information Regarding Discipline

20 USC §1413(i), 1418(a), 19 Texas Administrative Code (TAC) §97.1021

The LEA *will* comply with the [Discipline](#) portion of this document.

The LEA *will* comply with the [Restraint and Time-Out](#) section of this document.

Data *will* be provided each year by the LEA through PEIMS to the TEA who, in turn, reports to the Secretary of Education and the public the number and percentage of children with disabilities:

- By race, ethnicity, limited English proficiency status, gender, and disability category, who are in each of the following separate categories:
 - Removed to an interim alternative educational setting (IAES);
 - The acts or items causing removals to an IAES;
 - The number and percentage of children with disabilities who are subject to long-term suspensions or expulsions; and
 - The incidence and duration of disciplinary actions including suspensions of one day or more; and
- The number and percentage of children with disabilities who are removed to alternative educational settings or expelled compared to children without disabilities who are removed to alternative educational settings or expelled.

The state may require that an LEA include in the records of a child with a disability a statement of any current or previous disciplinary action that has been taken against the child and transmit such statement to the same extent that such disciplinary information is included in, and transmitted with, the records of nondisabled children:

- The statement may include a description of any behavior engaged in by the child that required disciplinary action, a description of the disciplinary action taken, and any other information that is relevant to the safety of the child and other individuals involved with the child; and
- If the state adopts such a policy, and the child transfers from one school to another, the transmission of any of the child's records must include both the child's current IEP and any such statement of current or previous disciplinary action that has been taken against the child.

Information Regarding Migratory Children

20 USC §1413(a)(9), 6398(b)

The LEA *will* cooperate in the Secretary's efforts under the Elementary and Secondary Education Act (ESEA) to ensure the linkage of records pertaining to migratory children with a disability for the purpose of electronically exchanging, among the states, health and educational information regarding such children.

Information on Direct Services by TEA

20 USC §1413(g)

The TEA must use the payments that would otherwise have been available to an LEA to provide special education and related services directly to children with disabilities residing in the area served

by that LEA, if the TEA determines that the LEA has not provided the information needed to establish IDEA eligibility of the LEA.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Highly Qualified

Federal and State Requirements

20 USC §1401(10)(B)(i), 1401(10)(B)(ii), 1401(10)(B)(iii), 1401(10)(C), 1401(10)(C)(i), 1401(10)(C)(ii), 1401(10)(D), 1401(10)(D)(i), 1401(10)(D)(ii), 1401(10)(D)(iii), 1401(10)(E), 1401(10)(F), 34 Code of Federal Regulations (CFR) part 200.55(a)(1), 200.55(a)(2)(i), 200.55(a)(2)(ii), 200.55(a)(2)(iii), 200.55(b), 200.56(a)(1), 200.56(a)(2)(ii), 200.56(b)(1), 200.56(b)(2), 200.56(a)(3), 200.56(a)(4), 200.56(b)(2), 200.56(b)(3), 200.56(b)(3)(i), 200.56(b)(3)(ii), 200.56(c)(1), 200.56(c)(2)(i), 200.56(c)(2)(ii)

A special education teacher who is highly qualified under the following construct shall be considered highly qualified for purposes of the Elementary and Secondary Education Act of 1965 (ESEA).

Title I, Part A teachers in core academic subject areas must be “Highly Qualified” when hired, including:

- A teacher in a targeted, assisted school who is paid with funds under Title I, Part A;
- A teacher in a school-wide program school; and
- A teacher employed by a school district with funds under Title I, Part A to provide services to eligible private school students.

All teachers in core academic subject areas must be “Highly Qualified” by the end of school year 2005-2006.

Notwithstanding any other individual right of action that a parent or student may maintain under IDEA, nothing in this Special Education Operating Guidelines manual shall be construed to create a right of action on behalf of an individual student or class of students for the failure of a particular state educational agency or school district employee to be highly qualified.

Highly Qualified Definition

In order to be considered highly qualified, a special education teacher:

- Must hold at least a bachelor’s degree;
- Must be fully state certified as a special education teacher;
 - This may include certification obtained through alternative routes to certification;
 - A special education teacher teaching in a public charter school in Texas must be certified to teach special education; and
 - If a teacher has had certification or licensure requirements waived on an emergency, temporary, or provisional basis, the teacher is not highly qualified.

- Must demonstrate subject matter competency as set forth below.

In order to be considered highly qualified for subject matter competency:

- Teachers who teach at the public elementary school level must demonstrate subject matter competency:
 - By passing the appropriate elementary Examination for the Certification of Educators in Texas (ExCET) or Texas Examination of Educator Standards (TExES) exam; or
 - For experienced teachers, by meeting the High, Objective, Uniform State Standard of Evaluation (HOUSSE) requirements.
- Teachers who teach at the public middle and high school levels must demonstrate subject matter competency:
 - By passing the subject-specific ExCET or TExES exam; or
 - By successfully completing in each academic subject in which the teacher teaches;
 - o An undergraduate major;
 - o A graduate degree; or
 - o Coursework equivalent to an undergraduate major; or
- For experienced teachers, by meeting the HOUSSE requirements.

Special education teachers teaching to alternate achievement standards:

- May demonstrate subject matter competency either:
 - By meeting the applicable requirements for any elementary, middle, or secondary school teacher who is new or not new to the profession; or
 - In case of instruction at the elementary level, by meeting the requirements applicable to an elementary school teacher; or
 - In the case of instruction above the elementary level, by demonstrating subject matter knowledge appropriate to the level of instruction being provided, as determined by the state, needed to effectively teach those standards.

Special education teachers teaching multiple subjects:

- A special education teacher who teaches two or more core academic subjects exclusively to children with disabilities may demonstrate subject matter competency either:
 - By meeting the applicable requirements for any elementary, middle, or secondary school teacher who is new or not new to the profession; or
 - In the case of a teacher who is not new to the profession, by demonstrating competence in all the core academic subjects in which the teacher teaches, which may include a single HOSSE covering multiple subjects; or
 - In the case of a new special education teacher who teaches multiple subjects and who is highly qualified in mathematics, language arts, or science, by demonstrating competence in the other core academic subjects, which may include a single HOSSE covering multiple subjects, not later than two years after the date of employment.

Additional Reference

- [NCLB Bulletin October 21, 2003](#)

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Administration of Facilities

Federal and State Requirements

20 USC §1404(a)

If the Secretary of Education determines that a program authorized under IDEA Part B will be improved by permitting program funds to be used to acquire appropriate equipment, or to construct new facilities or alter existing facilities, the Secretary is authorized to allow the use of those funds for those purposes.

The GSEC-SSA and LEA *will* comply with the Administration of Funds section of Appendix A.

The GSEC-SSA and LEA *will* comply with the Administration of Equipment section of Appendix A.

Compliance with Other Laws

20 USC §1404(b), 28 CFR part 36 (Appendix A), 41 (101-19.6) (Appendix A)

Any construction of new facilities or alteration of existing facilities with authorized IDEA program funds *will* comply with the requirements of:

- Appendix A of part 36 of title 28, Code of Federal Regulations (commonly known as the 'Americans with Disabilities Accessibility Guidelines for Buildings and Facilities'); or
- Appendix A of subpart 101-19.6 of title 41, Code of Federal Regulations (commonly known as the 'Uniform Federal Accessibility Standards').

Contract Services

Texas Education Code (TEC) §29.008(d)

An GSEC-SSA and LEA that contracts for the provision of education services rather than providing the services itself *will* oversee the implementation of the child's IEP and must annually reevaluate the appropriateness of the arrangement.

An approved facility, institution, or agency with whom the GSEC-SSA and LEA contracts *will* periodically report to the GSEC-SSA and LEA on the services the child has received or will receive in accordance with the contract, as well as reporting to the GSEC-SSA and LEA on diagnostic or other evaluative information that the GSEC-SSA and LEA requires in order to fulfill its obligations under the IDEA.

Contracting with Residential Facilities

TAC §89.61

An LEA may contract for an in-state residential placement of a child only with either public or private residential facilities which maintain current and valid licensure for the particular disabling condition and age of the child.

An LEA may contract for an out-of-state residential placement in accordance with this document.

Subject to the provisions of the [ARD Committee](#) construct and this document, the GSEC-SSA and LEA may contract with a residential facility to provide some or all of the special education services listed in the contracted child's individualized education program (IEP).

If the facility provides any educational services listed in the child's IEP, the facility's education program must be approved by the Commissioner of Education.

An GSEC-SSA and LEA which intends to contract for residential placement of a child with a residential facility *will* notify the TEA of its intent to contract for the residential placement through the residential application process.

The LEA has the following responsibilities when making a residential placement:

- Comply with the [ARD Committee](#) including [Least Restrictive Environment](#); and
- Make an initial and an annual on-site visit to verify that the residential facility can, and will, provide the services listed in the child's IEP which the facility has agreed to provide to the child.

When a child who is residentially placed by the GSEC-SSA and LEA changes his residence to another Texas LEA, and the child continues in the contracted placement, the GSEC-SSA and LEA which negotiated the contract *will* be responsible for the residential contract for the remainder of the school year.

Requests for approval of state and federal funding for residentially placed children *will* be negotiated on an individual basis through a residential application submitted by the GSEC-SSA and LEA to the TEA.

A residential application may be submitted for educational purposes only.

The residential application will not be approved if the application indicates that the:

- Placement is due primarily to the child's medical problems;
- Placement is due primarily to problems in the child's home;

- The LEA does not have a plan, including timelines and criteria, for the child's return to the local school program;
- The LEA did not attempt to implement lesser restrictive placements prior to residential placement (except in emergency situations as documented by the child's ARD committee);
- Placement is not cost effective when compared with other alternative placements; and/or
- Residential facility provides unfundable/unapprovable services.

Residential facilities which provide educational services *will* have their educational programs approved for contracting purposes by the Commissioner of Education:

- If the education program of a residential facility which is not approved by the Commissioner of Education is being considered for a residential placement by the GSEC-SSA and LEA, the GSEC-SSA and LEA should notify the TEA in writing of its intent to place a child at the facility;
- The TEA must begin approval procedures and conduct an on-site visit to the facility within 30 calendar days after the TEA has been notified by the GSEC-SSA and LEA;
- Approval of the education program of a residential facility may be for one, two, or three years;
- The Commissioner of Education must renew approvals and issue new approvals only for those facilities which have contract children already placed or which have a pending request for residential placement from the GSEC-SSA and LEA;
- The approval does not apply to residential facilities which only provide related services or residential facilities in which the accredited LEA where the facility is located provides the educational program; and
- LEAs which contract for an out-of-state residential placement must do so in accordance with the rules for in-state residential placement in this document, except that the facility must be approved by the appropriate agency in the state in which the facility is located, rather than by the Commissioner of Education in Texas.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Administration of Equipment

The local educational agency (LEA) must comply with the [Admission, Review, and Dismissal \(ARD\) Committee](#) section, including [Special Factors](#) section.

The LEA must comply with the [Administrations of Facilities](#) section.

Definition

20 USC §1401(7)(A), 1401(7)(B); 34 CFR part 300.14, 300.14(a), 300.14(b)

The term "equipment" includes:

- Machinery, utilities, and built-in equipment, and any necessary enclosures or structures to house such machinery, utilities, or equipment; and
- All other items necessary for the functioning of a particular facility as a facility for the provision of educational services, including items such as:
 - Instructional equipment and necessary furniture;
 - Printed, published, and audio-visual instructional materials;
 - Telecommunications, sensory, and other technological aids and devices; and
 - Books, periodicals, documents, and other related materials.

Acquisition of Equipment

20 USC §1404(a); 34 CFR part 300.105(a), 300.105(b), 300.718(a)

The LEA must comply with the [Funding](#) section when acquiring equipment and supplies.

The LEA must ensure that assistive technology devices (ATDs) are made available to the child with a disability if required as part of the child's special education, related services, or supplementary aids and services.

On a case-by-case basis, the use of school-purchased ATDs in a child's home or in other settings is required if the child's ARD committee determines that the child needs access to those devices in order to receive FAPE.

If the Secretary of Education determines that a program authorized under IDEA Part B will be improved by permitting program funds to be used to acquire appropriate equipment, the Secretary is authorized to allow the use of those funds for those purposes.

Equipment in Private Schools

20 USC §1412(a)(10)(A)(vi)(II), 1412(a)(10)(A)(vii); 34 CFR part 300.138(c)(2), 300.144(a), 300.144(b), 300.144(c), 300.144(c)(1), 300.144(c)(2), 300.144(d)(1), 300.144(d)(2)

The LEA must comply with the [Private Schools](#) and [Proportionate Share Funding for Parentally-Placed Private School Child](#) sections.

Special education and related services provided to parentally-placed private school children with disabilities, including materials and equipment, must be secular, neutral, and nonideological.

The LEA must hold title to and administer materials, equipment, and property purchased with those funds for the uses and purposes in the IDEA.

The LEA may place equipment and supplies in a private school for the period of time needed for the IDEA Part B program.

The LEA must ensure that the equipment and supplies placed in a private school:

- Are used only for IDEA Part B purposes; and
- Can be removed from the private school without remodeling the private school facility.

The LEA must remove equipment and supplies from a private school if:

- The equipment and supplies are no longer needed for IDEA Part B purposes; or
- Removal is necessary to avoid unauthorized use of equipment and supplies for other than IDEA Part B purposes.

Purchase of Instructional Materials

20 USC §1412(a)(23), 1413(a)(6)(A), 1413(6)(B); 34 CFR part 300.172(c), 300.210(a), 300.210(b)(1), 300.210(b)(2)

By December 3, 2006, an LEA that chooses to coordinate with the National Instructional Materials Access Center, when purchasing print instructional materials, must acquire the print instructional materials in the same manner and subject to the same conditions as a state education agency (SEA) acquires print instructional materials.

Nothing will be construed to require an LEA to coordinate with the National Instructional Materials Access Center.

If an LEA chooses not to coordinate with the National Instructional Materials Access Center, the LEA *will* provide an assurance to the TEA that the LEA must provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

Transfer of an Assistive Technology Device (ATD)

34 CFR part 80.32; 19 TAC §89.1056(b), 89.1056(b)(1), 89.1056(b)(3), 89.1056(b)(3)(A), 89.1056(b)(3)(B), 89.1056(b)(3)(C), 89.1056(b)(3)(E), 89.1056(d), 89.1056(d)(d)(1), 89.1056(d)(d)(2), 89.1056(d)(d)(3), 89.1056(d)(d)(4); TEC §30.0015(a)(1), 30.0015(a)(3), 30.0015(b), 30.0015(b)(1), 30.0015(b)(2), 30.0015(b)(3), 30.0015(c)(1), 30.0015(c)(2), 30.0015(c)(3), 30.0015(d)

"Assistive technology device" means any device, including equipment or a product system that is used to increase, maintain, or improve functional capabilities of a child with a disability.

"Transfer" means the process by which an LEA that has purchased an ATD may sell, lease, or loan the device for the continuing use of a child with a disability changing the school of attendance in the district or leaving the district.

When a child with a disability using a device changes the school of attendance in the LEA or ceases to attend school in the LEA, the LEA may transfer an assistive technology device according to the requirements of this section.

An ATD may only be transferred to:

- The school or LEA in which the child enrolls;
- A state agency, including the Texas Rehabilitation Commission and the Texas Department of Mental Health and Mental Retardation, that provides services to the child following the child's graduation from high school; or
- The child's parents or the child if the child has the legal capacity to enter into a contract.

A transfer must be in accordance with a transfer agreement which includes, specifically, the following:

- The transferor and transferee must represent and agree that the terms of the transfer are based on the fair market value of the ATD, determined in accordance with generally accepted accounting principles;
- The LEA must comply with the [Consent to Transfer Assistive Technology Devices](#) section before transferring an ATD; and
- If the transfer is a sale, then the sale of the ATD must be evidenced by a "Uniform Transfer Agreement" (UTA) which includes the following:
 - The names of the transferor and the transferee;
 - The date of the transfer;
 - A description of the ATD being transferred;
 - The terms of the transfer (including the transfer of warranties, to the extent applicable); and

- The signatures of authorized representatives of both the transferor and the transferee.

Nothing in this document:

- Alters any existing obligation under federal or state law to provide ATDs to children with disabilities;
- Requires an LEA to transfer an ATD to any person or entity;
- Limits an LEA's right to sell, lease, loan, or otherwise convey or dispose of property as authorized by federal or state laws, rules, or regulations; or
- Authorizes any transfer of an ATD that is inconsistent with any restriction on transferability imposed by the manufacturer or developer of the ATD or applicable federal or state laws, rules, or regulations.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Records

Confidentiality of Information

20 United States Code (USC) §1417(c), 34 Code of Federal Regulations (CFR) part 99.3, 300.610, 300.623(a), Texas Education Code (TEC) §28.058

Under the Family Educational Rights and Privacy Act (FERPA) and for the purposes of the administration of Records, "educational agency or institution" means any public or private agency or institution.

The educational agency or institution must ensure the confidentiality of any personally identifiable data, information, and records collected or maintained by the educational agency or institution, including but not limited to:

- The student's name;
- The name of the student's parent or other family member;
- The address of the student or student's family;
- A personal identifier, such as the student's social security number or student number;
- A list of personal characteristics that would make the student's identity easily traceable; or
- Other information that would make the student's identity easily traceable.

Each educational agency or institution must protect the confidentiality of personally identifiable information at the collection, storage, disclosure, and destruction stages.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Special Education Eligibility Folder

20 USC §1414(d)(1)(A)(ii), 34 CFR part 300.320(d), 19 Texas Administrative Code (TAC) §89.1075(a)

Each local educational agency (LEA) must maintain an eligibility folder for each child receiving special education services, in addition to the child's cumulative record.

The eligibility folder must include, but need not be limited to:

- Copies of referral data;
- Documentation of notices and consents;
- Evaluation reports and supporting data;
- Admission, review, and dismissal (ARD) committee reports; and
- The student's individualized education program (IEP).

Nothing in the Individuals with Disabilities Act (IDEA) will be construed to require that additional information be included in a student's IEP beyond what is explicitly required in the [ARD Committee](#) portion of this document.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

The eligibility folders for students served in the LEA's of the GSEC-SSA are maintained in the GSEC-SSA office at 314 E. Pearl, Goliad, TX 77963.

Annual Notification

34 CFR part 99.3, 99.31(a)(1), 99.7(a)(1), 99.63, 99.64, 99.7(a)(2), 99.7(a)(2)(i), 99.7(a)(2)(ii), 99.7(a)(2)(iii), 99.7(a)(2)(iv), 99.7(a)(3), 99.7(a)(3)(i), 99.7(a)(3)(ii), 99.7(a)(3)(iii), 99.7(b), 99.7(b)(1), 99.7(b)(2)

Under the Family Educational Rights and Privacy Act (FERPA) and for the purposes of the administration of [Records](#):

- "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian;
- "Eligible student" means a student who has reached 18 years of age or is attending an institution of postsecondary education; and
- "Student," except as otherwise specifically provided in FERPA and the administration of [Records](#) section, means any individual who is or has been in attendance at an educational agency or institution and regarding whom the agency or institution maintains education records.

Each educational agency or institution shall annually notify parents of students currently in attendance, or eligible students currently in attendance, of their rights under FERPA.

The annual notification must inform parents or eligible students that they have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records as provided in [Consent for Disclosure of Confidential Information](#), except [When Consent is not Required to Disclose Information](#); and
- File with the Family Policy Compliance Office a complaint concerning alleged failures by the educational agency or institution to comply with the requirements of FERPA.

The notice must include all of the following:

- The procedure for exercising the [Parent or Eligible Student Access to Education Records](#);
- The [Procedures for Amending Education Records](#); and
- A specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest, if the educational agency or institution has a policy of disclosing education records without parental consent to school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests.

An educational agency or institution must effectively provide annual notification to parents or eligible students who are disabled.

An agency or institution of elementary or secondary education must effectively provide annual notification to parents who have a primary or home language other than English.

An educational agency or institution may provide annual notification by any means that are reasonably likely to inform the parents or eligible students of their rights.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA and LEA Guidelines:

REVIEW and Additional info needed: See page 7 in our Student-Parent Handbook

Parent or Eligible Student Access to Education Records

Education Records Defined

34 CFR part 99.3, 99.8, 300.611(b)

Under the Family Educational Rights and Privacy Act (FERPA) and for the purposes of the administration of Records:

A "record" is any information recorded in any way, including but not limited to hand writing, print, computer media, video or audio tape, film, microfilm and microfiche.

The term "education records" means those records that are:

- Directly related to a student; and
- Maintained by an educational agency or institution or by a party acting for the agency or institution.

Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records.

The term "education records" does not include:

- Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- Records of the law enforcement unit of an educational agency or institution;
- Records relating to an individual who is employed by an educational agency or institution that:
 - Are made and maintained in the normal course of business;
 - Relate exclusively to the individual in that individual's capacity as an employee; and
 - Are not available for use for any other purpose;
- Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 - Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
 - Made, maintained, or used only in connection with treatment of the student; and

- Disclosed only to individuals providing the treatment which does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution; and
- Records that only contain information about an individual after he or she is no longer a student at that agency or institution.

List of Types and Location of Information

34 CFR part 300.616

Each educational agency or institution must provide parents or eligible students on request a list of the types and locations of education records collected, maintained, or used by the agency.

Right to Inspect and Review Records

34 CFR part 99.10, 99.10(a)(1), 99.10(c), 99.10(d), 99.10(f), 99.4, 300.613(a), 300.613(b), 300.613(b)(1), 300.613(b)(2), 300.613(b)(3), 300.613(c), TEC §26.004(1), 26.004(2), 26.004(3), 26.004(4), 26.004(5), 26.004(6), 26.004(7), 26.004(8), 26.004(9), 26.004(10)

An educational agency or institution must give full rights to either parent to inspect and review records relating to his or her child unless the agency or institution has been provided with evidence that there is a court order, state statute, or legally binding document relating to such matters as guardianship, divorce, separation, or custody that specifically revokes these rights.

A parent or eligible student has the right to inspect and review any education records of the student that are collected, maintained, or used by the educational agency or institution, including:

- Attendance records;
- Test scores;
- Grades;
- Disciplinary records;
- Counseling records;
- Psychological records;
- Applications for admission;
- Health and immunization information;
- Teacher and counselor evaluations; and

- Reports of behavioral patterns.

The right to inspect and review education records includes:

- The right to a response from the educational agency or institution to reasonable requests for explanations and interpretations of records;
- The right to request that the educational agency or institution provide copies of the records in compliance with [Copies Including Fees for Copies](#);
- The right to have the treatment records of the student reviewed by a physician or other appropriate professional of the parent or eligible student's choice; and
- The right to have a representative of the parent or eligible student inspect and review the records.

Timeline

34 CFR part 99.10(b), 300.613(a)

The educational agency or institution must comply with a request to inspect and review any education records relating to the student:

- Without unnecessary delay and within a reasonable period of time;
- Before any [ARD Committee Meeting](#);
- Before a resolution session under the Notice of [Procedural Safeguards](#);
- Before any due process hearing under the Notice of [Procedural Safeguards](#); and
- Not more than 45 days after the request is received.

Records on More than One Student

34 CFR part 99.12(a), 300.615

If any education records include information on more than one student, the parents of those children have the right to:

- Inspect and review only the information relating to their child; or
- Be informed of that specific information.

Copies Including Fees for Copies

20 USC §1412(a)(8), 34 CFR part 99.10(d), 99.10(d)(1), 99.10(d)(2), 99.11(a), 99.11(b), 99.30(a), 99.30(c), 99.30(c)(1), 99.30(c)(2), 99.34(a)(2), 300.617(a), 300.617(b), TEC §26.012

If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student's education records, the educational agency or institution must:

- Provide the parent or eligible student with a copy of the records requested; or
- Make other arrangements for the parent or eligible student to inspect and review the requested records.

An educational agency or institution may charge a reasonable fee for a copy of an education record which is made for the parent or eligible student, unless the imposition of a fee effectively prevents exercising the right to inspect and review the student's education records.

An educational agency or institution must not charge a fee to search for or to retrieve the education records of a student.

When a disclosure of confidential records is made pursuant to [Consent for Disclosure of Confidential Information](#):

- If a parent or eligible student so requests, the educational agency or institution must provide a copy of the records disclosed; and
- If the parent of a student who is not an eligible student as defined in the [Annual Notification](#) portion of this document so requests, the agency or institution must provide the student with a copy of the records disclosed.

When a disclosure of confidential information is made pursuant to the requirements noted under the section of this document entitled, [When Consent is not Required to Disclose Information](#), specifically the conditions that apply to disclosure of information to other educational agencies or institutions, the educational agency or institution must give the parent or eligible student, upon request, a copy of the record that was disclosed.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Procedures for Amending Education Records

Request to Amend

34 CFR part 99.20(a), 99.20(b), 99.20(c), 300.618(a), 300.618(b), 300.618(c), 300.619

A parent or eligible student may request the educational agency or institution to amend the student's education record if the parent or eligible student believes the education records relating to the student contain information that is:

- Inaccurate;
- Misleading; or
- In violation of the student's rights of privacy.

Within a reasonable period of time after the agency or institution receives the request, the educational agency or institution must decide whether to amend the record as requested.

If the educational agency or institution decides not to amend the record as requested, it must:

- Inform the parent or eligible student of its decision; and
- Advise the parent or eligible student of the right to a records hearing.

Opportunity for a Records Hearing

34 CFR part 99.21(a), 300.618(c), 300.619

An educational agency or institution must give a parent or eligible student, on request, an opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is:

- Inaccurate;
- Misleading; or
- Otherwise in violation of the privacy or other rights of the student.

Hearing Procedures

34 CFR part 99.22, 99.22(a), 99.22(b), 99.22(c), 99.22(d), 99.22(e), 99.22(f), 300.621

The records hearing must meet, at a minimum, the following requirements:

- Must be held within a reasonable time after the request for the hearing from the parent or eligible student has been received;

- The educational agency or institution must give the parent or eligible student the following notice of the hearing:
 - Date;
 - Time; and
 - Place;
- The notice must be provided a reasonable amount of time prior to the hearing;
- The hearing may be conducted by any individual, including an official of the educational agency or institution, who does not have direct interest in the outcome of the hearing;
- The parent or eligible student must be given a full and fair opportunity to present evidence relevant to the issues:
 - The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney; and
- Within a reasonable period of time, the educational agency or institution must make its decision in writing based solely on the evidence presented at the hearing, and must include:
 - A summary of the evidence; and
 - The reasons for the decision.

Results of Records Hearing

34 CFR part 99.21(b)(1), 99.21(b)(1)(i), 99.21(b)(1)(ii), 99.21(b)(2), 99.21(c), 99.21(c)(1), 99.21(c)(2), 300.620(c), 300.620(c)(1), 300.620(c)(2), 300.620(a), 300.620(b), 300.622(a)

If, as a result of the hearing, the educational agency or institution decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it must:

- Amend the record accordingly; and
- Inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, the educational agency or institution decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it must inform the parent or eligible student of the right to place a statement in the record:

- Commenting on the contested information in the record;

- Setting forth the reasons for disagreeing with the decision of the agency or institution; or
- Both.

Any statement placed in the records of the student must:

- Be maintained as part of the records of the student for as long as the record is maintained by the agency; and
- Disclosed whenever it discloses the portion of the record to which the statement relates.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

When Consent is Not Required to Disclose Information

Conditions Where Consent is Not Required

26 USC §152, 34 CFR part 99.31(a), 99.31(a)(2), 99.31(a)(3), 99.31(a)(4)(i), 99.31(a)(4)(i)(A), 99.31(a)(4)(i)(B), 99.31(a)(4)(i)(C), 99.31(a)(4)(i)(D), 99.31(a)(4)(ii), 99.31(a)(5)(i), 99.31(a)(5)(i)(A), 99.31(a)(5)(i)(B), 99.31(a)(5)(ii), 99.31(a)(6)(i), 99.31(a)(7), 99.31(a)(8), 99.31(a)(9)(i), 99.31(a)(10), 99.31(a)(11), 99.31(a)(12), 99.31(a)(13), 99.31(a)(14), 99.31(a)(15), 99.31(b), 99.34, 99.35, 99.36(a), 99.36(b)(2), 99.36(b)(3), 99.36(c), 300.622(b)(1), 300.622(a), 19 TAC §89.1075(c)

Consent for Disclosure of Confidential Information is not required before personally identifiable information is released if:

- The disclosure is to officials of Individuals with Disabilities Education Act (IDEA) Part B participating agencies for purposes of meeting a requirement of IDEA Part B except as otherwise provided in this document;
- The disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests, including when:
 - Providing to each teacher who provides instruction to a child with disabilities the relevant sections of the child's current individualized education program (IEP);
 - Informing each teacher of specific responsibilities relating to implementing the IEP, such as goals and benchmarks, and of needed accommodations, modifications, and supports for the child; or
 - Disclosing from the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community to teachers and school officials who have a legitimate educational interest in the behavior of the student;
- The disclosure is to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, is enrolled or is receiving services, subject to the Conditions that Apply to Disclosure of Information to Other Educational Agencies or Institutions;
- The disclosure is to authorized representatives listed in the Conditions that Apply to Disclosure of Information for Federal or State Program Purposes;
- The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
 - Determine eligibility for the aid;

- Determine the amount of the aid;
 - Determine the conditions for the aid; or
 - Enforce the terms and conditions of the aid;
- Unless further limited by state law, the disclosure is to state and local officials or authorities to whom this information is specifically:
 - Allowed to be reported or disclosed pursuant to a state statute adopted before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released; or
 - Allowed to be reported or disclosed pursuant to Conditions that Apply to Disclosure of Information as Permitted by State Statute After November 19, 1974 Concerning the Juvenile Justice System;
- The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions subject to the Conditions that Apply to Disclosure of Information to Organizations Conducting Studies;
- The disclosure is to accrediting organizations to carry out their accrediting functions;
- The disclosure is to the parent of a dependent student, as defined in section 152 of the Internal Revenue Code of 1986;
- The disclosure is to comply with a judicial order or lawfully issued subpoena subject to the Conditions that Apply to a Judicial Order or Lawfully Issued Subpoena;
- The disclosure is to appropriate parties in connection with a health or safety emergency, if knowledge of the information is necessary to protect the health or safety of the student or other individuals;
- The disclosure is information the educational agency or institution has designated as "directory information," in compliance with 34 CFR 99.31(a)(11) and 34 CFR 99.31(b);
- The disclosure is to the parent of a student who is not an eligible student or to the student;
- The disclosure is of certain information made in connection with disciplinary proceedings at an institution of postsecondary education; or
- The disclosure is of certain information given by an institution of postsecondary education to a parent of a student.

Conditions that Apply to Disclosure of Information to Other Educational Agencies or Institutions

34 CFR part 99.31(a)(2), 99.34(a), 99.34(b), 99.34(a)(1), 99.34(a)(1)(i), 99.34(a)(1)(ii), 99.34(a)(2), 99.34(a)(3)

An educational agency or institution that discloses an education record to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, is enrolled, or is receiving services, must:

- Make a reasonable attempt to notify the parent or eligible student at the last known address of the parent or eligible student, unless:
 - The disclosure is initiated by the parent or eligible student; or
 - The [Annual Notification](#) of the agency or institution includes a notice that the agency or institution forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll;
- Give the parent or eligible student, upon request, a copy of the record that was disclosed; and
- Give the parent or eligible student, upon request, an opportunity for a hearing under the [Procedures for Amending Education Records](#).

Conditions that Apply to Disclosure of Information for Federal or State Program Purposes

34 CFR part 99.35(a), 99.35(b), 99.35(b)(1), 99.35(b)(2), 99.35(c), 99.31(a)(3), 99.31(a)(3)(i), 99.31(a)(3)(ii), 99.31(a)(3)(iii), 99.31(a)(3)(iv)

The following officials may have access to education records in connection with an audit or evaluation of federal- or state- supported education programs, or for the enforcement of or compliance with Federal legal requirements which relate to those programs:

- The Comptroller General of the United States;
- The Attorney General of the United States;
- The United States Secretary of Education; or
- State and local educational authorities.

Unless there has been [Consent for Disclosure of Confidential Information](#) or the collection of personally identifiable information is specifically authorized by federal law, the information that is collected for disclosure for federal or state program purposes must:

- Be protected in a manner that does not permit personal identification of individuals by anyone except the Comptroller General of the United States, the Attorney General of the United

States, the United States Secretary of Education, or state and local educational authorities; and

- Be destroyed when no longer needed for the purpose of audit or evaluation of federal or state supported education programs, or for the enforcement of or compliance with federal legal requirements which relate to those programs.

Conditions that Apply to Disclosure of Information as Permitted by State Statute after November 19, 1974 Concerning the Juvenile Justice System

34 CFR part 99.38(a), 99.38(b), 99.31(a)(5)(i)(B)

If reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively service, prior to adjudication, the student whose records are released, an educational agency or institution may disclose education records.

The officials and authorities to whom the records are disclosed must certify in writing to the educational agency or institution that the information will not be disclosed to any other party, except as provided under state law, without the prior written consent of the parent of the student.

Conditions that Apply to Disclosure of Information to Organizations Conducting Studies

34 CFR part 99.31(a)(6), 99.31(a)(6)(i)(A), 99.31(a)(6)(i)(B), 99.31(a)(6)(i)(C), 99.31(a)(6)(ii), 99.31(a)(6)(ii)(A), 99.31(a)(6)(ii)(B), 99.31(a)(6)(iii), 99.31(a)(6)(iv), 99.63

Under the Family Educational Rights and Privacy Act (FERPA) and for the purposes of the administration of Records, the term "organization" includes, but is not limited to, federal, state, and local agencies, and independent organizations.

Information may be disclosed to organizations conducting studies for, or on behalf of, educational agencies or institutions to:

- Develop, validate, or administer predictive tests;
- Administer student aid programs; or
- Improve instruction.

The agency or institution may disclose information to organizations conducting studies only if:

- The study is conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization; and
- The information is destroyed when no longer needed for the purposes for which the study was conducted.

If the Family Policy Compliance Office (FPCO) determines that a third party outside the educational agency or institution to whom information is disclosed fails to destroy the information when no longer needed for the purposes for which the study was conducted, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

Conditions that Apply to a Judicial Order or Lawfully Issued Subpoena

34 CFR part 99.31(a)(9)(ii), 99.31(a)(9)(ii)(A), 99.31(a)(9)(ii)(B), 99.31(a)(9)(iii)(A), 99.31(a)(9)(iii)(B)

The educational agency or institution may disclose information to comply with a judicial order or lawfully issued subpoena only if the agency or institution makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with:

- A federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or
- Any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

If an educational agency or institution initiates legal action against a parent or student, the educational agency or institution may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the educational agency or institution to proceed with the legal action as plaintiff.

If a parent or eligible student initiates legal action against an educational agency or institution, the educational agency or institution may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the educational agency or institution to defend itself.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Redisclosure of Information

Sender Responsibilities

26 USC §152, 34 CFR part 99.33(c), 99.33(d), 99.33(a)(1), 99.31(a)(8), 99.31(a)(9), 99.31(a)(11), 99.31(a)(12), 99.31(a)(14), 99.31(a)(15)

An educational agency or institution may disclose personally identifiable information from an education record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent or eligible student, except that:

- The conditional redisclosure requirements do not apply to disclosures made:
 - To parents of dependent students as defined in Section 152 of the Internal Revenue Code of 1986;
 - Pursuant to court orders, lawfully issued subpoenas, or litigation as otherwise defined in [When Consent is not Required to Disclose Information](#);
 - The disclosure is information the educational agency or institution has designated as "directory information," in compliance with 34 CFR 99.31(a)(11) and 34 CFR 99.31(b);
 - To the parent of a student who is not an eligible student or to the student;
 - In connection with a disciplinary proceeding at an institution of postsecondary education; or
 - To a parent of a student at an institution of postsecondary education regarding the student's violation of any federal, state, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance.

An educational agency or institution must inform a party to whom disclosure is made of the requirements of redisclosure of information, except when the disclosure is pursuant to [When Consent is not Required to Disclose Information](#).

Recipient Responsibilities

34 CFR part 99.33(a)(2), 99.33(b), 99.33(b)(1), 99.33(b)(2), 99.33(e), 99.63

The officers, employees, and agents of a party that receives education records from an educational agency or institution must use the information only for the purposes for which the disclosure was made, except that:

- The party receiving the information may make further disclosures of the information on behalf of the educational agency or institution if:

- The disclosures meet the requirements of When Consent is not Required to Disclose Information; and
- The educational agency or institution has complied with the requirements of 34 CFR part 99.33(b)(2)

If the Family Policy Compliance Office (FPCO) determines that a third party improperly rediscloses personally identifiable information from education records, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

Destruction of Special Education Records

In accordance with Federal and State regulations, LEAs must establish a records retention schedule for destruction of special education records. All special education records must be maintained for seven years from the student(s) graduation and/or last date of service.

A public notice of intent to destroy records must be published. This notice of the destruction of records procedure must outline how the parent, guardian, or adult student may request student files and the deadline to make the request.

LEA Specific Information:

The GSEC-SSA and the LEA assure that the federal and state requirements set forth in the LEGAL FRAMEWORK are being implemented as stated in this section.

GSEC-SSA Guidelines:

The GSEC-SSA Director of Special Education annually posts public notification in the community newspapers of the districts in the GSEC-SSA. The notice is posted for a minimum of two weeks, with the date of destruction to be no less than one month from the date of posting. Record destruction is done in accordance with state and federal regulations.